



GLOBAL ENGLISHES AND THE DISCURSIVE CONSTRUCTION OF THAI  
ENGLISH TEACHER IDENTITY

SUNISA INTACHAI

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR DOCTOR DEGREE OF PHILOSOPHY  
IN TEACHING ENGLISH AS A GLOBAL LANGUAGE

FACULTY OF EDUCATION

BURAPHA UNIVERSITY

2025

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Understanding the formation of a language teacher identity has become crucial for effective language instruction, particularly in the Global Englishes (GE) paradigm, as teacher identity informs numerous aspects of pedagogic decisions. This study aimed to explore how English teacher identity is discursively constructed against the backdrop of the GE paradigm and to identify which teachers are more likely to adopt this GE-informed pedagogy in their classrooms. Utilizing a narrative inquiry design, the study employed life story interviews, classroom observations, and focus group discussions on the GE paradigm to understand how teachers perceived their identities within the GE paradigm. The target participants in this study were four in-service Thai English teachers working at a secondary school in northeastern Thailand. The participants were purposively selected from diverse backgrounds to ensure representation in terms of gender, English language learning, teaching experience, and overseas experience. The results of this study showed that the participants developed their initial identities as educators based on early interests in English during childhood or their primary school education. During years of formal learning, they cultivated an appreciation for the American accent through foreign English teachers and popular media. However, exposure to different varieties of GE has led to the development of their identities, allowing them to accept linguistic diversity and change their perceptions of English usage. Additionally, the results showed that teachers with prior real-life interaction and communication with socio-culturally diverse English users who had received adequate formal training were more likely to implement GE-related pedagogy than those who had not. This highlights the crucial role of teacher professional development in implementing GE-informed pedagogy.

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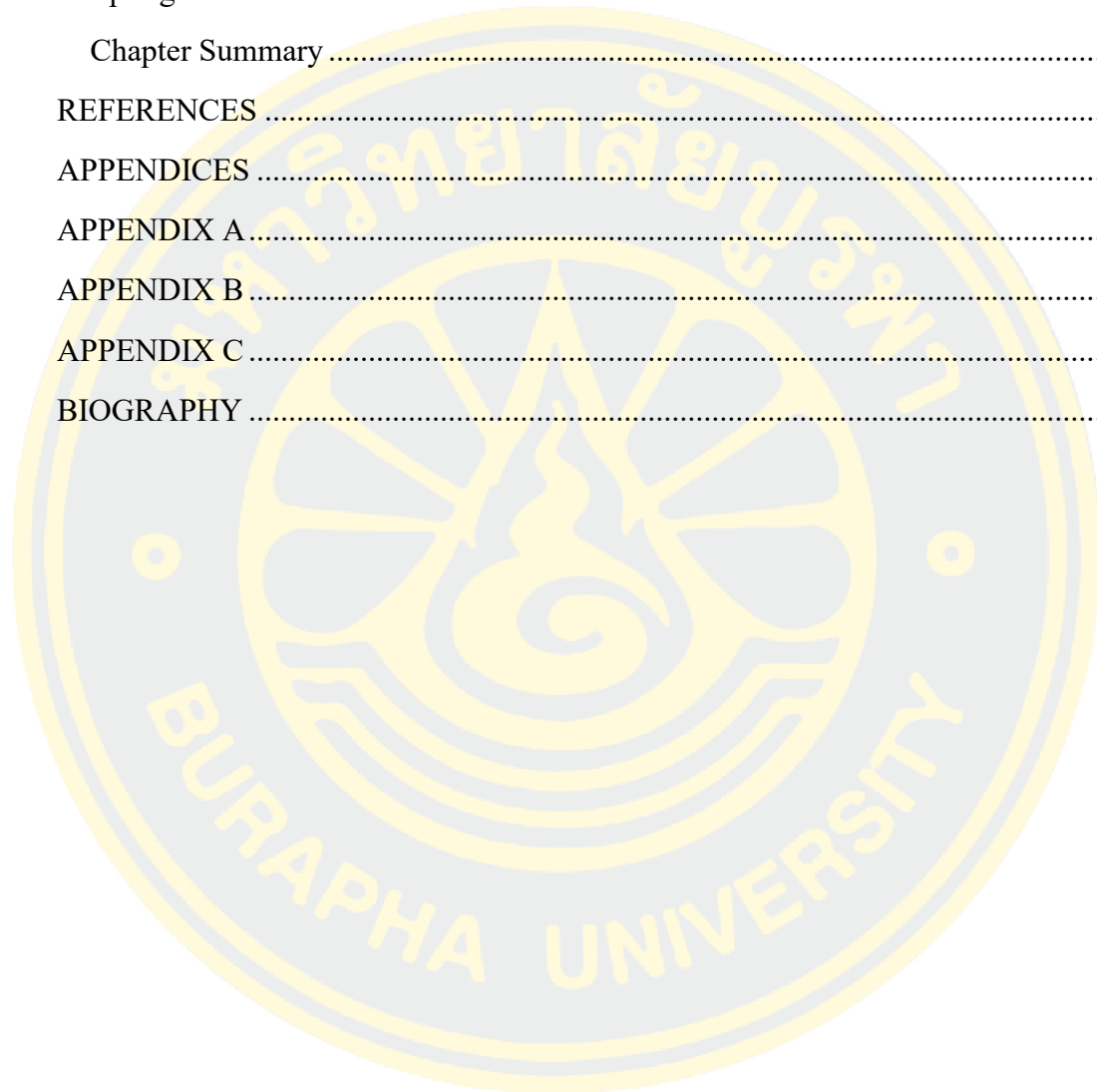
Sunisa Intachai

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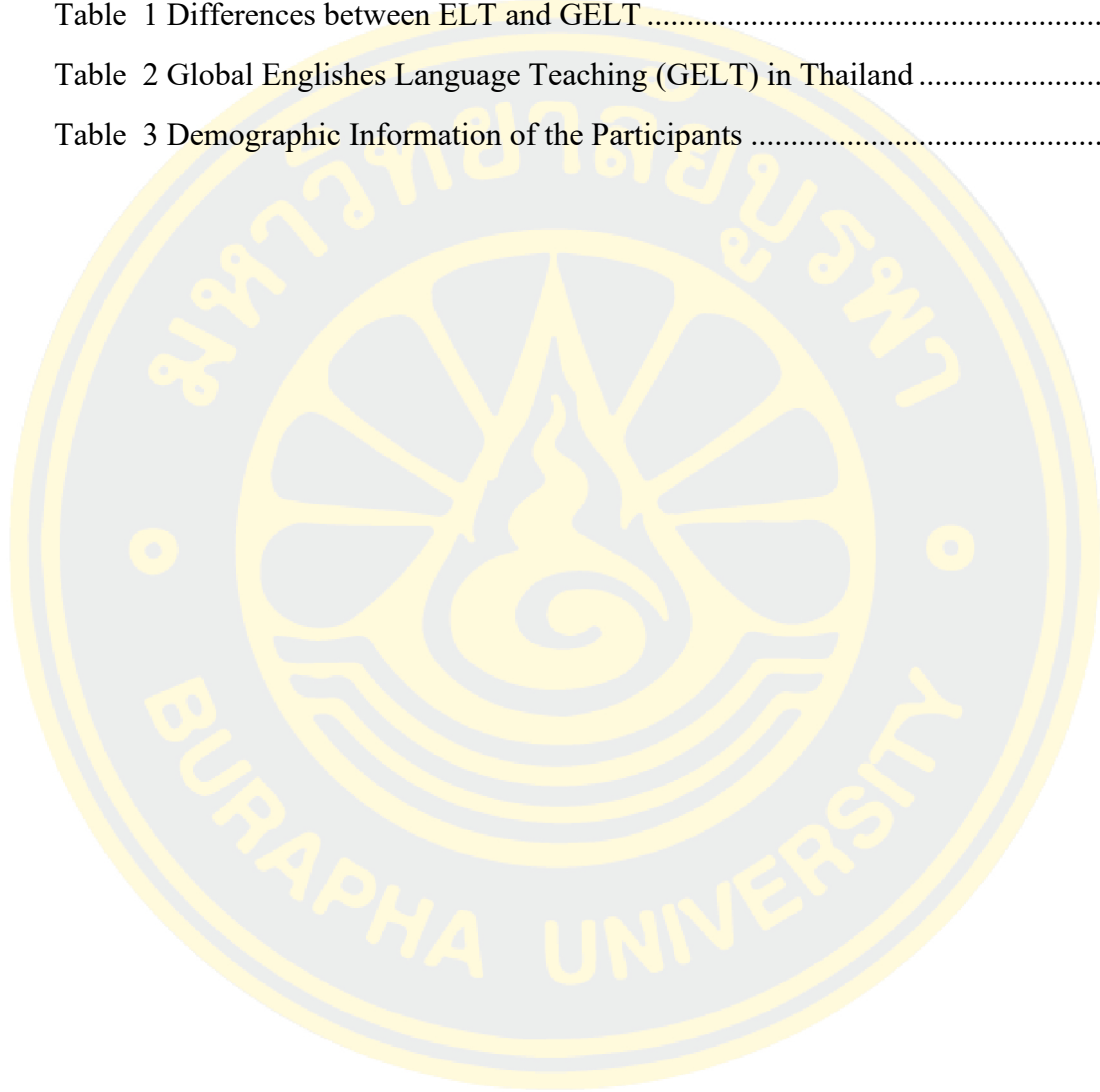
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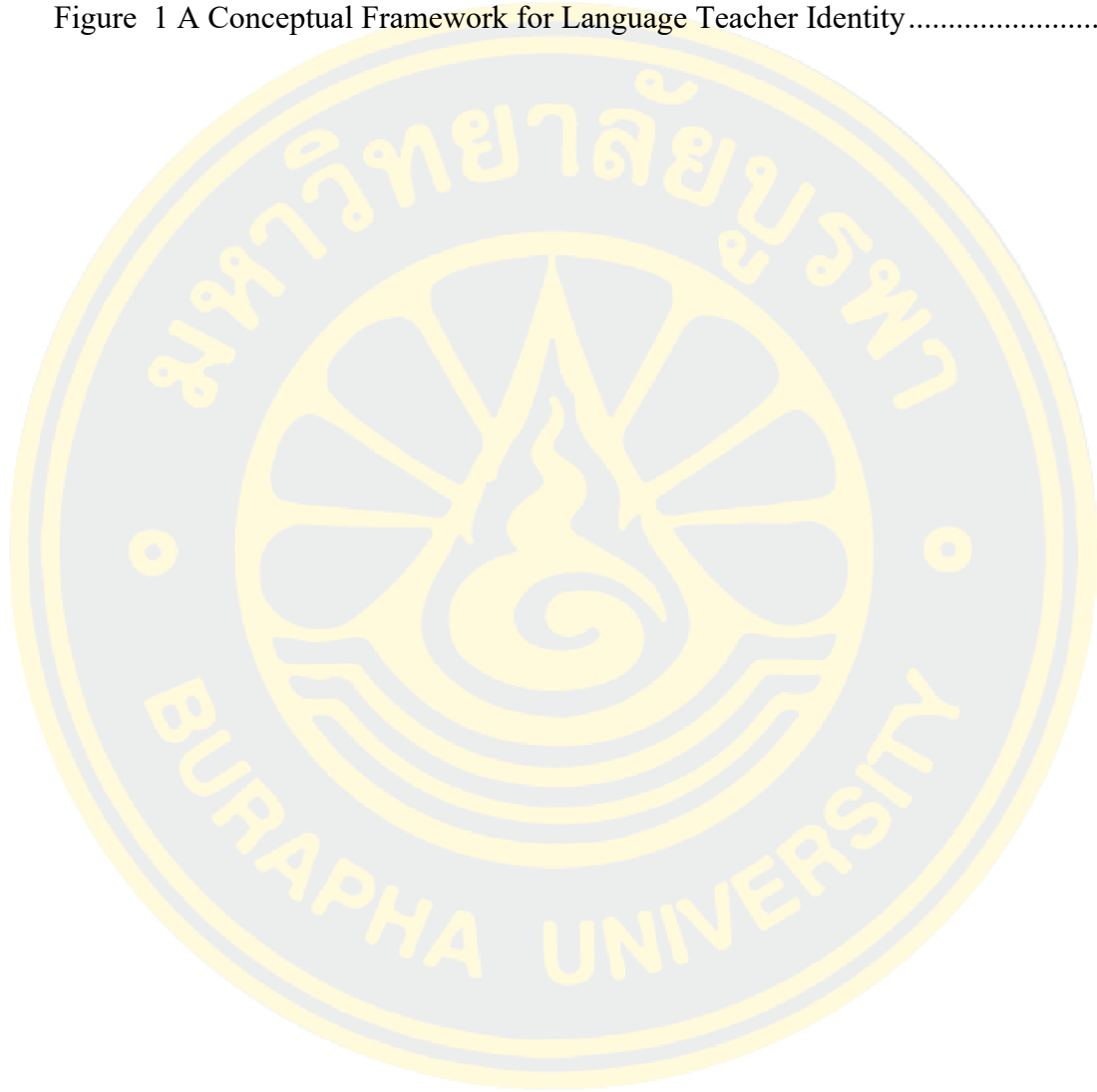
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# CHAPTER 1

## INTRODUCTION

### Prologue

I have always thought that becoming a teacher was my destiny. I have always considered a career in education, regularly weighing the pros and cons of teaching. I decided to commit to becoming a teacher because it is a respected profession in society and contributes positively to the community. To me, teachers are role models who provide students with guidance and direction to become better individuals.

After completing high school, I enrolled in a teacher education program in northeastern Thailand. Years 1 to 4 focused on the core course, while in year 5, I began practice teaching, part of the teacher education requirement, in elementary and high schools. Even in my 5th year of teaching practice and teaching students in the classroom, I felt that teaching is not merely about imparting knowledge to students but also about shaping a professional identity that grows through the challenges encountered in the classroom. During my practice teaching, I began to think about myself as a teacher. It occurred to me that teaching was not just about standing in front of the class and talking about a certain subject. I needed to project a professional presence that would define my identity as a teacher. I realized it was about adapting to daily challenges and being as prepared as possible.

Over the next three years, I worked in the English language department of a university in northeastern Thailand. I was responsible for teaching pre-service teachers and observing those who had started the teaching practicum at schools. When supervising pre-service teachers in school contexts, it was common for them to confide that they did not have the confidence to teach students or could not manage their classes efficiently. They also told me they had problems effectively managing their time between teaching and other duties. It was challenging work, but I helped them solve their problems the best I could, which made me feel like I was making a difference in their professional development.

During this time, the school-based mentor teachers would inform me of my pre-service teachers' progress and talk about their classwork and what was happening outside of school. They discussed parents confronting them about whether my pre-service teachers were qualified to teach their children English. I also received feedback about the stress and conflict from interacting with co-workers, students' parents, and administrators. The pre-service teachers and other instructors often asked me different questions, all of which had distinct challenges and effects. Initially, I was not sure what to do. I would assist them when and where I could. Then, I remembered an English professor during my training program suggesting that sometimes the best answer is just listening. That resolution should determine whether individuals react positively or negatively to specific circumstances. These stressors in life were character-building and a separate learning process. That experience made me wonder what truly defines a teacher: is it their classroom management skills, or is it an identity shaped by overcoming such challenges? It was then that I began to see teacher identity as the key to understanding and addressing these recurring issues.

At school, while observing my pre-service student teachers, I noticed that most English Program (EP) classes were conducted only by American or native-speaking teachers. At the same school, other classes were conducted by second-language English teachers from many countries. In the teacher's lounge, I saw the American, Indian, and Singaporean teachers sitting together; however, the difference was that the American teacher's schedule consisted only of EP classes. In contrast, the Indian and Singaporean teachers' schedules only included regular courses. This revealed that only native speakers conducted English classes due to differences in accents and cultures. I started to question how the diversity of English affects teachers' mindsets and identities. Perhaps changes in teaching methods are required to accommodate this diversity of English. This event was a turning point that sparked my interest in English diversity and motivated me to explore the impact of this concept on the identities of English teachers in linguistically and culturally diverse contexts.

One afternoon, while I was waiting for another class where I would observe a pre-service teacher's classroom routine, I was approached by the school director. We exchanged greetings, and then she asked me if I had considered whether the

required characteristics of a competent pre-service teacher and the expected professional standards were being sufficiently addressed in training. I could not respond to her question, which made me uncomfortable. I immediately suspected some of my pre-service teachers may have alienated their school community. Many questions filled my head. Did my pre-service teachers have friendly relationships with their students, school-based mentors, and directors? I told the director that, although I was there only today to observe and not interfere with classroom behavior, I would continue to stress the importance of professional standards to them in future training. I also worried about whether my trainees were always well-presented and behaved professionally. The interaction with the school director sparked my curiosity about the fundamental nature of the English teacher. It motivated me to seek answers beyond traditional teaching approaches.

Inspired by these unanswered questions about what constitutes a teacher's identity, I explored a broader perspective that could address these challenges. In 2020, I attended a Thai TESOL conference. There, I was introduced to the concept of Global Englishes (GE) and its implementation in the classroom. I realized that GE not only offered an alternative perspective on teaching English but also provided a framework for teachers to transform their own identities to embrace the diversity of Englishes. Many of my students are disheartened when confronted with standard English ideology. They are embarrassed by their English accents and sometimes shy away from using their version of English when interacting with native speakers outside the classroom. That night in bed, I repeatedly read the Thai TESOL conference booklet on Global Englishes. After thinking for some time, it turned on a light bulb in my brain. I thought I liked this concept, but I needed to know more about it.

The insights I gained from this training pushed me to explore the study of English language teachers' identities more deeply, particularly about the important issue of GE. It became clear that investigating how teachers construct new identities in response to global English language trends is important. This can transform their classroom practices and help encourage and support students' understanding and awareness of the English language's diversity. The next step was to enroll in the Teaching English as a Global Language (TEGL) program at Burapha University.

I hope to implement Global Englishes in my classrooms in the future. I have set a clear objective for myself, and I believe that the guidance and wisdom of the course professors will assist me in achieving my goal.

## **Background of the Study**

English is broadly recognized as a global language, extending into various regions and adapting to different contexts worldwide (Crystal, 2003). In his foundational World Englishes (WE) model, Kachru (1985) illustrated the worldwide proliferation of English using three concentric circles: the Inner, Outer, and Expanding circles. Several scholars have also employed different terms to describe the global spread of English, such as English as a Lingua Franca (ELF), English as an International Language (EIL), and Global Englishes (GE) (Rose & Galloway, 2019). These terms highlight various intellectual traditions and their emphases.

Specifically, the linguistic characteristics of ‘new’ Englishes in the Outer Circle were analyzed, with the aim of validating varieties beyond the ‘native’ speaker norms (Kachru, 1985). ELF focuses on communication practices among ‘non-native’ English speakers (Seidlhofer, 2011). EIL addresses the international contexts in which English is used and considers its implications for English language teaching (ELT) (McKay, 2018). While WE, ELF, and EIL differ in focus, they share overlapping ideological perspectives on English and English Language Teaching (ELT).

Consequently, scholars (e.g., Galloway & Rose, 2015; Jenkins, 2015) have grouped these connected paradigms under the GE paradigm to facilitate collaboration (Selvi & Yazan, 2021). This research is positioned within the GE paradigm, as it represents an emerging field that deserves further exploration. By aligning this study with the GE paradigm, I do not intend to dismiss the contributions of other related paradigms; rather, I recognize the foundational insights WE, ELF, and EIL offer.

In the context of secondary education in Thailand, English language teaching has often been guided by native speaker norms. Textbooks and other teaching aids have usually been sourced from American or British resources that focus on native-speaking accents. English language teachers are required to work with these materials and adhere to curricula relevant to their particular Educational Ministry guidelines (Basic Education Commission, 2008). As such, students may lack

awareness of broader cultural contexts and the extent to which English usage has become diverse globally. By incorporating GE concepts in their classrooms, teachers can raise students' awareness of English's diversity and their acceptance of the varieties of English they may encounter from people of different cultural backgrounds (Prabjandee, 2025). This thinking aligns with modern attitudes towards English usage and ownership of individual styles of English. There is a need to address the divide between GE discussions and the curriculum dynamics that relate to the educational needs of secondary English language teachers.

GE urges English teachers to rethink their ideological beliefs about English, aiming to implement teaching methods that cater to learners' needs for English in a globalized context, where users of English are increasingly diverse in their sociocultural and linguistic backgrounds (Rose et al., 2021). Based on the GE paradigm, teachers need to view English as a plurilithic and pluricentric language, which has multiple forms and dynamic norms. Teachers should also be aware that all English users can claim ownership of English, not just "native" English speakers. However, teachers may find it difficult to adopt such ideological orientations because they need to internalize an entirely new set of cognitions and identities (Montakantiwong, 2024). Thus, GE has often been criticized as theoretical rather than practical (Sung, 2015). Montakantiwong (2024) called this theoretical/practical divide 'conceptual gaps' between the proliferation of GE research and tangible outcome practices enacted by ELT practitioners. To minimize the gaps, it is crucial to explore teachers' perspectives on the GE paradigm (Galloway & Numajiri, 2020).

### **Statement of the Problem**

An extensive literature review indicates that prior studies have examined teachers' awareness, attitudes, and perceptions of GE (e.g., Boonsuk et al., 2023; Curran & Chern, 2017; Dhani & Prabjandee, 2023; Shin & Walkinshaw, 2023). However, there has been limited research analyzing how language teacher identity (LTI) is influenced by the GE paradigm. LTI serves as an essential conceptual framework, shaping how teachers engage in pedagogy, interact with students and colleagues, and navigate the challenges and prospects of their professional growth (Pennington & Richards, 2016). Although there have been efforts to investigate LTI

within the GE paradigm (e.g., Kemalolu-Er & Lowe, 2023; Montakantiwong, 2024; Widodo et al., 2020), these studies primarily involved university lecturers, highlighting a gap in understanding the experiences of teachers in different educational settings, including secondary schools. In the Thai context, secondary school teachers face unique challenges due to societal expectations, institutional pressures, and limited access to GE training programs, further underscoring the importance of this research. Thus, it is crucial to examine the specific challenges faced by Thai teachers in adopting GE, especially in secondary education, to understand the broader implications of GE in diverse educational settings. Exploring this area benefits the research community as it contributes to the knowledge foundation for teacher education, particularly in relation to teachers applying GE in classroom environments (Chen et al., 2023).

In Thailand, research on language teacher identity (LTI) construction within the Global Englishes (GE) paradigm is surprisingly limited, with few exceptions, such as Montakantiwong (2024), despite the fact that scholars in Thailand have been actively engaged in GE research. An extensive literature review suggests that GE research in Thailand was mainly about learners' attitudes (e.g., Boonsuk & Fang, 2022; Thienthong & Uthakorn, 2023), teachers' attitudes (e.g., Boonsuk et al., 2023), Global Englishes classroom implementation (e.g., Boonsuk et al., 2021; Jindapitak et al., 2022; Rajprasit, 2022, 2024), and teacher professional development (e.g., Prabjandee, 2020; Prabjandee & Fang, 2022). This body of research highlights a significant gap in understanding how Thai teachers construct their LTI within the context of GE. Exploring how teachers' identities are shaped by the GE paradigm in Thailand, especially in secondary schools, would provide valuable insights into the barriers and opportunities for GE adoption. As a result, conducting more research to explore LTI construction in the context of GE is essential, specifically how Thai teachers develop and view their identities as language educators within this paradigm. Additional research would provide a deeper understanding of the barriers and opportunities for the adoption of GE in Thailand's secondary education system.

Furthermore, prior research on teachers' awareness, attitudes, and perceptions regarding GE has offered valuable insights to improve the feasibility of GE implementation; however, its actual application in classrooms remains mostly

theoretical and is progressing slowly (Crowther et al., 2025; Shin & Walkinshaw, 2023). Studies indicate that teachers often hesitate to apply GE principles in the classroom due to perceived contextual limitations and concerns expressed by parents (Cameron & Galloway, 2024). Therefore, it is reasonable to conclude that GE may not fit every teacher. This thought raises the question: Which teachers are most likely to implement GE in their classrooms? Examining the characteristics of teachers who would embrace GE after being exposed to its principles is a crucial area of research. By focusing on teachers' self-perceptions and evolving professional identities, we can better understand why some educators adopt GE readily while others remain hesitant. This inquiry is especially pertinent in contexts like Thailand. To achieve this, I considered LTI as the framework, as it has been shown to influence teaching practices in a dialogical manner (Kanno & Stuart, 2011). Essentially, teachers' self-perceptions as particular types of language educators shape their teaching methods, which, in turn, affect their LTI (Varghese et al., 2005).

### **Purposes of the Study**

1. To explore how English teacher identity is discursively constructed against the backdrop of the GE paradigm.
2. To explore teachers who are inclined to adopt GE-informed pedagogy.

### **Research Questions**

1. How is English teacher identity discursively constructed against the backdrop of the GE paradigm?
2. Guided by the LTI perspective, which teachers are inclined to adopt GE-informed pedagogy?

### **Conceptual Framework**

LTI is commonly recognized as a complex and evolving concept that reflects how teachers view themselves, their roles, beliefs, and practices within their professional environments and communities (Beijaard et al., 2004; Varghese et al., 2005). This concept is not rigid; it develops over time as teachers participate in

numerous formal and informal learning experiences that contribute to their professional growth and development (Pennington & Richards, 2016; Yazan, 2018).

Since LTI is broad, it is crucial to situate an inquiry in a particular theoretical framework. This study was guided by the LTI theories characterized by Varghese et al. (2005), Trent (2016), and Yazan (2018) because they drew on extant theoretical perspectives on teacher identity and explored how teachers negotiate their LTI across personal, professional, and institutional domains. First, Trent's framework allows me to explore how the identity of Thai English teachers is constructed through discourse within the context of the GE paradigm. According to Trent (2016), LTI was examined through three modes: language, discourse, and practice. To begin with, LTI is discursively constructed through language and discourse (Trent, 2016), which teachers use to articulate the kinds of teachers they "are" and "envision to be" and to project themselves as a particular kind of teacher to others. Varghese et al. (2005) termed this kind of identity as "identity in discourse."

Informed by the intertwined relationships between language and identity, I was interested in stories narrated by the teachers about how they viewed themselves as a particular kind of teacher in a social context after they learned about the GE paradigm. From this perspective, language reflects identity, which could be used as a source to understand teachers' professional experiences and development (Dhami & Prabjandee, 2023). Secondly, teacher identity is discursively constructed through practice. Research has shown that practice shapes identity; in turn, identity shapes practices (Kanno & Stuart, 2011). In this study, practice is understood in terms of how teachers are exposed to the GE paradigm. Exposure was characterized as explicit and implicit approaches to ELF implementation (Kemaloglu-Er & Bayyurt, 2019). Explicit exposure involves conscious learning about GE directly, such as through teacher education, webinars, workshops, or teacher professional development, whereas implicit exposure involves unconscious awareness developed through interaction and experiences, such as working in an international environment (Kemaloglu-Er & Bayyurt, 2019). Lastly, central to identity development is the role of teacher agency, which is defined as teachers' deliberate attempts to form their identities (Toom et al., 2015). Research has shown that developing teacher identity is

not a passive process; instead, it is an active process in which teachers exercise their agency to make sense of who they are (Prabjandee, 2019).

Additionally, Yazan's (2018) conceptual framework proves valuable for examining which teachers are likely to adopt GE in their classrooms. This framework includes six interconnected dimensions of LTI: teacher learning, teacher cognition, communities of practice, contextual factors, biography, and emotions. A primary emphasis within these constructs is the connection between LTI and teacher learning. As teachers grasp new concepts like GE and GELT, they actively reshape their LTI. This transformation depends on their prior cognition, which consists of their beliefs, values, and knowledge, enabling them to navigate their professional identities. The GE paradigm views English as plurilithic, pluricentric, and globally shared, directly challenging teacher cognition, particularly as these issues may not be addressed in teacher education programs (Montakantiwong, 2023). Moreover, teachers expand their knowledge through participation in communities of practice, which are networks for sharing knowledge, experiences, and support. LTI is also molded by the social context, including the school environment, policies, landscape, and various involved communities. Kemaloglu-Er and Lowe (2023) conducted a duoethnography showing that their views on the validity of WE varieties were greatly affected by social contexts, cultural factors, and family dynamics. Teachers develop their LTI based on their biographies, comprising backgrounds, experiences, and motivations, as well as their emotional responses encountered throughout their professional journeys (Yazan 2018).

Against the backdrop of the GE and other interrelated paradigms (WE, ELF, and EIL), several researchers have explored LTI development (e.g., Kemaloglu-Er & Lowe, 2023; Montakantiwong, 2024; Trent, 2016; Widodo et al., 2020). Previous studies have used LTI as an analytic lens for inquiry because it influenced teachers' pedagogic decisions and practices (Montakantiwong, 2024). Previous studies have pointed out that English teachers have formed their teacher identities based on their relationships with English, which they developed earlier when they were learners (Kemaloglu-Er & Lowe, 2023). Montakantiwong (2024) added that past learning experiences and their varying degrees of cognition of WE, ELF, or GE have also formed teacher identities. However, teachers' cognitions about GE may not be

entirely accurate, thus affecting actual classroom practices (Montakantiwong, 2024). Moreover, Kemalglu-Er and Lowe (2023) pointed out that their experiences with WE and ELF have led them to professional legitimacy, in which they felt empowered as language educators.

In addition, the notion of GE has challenged scholars to explore the roles of “native” English-speaking teachers (NESTs) and “non-native” English-speaking teachers (NNESTs) (Trent, 2016; Widodo et al., 2020). I emphasized ‘native’ and ‘non-native’ to address the problematic nature of the terms discussed by several scholars (e.g., Braine, 2010; Dewaele, 2018). Previous studies have found that the NEST/NNEST divide and native speaker ideology have impacted LTI. In Hong Kong, for example, Trent (2016) explored teacher identity development against the backdrop of EIL, pointing out that the NEST/NNEST created the discourse of dichotomy, which could affect professional legitimation, marginalization, and oppression. On the contrary, utilizing a narrative case study, Widodo et al. (2020) interviewed Chinese university teachers who had experience working abroad. They reported that the teachers constantly contested native-speakerism ideology in their practices, potentially affecting their identities. This finding was confirmed by Ershadi et al. (2024), who explored how native speaker ideology negatively affected teacher identity in Iran. Although the GE paradigm has driven scholars to explore LTI in many contexts, research on LTI in Thailand has been conducted to understand LTI development and negotiation in general (e.g., Prabjandee, 2019; Loo et al., 2019), not against the backdrop of the GE paradigm in particular.

### **Significance of the Study**

This study offers empirical evidence regarding the construction of LTI within the GE paradigm. It highlights the trajectory of LTI, identity related to the GE paradigm, and the characteristics of teachers suited for GE. These insights are valuable for teacher education scholars as they prepare pre-service teachers to implement GELT effectively in classrooms.

## Definition of Terms

**Global Englishes** is an umbrella term that draws implications from the WE, ELF, and EIL paradigms, highlighting the need to view English as plurilithic (English as multiple forms), pluricentric (English has multiple norms), and emphasizing global ownership (everyone can claim ownership of English).

**Language Teacher Identity** refers to how teachers perceive themselves, including their roles, beliefs, and practices within professional contexts and communities. It is constructed through discourse and practice, reflecting its dynamic nature.

**Discursive Construction** is the process by which identity is formed through language. It can be explored through stories of past and present interactions and practices.

**Thai English Teachers** refers to in-service English teachers working at a secondary school in northeastern Thailand.

## Chapter Summary

Chapter 1 introduces the background of the study, which focuses on how Thai English teachers' identities are shaped within the Global Englishes (GE) framework. It begins with the researcher's personal story that led to an interest in teacher identity. The chapter then explains the research problem, noting that while GE has been widely studied, there is still little research on teacher identity in this context, especially in Thailand. This study aims to explore how teacher identities are constructed and which types of teachers are more likely to adopt GE-informed teaching. It also presents the key concepts and framework used in the research.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter covers the literature review that serves as the foundation for this study on the discursive construction of English teacher identity in the Global Englishes orientation. This study comprises seven sections. Section 1 begins by discussing Global Englishes, now considered an essential concept for second-language English students. The second section focuses on Global Englishes Language Teaching. Section three conceptualizes identity and covers the general definitions of identity. The fourth section discusses language teacher identity with related examples. The fifth section describes narrative inquiry, part of a qualitative research methodology. Section 6 provides particular instances of discursive construction in the language teaching field. Section 7 provides a summary of the entire chapter.

#### **Global Englishes**

English is now recognized as a global language, so the number of people who speak it worldwide has skyrocketed (e.g., Crystal, 2003; Galloway & Rose, 2013; Galloway & Rose, 2015). Consequently, with its spread, English is now subjected to considerably more interaction with other languages. This results in non-native English speakers outnumbering native speakers (Rose & Galloway, 2017). English has risen to the world's premier lingua franca, thus becoming the language of choice in several fields of world commerce (Rose & Galloway, 2019).

During the last quarter-century, these dramatic and extraordinary developments in the global linguistic tide have posed unprecedented learning and teaching challenges in English language education (e.g., Galloway, 2017; Rose & Galloway, 2019). This expansion in English language usage is anticipated to continue and evolve throughout the twenty-first century, necessitating conceptual and practical flexibility in advancing the discipline of English language teaching (ELT) (Rose, McKinley, & Galloway, 2020).

There are several hypotheses about why English has grown so prolifically globally; however, it is vital to recognize that English has extensively outgrown its

original confines (Galloway & Rose, 2015). The reasons English has become the world's lingua franca and non-native English speakers now outnumber native English speakers revolve around necessity (Galloway & Rose, 2013). This globalization of English has been linked to the United States' political and economic spread when globalization forces were gathering momentum, resulting in the need for a common worldwide language medium (Galloway, 2017).

The worldwide growth of English as a second language (ESL) has resulted in the establishment of a significant number of private English language schools, English language teaching (ELT) enterprises, and an insatiable demand for English instruction (Galloway, 2017). For example, in Europe, English Medium Instruction (EMI) and English Language Teaching (ELT) have increased by 100 % (Brenn-White & Faethe, 2013, p. 6). In Japan, the government's Global 30 program sought to expand the number of international students from 14,000 to 300,000 by 2020 (Galloway, 2017).

The dramatic rise in the number of non-native English speakers over the last few decades has led to a shift in the ownership and use of English worldwide (Farrell & Martin, 2009; Galloway, 2017). The varied usage of English in different fields and situations has also given birth to specific research paradigms that focus on its use, appropriation, and adaptation to local circumstances and communicative needs (Galloway, 2017).

Global Englishes is a paradigm that encompasses World Englishes (WE), English as a lingua franca (ELF), English as an international language (EIL), and translanguaging (Galloway & Rose, 2015). It investigates the worldwide ramifications of English's usage as a world language. In many respects, Worldwide Englishes broadens the lens of World Englishes, ELF, EIF, and translanguaging to include many peripheral concerns linked with global English usage (Galloway, 2017). These include globalization, linguistic imperialism, education, language policy, and planning (Galloway, 2017; Rose & Galloway, 2019). Global Englishes also tries to demonstrate how the language operates today, emphasizing the pluricentric nature of English, its global ownership, and how it differs significantly from the "local" version taught in the ELT classroom (Galloway, 2017). The section that follows explains the Global Englishes concept, including World Englishes (WE), English as a lingua franca

(ELF), English as an international language (EIL), and Global Englishes Language Teaching (GELT).

### **World Englishes**

World Englishes is an inclusive term for the different varieties developed in non-native-speaking countries (Kachru, 1985). The “Concentric Circles” model of English provides a simplified visual explanation of how countries use English globally. Kachru (1985) proposes that the global use of English can be divided into three concentric circles, which he explains as follows.

The “Inner Circle” comprises countries like the USA, UK, Australia, New Zealand, and Canada, where English is used as the mother tongue. Most of these populations were born and educated in these native English-speaking countries. Here, English is always spoken and used as the norm of communication.

The “Outer Circle” comprises colonial or commonwealth countries like Singapore, India, and Malaysia, where English is recognized as official. Most of the population learns English very early in life.

The “Expanding Circle” covers countries like Thailand, China, Brazil, Japan, etc., where English is considered a foreign language. English is usually learned to communicate with native English speakers for commercial transactions. The native speaking (NS) or native norms have typically been used for teaching and learning in these countries (e.g., Adamson, 2004; Bolton, 2006).

The “Concentric Circles” model demonstrates how English usage has expanded and functions in different countries worldwide. This expansion has resulted in national variations of English due to accents and cultural influences. English can now be considered a “global language,” with its usage divided around the globe. Non-native English language students can now look forward to learning their nation’s version of Global Englishes, including components of their own culture and identity (Cook, 1999). Thus, teachers should be allowed to teach English in schools and colleges and not solely rely on native speakers of foreign languages for English language education (e.g., Cook, 1999; Jenkins, 2015; Seidlhofer, 2003). It will also enable local educational systems to adapt their English language teaching models to accommodate their own variety of English.

In conclusion, it can be observed that English is now spoken worldwide, with the number of non-native speakers exceeding that of native speakers (Galloway, 2017). With researchers acknowledging the existence of “Global Englishes,” it has now become necessary for educational methods and practices to change with the times (Rose & Galloway, 2019). Language students will now retain some of their national identities when learning English. It is no longer essential for language students to be strictly taught “native norms” by foreign native-speaking language teachers (Cook, 1999). Therefore, local English teachers can develop their experience and generate curricula that complement their own variety of Global Englishes.

### **English as a Lingua Franca**

Today, approximately 80% of English language users globally are non-native English speakers, significantly impacting how people use English (Jenkins & Leung, 2014). It is no longer the case that ‘inner circle’ countries, such as the UK, USA, Australia, New Zealand, or Canada, set the English trends (Rose & Galloway, 2017). The new majority of English speakers are ‘expanding circle’ inhabitants who regularly use it as a lingua franca (Jenkins & Leung, 2014). Therefore, English as a Lingua Franca (ELF) is now the most common use of the English language globally.

English as a Lingua Franca (ELF) is defined as any use of English among speakers of different first languages for whom English is the “communicative medium of choice” (Seidlhofer, 2013, p. 7). Seidlhofer further asserts that English already has the status of a lingua franca because it is used by many people worldwide in their daily lives. English now has more non-native speakers than native speakers. It is increasingly used as the primary way to communicate between people who live in different countries and cultures.

Research into the topic of ELF has assisted scholars in recognizing how quickly ELF has spread across the world. This research was conducted in the early 2000s when Jenkins (2000) and Seidlhofer (2001) investigated the linguistic aspects of ELF.

Jenkins (2000) looked at English phonology from a global viewpoint. She divided her research into two stages. The first was to describe and analyze how people who speak English as an international language (EIL) use phonology by analyzing data from lingua franca contexts. In the second stage, a language variety’s mutual

phonological understandability and acceptability are considered. Seidlhofer (2001) explored case studies that attempt to fill in the conceptual gap that could lead to the development of different methods of teaching ELF and how this would influence pedagogy and teacher education.

Later, Seidlhofer (2009) looked at World Englishes (WE) and ELF, where he found shared ground and diverse realities. He also provided new ideas about some concepts, such as language, community, and variety, which are considered important constructs of WE. Jenkins, Cogo, and Dewey (2011) investigated how ELF research has changed. They approached the research at three levels: lexicogrammar, phonology, and pragmatics. Finally, concluding with a discussion of current discoveries highlighting ELF's linguistic flexibility.

The ELF study does not claim to establish it as a new variety but focuses on how people communicate and how other languages impact their use. It recognizes that English is already a lingua franca due to its current extensive global use, popularity among non-native speakers, and the need to revise how it is taught. The acquisition of English language skills may be the most necessary qualification a non-native speaker obtains. ELF offers the opportunity for advancement in both their educational and economic futures.

### **English as an International Language**

English as an International Language (EIL) is another facet of the globalization of English. International English has been called a “pluricentric language” because it is used all over the world and changed by different “speech communities” to meet their communication needs (Sharifian, 2013, p. 9).

The English language is no longer the exclusive domain of native speakers. It now belongs to a global community of over one billion individuals who use it as their primary method of communication (Galloway, 2017). Extensive research has been conducted on EIL, such as by Galloway and Rose (2015) and Sharifian (2013).

McKay (2002) explains that “English as an International Language can be differentiated into two distinct categories: global and local” (p. 12). As an international language, English is used globally for communication between nations and locally as a means of communication within multilingual societies. According to Seidlhofer (2004), International English contains “localized English,” which is

utilized for domestic and intranational reasons, and “globalized English,” which is used to meet international purposes.

EIL researchers believe that the variety of English usage, language choice, and how it is employed are determined by the objective of the communication, the speakers’ first language, and the level of English ability. Sharifian (2013) suggests that when learning a second language (L2), students should be exposed to a wide range of cultural conceptualizations, which allow them to get comfortable with new ways of comprehending their experiences.

McKay (2018) explains that changes in the English language’s sociolinguistic environment make it necessary to update English Language Teaching (ELT) paradigms and methodologies. Some basic ELT assumptions need to be addressed for variety and flexibility in ‘growing circle’ nation classrooms, as stated by Matsuda and Friedrich (2012). It would require changing the ELT classes away from native-speaking (NS) teaching approaches.

Sharifian (2013) asserts that learning a specific accent in ELT should come second to communicating with people from other cultures and being understood. He also claims that studying EIL means no longer learning English as a language of conventional native speakers but rather as a language for intercultural communication amongst speakers from different cultural backgrounds.

Concerning teaching, McKay and Brown (2015) suggest that English as an International Language (EIL) pedagogy should involve instruction that acknowledges English’s global distribution and its status as the most widely studied second language in the world. According to Matsuda and Matsuda (2017), teaching EIL is a new paradigm in English Language Teaching (ELT) that aims to train students to be effective EIL users. Therefore, future EIL teachers should teach English language learners how to use their version of English to communicate effectively. This evolution of ELT pedagogy has become necessary due to the acknowledgment that each country develops its global ownership of English (Galloway, 2017).

In conclusion, English is now an international language spoken extensively worldwide. It is subject to many different individual, local, and cultural requirements. These exclusive varieties are expressed in various countries using combinations of local and international influences to enable speakers to be successfully understood.

Research has now identified that English language teaching (ELT) pedagogy needs to move away from traditional ELT methods. It requires extensive revision and updating to be relevant to today's expectations. Teachers must modernize their English teaching curricula to accommodate a new Global Englishes (GE)-informed environment (Galloway, 2017). The following section offers an overview of the importance of Global Englishes (GE).

### **The Importance of Global Englishes (GE)**

Global Englishes (GE) challenge the outdated notion that English was the sole property of “native speakers” from countries like America and Britain. It is now acknowledged that English is a global language used in varying contexts by people from most countries (Crystal, 2003). To be precise, there are now more second-language English speakers globally than native English speakers. This fact defies the belief that English learners need to attain a standard native accent (e.g., British or American). GE welcomes the diversity of English in accent and contexts in which it is now used and encourages new learners to embrace their variety and accent. The book *Teacher Education for Global Englishes Language Teaching* (Prabjandee, 2025) states that GE helps learners see that English can be shaped and adapted by people everywhere, empowering them to use English with confidence (instead of worrying about sounding like native speakers) and making successful communication the ultimate goal.

GE is considered important for many reasons. It reflects sociolinguistic reality. For example, English users now originate from a global spread of linguistic and cultural backgrounds. English students, particularly those who regularly communicate with other second-language English users, gain awareness of the diversity of English speakers worldwide. “Global Englishes” is learning about the diversity of English, not just the standard native speaker norms (Prabjandee, 2025).

GE also empowers all English users. With GE's endorsement of the numerous varieties of English, as opposed to the insistence on native norms and accents, every speaker's accent and usage is considered acceptable. This acceptance lessens anxiety and encourages confidence in speaking English, which further promotes positive attitudes towards learning English. Global Englishes (GE) supports

learners in using English without worrying about making mistakes, enabling people around the world to connect and understand each other more effectively (Prabjandee, 2025).

Furthermore, GE challenges native speakerism. Traditional English language teaching had normally supported British or American accents as the ideal standards. GE now challenges that notion, positioning teachers to make students aware that being understood is more important than sounding like a native speaker. In everyday situations, most second-language English speakers will interact with other non-native English speakers rather than native speakers.

In terms of diversity, GE cultivates acceptance and respect. Instilling the belief that everyone has the right to use English in their own way helps foster intercultural and mutual respect. This respect also allows students to accept other cultures, which is a vital requirement as education, business, and other fields continue to expand globally. GE embraces cultural differences, making students realize that no version of English is better.

Additionally, GE prepares learners for global communication. On a daily basis, English is the lingua franca between people who do not speak the same first language. Accepting a variety of accents, cultural norms, and contexts helps English learners successfully deal with real-life communication. Prabjandee (2025) states that GE is relevant to English learners' need to use English in a globalized world, ensuring learners are better prepared for international collaboration.

To summarize, GE rebrands English from a monolithic entity (concerned only with native-speaking norms) to an all-inclusive communication resource that now belongs to all English users. This departure from previous thinking has widespread implications for teachers and learners because it reinforces students' identities and fosters more achievable classroom goals for themselves and teachers. Additionally, GE equips learners to interact confidently and negotiate an increasingly connected world. The following section offers an overview of the role of Global Englishes language teaching in Thailand.

## Global Englishes Language Teaching

It is now widely acknowledged that increased usage of the English language throughout the non-native English-speaking world is growing at an unprecedented rate. Due to its international popularity in educational, scientific, economic, and technological circles, English has now become a global lingua franca.

This unique status, combined with the ongoing growth of English usage worldwide, has necessitated a paradigm shift. In English as a second language (ESL) and English as a foreign language (EFL) teaching methodology, this shift moves towards a Global Englishes Language Teaching (GELT) pedagogy (Rose & Galloway, 2019; Selvi, 2019).

When GE was introduced to classrooms, it significantly influenced educational policies and pedagogical methods since the objectives of GELT were distinct from those of traditional English Language Teaching (ELT). Essentially, GELT has altered the understanding of English and how it should be globally taught (Caine, 2008; Rose & Galloway, 2019).

As a result, teaching English in today's globalized society requires moving beyond traditional English language teaching (ELT) methodology and the idealized native speaker norms (Galloway & Rose, 2015). Table 1 below highlights the differences between ELT and Global Englishes Language Teaching (GELT).

Table 1 Differences between ELT and GELT

<b>Topic</b>	<b>Traditional ELT</b>	<b>GELT</b>
Target interlocutor	Native English speakers	Native English speakers and non-native English speakers.
Owners	Native English speakers	Native English speakers and non-native English speakers.
Target culture	Fixed native English culture	Fluid cultures.

<b>Topic</b>	<b>Traditional ELT</b>	<b>GELT</b>
Teachers	Non-native English speaking teachers (same first language) and native English-speaking teachers	Non-native English speaking teachers (same and different first language), native English speaking teachers.
Norms	Native English and concept of standard English	Diversity, flexibility and multiple forms of competence.
Role-model	Native English speakers	Successful ELF users.
Materials	Native English and native English speakers	Native English, non-native English, English as a Lingua Franca, and ELF communities and contexts.
First language and own culture	Seen as a hindrance and source of interference	Seen as a resource.
Ideology	Underpinned by an exclusive, ethnocentric view of English	Underpinned by an inclusive GE perspective.

### **Global Englishes Language Teaching in Thailand**

English language teaching in Thailand has been conducted under the idealized native-speaker norms of English as a foreign language (EFL). The increasing demand for English instruction in Thailand and worldwide has resulted in the call for an updated English teaching methodology (Prabjandee, 2020). Due to English being acknowledged as a global language, subsequent paradigm shifts have necessitated a change from EFL to implement the teaching of Global Englishes (GE) in the language classroom (Galloway, 2017). Global Englishes language teaching (GELT) has been cited in several articles related to English language teaching in Thailand, and these instances are summarized in Table 2 below.

Table 2 Global Englishes Language Teaching (GELT) in Thailand

<b>Researchers/topics</b>	<b>Participants</b>	<b>Research method</b>	<b>Findings and discussions</b>
Buripakdi (2012) The views of professional Thai authors on their English	20 Thai native speakers.	Qualitative approach (in-depth interviews)	The findings reveal that while the participants' attitudes towards English varied, most adhered to standard English and did not consider Thai English a world English variety.
Jindapitak (2015) English as a Lingua Franca: Learners' Views on Pronunciation	116 Thai English students enrolled in a Bachelor of Arts in English program at a university in Southern Thailand.	Qualitative & Quantitative methods (questionnaire and semi-structured interview)	Findings showed that the idealized native speaker construct is still present in ELT and pronunciation instruction, since most participants named it the final aim in pronunciation acquisition.
Snodin and Young (2015) Thai perspectives and attitudes	There were 251 Thai English learners among the participants. Ninety-four were	Qualitative & Quantitative methods (open-ended questionnaires)	The findings indicated how the research relates to Thailand's language policy

<b>Researchers/topics</b>	<b>Participants</b>	<b>Research method</b>	<b>Findings and discussions</b>
towards native English speakers.	students, and 165 were employed in a variety of occupations.		and practice, leading to perception studies in ASEAN and beyond.
Akkakoson (2019) The Sense of English Ownership among Thai Language Learners	Forty-four postgraduate students enrolled in current courses from two English-related programs.	Qualitative investigation (open-ended interview)	The results show that these language users lack a shared sense of English ownership, although their favorable attitudes toward the language are widespread. The result also showed that their many identities in English are exposed.
Boonsuk and Ambele (2020), Investigating Thai university students' perceptions in Thailand	20 university students learning English in the southern part of Thailand	Qualitative research (semi-structured interview, audio recording)	The findings showed that every English user has the right to claim ownership of English and to use it in their chosen manner without

Researchers/topics	Participants	Research method	Findings and discussions
			highlighting the conventions of native speakers
Boonsuk and Fang (2020). A Study of International Students' Attitudes Toward Their Own and Native English Accents	Nine foreign students from Cambodia, China, Indonesia, Malaysia, and Sri Lanka at a university in Southern Thailand.	Qualitative investigation (semi-structured interviews)	The results showed that most students still considered their accents weak and felt that native speakers' English accents were the standard of English usage and the ultimate learning objective.
Boonsuk et al. (2021) Increasing global English awareness: Moving away from 'native standards' in Thai university ELT.	Twenty-fourth-year undergraduates from the Faculty of Education	Qualitative research (semi-structured interviews and weekly reflective journals)	The data demonstrated that the students valued 'Thai English' since they no longer saw it as a communication obstacle. Students gained favorable attitudes and were far more receptive to accepting non-native English varieties.

<b>Researchers/topics</b>	<b>Participants</b>	<b>Research method</b>	<b>Findings and discussions</b>
Jocuns (2021)  Thai opinions and attitudes toward 'native-speaker' varieties of English	Thirty students at a Thai public university.	Qualitative research (open-ended interviews)	The findings show how we classify different types of English around the world. This study shows that the features of Thai English aren't the same, and neither are the people who speak it.
Rajprasit (2021),  Teaching World Englishes to Thai Students in a General English Course	75 Thai first-year students studying gems and jewelry	Qualitative & Quantitative methods (course training about WE-oriented learning activities)	The current study's classroom practice may give direction for future WE deployment in different ELT contexts.
Prabjandee and Fang (2022)  Perspectives from GE teacher professional development.	47 Thai teachers	mixed methods research design (GELT instructional competence scale, written reflection)	The findings showed that teachers now had more awareness of Global Englishes Language Teaching (GELT), which changed their attitudes towards it, and that they had mixed

Researchers/topics	Participants	Research method	Findings and discussions
			feelings about how well they could use it.

As indicated in Table 2, these Thai scholars' studies in Global Englishes Language Teaching (GELT) can be categorized into three main groups depending on their specific characteristic similarities: World Englishes, attitude towards the English language, and classroom implementation, which are explained as follows.

The first group consists of studies on World Englishes. These include the views of professional Thai authors on their use of English (Buripakdi, 2012), learners' opinions on pronunciation in English as a Lingua Franca (Jindapitak, 2015), Thai perspectives and attitudes towards native English speakers (Snodin & Young, 2015), Thai opinions and attitudes toward 'native-speaker' varieties of English (Jocuns, 2021), and the teaching of World Englishes to Thai students in a general English course (Rajprasit, 2021).

The second group is the English language attitude. They involve the sense of English ownership among Thai language learners (Akkakoson, 2019), investigating Thai university students' perceptions in Thailand (Boonsuk & Ambele, 2020), a study of international students' attitudes toward their own and native English accents (Boonsuk & Fang, 2020), and increasing GE awareness: moving away from 'native standards' in Thai university ELT (Boonsuk & Ambele, 2020).

The last group is classroom implementation. It focuses on perspectives from GE teacher professional development (Prabjandee & Fang, 2022).

As previously stated, various studies have been conducted to explore Thai students' perceptions of GE and World Englishes. The number of studies giving essential information regarding the idea of in-service Thai English teachers in GE is an issue that has received little attention. As a result, the current research intends to explore the identities of English teachers in GE orientations by investigating teachers' experiences via life history interviews.

## **Related Research on Global Englishes**

The concept of Global Englishes (GE) has become a key focus in understanding how English functions as a global lingua franca, shaping communication across cultures and regions. This section will explore related research on GE, highlighting its significance, development, and impact in various contexts.

Dhami and Prabjandees' (2023) study investigated 10 TESOL graduate students from the understudied population of Nepal. They aimed to gather attitudes towards standard English, regional South Asian English variants, GE, and Global English Language Teaching (GELT). The participants were volunteers recruited from two institutions in Nepal's capital, Kathmandu. The data collected from individual interviews suggested that Nepalese graduate students preferred to learn English to communicate with a wide range of English users, in contrast to learning a traditional, native speaker (Inner Circle) version of English. The graduates also stated that South Asian versions of English had distinct characteristics influenced by local values, cultures, and customs. They appreciated the GE paradigm's benefits but were reluctant to implement it in classrooms due to a lack of GE learning resources. This fact reinforces the need for standard GE courses in English teacher education to enable young teachers to be confident in using the GE paradigm and have the resources necessary to ensure students can benefit from it.

Schreiber and Jansz (2025) investigated GE-oriented teacher education. They found that, despite most recent studies acknowledging the pluralistic characteristics of English today, English Language Teaching (ELT) worldwide still adhered to conventional "native speaker" norms. They suggest introducing a Global Englishes for Language Teaching (GELT) strategy in teacher education, which may help resolve that discrepancy. However, it is unknown how the effects of this may impact over time. The referenced article refers to a study of three Sri Lankan teachers who engaged in a GELT-oriented educational innovation in 2017, communicating with a diverse group of English speakers in the United States. With reference to the interview data, the article discusses how, three years later, their experiences had influenced their pedagogic views and teaching practices. The results showed that the teachers had a greater acceptance of informal language, showed a desire to include "real-world" language in classrooms, and gave students positive reinforcement of

accent and pronunciation to reduce their anxiety about speaking their versions of English. These small but significant shifts help to emphasize the benefits of introducing GELT strategies in language teacher education.

Sirijanchuen and Tangkiengsirisin (2025) researched the effects of GE-informed instruction on Thai university students' attitudes towards English language learning. Their study sought to investigate how introducing GE awareness, specifically by using non-native speakers as role models, might influence Thai English learners' perceptions toward accent preference. The participants were forty Thai university students. The data were collected using semi-structured interviews and reflective journals, a qualitative research methodology. Under the framework of GE, the study identified nine emerging themes relating to their attitudes towards various English accents. The researchers concentrated on how the participants responded to the accents of multilingual speakers. The results offered a complex picture of the Thai students' perceptions of English language acquisition, highlighting a focus on efficient communication over native-like pronunciation. The study addresses a major issue in English language education by accentuating multilingual speakers as role models, which aligns with an increasing shift towards a GE approach.

## **English Language Teaching in the Thai Secondary Schools**

### **Curriculum**

This topic provides an overview of the structure of secondary English education in Thailand. Thai secondary education spans six years (Matthayom 1 to 6). It is divided into lower secondary (M1 to M3) and upper secondary (M4 to M6). Students completing Matthayom 6 are required to have achieved a desired level of communicative competence in English as outlined in the curriculum standards. This ensures that graduates possess a solid foundation in English skills, enabling them to advance their careers.

English is the primary foreign language in Thailand and is taught alongside other core subjects. The National Basic Educational Core Curriculum (B.E. 2551; 2008) prescribes that students study eight key learning areas. The English curriculum emphasizes a balance of knowledge and skills. English instruction is allotted several

hours per week (with a minimum of 5 hours in an “intensive English” program). A competent level of English is considered vital for those seeking higher education or gainful employment in the highly competitive job market, as Thailand aims to enhance international communication skills among its population.

Teaching approaches in Thai secondary English classes have undergone reforms over the past decades. The Ministry of Education’s 2014 policy on English education explicitly called for adherence to the Common European Framework of Reference (CEFR) as a guiding framework and an emphasis on Communicative Language Teaching (CLT) in all aspects of instruction (Ministry of Education, 2014).

The official curriculum encourages student-centered, skills-integrated lessons focusing on communication rather than rote grammar. Schools are allowed flexibility to adopt various pedagogical approaches under this framework, customized to students’ needs and interests, as long as they align with core curriculum objectives (Ministry of Education, 2014).

In practice, many Thai teachers try to implement more interactive activities like dialogues, role-plays, and group work consistent with CLT principles. Government training programs and workshops often reinforce methodologies such as CLT, task-based learning, and integrated skills practice to modernize English teaching. Despite these policies, traditional teaching methods still persist in many classrooms. Large class sizes and exam pressures often lead teachers to use Thai language explanations, grammar drills, and translation exercises, which are remnants of older grammar-translation approaches.

Studies have noted that the role of instructors, teaching methods, materials, and assessment practices can contribute to less effective outcomes, as many students finish 12 years of English study without strong communicative skills.

In other words, the implementation of CLT is inconsistent. While the curriculum urges interactive English use, actual teaching may remain teacher-centered and exam-oriented, especially in rural or resource-limited schools. Teaching materials and textbooks are centrally regulated. The Office of Basic Education Commission (OBEC) must approve all English textbooks used in secondary schools, and approved titles are listed in a national textbook database.

Textbooks are usually designed or selected to follow the Basic Education Core Curriculum (2008) and align with its content standards and the CEFR levels. They typically cover the four skills (listening, speaking, reading, writing) and include topics on global and local culture. Schools can choose from several approved textbook series (often produced by both international and local publishers) that meet Ministry guidelines on content and quality. Selection criteria include alignment with curriculum standards, quality accreditation by the Ministry, and affordability.

Recent research suggests that while these textbooks have started to include a broader range of cultural content and English usage contexts, they still largely present English in a native-speaker paradigm (e.g., Juntanee, Kewara & Prabjandee, 2021; Panyang & Phusawisot, 2022). An analysis of lower-secondary English textbooks in Thailand found that they mostly depict native English speakers as conversation partners or characters, even though they do feature cultural references from a mix of countries

This indicates that materials remain skewed toward traditional “Inner-Circle” English norms. Likewise, Juntanee et al. (2021) note that even when touching on concepts related to GE, textbooks are still “conceptually guided by native speaker norms” in how they present language use. Such findings highlight a gap between the curriculum’s modern goals and the content of some teaching materials.

In summary, Thailand’s secondary English pedagogy on paper advocates communicative, student-engaging methods supported by globally-aware content. The Ministry has invested in teacher training and new materials to move beyond rote learning. However, factors like large classes, examination demands, and deeply rooted habits mean that actual classroom practice can lag behind, with many lessons still focusing on grammar exercises and teacher-led instruction. The move for CLT and better materials is ongoing and backed by government initiatives, but translating policy into practice remains a work in progress.

### **Conceptualizing Identity**

The notion of identity has been used with varying explanations over the last century (Day et al., 2006). One essential aspect is identity’s influence on how individuals view themselves and behave when socializing with others (Beauchamp &

Thomas, 2009). Bucholtz (2003) defined identity as the features and behavior of socially constituted groups that may be established and explained by reference to cultural and biological characteristics considered intrinsic to these groups. He stressed that social identity enables individuals to form part of groups and develop a feeling of belonging in their social surroundings.

Furthermore, identity is critical in helping individuals comprehend the significance of sociocultural settings, multiculturalism, the native and non-native binary, and perceptions about standard language (Miller, 2009). She expressed that complexity arises from the internationalization of language education in this era of English language globalization, so understanding identity is vital.

Regarding multiculturalism, Cornell and Hartmann (2006) produced an outstanding book about ethnicity and race in identity in a changing world. They examined identity and its action-based link between ethnicity and race. This perspective highlighted the incredible range of ethnicity and identity. They identified that aspects such as gender, socio-economic class, age, color and ethnicity, and religion substantially impact how we see and experience the world and how they dictate the sorts of opportunities and identities that develop.

Identity is crucial to knowing who or what an individual is. Identity is how one presents oneself and how others perceive them (Beauchamp & Thomas, 2009). It determines the groups they belong to and helps them gain a sense of belonging in their social world. It is influenced by facets like gender, social class, age, race, and ethnicity, which all play an essential role in societies, personal development, and opportunities in life (Cornell & Hartmann, 2006).

Researchers acknowledge that identity can have several descriptions due to its dynamic and constantly changing nature (Day & Kington, 2008; Day et al., 2006; Gee, 2000; Norton, 2013). In social interaction, Gee (2000) proposes that identities entail the social effort of being recognized as a certain “kind of person” (p. 99) in a given place at a given moment. According to this perspective, everyone has several identities that aren’t tied to their “internal states” but rather to the ways they act in society. Gee (2000) also mentions the significance of interaction with others in creating a sense of self. This process of generating meaning is inevitably affected by how one is recognized in a social environment.

Day and Kington (2008) explained that identity is how we understand ourselves and the presence that we offer to others. Their point of view is valid because identity includes negotiation with others. Acceptance of identity by others is necessary. Without that acknowledgment, an individual's desired identity may remain unclear. Furthermore, Norton (2013, p. 45) has described identity as "how a person views their connection to the world, how that connection is organized through time and place, and how they interpret future possibilities."

Previous researchers have different views on what identity means (Day et al., 2006; Nias, 1996). Identity refers to the unique and consistent characteristics of a person. It remains stable and unchanged throughout a person's life, even though their body, thoughts, and attitudes may change.

Other researchers (e.g., Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004) believe that identity is a constantly changing perspective, evolving and moving forward with an awareness of the past and continuous development in the future. It combines one person's life experience (Varghese et al., 2005). Therefore, identity is a complex story, evolving from the traditional idea but changing when society deems it so. Identity relates to an individual's perception, knowledge, definition, and behavior in a given context. It has become something that is not permanent. It can change at any time (MacLure, 1993). For this reason, identity assists people in better understanding themselves in relation to others and society.

### **Definition of Teacher Identity**

The word "identity" has been employed in various contexts (Gee, 2000). Researchers acknowledge that teacher identity can have several descriptions due to social interaction, while they also believe it is dynamic and constantly changing (Beauchamp & Thomas, 2009). Following this point of view, a precise explanation of "identity" has been challenging to comprehend (Beijaard et al., 2004).

Teacher identity is "an organizing element in teachers' professional lives" (Beauchamp & Thomas, 2009, p. 175). Beijaard et al. (2004) explain that professional identity is how teachers understand themselves as teachers rather than something they possess. It is defined by how they explain and defend their actions and decisions concerning others and their surroundings.

Furthermore, Varghese et al. (2005) identified three aspects of identity that relate to the sociocultural context in second language teacher education.

First, “identity” is not a fixed, stable, unitary, and internally coherent phenomenon but is multiple, shifting, and conflicting (Varghese et al., 2005, p. 22). Many research articles confirm that identity is not fixed but changes over time (Beauchamp & Thomas, 2009; Burke, 2006; Prabjandee, 2020).

For example, Prabjandee (2020) investigated the development of pre-service teachers’ professional identities throughout their teacher education program. He conducted a qualitative study to acquire students’ perspectives and investigated teachers’ identity development. The participants were 50 English major pre-service teachers. Ten were selected from years 1 to 5 in their training course at the university by purposive sampling techniques. The results demonstrated that various dimensions of teacher identity were altered over time. Two types of identity shifts were seen in pre-service students from year one to year five: abrupt and gradual.

Furthermore, Burke (2006) argued that time enabled each identity to change slowly or quickly in response to the perceptions of the new self-relevant meanings in relevant contexts. The findings concluded that, over time, each person’s identity would evolve at its own pace to accommodate their developing understanding of the circumstances and their newly relevant self-meanings.

Second, “identity is not context-free but is crucially related to social, cultural, and political contexts—interlocutors, institutional settings, and so on” (p. 23), which means identity is context-dependent.

Third, “identity is constructed, maintained, and negotiated significantly through language and discourse” (p. 23). There is a notable instance of teacher identity related to discourse. For example, Li (2020) investigated novice teachers’ identity construction through the lens of classroom language discourse. She explores identity construction by drawing on applied conversation analysis. The participants of this study were seven teachers in Chinese secondary English classes. Novice teacher identity is examined through applied conversation analysis. She gathered classroom observations, video recordings, and follow-up interviews in data collection. Classroom recordings were made for detailed moment-by-moment analysis to explore the complexity of being a novice teacher in classroom practice. The findings of this

study reveal two significant themes of teacher identity regarding novice teachers: (1) developing practical pedagogical knowledge and (2) engaging in language-related practice. Li (2020) also suggested that identity construction manifests through interactive work with students. Identity also comes from developing personal, practical knowledge and engaging in language-related practices. It is essential for effective pedagogy and teacher education. In the third perspective, Varghese et al. (2005) focus on identity in language and discourse. Like Gee (2000), they emphasize the importance of “discourse identity” for language teachers. Gee (2000, p. 99) proposes that identity implies a “kind of person” within a particular setting. While one may have a “core identity,” many more varieties of this identity are exposed across different contexts. Gee recognizes four ways identity is viewed: nature-identity, which comes from one’s natural state; institution-identity, which derives from authority or recognized status; discourse-identity, which comes from interaction with others; and affinity-identity, which is defined by one’s actions within external groups.

Moreover, Day and Kington (2008) recognize the identity related to the classroom and school context while also recognizing the identity related to family and community. Specifically, they further propose identity by stating that identity comprises interactions in three dimensions: professional, situational, and personal. They describe each of these dimensions as follows.

1. Professional identity. The professional dimension reflects societal and policy expectations of the teachers’ educational principles. It is subject to the effects of long-term policy and societal trends in terms of what defines a successful teacher, classroom practitioner, and so on. It may include several competing and conflicting components, such as local or national policy, continuing professional development (CPD), workload, roles, and assigned extracurricular activities.

2. Situated or socially situated identity inside a specific school, department, or classroom. The placed dimension is positioned in a particular school and setting and is influenced by local variables (e.g., child behavior), leadership, support, and feedback. It is determined by students, support, feedback from other teachers, supervisors, and immediate work surroundings, and is linked to long-term identity.

3. Personal identity. The personal dimension is found in life outside of school and is also tied to family and societal duties. It is influenced by values instilled by parents and relations, as well as their expectations of behavior and respect. The dimension also relates to past and present character-building experiences that have made the teacher the person they are today. This aspect will also include many conflicting facets, such as advice from family and friends, and other daily interactions that can affect personality.

As stated earlier, identity is impossible to label due to its dynamic and constantly changing nature. Influences that combine to form personality and attitudes vary so much daily. Day & Kington's concept that identity consists of three dimensions is one of several explanations that cover this subject. Barkhuizen (2017) also provides a notion of identity. He explains it as three dimensions of teachers' identities. He asserts that instructors are "in social connection with teacher educators, learners, other instructors, administrators, and the larger society, as well as material engagement with classrooms, locations, and other things" (p. 659).

When studying the meaning of teacher identity, it was found that teacher identity refers to how a person thinks or has an image of oneself as a teacher. The teacher's identity was created and developed from work, institutions, and the environment, with knowledge, skills, and the arts of teaching as a process of defining self. Therefore, the teacher's identity can be regarded as the ability of a person who is a teacher. It also means how other people interpret the person as a teacher (Beauchamp & Thomas, 2009; Gee, 2001; Varghese et al., 2005).

### **Conceptual Framework to Explore Teacher Identity**

According to Beauchamp and Thomas (2009), the teacher's identity is dynamic and constantly changes. They highlight identity in three dimensions influenced by internal and external factors: the self and identity, emotion and identity, and narrative and discourse. These aspects are summarized as follows:

#### **Self and Identity**

Identity can be observed in the self's personal and professional identity features. Accepting identity in this manner implies a concentration on the professional

features of teaching. Some researchers view identity as an agency or the experience teachers need to obtain to educate their chosen subject and develop didactic expertise (Beijaard, Verloop & Vermunt, 2000). Viewing identity through the self and the teaching profession can assist in understanding identity in teacher development. Therefore, taking a combined view of identity would seem essential, provided a balance is struck across the personal and professional aspects. Lipka and Brinthaupt (1999) suggest examining these together when attempting to comprehend that identity in teaching is essential. Day et al. (2006) cite that this may be because of the personal involvement required by education, which leads to the unavoidable interrelationships between professional and personal identities. A summary produced by Rodgers and Scott (2008) explores the notion of self and identity in a personal and professional context. They note the “external facets” (context and relationship) and the “internal facets” (stories and emotions) of identity development, with “awareness and voice” being a place where the ordinary demands of the external meet the inner meaning, making, and desires of the teacher (p. 733). This aspect is similar to the “ought self” and “ideal self” proposed by Lauriala & Kukkonen (2005, p. 200). They offer the following concerning self and identity.

In conclusion, identity can broadly be defined as *one's social face* or how they think they are thought of by their peers and acquaintances, while *self* refers to an individual's perception of *who and what they are* (Beauchamp & Thomas, 2009). Researchers have varying theories on identity development and its relationship to self, agreeing that a textbook definition of identity and self may be unattainable due to their dynamic properties. A teacher's identity is ever-changing due to interpersonal relationships and continued self and industry education in their chosen fields. As a result, a balanced approach is required to view teachers' personal and professional identities when attempting to understand identity in teaching. The teacher's 'self' remains a mystery to most, as it is considered that it unconsciously builds and rebuilds over their professional careers with the cultural, institutional, and personal contexts they encounter.

### **Emotion and Identity**

Emotions are psychological states brought on by thoughts, feelings, and behavioral responses, including happiness, sadness, fear, surprise, disgust, and anger

(Beauchamp, 2009). They are elements responsible for the expression and formation of one's identity. According to research on the nature of teaching, emotion significantly impacts teachers' professional lives and identities (Hargreaves, 2001). While emotions may affect a teacher's identity regarding their profession, their identity can also be altered by other aspects of the work. Teacher identity is frequently discussed in terms of the caring component that teachers seek to display; this indicates a teacher's distinct viewpoint on their professional identity (O'Connor, 2008). Throughout a teacher's career, particularly when involved in educational reform, a teacher's personal and professional identities may be significantly affected because of the emotional intensity involved (Van Veen & Slegers, 2006).

Several studies have been conducted on teachers' emotions. Teachers' emotional experiences arise from an individual's psychological activities, including interactions with others' passionate emotions and their personal, professional, and social surroundings (Chubbuck & Zembylas, 2008). According to Farouk (2012), teacher emotions are affected by

- Individual instructors' emotional and mental state levels.
- Emotional self-regulation and reaction to external stimuli.
- a synthesis approach.

The study of teachers' emotional experiences looks to be a growing section of identity literature, and it will most likely get even more attention in future debates about identity. In a broader sense, the emotions teachers feel, and in some circumstances, are encouraged or banned from experiencing in specific settings, may "extend or restrict possibilities in teaching" (Zembylas, 2003, p. 122). Emotions in teachers are not "internalized feelings that stay dormant inside the boundaries of their bodies," but they are somewhat "integral to how they connect to and engage with their pupils, colleagues, and parents" (Farouk, 2012, p. 491). As a result, teacher emotions are relational with the environment, indicating that they do not exist independently inside an individual or environment but entail personal-environmental transactions (Schutz et al., 2006). Therefore, studying emotions has necessary implications for understanding teacher identity and its formation.

## **Narrative and Discursive Construction of Identity**

The narrative and discursive constructive aspects of identity are essential for discussing teacher identity. Teachers' narratives and discourses reveal detailed insights into themselves. A narrative is a tale recounted orally or in writing, detailing related events, often known as stories (Clandinin, 2006). Discursive can be defined as moving from topic to topic by rambling or coherent reasoning concerning philosophy (Beauchamp & Thomas, 2009). It becomes necessary to understand that stories are constructors of identity. Narrative identity refers to a person's internalized and developing life story, which integrates the reconstructed past and envisions the future to produce a sense of self with unity and purpose (McAdams & McLean, 2013). People's stories mirror their backgrounds in culture, family, and experiences to define who they are and who they think they are (Beauchamp & Thomas, 2009).

Extensive research has been conducted in this field. For example, in their study, Sfard and Prusak (2005, p. 16) suggest that "identities are collections of stories about people," specifically those narratives that are believable, endorsable, and significant. Connelly & Clandinin (1999, p. 120) propose that "the capacity of teacher stories to communicate identity within a changing professional knowledge landscape" is emphasized in significant work on teachers' stories and is regarded as indicative of the developing grasp of their professional identities within changing circumstances. At the same time, Søreide (2006) states that the expression of multiple identities is possible through a teacher's narrative, such as the identity of a caring or creative teacher. The suggestion of identity from the narrative finds reinforcement in other analyses. Watson (2006, p. 525) notes on the narrative aspect of identity that "telling stories is doing identity work in a meaningful sense." This narrative aspect can also include those who, upon hearing a story, repeat it to others and become a part of the identity process. Sfard and Prusak (2005, p. 21) refer to this as "collective storytelling," where others are involved in identity construction.

Discourse is connected to and entwined with the concept of narrative. The term "discourse" refers to written or oral communication, including arguments, speaking or writing authoritatively about a topic, or simply engaging in conversation (Gee, 2011). Beynon (1997) proposes that the study of teacher discourse is not only revelatory of identity but also indicative of how an individual negotiates identity

within external contexts. Miller Marsh (2002) also states that the discourses in which teachers engage shape their identities and may have to do with changing traditional power configurations. In terms of studies of teacher discourse, Cohen (2008) brings both explicit and implicit understandings of teachers' roles as ways to discern and appreciate teacher identities. Cohen uses the words "borderland discourse" as terminology to describe the kind of interaction that has the power to confront teachers' ideas about themselves and their profession. A further 2006 study by Alsup (p. 187) conducted with preservice teachers shows that the participants broadened their professional and personal identities through "discourse" that challenged their existing beliefs and expectations. Alsup considered this discourse related to and presented in the language, actions, emotions, feelings, and ideas the subjects experienced. This discourse promotes a valid case for the influence that discourse has on identity construction.

Concerning narrative and discourse, trainee teachers' use of metaphors was also considered integral to understanding identities. Several reports cite the investigation of the metaphors used by students and practicing teachers to clarify their perceptions of their identities. These include Goldstein (2005), Leavy et al. (2007), and Martínez et al. (2001). Leavy, McSorley, & Boté (2007) observed the changes in student teachers' usage of metaphors in their teaching over their development. They noticed that trainees used more constructivist language later in their careers than behaviorist metaphors. The term "constructivist" means that students create new learning based on what they already know, while "behaviorist" refers to the teacher as a possessor of knowledge and a guiding light (Leavy et al., 2007).

### **Language Teacher Identity**

Language teacher identities (LTI) are defined by Barkhuizen (2017) as cognitive, social, emotional, and ideological. They are composed of emotions, imagination, and tales. He also refers to language teacher identities as discursively manifested in social interactions between mentors, learners, other teachers, administrators, and the broader community. This concept emphasizes that teacher identities should be seen as a dynamic phenomenon with several explanations.

There has recently been an increase in studies on language teacher identity in language education, including professional identity (Simon-Maeda, 2004),

Complexities of identity formation (Tsui, 2007), Language teacher identities: Co-constructing discourse and community (Clarke, 2008), and Reflection and professional identity in teachers' future-oriented discourse (Urzúa & Vásquez, 2008).

Tsui (2007) investigated teachers' identity development via a narrative inquiry of English as a Foreign Language (EFL) teachers' professional identity in China. The findings revealed that constructing a teacher's identity is complicated and subject to many influences and conflicts. These influences and disputes may result in new involvement practices, complex relationships with community members, and new ownership of meanings in EFL learning.

Urzúa & Vásquez (2008) explored the future-oriented discourse of 16 pre-service English as a foreign language (EFL) teachers during 20 tutoring meetings at a North American university. The findings indicated that teacher tutors/mentors should be aware of the critical functions that allow trainee teachers to communicate their plans, forecast results, consider alternatives, and give thought to their developing pedagogical practices. These techniques can help pre-service teachers reflect on their initial teaching experiences with a focus on the future and envision themselves as the type of teachers they aspire to be.

Ajayi (2011) investigated the impacts of teachers' social, linguistic, cultural, and educational backgrounds on the roles and identities of fifty-seven English as a Second Language (ESL) teachers. The findings suggest that their socio-cultural identities considerably impact their educational practices and the past-present relationships with their socio-cultural identities.

In conclusion, in light of the above definitions and several research studies, language teacher identities are heavily impacted by surrounding circumstances. It becomes evident that the nature of language identity is fluid, multiple, and closely related to discourse (Varghese et al., 2005). In comprehending the complicated relationship between identity and discourse, this study will investigate teachers' perspectives on identity via their interactional processes in discourse that relate to their past and future imaginings as they recount lived experiences. They may receive the images teachers make of themselves from others through social interactions. In the next section, I will concentrate on language teacher identity in Thailand to clarify the research gap.

### **Language Teacher Identity in Thailand**

Language teacher identity is essential in foreign language education in Thailand, so it has attracted the attention of researchers throughout the last twenty years (Prabjandee, 2020). Language teachers have a unique identity that influences their students, other teachers, institutions, and local communities (Kung, Prabjandee, & Kewara, 2019; Prabjandee, 2019). Learning a second language like English may be the most valuable accreditation an international student can acquire. These students can ensure their educational or professional future, as proficiency in English can afford them more significant opportunities for advancement in both fields. A strong teacher identity provides confidence and promotes a positive learning environment for students, encouraging more productive educational outcomes. Therefore, understanding teacher identity and its formation can help individuals comprehend how they should present themselves and how others perceive them in social contexts (Prabjandee, 2020).

There are many examples of research articles on teacher identity in the Thai educational system, including pre-service and in-service teachers (Kung et al., 2019; Methanonpphakhun & Deocampo, 2016; Nilpriom et al., 2019; Prabjandee, 2019). These examples provide compelling evidence that teacher identity significantly impacts students, institutions, their social contexts, and the education system.

Nilpriom, Prabjandee, and Surasin (2019) investigated the formation of professional identity in trainee candidates (TCs) throughout a language teaching practicum and whether they chose to pursue a teaching career at its conclusion. They specifically chose two preservice teachers as subjects for their research. They employed classroom observation and life story interviews to collect relevant data, guided by narrative inquiry. To examine this data, they used a thematic analysis approach. The findings demonstrated that teacher identity formation was heavily reliant on emotions, which developed from sociocultural variables and inequalities in social construction in the school context. Furthermore, during the teaching practicum, they discovered that the combination of teacher identity development, personal history, and sociocultural elements in school settings affected the choice to pursue a career in the teaching profession. Thus, this has led to the recommendation that trainee candidates (TCs) be encouraged to work collaboratively with their mentor

teachers and instructors throughout their teaching practicum to create a positive sense of professional identity during this formative time.

Kung, Prabjandee, and Kewara (2019) explored the conflicting personal and professional identities of Thai non-Christian English language teachers at a Catholic school. They examined how these teachers managed their conflicting identities to reveal underlying borderland discourses. They used narrative life interviews, shadowing observations, and triangulation to collect the relevant data for the research. This information was then coded and processed to establish content-dependent dominant teacher identities. The study concentrated on two non-Christian teachers and their identity development journeys. The pressures between personal and professional selves generated some workplace conflicts. They negotiated their identities via borderland discourses where the professional self was dominant in specific contexts. These variables shaped their identities as teachers. This study has exposed a need for additional assistance in improving teacher identity, negotiating personal and professional self, understanding cultural diversity, and forming support groups for new English language teachers while in training.

Prabjandee (2019) studied how two English major trainee candidates (TCs) developed their teacher identities during a one-year teaching practicum in Thailand. He conducted personal interviews and shadowing observations to gather relevant information for his study. The thematic analysis of the data collected found that the participants' teacher identity development occurred earlier in their biographies. He found that the teaching practicum contributed to identity formation in three ways:

1. Emotional reactions to the internship impacted identity.
2. Trainees shaped their identity through practice.
3. The teaching practicum was symbolic for the teacher.

The findings of this study show that emotions are profoundly ingrained in the practice of teaching. The results also suggest that future teacher education should pay close attention to the teaching practicum, particularly its influence on forming student-teacher identities. More importantly, it was noted that encouragement from within and outside schools, particularly technical and psychological assistance, is highly beneficial in helping trainee candidates (TCs) overcome contextual obstacles they may encounter.

Bowen, Satienchayakorn, Teedaaksornsakul, and Thomas (2021) examined six university lecturers' roles, identities, and investments in Thailand. They studied identity and agency from an ecological standpoint. Positioning Theory and Bourdieu's analogies of capital means and markets were combined into a legitimization model. Purposive sampling was also employed to recruit a cross-section of L1/L2 English lecturers, including nationalities, levels of education, experience, genders, and ages. They gathered data via in-depth personal interviews. The final group comprised five English and one Thai lecturer, whose interviews were transcribed in total. The transcripts were reviewed for accuracy, and the Thai interview was checked twice for any translation errors. Bowen's group discussed their study topics, conceptual frameworks, and data in each other's transcripts. Analysis and coding were carried out using inductive content techniques. The results revealed that these teachers had diversified amounts of agency, which influenced how they approached their profession and saw themselves in society.

Prabjandee (2020) investigated the development of pre-service teachers' professional identities throughout their teacher education programs. He conducted a qualitative study to acquire students' perspectives and investigate teachers' identity development. The participants were 50 English major student teachers. In their training, ten students from years 1 to 5 were selected using purposive sampling techniques. He employed narrative inquiry with a cross-sectional design to gather data and investigate autobiographical accounts of becoming English teachers. He collected the information using semi-structured interviews that were directed by Kelchterman's (1993) teacher's interpretive framework. The interviews included the following topics: motivations for joining teacher education, attitudes toward the teaching profession, self-conception as a teacher, and activities they engaged in throughout teacher education. The interviews were recorded on audiotape for extensive analysis. The data was studied horizontally by reading the individual transcripts and encoding the data. Then, it was categorized into themes before being compared and contrasted with individuals from each year. The results demonstrated that several characteristics of teachers' identities changed or evolved at various periods, both abruptly and gradually. The findings also revealed that first-year to fourth-year students did not yet recognize themselves as teachers. When exposed to the real-world school

environment and contact with other teachers and students, fifth-year students changed their identity and regarded themselves as teachers.

Chinokul (2021) was another study examining how EFL teachers build their sense of self. She investigated the importance of identity construction, teaching skills, professional discourse, and awareness in the education of language teachers. Four students took part in the study. Two had master's degrees, and the others were working on their doctorates. They were among other MA and PhD students enrolled in the course. She concentrated on exploring and comprehending the underlying principles and discussing how they assist EFL pre-service teachers in learning how to teach. This study could also expose which sources of information and skills should be developed for pre-service language teachers. According to the research findings, self-evaluation and regular self-questioning assist pre-service teachers in developing their identity construction. On completion of their course, they benefit from participation in a community of practice. It supports their teaching abilities and tactics, including their professional knowledge. Students become aware of their capabilities and have the confidence to effectively convey their theories and practices regarding the norms and standards established in their professional discourse community. This professional experience reinforces their belief and makes it easier for them to utilize the target language while enhancing their abilities as educators. This study promotes a positive learning environment for teachers and students while boosting self-belief and professional standing amongst peers and superiors.

Himmapan, Dumlao, and Chun-Fong (2019) also investigated pre-service English teachers in the language classroom. This study focused on how university-school internships position and form pre-service teachers' identities. They examined identity negotiations and agency. The subjects consisted of five Thai pre-service English language teachers attending internship programs. The findings showed that pre-service teachers faced challenges to self-positioning as English teachers in the classroom and a variety of positional identities specific to their school's setting, such as supervisors, mentors, or colleagues. To better understand how these pre-service teachers, new to the teaching profession, negotiate their identities and positions, Himmapan reviewed the participants' narratives. His study findings are relevant for preparing future pre-service language teachers' and teachers' educational programs.

While the Himmapan, Dumlao, and Chun-Fong (2019) study concentrates on the identity negotiations of pre-service English teachers in the classroom, Termsinsuk and Intachai's (2020) study adopts a different approach by including the philosophy of sufficiency economy and meditation into the construction of a teaching model. Though they approach the teaching and learning process from different angles—one emphasizing identity development and the other research capacity and mindfulness—both studies emphasize the need to improve it. Thus, it would be beneficial to investigate how these two strategies might be combined to enhance programs for teacher training.

Termsinsuk and Intachai (2020) investigated the development of an instructional model by applying the philosophy of sufficiency economy (SEP). It also emphasizes thinking processes and meditation (Vidisa Samadhi) to help student teachers conduct research and improve their English learning. The primary goals are to create an educational model and explore the research abilities of student teachers using the developed model.

Three phases of research were carried out: context and conceptual framework analysis, synthesis of the instructional model, and studying the research abilities of student teachers through implementing the instructional model. The target group consisted of seventeen Nakhon Ratchasima Rajabhat University student teachers. The developed instructional model revealed five teaching steps—preparation, thinking for planning, thinking for acting, thinking for reflecting, and thinking for examining—along with seven components. Using this model, the students developed their research skills and English language learning capacity by creating research projects that fulfilled the required criteria.

This study presents a different approach combining meditation into academic growth with the sufficiency economy philosophy. It enhances not only research abilities but also organized thinking and careful attention to detail at every stage of the procedure. Furthermore, the success of this study shows how these techniques improve the mindfulness and competence of student teachers. This strategy can also be modified and used in other academic fields with reference to different teaching strategies.

Recent research highlights the evolving identity of English teachers. For instance, Intachai, Prabjandee, and Kewara (2025) focused on English language teacher identity to examine Thai teachers' perceptions of GE. This research employed a narrative inquiry design, including life story interviews, classroom observations, and focus group activities to collect data from four in-service Thai English language teachers at a high school in Northern Thailand. The aim was to discover how the participants perceived their identities within the GE framework. The subsequent data collected indicated that the teachers developed their initial identities as educators based on positive experiences and interests in English during their early schooling. Through formative education, they all described embracing the American accent as their preferred version of English. However, with overseas travel, daily interaction with other English versions, and exposure to GE, they altered their perceptions to accept linguistic diversity and value different varieties of English. This highlights the critical role that teacher education plays in identity formation and in fostering positive attitudes toward the GE paradigm.

The small amount of research providing critical information on the concept of identity in the discursive construction of Thai English teachers in the Global Englishes setting has received little attention. As previously mentioned, many studies have investigated teacher identity construction and student-teacher development in educational settings. Much research has shown that instructors' identities influence students' learning and significantly affect education (Beauchamp & Thomas, 2009; Beijjaard et al., 2004; Yazan, 2014). Thus, the current research seeks to explore teachers, regarded as the most important aspect of the educational process since they significantly influence students (Prabjandee, 2020). Furthermore, this research investigates the discursive construction of English teachers' identities, emphasizing the analysis of teachers' life experiences via personal interviews.

Ultimately, this research uses a narrative inquiry to analyze the discursive construction of teacher identity in the context of Global Englishes. This issue is current and essential for Global Englishes and teacher identity since research in this area is limited. This research will focus on Thai English teachers and the discursive construction of their identities.

## Conceptual Framework for Language Teacher Identity (LTI)

Yazan (2018) has summarized the overall picture of language teacher identity (LTI) using examples from Miles and Huberman's 1994 concept. They use previous empirical and theoretical work in Teaching English to Speakers of Other Languages (TESOL) and teacher education to provide a conceptual framework for the objectification and analysis of LTI. According to Miles and Huberman (1994), a conceptual framework is a structure that lays out the major components or variables and presumes linkages among them. This section develops a conceptual framework for LTI by using this knowledge, identifying, and explaining (see Figure 1). Vital aspects and constructs are as follows: (a) teacher learning, (b) teacher cognition, (c) teachers' engagement in communities of practice, (d) contextual circumstances, (e) teacher biographies, and (f) teacher emotions. These are all factors that affect the language teacher's identity.

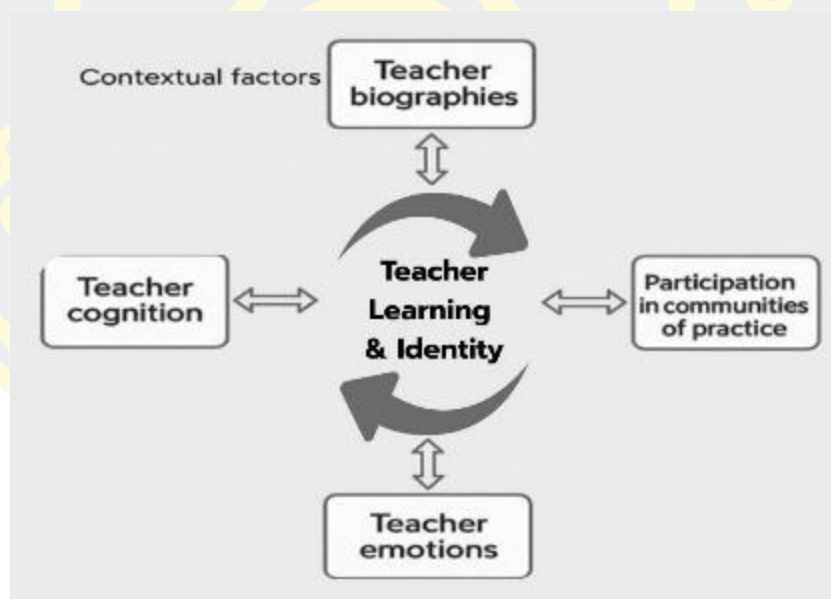


Figure 1 A Conceptual Framework for Language Teacher Identity

Many sociocultural scholars have found that second language teacher education (SLTE) programs should provide their teacher candidates (TCs) with sufficient knowledge specific to language learning theory and practice. Afterward, they should be sent to an educational institution where they can apply that knowledge

in actual classroom contexts. These programs continue the traditional approach to teacher learning, which sees teacher education as a “cognitive issue.” The teacher does it on their own, and this promotes prospective teachers as blank pages to write on with “theoretical and practical knowledge” (Burns & Richards, 2009, p. 4).

However, some scholars contend that teacher candidates’ experiences, memories, values, and beliefs influence their education and identity (Freeman & Johnson, 1998; Olsen, 2016). Recent research on second language teacher education (SLTE) focuses on rethinking. They are reconceptualizing and restructuring the education of the second language (L2) instructors. A significant theme explored here is how teachers grow to be better educators by critically analyzing and refining their pedagogical theories and putting theory into practice in the classroom (Burns & Richards, 2009). As a result, in teaching English to speakers of other languages (TESOL), teacher instructors have begun to see the learning-to-teach process as “socially negotiated and dependent on knowledge about the self, pupils, the subject matter, curriculum, and location” (Johnson, 2009b, p. 20). With this newfound perspective, teacher candidates (TCs) may see themselves as members of a larger learning community that includes colleagues, other teacher educators, mentors, and supervisors. TCs’ positions in the community, the discourses they negotiate, develop, and traverse, their activities and practices, and the tools and resources are critical to teacher learning (Burns & Richards, 2009). Teacher learning is “normative and lifelong, emerging from students, teachers in classrooms and schools, as participants in professional development programs for teachers, and later as teachers in positions in which they work” (Johnson & Golombek, 2003, p. 729). The socio-cultural trend in SLTE has paved the way for a growing body of research on the identity of L2 teachers.

The educational system undervalued the importance of teachers themselves as the focus of instruction until the sociocultural view on teacher learning became widely accepted (Johnson, 2009b). Researchers now focus on how L2 teachers’ self-conceptions and imaginations as instructors impact and are influenced by their learning to teach. After placing teachers at the heart of SLTE research and activities in the socio-cultural understanding of teacher learning, their personal histories and academic pursuits are intertwined and continually reshape one another. Prior

experiences, beliefs, values, goals, and fantasies about teaching form TCs' first "interpretive frame" when attending teacher education programs (Olsen, 2016). Student teachers' developing identities serve as a framework for how they perceive and process their experiences in preservice teacher education (Percy, 2012; Yazan, 2015).

A teacher's identity is critical to where TCs invest their time and energy and how they choose to study, teach, and practice teaching in the classroom (Hammerness, Darling-Hammond & Bransford, 2005). Throughout their time in the classroom, TCs are constantly negotiating, taking on, and imagining their roles as teachers in multiple "ecological realms" as they participate in the discourses and actions of teacher education (Singh & Richards, 2006, p. 170). L2 instructors may modify and reconfigure their self-images while participating in teacher education activities and engaging in teacher learning. They can also experiment with their new identities as teachers (Yazan, 2018). In a nutshell, TCs' professional progress is fuelled by developing their professional identity and learning ability.

### **Teacher Cognition**

Research on second language (L2) teacher cognition has steadily increased in scope and importance since the mid-1990s. This research has concentrated on the unseen mental facets of teachers' work to comprehend L2 instruction better. Studies on L2 teachers' knowledge, beliefs, and ideas have examined various aspects of classroom instruction (Borg, 2009). When we talk about "teacher cognition," we are talking about teachers' self, beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, and views on teaching (Borg, 2003, p. 82). Many influences affect teachers' cognition, from the actual teaching and learning processes to instructors' connections with their students and peers. Teaching is a multifaceted endeavor, driven by classroom dynamics. It is also influenced by instructor aims and choices, student motivations and reactivity to the class environment, and how teachers manage significant events throughout the school year (Burns & Richards, 2009).

Second language teaching education (SLTE) researchers are interested in the hidden cognitive components of "teaching and learning to teach" a second language (Borg, 2009, p.163). Teacher cognition research looks into this wide range

of challenges to discover and highlight the submerged half of the iceberg of L2 instruction. It covers how teachers make educational judgments, their ideas about the teaching and learning process, their thinking about the subject matter, and how they problem-solve to deal with unexpected teaching circumstances (Burns & Richards, 2009).

This field of study has proved especially important in understanding the intricacies of L2 teachers' knowledge and beliefs, processes of learning to teach, and teaching practices in varied situations throughout their professional training and beyond (Johnson, 2009a). In becoming L2 teachers, teacher candidates (TCs) learn to justify their teaching methods both within and outside of the classroom, which helps them form their unique sense of self. However, in his assessment of teacher cognition research, Borg (2003) fails to mention the critical role that teachers' sense of identity influences their beliefs and actions in the classroom. Teachers' ideas, knowledge, thoughts, and behaviors are all intertwined in creating their identities. According to Miller (2009, p. 175), they are "part of teachers' identity work, continually performed and modified via classroom engagement."

Teacher candidates' (TCs) views of knowledge, ideas, assumptions, and attitudes regarding all teaching elements are strongly connected with their present self-images, self-conceptions, and future ambitions as L2 teachers when building and implementing their teaching identities. Their thinking, speaking, and actions are shaped by experiences learned from other educators, mentors, peers, and students. TCs' thinking, vocabulary, and mannerisms reveal the negotiation and enactment of their evolving identities. The sort of teacher they envisage being or becoming impacts their instructional beliefs, values, and goals as they meld their identities. In other words, teacher knowledge and cognition are inseparable from teacher identity because they are practice-oriented, customized, and context-sensitive.

### **Participation in Communities of Practice**

Sociocultural approaches suggest that teacher candidates (TCs) learn to teach their subject matter and develop their cognitions when they actively engage in teaching communities, seeking membership (Lave & Wenger, 1991; Sfard & Prusak, 2005; Wenger, 1998). According to this approach, teachers' learning and cognition are situated and socially rooted in the contexts in which they engage with their

students (Lave & Wenger, 1991). TCs are “immersed in socially ordered and controlled activities” that comprise “processes through which human cognition is created” throughout their time in preservice preparation programs (Lantolf & Johnson, 2007, p. 878). Because of their coursework and practice, TCs learn to teach by constructing theoretical and practical knowledge to guide their second language (L2) teaching via participation in social situations and involvement in particular types of activities (Burns & Richards, 2009; Freeman & Johnson, 1998; Yazan, 2017).

Research on teacher identity in second language teaching education (SLTE) tends to use Lave & Wenger’s (1998) ideas of the “community of practice” and the postulation that learning is a “changing form of membership” as a framework for understanding social contexts (Kanno & Stuart, 2011). For example, Singh & Richards (2006) propose that being a part of a new professional network and developing one’s identity as a second language (L2) teacher are inextricably linked. Being a new member of an organization’s practice group is not limited to learning further information, adopting new skills and values, and redefining one’s identity. According to Mantero (2004), teachers’ identities as second language (L2) teachers are influenced by their engagement in teaching communities. As a result, when L2 teachers actively participate “in the areas of the language classroom, the profession, the curriculum, and the community,” they negotiate and develop their own identities (p.143).

It is widely accepted in second language teacher education (SLTE) that teachers’ identities are formed by their involvement in a community of teaching practice, which can only be achieved through that community’s activities (Trent, 2017; Tsui, 2007; 2011). Socially situated identities and activities are performed by teachers (Lantolf & Johnson, 2007, p. 885). In other words, their engagement in professional activities and interactions with other community members changes their membership and creates their socially situated identities in a discursive manner. Due to their involvement, TCs may use the communities’ tools and resources to re-evaluate and realign their professional thinking processes. According to Wenger (1998), this community involvement “reinforces their self-identification” as emerging L2 teachers seek other members’ recognition and endorsement within this community. As TCs construct their identities, they focus their engagement and energy

on what they value and believe is essential to them in light of community dynamics (Miller, 2009).

### **Contextual Factors**

Contextual factors influence all of the processes linked to identity formation in the second language (L2) teacher candidates (TCs) (Flores & Day, 2006). The term ‘contextual’ encompasses the micro contexts like classrooms and schools while incorporating the macro contexts that include social, political, cultural, and educational settings. At the macro and micro levels, context refers to the conditions and dynamics that determine the learning environments they experience. The macro and micro circumstances in which L2 teacher identity construction is influenced are relevant. Even if micro contexts have distinctive textures and undercurrents, the dynamics of macro contexts still impact them, making it difficult to decipher whether a contextual component is only relevant to the former rather than the latter.

Researchers now emphasize the importance of context as the dominant aspect or variable in creating L2 TCs’ identity. For example, Morgan (2004) asserts that all educational environments are value-laden and ideologically loaded and that there is “no way to be completely isolated from the social repercussions of one’s activities” (p. 176). Freeman (2002) used this argument to talk about teacher education. In his seminal work, he talks about how context affects teacher education and states that “in teacher education, everything is context” (p. 11). He points out that context has become a more complicated idea in modern research because it is shaped by personal and institutional histories and is affected by interactions with other students. It includes parents, community members, and co-workers in the schools where these individual and institutional histories were created (p. 12). When it comes to teaching and learning, context is no longer a background “like the decor and props in the production of a theatre performance” (Tudor, 2002, p. 1) but rather an interlocutor “in the defining of the nature of teaching and learning” (Freeman, 2002). As a result, if we want to better document and understand how L2 TCs develop professional mastery and evolve as teachers, we need to critically examine the socio-cultural contexts in which their learning programs occur.

Second language teacher education (SLTE) researchers believe context plays an essential role in constructing and re-constructing teacher identities. Duff and

Uchida (1997) observed that “the institutional and interpersonal positions in which individuals find themselves, the goals for which they strive, and their personal histories” have a significant role in determining teachers’ identities (p. 452). In these circumstances, people negotiate what they value in teaching and how they direct their energy toward what they perceive to be significant based on the self-image they have constructed for themselves, and in discussing, theorizing, and conceptualizing teacher identity in SLTE. Varghese et al. (2005) observed that identity is tied to “social, cultural, and political contexts, interlocutors, institutional settings, and so on” (p. 23). Constructing teacher identities in these circumstances is a complex process that involves a wide range of interactions with peers, students, and the system of activities they encounter. More particularly, Singh and Richards (2006) focus on the course room (where teacher education classes are held) as an important environment. These course classrooms are where L2 TCs participate in teacher learning and build their teacher identities. The micro-processes of the course room “relate to the greater macro context in which SLTE is placed.” To ‘remake identity,’ L2 TCs are said to learn to teach by appropriating or resisting the information and examples supplied in teacher education seminars (p. 153). Thus, the culturally rich course room setting of the SLTE program receives paramount importance for the TCs’ identity construction processes because “socially organized and complex ecological spheres of activity” nested within teacher education classrooms are critical for the formation and performance of TCs’ identities (Singh & Richards, 2006, p. 170).

Context is crucial in L2 teacher learning and self-identity development processes. L2 TCs’ negotiation, construction, and expression of their identities through the preservice teacher education program significantly impact how they will eventually develop as teachers (Flores & Day, 2006). Teacher education courses and field experience expose candidates to contextual circumstances (e.g., curriculum assessment and student demands) that define their negotiation, imaging, and building their self-images as teachers. TCs are constantly influenced by the context in which they make their judgments and conclusions. As a result, they must continuously change how they think about and present their professional identity in light of their different contexts.

### **Teacher Biographies**

Modern research has shown that second language (L2) teacher identities, personal histories, or biographical pathways play a big part in building their pedagogical awareness and development as teachers (Freeman, 2002). Knowles (1992) defines biography as “those previous formative experiences of preservice teachers which have shaped their understandings of their subject matter and their classroom practice” (p. 99). Teacher candidates (TCs) play the role of opposing instructors throughout a considerable portion of their training as “apprentices of observation” during this formative time (Lortie, 2020). They, therefore, develop strong beliefs about teaching and learning before beginning their preservice teacher education. While participating in educational activities and beyond, these TCs’ deeply ingrained ideas have a “lasting impact” since learning to teach on “interactions between existing knowledge, new information, and experience”(Borg, 2009, p. 164).

Biographical trajectory and “implicit theories” mediate and organize TCs’ identities (Peercy, 2012, p. 29). Sugrue (1997) refers to preservice teachers’ early ideas about teaching as “lay theories,” which are critical to developing teachers’ self-concepts. Lay theories are shaped by TCs’ “implicit institutional biographies,” according to Britzman (1986). They “contribute to well-worn and common-sense images of the teachers’ work and serve as the reference frame for prospective teachers’ self-images” (p. 443). Sugrue (1997) discovered that TCs’ personalities create the foundation for constructing their “lay theories” and teaching identities. Yet, the following biographical factors are considered pivotal when forming those theories and identities: “(a) immediate family, (b) significant others or extended family, (c) apprenticeship of observation, (d) atypical teaching episodes, (e) policy context, teaching traditions and cultural archetypes, and (f) tacitly acquired understandings” (p. 222).

Many academics argue that formal teacher education should pay attention to lay theories because of the enormous effect on how teachers negotiate, define, and construct their teaching identities (Britzman, 1986; Knowles, 1992; Olsen, 2008; Sugrue, 1997). They are “a crucial feature of how TCs’ identities are established” and an essential requirement for the ongoing reconfiguration of identities (Sugrue, 1997,

p. 223). Teachers' professional identities are formed, in part, by their TCs' career experiences and the assumptions they bring to the table (Beijaard et al., 2004, p. 109).

Teachers' career experiences and how they perceive, author, and re-compose those experiences, as well as future objectives and how they picture them, cannot be detached from the process of teacher identity building (Barkhuizen, 2016). Due to research on the interaction between their biographical trajectories and their current self-images, we now understand how L2 teachers' identities are developed and performed throughout their early education (Yazan, 2017). We need to look at how TCs' life stories influence their present attitudes and ideas to provide more insight into the process of teacher identity construction and reconfiguration. For this reason, they have a pedagogical "interpretive frame" that guides the contours of identity development and professional learning (Olsen, 2016, p. 43).

### **Teacher Emotions**

To further understand how teacher candidates (TCs) develop their identities as professional educators, one must probe deeply into their formative experiences with emotions and how they learn to manage them. Lasky (2005) believes that teachers' emotions are elevated states of being that change due to their reflections on their previous and future teacher settings and the dynamics of their teaching methods, including interactions with colleagues, students, and their parents (p. 901).

Teachers experience a wide range of emotions as they deal with the myriad of instructional and non-instructional situations that they are subjected to during the school year (Benesch, 2012; Lasky, 2005; Yazan & Percy, 2016). Additionally, teachers' emotional states are considered the "most dynamic features" of teaching (Hargreaves, 1998), which are inextricably linked to their profession since education is face-to-face human interaction and connection (Nias, 1996). Teachers are emotional, passionate people who guide students and their classes with "creativity, challenge, and joy" (Hargreaves, 1998, p. 835). Similarly, Nias (1996) emphasizes the interdependence of emotion and cognition, arguing that "teachers' emotions are anchored in cognitions" (p. 294). Emotional exploration is thus necessary to better comprehend how teachers learn and think (Golombek & Doran, 2014).

Teacher candidates' (TCs) interactions with colleagues, students, and parents shape, influence, and define the development of their teacher identity as they

evolve as teachers. Reflection on different emotional states helps teachers identify their educational ideals, which they hold dearly (Zembylas, 2005). Thus, they may improve their “self-knowledge,” knowing what saddens, terrifies, irritates, frustrates, and stresses them in their teaching practice and what excites, animates, pleases, satisfies, and cheers them. This self-awareness also enhances their ability to endure emotional events and maintain their integrity, dedication to teaching, and professional practice (Benesch, 2012, p. 112). Developing this literacy requires the assistance of candidate teacher educators, university supervisors, and mentor teachers. Emerging teachers’ identities impact how they react emotionally to various situations throughout their professional development. Identity determines emotions and where individuals spend time and energy (Hammerness et al., 2005).

Examining emotions may help one better understand their dedication to and identity as a teacher since emotions provide deeper insights into teachers’ issues and difficulties (Yazan & Peercy, 2016). Because they believe that cognition, action, and emotion are intertwined, Golombek & Doran (2014) suggest that Borg’s (2003) definition of teacher cognition should read: “what teachers think, know, believe, do, and feel.” When discussing teacher identity, second language (L2) teachers’ emotions should indicate the ideas and values that underpin their identities. When second language teacher education (SLTE) researchers look at how TCs deal with their emotions, they may get fresh perspectives on negotiating, framing, and acting out their identities.

According to the conceptual framework for language teacher identity, teaching is a cognitively oriented undertaking influenced by many factors. These include (1) teacher learning, (2) teacher cognition, (3) participation in communities of practice, (4) contextual factors, (5) teacher biographies, and (6) teacher emotions. Research on the second language (L2) teacher cognition has dramatically enhanced knowledge surrounding L2 teachers’ character. To help teacher candidates understand the conceptual framework that applies to language teacher identity (LTI), the following summaries explain the factors necessary to build an identity.

The first factor considered is teacher learning. The sociocultural perspective on teacher learning has led to a novel view of how L2 candidates learn to teach. In this view, teacher candidates (TCs) become part of a learning community where they

interact with their peers, educators, mentors, and supervisors (Yazan, 2018). From this understanding, L2 teachers' self-conceptions and imaginations as teachers influence their learning and interactions with others.

Another factor is teacher cognition. It is clear that classroom dynamics, teachers' goals and decisions, aims and actions, and reactivity to the class impact teaching (Burns & Richards, 2009). As teacher candidates (TCs) progress as L2 teachers, their cognition offers a foundation for justifying both their "in" and "out" of classroom conduct. Their ideas, knowledge, beliefs, and behaviors are all intertwined in creating their identities.

The third factor is "participation in communities of practice." Teachers' identities in second language teacher education (SLTE) are often studied through the lens of the "community of practice" concept (Sfard & Prusak, 2005; Wenger, 1998). Researchers are clear that L2 teachers' unique characteristics aren't predetermined. Even so, they are molded by their engagement in the activities of the teaching profession (Mantero, 2004).

The fourth element relates to contextual factors in teacher identity. Context is one of the most important influences on second-language teacher learning and identity formation, which rely on each other. Contextual elements (e.g., curriculum, assessment, and students' requirements) seem to significantly influence the negotiation, imaging, and building of self-images of L2 teacher candidates.

The teacher's biographical information is the next consideration. Research shows that teachers' biographies play an essential role in constructing and reconstructing educational knowledge (Freeman, 2002). Studying teachers' biographical histories and contemporary self-images shows how L2 teachers form and rebuild their identities (Yazan, 2017).

The last factor is the teacher's emotions. Emotions arise through interactions with colleagues, students, parents, and authorities, which all orient, inform, and affect their identities (Yazan, 2017).

Comprehending and investigating teacher identity with those characteristics requires multi-dimensional factors that assist in capturing the complexity of teachers. These elements need a diverse approach for the study of teacher identity.

## **Narrative Inquiry**

Storytelling is a natural aspect of life; everyone has stories to share about their experiences (Creswell, 2011). Many civilizations have stories that are true from their legendary pasts. These stories are passed down through generations to form an important part of the cultures and traditions still prevalent today. The premise of narrative inquiry is that stories are gathered to comprehend experiences as lived and recounted via study and literature (Savin-Baden & Niekerk, 2007). The following summarizes the narrative inquiry, including its conceptualization and the three dimensions of narrative inquiry.

### **Conceptualization of Narrative Inquiry**

The word “narrative” comes from the verb “to narrate” or “tell a story” (Schaafsma & Vinz, 2011). Bruner (2003) observed that the verb “to narrate” originates from “telling” and “knowing” in some specific manner in which they combine (p.17).

Qualitative researchers have used the word narrative in several contexts. A narrative is a discourse in which events and happenings are combined into a time-bound scenario (Polkinghorne, 1995). “Narrative” is an etymological (the study of the history of words) term that incorporates retelling events with a particular kind of knowledge or understanding. This part refers to a narrative aspect that goes beyond the chronological order of events to produce meaning (Abbott, 2021). As a result, the story functions as both a verb and a noun. An overarching story is often made up of a collection of stories. “Stories” are narratives that are ordered sequentially and chronologically. Context, characters, storyline, setting, turning point, and meaning to the narrator are all common elements in stories. Unexpected behavior elicits a response and an adjustment (Riessman, 2008).

Researchers use narrative research designs to explore people’s lives, gather and narrate stories about people’s lives, and compose narratives about individual experiences (Creswell, 2011). A narrative is a kind of qualitative research that focuses on a person, acquiring data via gathering stories, recounting personal experiences, and exploring the meaning of those life experiences for the individual (Creswell, 2011).

Scholars vary in their definitions of narrative inquiry due to differing points of view. For example, Polkinghorne (1995, p. 5) defines narrative inquiry as a “subset

of qualitative research approaches in which stories are utilized to depict human actions.”

Clandinin and Connelly (2000) state that “narrative inquiry” is a “broad phrase that encompasses the personal and human qualities of experience throughout time and the interaction between individual experience and the cultural environment.” According to Etherington (2013, p. 13), narrative inquiry is a “method for gathering, analyzing, and representing people’s stories as they tell them, which challenges conventional and modernist ideas of truth, reality, knowledge, and personhood.”

Clandinin, Caine, Estefan, Huber, Murphy, and Steeves (2015, p. 24) also suggest that narrative inquiry is the ‘study of experience’ as a story and is, first and foremost, a method of thinking about these experiences. Using the narrative inquiry approach entails adopting a particular perspective on experience as a topic of study. As a methodology, narrative inquiry requires a point of view on the subject phenomenon (Clandinin, 2006).

Frank (2010, p. 25) defines narrative inquiry as a “tick-tock” story. He explains that one thing happens because of another thing. Frank compares the ‘tick-tock’ to one of the best metaphors in literary narratology. He compares the structure of narration to the ticking of a clock. Each ‘tick’ creates the expectation for the corresponding ‘tock’ to follow. “Tick-tock” refers to the chronological order that defines events’ timelines.

Creswell (2011, p. 507) proposes that narrative research is a “reconstructed story,” a chronology of events depicting the individual’s past, present, and future experiences in specific settings or contexts. Narrative research will endeavor to evaluate the tale for “chronological information” about the subject’s past, present, and future (p. 506).

In conclusion, narrative inquiry is a broad term that incorporates the personal and human dimensions of an experience throughout time and its relationship to individual experience and cultural surroundings. As a methodology, narrative inquiry necessitates a perspective on the phenomenon. According to Frank (2010), the storytelling structure is analogous to the ticking of a clock. Each ‘tick’ makes listeners anticipate the next ‘tock,’ which develops expectations of what will come next.

Creswell (2011) defines narrative research as a “rebuilt story” that depicts an individual’s past, present, and future experiences. Narrative inquiry primarily uses personal interviews to record individuals’ or groups’ experiences, which are then recorded into a chronological narrative. It can uncover the intricate particulars and contexts of real-life experiences that are key in identity building.

### **Three Dimensions of Narrative Inquiry**

Clandinin and Connelly (2000) developed a three-dimensional narrative inquiry space that incorporates the following features:

1. Personal and social dimension (Interaction)
2. The past, present, and future dimensions (Continuity)
3. The dimension of places (Situation)

The first dimension is interaction, which includes the personal and social elements of an individual’s experiences. In this dimension, the researchers examine the story regarding the individual’s experiences and relationships with others. These other persons encountered by the subject may have different motives, goals, and points of view that may influence the researcher’s analysis.

The second dimension is continuity, or temporality, which is essential in narrative research. This dimension encompasses the individuals’ previous memories, present experiences, perceptions, and predictions for the future. When evaluating a narrative, the researcher considers the storyteller’s past and current behavior as likely to occur again.

The final dimension is the situation, which deals with circumstances and location, which must also be explored when examining a story. It contains the settings in which the individual lives out their life experiences. Researchers actively seek the specific areas in the storyteller’s environment that provide significance to their story, such as physical location and how events in that location influenced their experiences.

In summary, a three-dimensional narrative inquiry space was conceptualized by Clandinin and Connelly in 2000. It includes the dimensions of (1) personal and social (Interaction), (2) the past, present, and future (Continuity), and (3) places (Situation). Interaction is concerned with the subjects’ personal and social relationships and experiences. Continuity refers to the subjects’ memories of the past, recent experiences, attitudes, and future expectations. The situation concerns the

places where individuals carry out their life stories. Events in these three dimensions can reveal subtle details and circumstances that are crucial in developing teachers' professional identities.

### **Narrative Inquiry in Language Teacher Identity**

It is now widely accepted that narrative inquiry plays an essential role in developing language teacher identity (e.g., Barkhuizen et al, 2014; Hiratsuka, 2022; Kalaja & Ferreira, 2008). Studies by academics have concentrated their research on related topics such as EFL teachers' experience (Tsui, 2007), teachers' professional development (Xu & Connelly, 2009), a language teacher's identity (Liu & Xu, 2011), foreign teachers' professional identities (Leigh, 2019), and re-storying through language teacher narrative inquiry (Golombek & Johnson, 2021). Those articles have become essential for teachers to understand various situations using narrative inquiry and are summarized as follows.

Tsui (2007) investigated teacher identity construction via a narrative inquiry into an "EFL teacher's professional identity." The results demonstrate that teachers' identity construction is quite complicated. Their interactions shape a person's sense of self-identity with others and include the experiences of others around them.

Xu and Connelly (2009) examined teachers' professional development with a narrative inquiry method that suggests it relies on the current educational system, continuing school changes, and culturally entrenched ways of knowing and being. Their findings infer that teacher identity represents personal practical knowledge obtained through experience, learned contextually, and articulated across cultural landscapes of practice.

Liu and Xu (2011) analyzed how an EFL teacher negotiated her identity at an English educational department at a Chinese University and its 'new work order.' Their findings show that teachers need to shift their identities to survive times of change. They also suggested that a person's identity is not a stable thing but rather one that is constantly negotiated and changing.

Regarding the professional identities of foreign teachers, Leigh (2019) investigated the professional identities of eight early childhood ELF teachers in Shenzhen, China. The findings revealed that these constructs capture teachers'

perceptions of their identity in a foreign setting and provide insights into the Chinese environment that influences their shared experiences.

Golombek and Johnson (2021) researched two pre-service teachers who recounted their previous experiences in a learning-to-teach MA TESL program. They engage in re-storying regularly to track their conceptual development as language teachers. According to the findings, re-storying as a narrative inquiry technique provides incredible potential for teachers. They claim that reliving character-building incidents can help them understand the origins of their professional development.

### **Narrative Inquiry in Language Teachers in Thailand**

There are several instances of narrative inquiry in language teaching and learning research in the Thai educational system, such as studies on being an English language teacher (Methanonpphakhun & Deocampo, 2016), non-local English teachers (Loo, Trakulkasemsuk & Zilli, 2017), EFL teacher experiences (Lin & Trakulkasemsuk, 2020), lived experiences of a teacher (Lin, Trakulkasemsuk & Zilli, 2020), and learning to become a teacher (Prabjandee, 2020).

Narrative inquiry has been shown to be effective in examining Thai language teachers' sense of identity through these research papers. It has significantly influenced the educational system, students, institutions, and social contexts. For example, Methanonpphakhun and Deocampo (2016) investigate the prevalent narratives of foreign English teachers in Thailand on their teaching experiences, including the Thai educational system, people, and culture. The findings of this research may shed light on the difficulties they experienced, including cultural adaptation, immigration red tape, language limitations, and specific school challenges. The results demonstrated that educational institutions might need to realize that becoming an English teacher should not depend on the color of one's skin or the nation of origin, but on the individual's expertise and dedication to teaching.

Loo, Trakulkasemsuk, and Zilli (2017) investigate teacher identity through tensions and agency mentioned in the narratives of five non-local English teachers working in Bangkok, Thailand. According to the results, participants were confronted with conflicts from many social entities and work situations, employer expectations, students' conditions, and intervention from other stakeholders.

Another example of narrative inquiry usage is Lin and Trakulkasemsuk (2020). Their narrative study focused on an Australian English teacher working in Thailand to determine how the expatriate formed his international identity in his workplace. This investigation showed an insight into the intercultural component of being an English teacher in a foreign environment. The results highlight the need to reposition cultural identity and rebuild educational practice, which paves the way for becoming an interculturally competent language teacher.

Lin, Trakulkasemsuk, and Zilli (2020) investigated a narrative study of a non-local English teacher in Thai higher education. Self-construction in language teaching is explored here by examining how sexuality plays out in interactions with a wide range of students. Results show how queer subjectivity shifts across various discourses and how queer and professional identities are negotiated via different self-imposed approaches.

Prabjandee (2020) employed narrative inquiry by researching pre-service teachers' professional identities and training through their teacher education programs. The studies found that specific characteristics of teachers' identities altered or developed suddenly and gradually over time. The study also demonstrated that students in their first to fourth years of training did not consider themselves teachers. However, after work experience in an actual school atmosphere and context, fifth-year students thought of themselves as teachers after interacting with students and other teachers.

As discussed earlier, research here has been confined to topics such as narrative analysis of foreign language teachers in Thailand (Methanonpphakhun & Deocampo, 2016), insights into non-local English teachers' identity through conflict and agency (Loo, Trakulkasemsuk, & Zilli, 2017), expatriate EFL teachers' experiences (Lin & Trakulkasemsuk, 2020), life experiences of teachers who are lesbian, gay, bisexual, or transexual (LGBT) (Lin, Trakulkasemsuk & Zilli, 2020), and learning to become English teachers in Thailand (Prabjandee, 2020). The study of critical information on a narrative inquiry into language teacher identity development in a Global Englishes orientation in Thailand has received little attention. Consequently, this study proposes to use narrative inquiry to uncover perspectives and better understand in-service English teacher identity development in a Global

Englishes orientation, concentrating on actual experiences through life history interviews.

## **Discursive Construction**

### **Conceptualization of Discursive Construction**

Different scholars describe discursive construction from varying points of view. For example, Modena (2014, p. 3) defines discursive construction as examining “the role of language.” It refers to studying the emergence of events associated with a society’s memory, culture, and history.

Connaughton, Linabary, and Yakova (2017, p. 1) suggest that discursive construction is derived from the “linguistic turn” and incorporates a wide range of “discourse” definitions. This notion emphasizes the role of speech in the formation of groups and how organizing is constituted. Connaughton et al. (2017) also noted that empirical research needs to concentrate on themes of power, identity, leadership, and corporate culture.

Prior and Talmy’s (2021) study states that discursive construction is just one example of “social constructionism,” that is, a component of a broader pattern in the social sciences called “turns” (p. 2). They suggest that discursive construction differs from other social constructionism because it focuses on how individuals speak and connect when they build knowledge in the social world.

Discursive Construction is derived from the linguistic turn and incorporates various definitions of discourse. In addition, discursive construction extensively studies the themes of identity, leadership, and corporate culture, which are crucial in social constructionism. This notion emphasizes the role of language in forming groups and how organizing is constituted.

### **Characteristics of Discursive Construction**

Researchers provide different characteristics of discursive construction from their varying perspectives. For example, Connaughton, Linabary, and Yakova (2017) suggest that discursive is similar to discourse. As a result, comprehending discourse is crucial for individuals who investigate their discourses to better understand who they are, how their discourses function, and how they relate to identity (Beauchamp & Thomas, 2009). Gee (2011) defines “Discourse” (with a

capital D) as the many means of utilizing discourse, such as speaking, listening, reading, writing, ways of acting, engaging, valuing, feeling, dressing, thinking, and believing (Gee, 2011). While “discourse” (with a lowercase d) is defined as the spoken or written language at length, this idea explains how language works in society. Gee’s literacy discourse theory is founded on social and cultural viewpoints. He also claims that once individuals learn about “Discourse” theories, they have a “duty” to reflect on “discourses” (Gee, 2012, p. 216). Thus, discourse is essential for individuals to understand who they are and how their discourses function.

Clarke (2008, p. 12) talks about “discursive construction” and gives three examples of how it occurs. These are systems of belief, interpersonal relations, and intrapersonal relations. We may analyze knowledge and belief systems in terms of their conceptual function. In contrast, we can examine interpersonal relations through their relational process and intrapersonal identities through their identity function.

Prior and Talmy’s (2021, p. 4) findings explain the features of discursive construction by dividing it into two layers: constructive elements on the one hand and constructed elements on the other. The constructive elements comprise a wide variety of narrative worlds, including the linguistic (words and phrases, grammar, vocabulary, sentences, rhetorical structures, metaphors, narratives, and language choice) and extra-linguistic (e.g., prosody, gesture, objects, and modality). In contrast, constructed elements include a list of extra-discursive “things” gathered and indexed by constructive components (e.g., identity, interpersonal relationships, context, and stance).

In conclusion, Gee defined discourse as spoken or written words. Connaughton, Linabary, & Yakova (2017) noted that discursive is comparable to discourse. Clarke (2008) discusses discursive construction and offers three examples of its construction: systems of beliefs, interpersonal relationships, and intrapersonal relationships. Knowing discourse is critical to investigating one’s use of language. This perspective can help individuals understand how words, narratives, and conversations affect their identity and interactions with others. This insight allows a deeper comprehension of language’s role in constructing and expressing who they are.

## **Discursive Construction in Language Teacher Identity**

Over the past ten years, researchers have suggested that discursive construction plays a significant role in understanding how language teachers develop their identities (e.g., Le Ha & Van Que, 2006; Prior & Talmy, 2021; Trent, 2010). During that time, there have been several research articles published on the discursive construction of language teachers' identity, such as the discursive construction of new teacher identity (Clarke, 2006), Vietnamese educational morality, and the discursive construction (Le Ha & Van Que, 2006), preservice teachers' discursive construction (Trent, 2010), the discursive construction of "native" and "non-native" English-speaking language teachers (Lawrence, 2020), and novice teachers' discursive construction (Li, 2020). The following is a synopsis of these articles.

Clarke (2006) studied the discursive construction of new teachers' identities in the United Arab Emirates (UAE) to gain insight into their knowledge and belief systems. He used qualitative research methods to investigate trainee teacher identity development. The data was gathered via face-to-face and virtual discussions, which took the form of researcher-led focus groups and student-led Web Course Tool (Web CT) conversations. The research findings indicate that the implications and potential suggestions for teacher education programs in the UAE would also apply to teacher education programs in other countries.

In another example of exploring teachers' discursive identity construction, Le Ha and Van Que (2006) investigated the educational morality and discursive development of English language teacher identity in Vietnam. The subjects of this research were seven (six males and one female) Vietnamese English language teachers. They were all tertiary-level teachers chosen from a range of locations across Vietnam. The researchers conducted in-depth interviews, focus group discussions, and reflective writing as part of their qualitative research process. The results demonstrated that the teachers had a stronger feeling of ownership towards English as an international language when they employed their distinctive Vietnamese manner during lectures, which stressed overt moral directives.

Trent (2010) explored the discursive construction of six pre-service English language teachers in Hong Kong using a qualitative research approach. Using semi-structured interviews, he gathered information from each participant to better

understand how these individuals constructed their professional identities as English teachers. The results showed that instead of just teaching educational theories and pedagogical practices, teacher education programs should focus on the role of identity in becoming a teacher.

Lawrence (2020) examined how “native” and “non-native” speaking English teachers discursively constructed their professional teaching identities in Japan. His study involved two English language teachers who taught at a higher educational institution in Japan. Lawrence employed classroom observation and reflective semi-structured interviews as part of her qualitative research methodology. According to this study, there is a significant difference between teachers deemed to be “native” English speakers and those who were “non-native” English speakers. Also, it was evident that the classic binary divide between “native” and “non-native” English speakers is more intricate regarding teacher and student interactions.

Li (2020) explored novice teachers’ discursive construction of their identity in the context of classroom discourse. She investigates identity construction through applied conversation analysis (CA) to explore how ‘oriented-to-identities’ provide the proximal context (the turn-by-turn orientation of developing action sequences at the interactional level). Seven Chinese secondary English teachers took part in this study. Classroom observation, video recordings, and follow-up interviews were used to collect data. Classroom recordings were compiled for detailed moment-by-moment analysis to investigate the complexities of being a beginner teacher in the classroom. This study’s findings suggest two key elements of teacher identity for novice teachers: (1) gaining practical pedagogical knowledge and (2) participating in language-related activities. Identity is also formed by acquiring practical knowledge and participating in language-related practices. Both are required for effective pedagogy and teacher education. Li also proposed that identity construction may be represented via collaborative work with students.

Generally speaking, research into the discursive construction of English language teachers’ identity development in a Global Englishes orientation has received little attention in Thailand. As previously stated, research in teacher identity development has been limited to themes such as new teachers’ discursive construction (Clarke, 2006), Vietnamese educational morality and discursive construction (Le Ha

& Van Que, 2006), preservice teachers' discursive construction (Trent, 2010), the discursive construction of "native" and "non-native" English speaking language teachers (Lawrence, 2020), and novice teachers' discursive construction (Li, 2020). Therefore, this research proposes to employ qualitative research methodology to explore viewpoints of discursive construction and better understand in-service English language teacher identity development in a Global Englishes orientation by focusing on real-life experiences collected in personal interviews.

### **Chapter Summary**

Chapter 2 reviews key concepts related to Global Englishes (GE) and English teacher identity. It begins by explaining Global Englishes, including World Englishes (WE), English as a Lingua Franca (ELF), and English as an International Language (EIL). These concepts highlight the diversity of English and challenge native-speaker norms. The chapter also discusses Global Englishes Language Teaching (GELT), which promotes inclusive and flexible teaching methods. Research from various countries, including Thailand, shows that while Global Englishes is gaining interest, its classroom implementation remains limited. The chapter then explores teacher identity as a dynamic and socially constructed process shaped by discourse, experiences, and context. In Thailand, teacher identity has many influences, including cultural, emotional, and institutional factors. Additionally, the chapter emphasizes the importance of accepting Global Englishes in language teaching and understanding how teachers construct their professional identities in varying contexts.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter outlines the methodology of the study, covering the research design, setting, participants, instruments, data collection methods, data analysis, and ethical considerations. The aim is to provide clarity on how the research was performed and to reinforce the reliability and validity of the findings.

#### **Research Design**

This research adopted a narrative inquiry design, as characterized by Barkhuizen et al. (2014), to examine Thai English teacher identities within the context of the GE paradigm and to explore which teachers were more inclined to adopt GE in their classrooms. Given that teacher identity is viewed as discursively constructed, narrative inquiry serves as an appropriate methodological lens (Clandinin & Connelly, 2000). In this research, narrative inquiry was considered most suitable for the following reasons. First, it allows for an in-depth exploration of participants' lived experiences in their English journey, particularly those that have contributed to shaping their identities. Second, narrative inquiry allows a deeper exploration of how teachers develop professional identities within the context of the GE paradigm. Exploring participants' life stories provides insight into the continuous development of their professional identities and teaching practices. I began by exploring how the participating teachers developed their teacher identities using life story interviews (Atkinson, 1998), tracing their trajectories of becoming teachers (e.g., how they formed their teacher identities and their relationships with English). Classroom observations were also conducted to elicit identity in practice and triangulate with the interview data.

After understanding their teacher identity development, a focus group discussion about the GE paradigm was undertaken to explore how teachers viewed their identities against the backdrop of the GE paradigm. In the focus group discussion, the teachers were presented with GE transformative learning activities (Prabjandee, 2020) and then explored how they viewed their identities against the

backdrop of the GE paradigm. This study did not seek to evaluate the effectiveness of the GE activities; rather, it utilized these activities as a platform for in-depth discussions regarding teachers' self-perceptions within the GE framework. By doing so, I ensured they comprehensively understood GE before exploring their views on teacher identities.

### **Research Setting**

Narrative inquiry is not interested in the representativeness of the research site but rather in exploring the site that can provide rich and unique data (Barkhuizen et al., 2014). Thus, this research was purposively conducted at a secondary school in northeastern Thailand (hereafter referred to by a pseudonym as Sunshine School). The school has approximately 200 teachers and 4,400 students. It was chosen due to its diverse community of English teachers from foreign backgrounds, such as the USA, Australia, Singapore, India, and Vietnam. This mixture of diverse cultural backgrounds allows teachers to compare themselves to other teachers, allowing them to internalize certain identities and reflect upon their experiences in a broader context.

This school was established over 100 years ago. It includes lower and upper secondary levels from M1 to M6 (where M stands for Matthayomsuksa, for 12 to 18-year-olds). In 2022, there were 200 teachers and more than 4,400 students. This school has been chosen because it is a large community with English language teachers from many different backgrounds. Students and teachers involved in the English program also have many different origins and do not speak English as a first language. There are also Thai English teachers who come from other provinces and backgrounds. This school's mixture of cultures affects how teachers see themselves as educators, contributing to their identity's construction. Each teacher conducts 15 to 18 English periods per week. These classes focus on four skills: speaking, listening, reading, and writing.

This high school serves as a principal site for English teaching and learning, known as the Development Center of Potential for Excellence. It features a self-study center and multimedia room, providing access to online English courses from anywhere in the world that can help learners understand diverse languages, cultures,

customs, and traditions. The wide variety of English accents makes it an ideal choice for exploring the identities of language teachers in relation to the GE paradigm.

## Participants

The target participants in this study were in-service Thai English teachers working at the Sunshine School. To ensure a fair and unbiased participant selection, an email was sent to all 29 secondary school Thai English teachers, inviting them to participate in this study. The email stated the objectives, protocols, risks, and benefits of participating in this study. Out of 29 teachers, nine responded to the invitation. Since the narrative inquiry focuses on participants with unique stories (Barkhuizen et al., 2014), I purposively selected individuals who had diverse backgrounds, including gender, English learning experiences, teaching experiences, and experiences abroad. Based on these criteria, only four teachers were included in this study. The remaining teachers were excluded due to having backgrounds similar to those of these four teachers. Table 3 summarizes the demographic information of the participants.

Table 3 Demographic Information of the Participants

Teachers	Gender	Age	First English Learning	Teaching experiences	Abroad experiences
Tatthep	Male	32	Grade 1	7	Yes
Kengkla	Male	46	Grade 5	20	No
Fahsai	female	32	Grade 1	8	Yes
Sandy	female	28	K 1	2	No

Tatthep is a 32-year-old native Thai male with seven years of teaching experience. He was born and raised in Thailand and began learning English in the first grade. His early encounters with English were mostly via classroom teaching and school textbooks, with a strong focus on grammar and rote memory. His fascination with Hollywood movies, TV shows, and music helped foster his preference for American English. He travels to the United States to visit relatives and regularly

interacts with English speakers from different countries. Tatthep holds a Bachelor of Education in Teaching English to Speakers of Other Languages (TESOL) and has completed an online certificate in Intensive Grammar from the Kaplan Institute in Washington, D.C., USA, achieving a proficiency level of CEFR C. Currently, he teaches English to students in grade 12.

Kengkla is a 46-year-old native Thai male with 20 years of teaching experience. He has spent his entire life in Thailand. He commenced his English language studies in grade 5, which was later than other participants. His early educational path consisted of conventional classroom teaching, emphasizing reading, writing, and grammar. Kengkla possesses a Bachelor of Arts in English and a Master's degree in the field of education focused on teaching English. Prior to dedicating his career to teaching, Kengkla pursued two alternative professions. Initially, he served as a tour guide in Northern and Southern Thailand, where he engaged with foreign tourists on a daily basis. Subsequently, he held a position at a paper company in Bangkok. Upon deciding to transition into education, he began his teaching career at a local secondary school before advancing to a significantly larger high school. Currently, he serves as the Deputy Director of the English Program and instructs students in grade 12 English.

Fahsai is a 32-year-old native female from Thailand with eight years of experience in the field of education. She has always lived in Thailand. Similar to Tatthep, she started learning English in grade 1. Her early education consisted of conventional classroom settings and commercial textbooks. She actively sought extra English language exposure using movies and music. With access to computers, Fahsai viewed YouTube videos and self-paced classes. In university, she joined an English club to improve her proficiency. Fahsai holds a Bachelor of Education in TESOL and a master's degree in teaching English as a foreign language (TEFL).

She had the opportunity to be an exchange teacher in South Korea in 2019 and received a Fulbright scholarship to teach for six weeks in the USA. There, she worked with teachers from 15 countries and a group of US scholars. She began teaching at a local high school and then moved to a larger one in the city. Fahsai is the deputy of the English Program and teaches English to students in grades 7 and 8.

Sandy is a 28-year-old native Thai female who possesses two years of teaching experience. She has resided in Thailand throughout her life. In contrast to other participants, she commenced her English language education at an early age in kindergarten. While still a child, she encountered English in interactive learning settings, including foreign summer camps and English-speaking clubs. Her early English lessons concentrated on grammar and sentence structure. These lessons also emphasized speaking practice and general conversation. Sandy was also active on social media, regularly contributing to TikTok and YouTube. She holds a Bachelor of Education degree specializing in Teaching English to Speakers of Other Languages (TESOL). During her teaching practicum, she provided instruction at both a local primary school and a high school.

Upon her graduation, she advanced to her current role at a larger high school. Sandy is an active participant in school initiatives and contributes to numerous extracurricular activities. Recently, she was awarded the 2023 Gold Award for Performance Excellence. Presently, she teaches English to students in grade 7.

## **Research Instruments**

Research instruments are the tools or equipment used to gather data. In this study, the research instruments were life-story interviews, classroom observations, and focus group discussions. Each of these research instruments is explained in the following sections.

### **Life Story Interview**

The first research instrument was a life story interview, which was used to explore the participants' "personal narratives." The life story interviews were semi-structured and designed based on a three-dimensional space of narrative inquiry (past, present, and future) (Clandinin & Connelly, 2000) together with LTI theories (Trent, 2016; Varghese et al., 2005; Yazan, 2018) (see Appendix A).

The interviews consisted of three rounds per teacher, organized based on the three-dimensional space (past, present, and future). The first round of the interview was related to the participants' past educational experiences and personal background information. Examples of the first interview questions were: What was your first

experience with English? Can you describe your English learning experiences at school? Why did you become an English Teacher? The second round emphasized the present teaching of English at schools and teachers' perceptions of GE. Examples of the second interview questions were: How do you see yourself as an English language teacher? The final round explored teachers' self-perceptions in teaching English and how they saw future teaching development may affect their professional identity. Examples of the third interview questions were: What needs to be done to improve English language teaching practices in the future? Do you have any suggestions for future English language teaching programs and curricula?

The interview questions were reviewed by three experts in the teaching profession and educational research fields for validation. Then, I revised and modified the questions based on the experts' advice and returned them for approval to ensure they were suitable to explore the discursive construction of language teachers' identities. After receiving expert feedback and acceptance of the interview questions, the interviews were conducted to obtain the required information.

The life story interview method is related to the three-dimensional space model in narrative inquiry. This allows me to investigate how personal experiences affect current perspectives and teachers' future aims. By exploring and comparing the information the participants provide, I hope to align the data with the core research questions. I used this method because it was more flexible and in-depth. This allowed teachers to express their views openly and speak freely about their life experiences. Dunn (2005) notes that semi-structured interviews are conversational and informal. They permit candid answers in the participants' words rather than a yes or no answer. Thus, the participants are not limited in their responses.

This study uses the three-dimensional space model approach to understand teachers' identity development throughout their English journeys. This approach enables a deeper examination of teacher identities at various stages of their professional and personal lives. I hope to capture the dynamic nature of English language teachers' identities in the context of the GE paradigm.

To elaborate, the interview process included three rounds. The first interview concentrated on the participants' past educational experiences, which are required to identify the fundamental elements influencing their attitudes toward

teaching and professional identities. The second interview focused on the participants' current experiences in teaching English and their opinions of the GE paradigm. These interviews provided teachers' perspectives on the requirements of their teaching environment and the implementation of their identity in practice. It also highlighted their interaction with students and their fostering of positive learning environments towards GE. The third interview questioned teachers' opinions on the future of English language teaching and their personal development related to the GE paradigm.

### **Classroom Observation**

The second instrument was classroom observation, aimed at investigating identity in practice. I followed the four stages outlined in Zaars' (2013) study for conducting these observations. He details that the observation should involve pre-observation, classroom visits, after-class visits, and post-observation discussions. In the pre-observation phase, the Hawthorne effects were minimized by clarifying that my intent was to observe the teaching strategies implemented in their classrooms, not to influence their behavior based on the research objectives they had learned about. To help them feel at ease, I emphasized that I would not engage in any class activities and reassured them that my role as an observer was to collect data, not to judge their efforts.

During the classroom visit, I acted as a non-participant observer, positioning myself at the side or back of the room to avoid causing disruption. I took notes on the teachers' appearances, student interactions, and overall teaching performance. In the after-class visit, I would observe and take notes on the participants when students were absent, focusing on their interactions with peers, mentors, and authority figures. I aimed to be as unobtrusive as possible to avoid interrupting their routine. This step also included insights into teaching arrangements and the classroom context. In the final stage, post-observation discussions focused on the class's progress and the general dialogue during the lesson. I asked teachers about their perspectives on the progression of the English class and offered feedback when specifically requested. After each observation, I promptly recorded field notes summarizing my observations and experiences. Before observing additional classes,

I made sure that my field notes were finalized, engaged in preliminary analysis, and drafted conclusions regarding teacher identity.

### **Focus Group Discussion about the GE Paradigm**

The third instrument was a focus group discussion about the GE paradigm. I used transformative learning theories developed by Prabjandee (2020) to elicit the participants' perspectives about the GE paradigm. Before the activities, I presented an overall picture of the GE concept. The activities are explained as follows.

**Shift to Teaching Global Englishes.** In this session, the participants were introduced to Kachru's model of English users and asked to estimate the percentage of individuals in the "inner," "outer," and "expanding" circles who primarily use English. Once they made their estimates, I presented data from Crystal (2003), which offered approximate statistics. While Crystal (2003) is indeed a reference from 2003, it remains a key source for understanding the theoretical underpinnings of accent variation and its statistical analysis. This work is frequently cited because it provides a comprehensive framework for linguistic features, which is still relevant to contemporary studies in phonetics and sociolinguistics. Although newer studies have emerged, Crystal's core principles remain influential. In particular, the categorization of accents and dialects and the use of statistical measures to evaluate linguistic variation continue to guide current researchers. By citing Crystal (2003), I aim to highlight the methodological foundation of my study while also acknowledging subsequent developments that have built upon it. Specifically, I reference Crystal's work in the context of accent classification and statistical analysis, which are crucial to understanding the language features explored in this research. I then discussed two related questions from Prabjandee's (2020) study: Who do your students interact with outside the classroom? And who will your students communicate with in English? These questions are pertinent as they reveal insights about their prior experience with English and their expected future use of the language.

**Listen and Guess.** In this activity, the participants listened to six distinct accents selected from Kachru's model: two from the inner circle (England and the

USA), two from the outer circle (India and Singapore), and two from the expanding circle (Thailand and China). All recordings were sourced from the International Dialect of English Archive. The participants rated each accent using a five-point Likert scale (Prabjandee, 2020). After hearing each dialect, the participants estimated the origins of the speakers. These six accents were selected to reflect a wide range of English varieties found across the three circles. By including speakers from the three circles, I aimed to help participants reflect on how diverse pronunciations and linguistic features influence their perceptions of accent origin. Thus, it reinforces the role of accent and English variety acceptance in shaping teacher identity under a GE framework.

After revealing their accents, I encouraged participants to share their experiences and stories based on their exposure to accents from various parts of the world to explore the impact on identity formation through Global Englishes. This activity could support the theory that native English accents are not essential as long as pronunciation and fluency are achieved and communication is effective.

## **Data Collection and Procedures**

This section divides the data collection into two parts: pre-data collection and data collection, which are explained as follows.

### **Pre-Data Collection**

Part 1 consisted of obtaining ethical approval, the school director's consent, and the participant's consent to check the validity of research instruments.

### **Ethical Approval**

The first process of pre-data collection was ethical approval. Gelling (2016) explained that researchers desiring to engage human participants in their studies must request ethical approval before approaching potential research participants and starting the data collection process. Thus, I wrote my research proposal, including my detailed methodology for collecting data, to the Institutional Review Board (IRB) of the Faculty of Education, Burapha University, to guarantee that the study met the requirements of ethical principles.

### **School Director's Consent**

The next step was obtaining the school director's consent. After receiving the IRB approval letter, a formal letter was sent to the school director to ask for permission to conduct the research. I took the letter to the school and met with the vice director, who suggested I contact the head of the English program. She asked me to email a PDF file so she could send it to the English language teachers in her school and discuss it with them. I advised her that my study involved semi-structured interviews and classroom observations of English teachers so that she understood what was required for my research.

### **Participant's Consent**

After receiving approval from the school and completing the selection process, the 4 participants were identified. I contacted them by email and gave them a concise description of the research's aims and goals. The email gave them a clear understanding of the study's components, research instruments, and data collection methods. The participants were then sent an informed consent form for signature, which advised them that they could withdraw from the research project at any time. They were also guaranteed that their particulars and any data they provided would remain confidential.

### **Pilot Study**

A pilot study was considered necessary before the main study to guarantee the validity and trustworthiness of the investigation. The pilot study aimed to pre-test the research methodology and increase research quality. This research pilot study used the same selection criteria as the main study but was conducted at a different school. The English teachers there received an email asking them to express their interest in joining the study. According to Baker (1994), the ideal number of participants in a pilot study should be 10 to 20% of the main study. Upon completion of the pre-data collection, the main study began.

### **Data Collection in the Main Study**

The data collection for this research took three months. The methods used for data collection included life story interviews, classroom observation, fieldwork, and focus group activities. The following section describes how I collected data.

### **Life Story Interview**

Life Story Interviews were used in three rounds. Each interview lasted approximately 40 minutes and was conducted in a serene place where the participants felt safe and secure. Every interview was digitally recorded and transcribed for future data analysis. After completing the interviews, I sent the transcriptions to participants, asking them to confirm the accuracy of the texts. I conducted three interviews because this enabled me to engage more with my subjects and learn more about them. The first round focused on the participants' past educational experiences and personal backgrounds. In the second round, I clarified the questions raised in the first. If further information was required, I asked follow-up questions. I then questioned the participants about their present experiences teaching English at school. After examining the transcripts from the first and second rounds of interviews, I clarified any ambiguous responses in the third round. This interview also sought more information about teachers' self-perceptions in teaching English and how they saw future teaching developments might affect their identities (see Appendix A).

### **Classroom Observation**

In this study, I used classroom observation to closely monitor each participant for at least 4 hours (a total of 16 hours) to better understand their identity, teaching context, classroom demeanor, and working environment. I shadowed them during the school day from 8.30 a.m. to 4.30 p.m. until I had 4 hours of observation. To begin, I visited them before class to ask about their preparation for their lesson. I had lunch with them, talked with co-workers, and observed them in the teacher's lounge to better understand how a typical school day evolved. I also watched extracurricular activities (sports, playground, celebration preparations, etc.). This observation helped me see the daily interactions that help shape their identities (see Appendix B).

### **Focus Group Discussion about the GE Paradigm**

In this part, the purpose of the focus group was to gather data relevant to the participants' understanding of GE, their previous experiences with English, and their likely usage in the future. Firstly, I presented a general view of the GE concept to the participants so everybody had a basic understanding. Then, I introduced the focus group discussion topics. They were "A shift to teaching Global Englishes" and

“Listen and Guess”. I employed Prabjadees’ (2020) transformative learning theories to encourage conversations relevant to the topics. All sessions were digitally recorded for later analysis and referral purposes. The data collection process included open coding. I listened to the recorded interviews again, labeling the data. Second, the codes were grouped together, followed by the axial coding step, to generate categories. Finally, there was selective coding, where the categories were grouped into themes (see Appendix B).

### **Data Analysis and Trustworthiness**

Before the data analysis began, the data quality was maximized (Poland, 1995). First, the recorded interviews and focus-group discussions were transcribed using an electronic transcription website (happyscribe.com), and I checked them for correctness. Second, the classroom observation notes were expanded into a full description. To analyze the data, the three-step qualitative coding method was used (Saldaña, 2009). The first step is open coding, in which the data are labeled as codes to capture meanings. Examples of codes were the love of English, learning English enjoyment, American-English preference, multicultural class, etc. I listened to the interview recordings during this step to support the analysis. The second step is axial coding, which analyzes the relationship between codes to generate categories. Collaboratively, I arranged the codes I found in each teacher into categories. The last step, selective coding, involves combining categories to form themes (see Appendix C).

The three-step process of data analysis resulted in emergent themes to answer the first research question (How is the English teacher identity discursively constructed within the context of the GE paradigm?): The emerging themes to answer research question 1 were *early interest in English, forming initial teacher identity, admiring American-English accent, exposure to Global Englishes, and embracing teacher identity for linguistic diversity*. Two emerging themes were used to answer the second research question (Guided by the LTI perspective, which teachers are inclined to adopt GE-informed pedagogy?): The emerging themes to answer research question 2 were *teacher biographies shaped awareness of GE and teachers’ cognition shaped GE-informed pedagogy* (see Appendix C in Table C3).

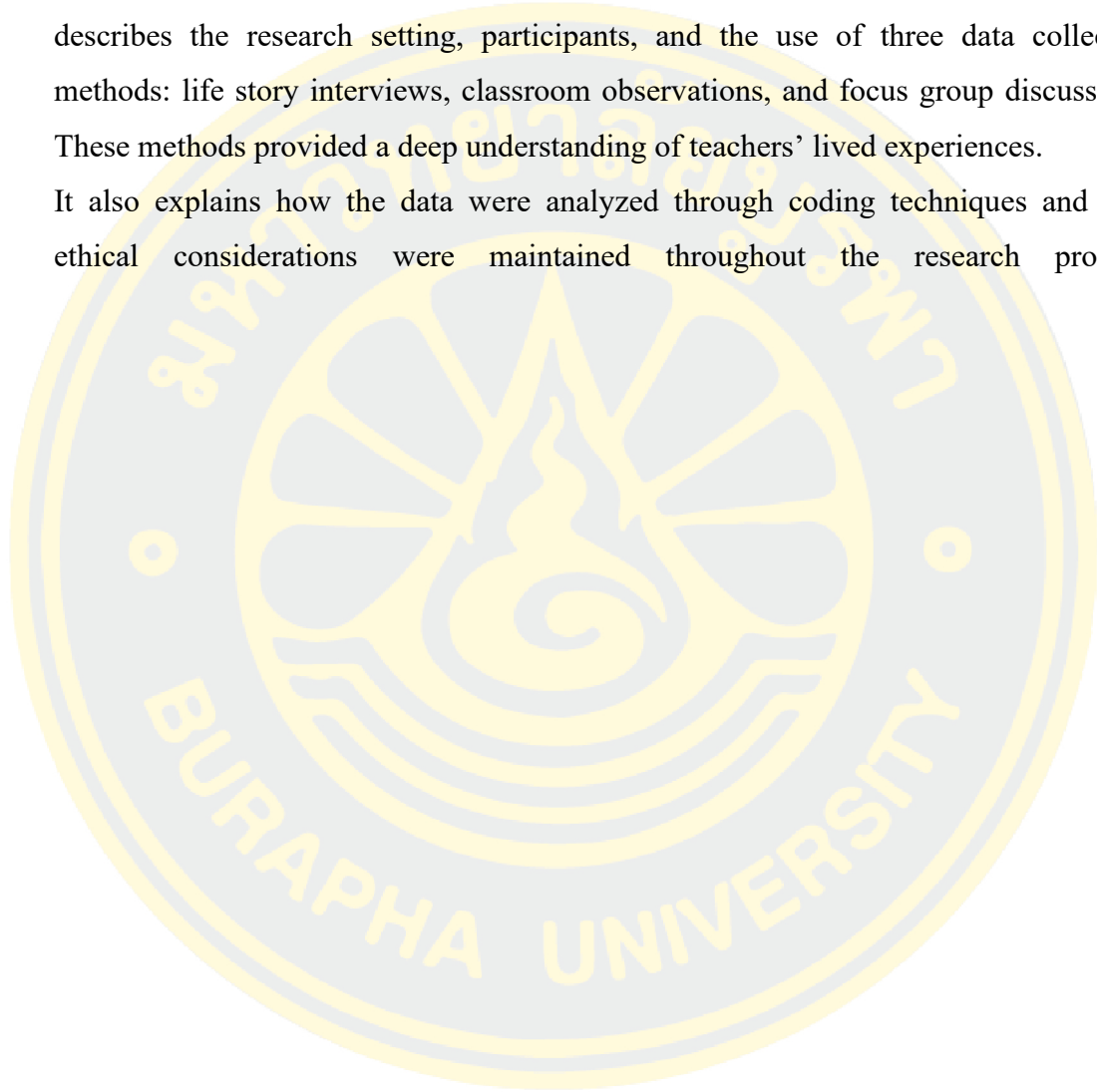
Triangulation was used to maximize the trustworthiness of the analysis since multiple data sources (interviews and classroom observations) were used. Member check was also ensured by presenting the themes to the participants. Their recommendations were taken into consideration when analyzing the data. Additionally, each stage of data analysis, from initial coding to final thematic analysis, was conducted collaboratively. We held intercoder meetings to discuss emerging themes and resolve any discrepancies between the different sources of information we found. This collaborative and consultative approach ensured that our findings were reliable and reflected the data in a systematic manner.

### **Ethical Considerations**

Ethical considerations emerged as a fundamental responsibility for me as a researcher. It is essential that researchers who wish to involve human participants in their studies obtain ethical approval before contacting potential participants and initiating the data collection. Furthermore, given the sensitive nature of the participants' narratives, I always kept ethical concerns in mind throughout the research. Initially, I sought ethical research approval from Burapha University (IRB) [G-HU262/2565]. Before commencing any research activities, acquiring consent from the appropriate authority was imperative. I transparently presented my research aims and data collection strategies to them, seeking their approval and permission to move forward. I was committed to ensuring that all resulting data would be kept confidential and would not pose any risk to the university. Next, all participants were required to sign an informed consent form. I supplied potential participants with sufficient information to understand the goals of the study, its specific nature, and the data collection methods involved. They were made aware that they could withdraw from any part of the research at any time without facing any repercussions. Additionally, participants were assured that their anonymity would be preserved in all audio recordings and transcripts and that any personal information they provided would remain confidential. After this, I requested their signatures on an informed consent form, allowing me to utilize the data collected.

## **Chapter Summary**

This chapter outlines the research methodology used in the study. It adopted a narrative inquiry design to explore how Thai English teachers construct their professional identities within the Global Englishes (GE) context. The chapter describes the research setting, participants, and the use of three data collection methods: life story interviews, classroom observations, and focus group discussions. These methods provided a deep understanding of teachers' lived experiences. It also explains how the data were analyzed through coding techniques and how ethical considerations were maintained throughout the research process.



## CHAPTER 4

### FINDINGS

This chapter presents the findings to answer the research questions: *How is the English teacher identity discursively constructed within the context of the GE paradigm? Guided by the LTI perspective, which teachers are inclined to adopt GE-informed pedagogy?*

Since narrative inquiry prioritizes individual stories (Barkhuizen et al., 2014), I decided to present each participant's story first, followed by a collective account that explicitly answers the research questions. The participants' stories are presented in no particular order. The first story is Kengkla's.

#### **Kengkla**

Kengkla, a 45-year-old native Thai, has 20 years of experience teaching English and currently instructs 12th-grade students. Starting his English journey in grade 5, he earned a Bachelor of Arts in English and a Master's in English Education. Before entering the teaching profession, he worked as a tour guide and at a paper-production company. He began his teaching career at a small rural secondary school and now serves as the deputy director of the English program at a larger high school. Kengkla stands out as an impressive individual, tall with a warm smile and welcoming demeanor. He is highly regarded among his peers and students alike, often drawing crowds who gather to hear his tour guide tales. Growing up in a rural area with scarce teaching resources, he faced numerous challenges on his journey to becoming a teacher. This background fuels his dedication, and he often spends after-school hours helping students who need additional support. His life experiences provide a strong foundation for his language instruction, and he loves sharing his own English-learning journeys with others.

“When I was 11 years old, an American teacher came to my school to teach English. When he began the lesson, my eyes were fixed on the blackboard. I tried so hard to learn and understand the new English words he was trying to teach us. After the lesson was over, I asked to take extra lessons after school.

Every afternoon, I would excitedly run to his class to learn more words. I wrote many new words in my book and tried to memorize them. Then, when I got home, I would practice them like a movie star in front of the mirror. I practiced over and over until I could remember them. I felt proud of myself when I learned new words and dreamed of speaking with people from around the world.” (Kengkla interview 1)

After serving as a tour guide, Kengkla joined a paper production company in Bangkok. However, he felt a gap in his professional life. He reflected on how his American teacher had positively influenced his English learning experience and realized he wanted to offer young Thais the same chance to learn English. This thought prompted him to pursue a career as an English teacher, allowing him to share valuable lessons from his life. Kengkla remembers his first day of teaching. He shares

“I walked into the classroom excited but very nervous. As I stood in front of the students, my heart beat so fast that it felt like it was in my mouth. The room was so quiet, and I felt every student’s eyes on me, but once I began to talk, my confidence grew. As the class progressed, I moved around the room to talk to each student and involve them in the lesson. I encouraged them to speak and carefully listened to their questions. It didn’t take long to realize that teaching wasn’t simply telling students what to do. It was about making them feel confident and eager to learn.” (Kengkla interview 1)

During classroom observation, I noticed that Kengkla’s teaching style had developed from the nervous start he mentioned earlier. He appeared confident and was patient when students asked questions. In particular, if students did not grasp his point, Kengkla would walk to their desks to explain the content again for clarity. Once the students understood, he would move on to explain the next topic. If multiple students were confused, he would return to the blackboard to clarify further by drawing pictures or writing explanations, ensuring everyone comprehended. It was evident that Kengkla cared about his students and consistently took the time to include everyone in lesson activities. He was also willing to spend his free time

assisting those students who needed extra lessons, just as his teacher had once assisted him.

Kengkla's introduction to English began with an American teacher at his rural primary school. This teacher played recordings of Americans speaking English and screened American films. Kengkla loved the action-packed scenes and captivating dialogue, dreaming of speaking like the movie stars one day. He practiced every day, trying out his version of an American accent with his friends. Although classmates initially laughed at him, he persisted, believing it was the best form of English. Kengkla later shared his reasons for this early fascination with American English.

“I liked the American accent because, at that time, I had not heard any other versions. The action movies made the accent sound so exciting and professional. I wanted to speak just like that. I struggled at first, but with persistence and practice, I slowly improved. I would watch movies at home and rewind the scenes until I could recite the dialogue word for word. I thought it was exciting to pretend I was in the movie.” (Kengkla interview 2)

Kengkla's initial introduction to English was only through American accents. When he began teaching, he worked closely with colleagues from the Philippines, India, and Singapore, who introduced him to different varieties of English. He enjoyed learning about the differences between English dialects and those of his colleagues. When he moved to a new school, there were no foreign teachers. Here, he used his life experience in English varieties to educate his young students. Kengkla then accepted a position teaching higher-level students at a medium-sized high school. The school's American and British teachers exposed Kengkla to more English accents and teaching techniques. He used this opportunity to learn from them and improve as an educator. During this time, he had the experience of supervising a group of exchange students from Korea over a one-month stay at the school and had no problems with communication. Kengkla's teaching journey then continued at another larger high school. This school had teachers from India, Vietnam, the Philippines, and the US. This multi-cultural environment gave Kengkla a broader experience of English varieties spoken worldwide. Throughout his teaching career, Kengkla has acquired an understanding of the variety of English, knowing that each

variety provides distinct insights and viewpoints. As he continues to teach and learn from his colleagues, Kengkla remains committed to creating a supportive and inclusive learning environment where his students can explore different languages.

When observing Kengkla in his classroom, I noticed that the lesson that day was themed “traveling around the world.” He informed the students that other countries use different idioms and provided some examples from his time as a tour guide. He mentioned some of the different situations he encountered with a German group and how they used idioms that he did not understand. He encouraged students to find foreign idioms and compare them to Thai expressions.

Kengkla has always been curious about new things and is a hard worker. He is self-motivated and continually tries to improve himself. Before becoming a teacher, Kengkla worked as a tour guide, encountering foreign tourists who spoke different varieties of English daily. He had to accept different accents and change his communication depending on the context. When he began teaching English, there were no native English teachers at his school. In his early English education, he always had native-speaking language teachers, which was the practice back then. The fact that he was a Thai English teacher made him more determined to be successful. In his English classroom, he would urge students to concentrate on developing their version of English so they could communicate with people from other countries. Although he was not formally trained in GE, he had experienced many different accents and varieties of English during his lifetime. He would often call on these experiences when teaching his students.

Kengkla’s classroom observation highlighted an example from his personal experience. One afternoon in his English communication class, he assigned students to present their work in front of their peers. As the students took turns speaking, one individual seemed noticeably hesitant. With a flushed face, the student was approached by Kengkla, who quietly inquired about their unease. The student expressed, “I am shy because my accent is too strong, and my classmates will laugh at me.” Kengkla reassured the student and addressed the entire class, explaining that everyone has their own unique form of English. He emphasized that there is no need to be concerned about accents or the pressure to speak like native speakers; instead, the focus should be on effective communication and understanding.

Kengkla later discussed this experience in the focus group, sharing:

“I want my students to know that their accent doesn’t have to be perfect. They all seem to want to sound like American movie stars. I always tell them to concentrate on speaking clearly and ensuring they are understood.” (Kengkla interview 3)

Looking back at Kengkla’s English journey and teaching path. It can be seen that his relationship with the American accent played a big part in his pursuit of clear communication and his desire to teach English. His growth from a timid English user to a dedicated and confident educator shows his passion for the language and his willingness to share its benefits with all learners. Kengkla tirelessly works with his students to gain mastery over their reluctance to take ownership of their version of English, just as his teachers had done for him. He understands the value that being able to communicate effectively in English can offer Thai students and provides not only encouragement but also mentorship to everyone. His story highlights the belief that clear communication needs to take preference over precise pronunciation in English language teaching (ELT).

The next story is Tatthep’s, like Kengkla. he also hoped to speak like a movie star when he was young.

## **Tatthep**

Tatthep demonstrates confidence and discipline. At 31, he is a native Thai man with seven years of experience teaching English. He has a Bachelor of Education in TESOL and earned a certificate in Intensive Grammar (online) from the Kaplan Institute in Washington, DC, USA (CEFR Level C). He started learning English in the first grade and currently instructs year 12 students. Coming from a military background, Tatthep’s father was a soldier, instilling in him the importance of discipline.

Tatthep began learning English at the age of five, even before starting school. His soldier father recognized the importance of knowing English and taught

him the alphabet while letting him watch English cartoons. He encouraged daily English practice, enabling Tatthep to read sentences and eventually enjoy simple children's books. An impactful experience with his father's friend, an American soldier, left a strong impression on him. This interaction boosted his confidence to learn English independently and to engage with native speakers without hesitation. Tatthep recounts the story as follows:

“One evening, my father brought home a visiting American soldier for dinner. I stood excited and was surprised by the stranger's speed and accent when he spoke. It was my first encounter with a native English speaker. I was shy, but my father gently nudged me. I began speaking English with him. In his uniform, he looked like a Hollywood movie star. And when he smiled and told me that my English was good, I was very proud. I smiled, and my father also smiled. I knew he would be happy with me. (Tatthep, Interview 1)

After a trip to America during his school break in Mathayomsuksa 5 (grade 11), Tatthep decided to pursue a career as a teacher. While staying with relatives, he spent 4 weeks at a local high school to enhance his English skills. The kind and supportive teacher left a significant impact on him with her commitment to her students. Moved by her enthusiasm for education, Tatthep returned to Thailand with a newfound goal: to become an English teacher and inspire others, just as he had been inspired. After obtaining his qualifications, Tatthep enrolled in university, where his hard work and discipline enabled him to chase his dreams. In his final year, he undertook his practicum at an elementary school, marking his first experience managing a classroom. Although he was eager for the challenge, he felt anxious about managing younger students. He recalls that class vividly.

“I was focused when I entered the classroom. My notes were carefully arranged. I wrote the key points on the board so I could refer to them. I made an effort to smile at the students, even though I was still a little nervous. As I began to speak, I felt my confidence building. When the first student asked a question, my nervousness was replaced with excitement. I began moving around the room to ensure that everyone was involved in the lesson, offering

guidance when I could. I thought I would have enough time to complete my lesson plan, but the class was over before I knew it. I had learned a valuable lesson, which was to use my time in class effectively.” (Tatthep, Interview 1)

During classroom observation, I observed that Tatthep moves with calm assurance, reflecting his disciplined background. He navigates between student desks, stopping occasionally to check their work or provide assistance. At the start of new activities, he waits until he has everyone’s attention before delivering clear instructions. If students have uncertainties, they raise their hands to signal to him. He nods while they speak and gently claps to acknowledge their achievements. His eyes appear to scan the room, ensuring everyone engages and comprehends the lesson. In group activities, he monitors their progress and offers resources to support the students.

Through confirming my observations regarding Tatthep’s classes, I noted that during a session concentrating on food vocabulary, he utilized engaging activities where students matched terms with images of various foods and cooking. He also prompted them to enact real-life situations, such as placing an order and chatting in a restaurant. This scenario reminded me of the story he shared about dining with his father and an American soldier many years ago. Currently, he motivates his students to communicate confidently and celebrate their accents, following the guidance the soldier once offered him.

During his youth, Tatthep spent summers visiting relatives in the US, where he experienced American culture and its distinct version of English. His eldest sister, married to an American, covered his airfare each summer, allowing him to make the trip. Tatthep recounted:

“I could spend time in the USA during the university break because of my sister’s support. She was very kind to me.” He added, “I already liked and wanted to learn more about America. I wanted to talk like an American because it was an easy accent to understand.” (Tatthep, Interview 2)

During his university years, Tatthep's trips to the United States enhanced his English skills and familiarized him with contemporary culture. "I worked on my American accent because I wanted to speak that way." (Tatthep, Interview 2)

During his trip to the USA, he often found himself surprised by the diverse accents he encountered.

"It was a truly multicultural society, offering a variety we don't typically experience in Thailand. As I walked through the bustling shopping center, I noticed that some people looked American but sounded distinctly different when they spoke. At times, I would pause and ask for directions just to hear their voices. While it was challenging to pinpoint their origins, I could generally understand what they were saying. I started to chuckle because I had come here to refine my American accent, yet I was exposed to various forms of English instead." (Tatthep, Interview 3)

This encounter was transformative for Tatthep, leaving a profound impact on him. He further noted, "Despite spending considerable time in America, I couldn't fully sound like an American. My accent remained strong, regardless of my efforts to embrace the local culture, and I was okay with that," he stated, underscoring how this new experience began to alter his perspective on accents.

Tatthep's father was a disciplined man who shaped his character by emphasizing the importance of adaptability and acceptance of others. He urged Tatthep to focus on self-improvement and take on responsibilities. These traits would prove essential not only in his own learning but also in his teaching. Tatthep had witnessed linguistic diversity during his visits to the USA and later at a larger school where he interacted with a culturally varied group of teachers. Drawing from his experiences with various accents, he decided to incorporate some accent diversity into his lessons. Tatthep was astonished by the range of accents he had come across and believed his students would have similar experiences if they traveled.

The triangulation process during Tatthep's classroom observation validated that he integrated his US experiences into his general conversation lesson. He reminisced about how everyone he encountered there had a unique accent, yet he had no difficulties in communication. He roamed the classroom, motivating students to

engage through storytelling and posing questions. One such story was about his visit to the mall, where he was astonished by the diverse range of people and accents he encountered. When he recounted asking for directions just to hear another accent, it made him chuckle heartily, causing his shoulders to shake with laughter. The students joined in, filling the room with mirth. He shared additional stories and responded to questions as they came up. As he noticed the clock above the door, he realized that the period was nearing its end. In conclusion, he stressed the importance of speaking without hesitation for effective communication and being mindful that others may have different communication styles.

Tatthep's soldier father knew the value of learning to speak English. He introduced him to the language at an early age and encouraged Tatthep's daily study and regular exposure to American movies, books, and cartoons. His teaching journey has been shaped by his disciplined childhood and regular visits to the USA with relatives. There, he learned that there were many versions of English, not only the American version he had come to prefer. Tatthep encourages his students to express themselves boldly, believing that good communication is more important than a perfect accent. Personal experiences have reinforced his acceptance of linguistic diversity and ever-changing perspectives towards language teaching. The diversity of English spoken globally paves the way for an instructional shift in English language teaching (ELT) to reflect its acceptance and usage in modern society. The following story is about Fahsai, who has had similar experiences abroad to those of Tatthep.

### **Fahsai**

Fahsai, a 32-year-old woman, has eight years of experience in teaching English. Currently, she instructs 7th and 8th-grade students. A native Thai, she started learning English in the first grade. She holds a Bachelor of Education in TESOL and a Master's degree in Teaching English as a Foreign Language. Fahsai received a Fulbright grant to teach in the US for six weeks. Her teaching career began at a small local high school, but she later transitioned to a larger city school, where she now serves as the deputy director of the English Program.

Fahsai is a lively and passionate teacher. Her classroom behavior mirrors her vibrant personality. She starts each lesson with a warm greeting to create a welcoming

learning atmosphere. For instance, she beams a broad smile, displaying sincere interest in students' interactions while delivering constructive feedback. Throughout her lessons, she circulates the room, taking time for personal conversations when students require assistance with the material. She frequently poses open-ended questions to assess students' understanding and engages with their ideas. She provides support by nodding in agreement and giving thumbs-ups to affirm students' correct responses. When I inquired about her initial encounter with English, Fahsai reminisced:

“Back in 1992, my father fostered my interest in English. He taught me the English alphabet by singing a song. This made English fun; that was my first memory of learning English. Fortunately, all of my primary teachers taught basic English vocabulary using songs as well. As a result, I always enjoyed English lessons. I also had good experiences learning English at the secondary level. My teachers were so capable. They provided various activities to help me learn more about English. Those activities helped me be more confident in using English.” (Fahsai interview 1)

Fahsai explained her motivation for becoming an English teacher. While studying for exams with her friends, she took the time to explain concepts clearly, showing patience to ensure everyone grasped the material. Her friends often remarked on how helpful she was, suggesting she would be an excellent teacher someday. Fahsai found joy in assisting them, and it brought her satisfaction to know she made a difference. Additionally, with both parents in the teaching profession, she felt inspired to follow in their footsteps. She also noted that many of her own teachers had inspired her, and she aspired to have the same impact on the next generation of Thai students. Fahsai stated:

“Back in high school, my friends and I would study together. They would ask me to share what I understood about the subject. They would always tell me that I was very good at teaching, so that could be one of the reasons. Another reason was some of my school teachers were my inspiration. I saw and knew how hard they worked for us students at that time. They were so cool and amazing, and that made me think that I wanted to be just like them.

Finally, I thought my career path matched with the saying, “The apple doesn’t fall far from the tree.” Both my parent were teachers, and I traveled to school with them. I saw how they taught and how they were respected. So it wasn’t a hard decision, and my parents were very supportive.” (Fahsai interview 1)

During my classroom observation, I noticed Fahsai was engaging and fostered a positive environment. She speaks in gentle tones, and her students respond favorably to her words. Even those who are often hesitant to speak English find comfort in her teaching style. Standing in front of her class, it is clear she belongs there. The students pay attention as she launches into the lesson. She begins by greeting them with “Hello” and asks, “How is everyone today?” The students respond enthusiastically, “Good, thank you, teacher.” She then outlines the lesson topic. Her presentation incorporates facial expressions and hand gestures to emphasize key points. Her confident demeanor illustrates her readiness to share knowledge that will benefit her students.

Fahsai’s journey with the English language started at a young age. She was solely exposed to American English accents. During her primary and secondary education, she made an effort to imitate an American accent. She focused on the distinct sounds and patterns. She favored the clarity and smoothness of that accent over her own. Fahsai remarked:

“When I was a student, I was only exposed to American accents. I dreamed of speaking like that so I could communicate clearly in English. The accent was very popular with me and my friends. We wanted to sound like the stars of the popular movies and TV shows from the US” (Fahsai interview 2)

Fahsai shared an interesting story about the Fulbright TEA scholarship she received in 2021. She spent 6 weeks in the United States, being taught by teachers from America and 15 other countries. While she was there, she took a course in the English language and its diversity. Fahsai added:

“I had admired American accents since I was a child and was excited to speak English with Americans. However, while I was in the United States on

a scholarship, I took part in a course on English language diversity. It made me aware of the many different accents and dialects found around the world.” (Fahsai interview 3)

She narrates another story of when she became a teacher and began working with a colleague from Ghana who had an excellent command of English. Watching her colleague teach effectively and passionately with his own accent changed her perspective.

In his classroom, He would entertain his students with impressions of famous people, never trying to hide his accent. This changed Fahsai’s perspective towards accents. She shared that “accents shouldn’t be barriers to communication. English can be used and enjoyed in any accent.” She also recalled another story from America.

“During my time in the United States, I was exposed to different situations and contexts that required different forms of communication, including casual conversation, academic conversation, and even travel. I observed that people from different backgrounds adapted their language use to suit their needs in the contexts in which they interacted. These experiences made me believe that I have to help my students raise awareness about the different accents of people when they talk in daily life.” (Fahsai interview 3)

When I observed Fahsai’s classroom, I realized that she had brought her own variety of English into the classroom to encourage students to communicate in their own style. For example, in the general communication class, where she teaches about everyday English communication, she introduced the morning lesson: “Asking for directions.” She told her students to begin role-play activities and divided them into pairs, A and B, who would ask for and receive directions in English. Fahsai then allowed students to reverse their roles and change their situations. Later, she asked students how they felt about speaking English in different contexts and if they understood what they were asked. One student initially felt nervous, but their confidence grew when they realized they were being understood. Another student learned that they could ask questions in English with their accent and still get

answers. Fahsai then opened TikTok and Instagram to show students real-life situations where people from different countries asked for directions in different accents, like Ghanaian, Indian, and Spanish. At the end of the lesson, Fahsai summarized by advising students to always speak assertively, not worry about their accents, and concentrate on being understood.

Fahsai's teaching skill was enhanced by her Fulbright experience in the United States. There, she gained an appreciation of English's linguistic diversity, which was further highlighted by her fellow teacher from Ghana, whose animated English usage showed her that accent was no barrier to communication. With a wide range of classroom activities, including real-life situation role playing and YouTube media clips, she provides a positive learning environment for students that promotes acceptance of English accents and variety. Fahsai encourages her learners to speak with confidence in the belief that their version of English is acceptable in any context. This strategy positions itself with the broader Global Englishes (GE) theme of acceptance of linguistic diversity in English Language Teaching (ELT) while promoting an adaptation of teaching practices to reflect the many varieties of English spoken globally.

The next story is about Sandy, who lacks the teaching experience of the other participants but compensates for that with enough enthusiasm for everyone.

### **Sandy**

Sandy is a 27-year-old woman with two years of experience teaching English. Currently, she teaches seventh-grade students and is a native Thai who started learning English in kindergarten. Her teaching experience includes a practicum at both primary and secondary school levels, and she holds a Bachelor of Education in TESOL. Additionally, Sandy actively volunteers in various extracurricular activities at her school. In 2023, she received the Gold Award for Performance Excellence from her institution. Sandy is tall and slender, and she is the youngest teacher in the English program. She views herself as a modern educator, in tune with current learning trends and technology. Sandy is a key figure among the English teaching staff; colleagues often turn to her for assistance when organizing events or activities. In her teaching

approach, she prioritizes communication and interaction with her students. Highly skilled with computers, she tackles challenges with ease. Sandy's main focus is her students, who respond positively to her supportive demeanor. She aspires to inspire her class to embrace English learning as she once did.

Sandy recalled that her earliest motivation to study English seriously came from her time in an intensive English program (IEP) in elementary school. This positive experience was then reinforced by the further development of her skills at her English Program (EP) in high school. There, she was introduced to English teachers from Singapore, the Philippines, and America. This variety of English instruction also encouraged her to learn more about other cultures.

In her classroom, she moves with grace. Her footsteps are gentle, and when she speaks, her gestures are fluid and inviting. With a warm smile, she maintains direct eye contact to convey understanding and concern for her students' words. She consistently ensures that her students feel at ease and enhances their confidence. When she invites a student to share in front of the class, she steps aside, allowing them to feel empowered. Sandy believes she is a confident English teacher whose adaptability and open-mindedness set her apart from many of her colleagues. "My flexibility allows me to adjust lesson plans depending on the needs and interests of my students," she shares. By incorporating songs, real-life subjects, and interactive projects, she aims to establish a positive learning environment for all her students.

Sandy's initial exposure to English came from songs and cartoons. Her first teacher incorporated music into the lessons, making the learning process enjoyable. Sandy enjoyed her English classes more than any other subject. Each song used by the teacher was straightforward, teaching vocabulary simultaneously. This encouraged students to memorize the words to sing along.

Consequently, Sandy achieved higher scores in English compared to her other subjects, which motivated her to study even more diligently. She shared:

"I began learning English through songs and cartoons. My first teacher used a lot of songs, which we would clap and sing to. It was so much fun. The songs were so lively, and they taught us vocabulary as well. It made all of us love English, and we were excited to memorize the words. You know. My

English scores were much higher than those of other subjects. I loved learning English and spoke it whenever I could.” (Sandy, Interview 1)

The triangulation process matched when I observed Sandy teaching the topic “My family” in Mathayomsuksa 2 (8th grade). Sandy was teaching vocabulary related to the family. She had composed the words into a song to help students learn more easily, just like she had learned as a child. She tried to make it fun and enjoyable for all. When Sandy thinks about her teaching methods, she says that incorporating music-based (songs) activities helps her students to naturally connect with English:

“Students forget about the stress of learning when they concentrate on the rhythm and melody of the music. It reminds me of my own experiences when learning English. I enjoyed the singing so much it drove me to get more involved in the subject.” (Sandy, Interview 1)

Sandy loved learning English, so in Grade 12 (Mathayomsuksa 6), she decided to study English Education and passed the entrance exam for Chiang Mai University in the North of Thailand, but it was far from her home. Her mother preferred that she study English Education in the Northeast because it was closer to home. So she followed her mother’s wishes. With her love for English as a foundation, she has been studying English ever since. Sandy shared

“I loved English, so deciding to become an English teacher was easy. I followed my mother’s wishes to attend a university in the Northeast because it was closer to home.” (Sandy, Interview 1)

Sandy adds further that her mother’s wish was for her to be a teacher, and combining that with her growing passion for English was pragmatic and very satisfying.

“I wanted to create media and new approaches that might help my students love English as much as I did.” (Sandy, Interview 1)

She had struggled with other subjects, especially mathematics, but always excelled in English. This made her decision to become an English teacher a simple

one that would not only satisfy her but also please her mother. Sandy said she liked the American accent because she had met American English teachers in high school.

“In Mathayom 1, 2, and 3, our English language teachers were all Filipino; sometimes, they were hard to understand. In Mathayom 4, 5, and 6, our teachers were from Britain or America, whose accents I liked better. The American accent was the best, and everyone wanted to speak like that.” (Sandy, Interview 2)

When she came to study at the university level, she met teachers from the Philippines, Singapore, and Australia. She learned that all English accents are different and began to understand the diversity of the English language. She met even more foreign English teachers in her third year of university. There, she learned that it is not necessary to speak English like a native American or British speaker. Any person who speaks English can be understood, even though it may be difficult. If I do not understand something, I can ask them to say it again. During university, Sandy enrolled in a Multicultural Diversity course that opened her mind:

“At first, I thought the American version of English was the gold standard. After my course and interacting with teachers from Singapore, New Zealand, and other countries, I realized that good communication and clarity are more important than speaking with a native accent.” (Sandy, Interview 3)

For example, Sandy explained that during her university studies, she realized that her friends had different English accents because they grew up in different places. She also met teachers from many countries who had different English accents and usages.

“When I began learning English, I knew there were Thai, Indian, and Filipino accents from my earlier teachers, but my knowledge of English diversity was limited. In year three at university, there was a course about multicultural diversity in English. The teacher said that English usage had spread worldwide and that there were now many English variations. During the course, one lesson referred to Global Englishes, and its relevance to English diversity. This helped me understand more about the spread of

English and its effect on English usage. This information was significant as I now understood that the language varieties I had encountered were acceptable and that there would be many more accents.” (Sandy, Interview 3)

Sandy’s early English teachers taught students that they should learn English with native norms and a clear accent. When she came to study at the university level, the multicultural course made her aware of the different varieties of English worldwide. The course also emphasized that it was acceptable to speak with an accent as long as the meaning was understood. The course introduced the topic of GE and covered some of its basic ideas. Sandy says that her attitude towards teaching evolved when she came to value different accents:

“Global Englishes is significant because it is driven by globalization. Students should feel comfortable using their version of English. I want students to know that they can communicate with anyone, whether it is through Thai, Indian, or another version of English.” (Sandy, Interview 3)

Sandy shared an example of work group activities in the multicultural diversity course. The teachers divided students into two groups, A and B, and asked them whether they preferred English with an American or Singaporean accent. Group A argued that they preferred the American accent because, as English language teachers, it was the best choice to copy native speaker accents. Group B suggested that they liked the Singaporean accent, but if given the choice, they would choose to speak in the American style. The two groups discussed and debated until the teacher explained that it was not necessary to speak perfect native English like Americans. The teacher also concluded that it was ok to speak with their natural accents. In reflection, Sandy noted,

“The group project made me realize that English has no ‘perfect’ accent or version. (Sandy, Interview 3)

Sandy’s development as a teacher benefited most from her university years when she broadened her outlook towards English. Her earliest language influences

came from American songs and cartoons, which she believed were the best varieties of English. In later years, her perspectives towards English changed due to exposure to diverse English varieties and multicultural teachers. She was then aware that there was no “correct” way to speak English and that other cultures had different accents and ways of speaking the language.

Now, as a teacher, Sandy instructs her students to value their own accents as well as that of others and to concentrate on being understood rather than sounding like a native speaker. This attitude promotes linguistic inclusivity and allows students to speak their own version of English without being restrained by native norms.

### **Collective Findings Across the Participants**

This section presents the collective findings drawn across the individuals to answer the research questions explicitly.

**Research Question 1: *How is English teacher identity discursively constructed against the backdrop of the GE paradigm?***

The data revealed that all four participants shared similar trajectories of becoming English teachers. The emerging themes in this study were early interest in English, forming initial teacher identity, admiring the American-English accent, exposure to GE, and embracing teacher identity for linguistic diversity. These themes shed light on identity transformations and personal growth evolving into teachers for GE.

### **Early Interest in English**

Based on the interviews, all four English teachers extensively described their interest in English as part of becoming English teachers. Each teacher’s journey was shaped by their memorable experiences of learning English. All teachers reported a love of English from a young age (K1, Grade 1, Grade 1, and Grade 5). Their teachers made studying English enjoyable and motivated them to love English. For example, Sandy’s love of English began with music and cartoons that her English teachers used in the classroom.

“You know, I first fell in love with English because of music and cartoons. English songs and cartoons, they just had a way of captivating me” (Sandy, Interview 1)

Fahsai’s first English teacher was her father. His fun way of teaching the English alphabet through a song made her early English learning enjoyable and sparked a long-lasting love for English. Kengkla was first introduced to English through the English-speaking movies he was mesmerized by, drawn in by the American accent and the fast-paced action. His interest was further boosted by a supportive English teacher who made learning the language fun, making him crave to learn as much as he could quickly.

“I first began my journey with English when I was only 11 years old. My inspiration to learn English was largely from my favorite teacher, who regularly played popular English movies in class” (Kengkla, Interview 1)

Additionally, Tatthep’s first experience with English began at home, with his father reading English books for him and meeting with an American soldier. These early experiences shaped him to connect with different cultures and people.

The classroom observations indicated that LTI was shaped mainly by their early learning experiences and how they were taught. Sandy played a Shrek song for her Grade 8 students, just like when she was impressed with music when she was young. She then gave her students a worksheet and asked them to fill in the missing lyrics. Fahsai recounted how her father taught her the English alphabet through singing. In Unit 4, Fahsai’s students had to pronounce the alphabet phonetically using her father’s song. In Kengkla’s Grade 12 class, He showed a clip from an English-language movie, *Big Sky River 2023*. He then had students answer comprehension questions about the clip. Later, he had students act out a movie scene in pairs, utilizing the original script or inventing the lines. Finally, Tatthep’s Grade 12 classroom observation showed him sharing his life experiences with his students. He told the class about his interaction with a ‘native’ English-speaking soldier and how it gave him confidence in speaking. He then had his students choose a country or culture

they wished to learn more about. At that time, the students chose the American, British, or Australian culture.

### **Forming Initial Teacher Identity**

Although they each come from distinct personal and educational backgrounds, the participating teachers were united by significant experiences and a shared passion for English Language Teaching (ELT). I noted that the four teachers took different routes to become English instructors. For instance, Tatthep was inspired to enter the ELT field by his experiences visiting relatives in the US. Sandy's path was influenced by her love for English, combined with her mother's aspiration for her to become a teacher. Fahsai was motivated to pursue teaching through the support of friends and inspiration drawn from her parents, both of whom were educators.

“As both my parents were English teachers, I'm sure they were happy when I decided to become an English teacher. At school, when studying for exams, my friends would always want to study with me. They would always comment that I would make a great teacher. This gave me the confidence to undertake the training to become an English teacher” (Fahsai, Interview, 1)

In addition, Kengkla's time as a tour guide, interacting with different English speakers, made him passionate about teaching English to expand his students' horizons and allow them to improve their future.

“When I reflect on my days as a tour guide, I remember the deep connections I forged through speaking English with people from all over the world. You know, I wanted to pass on those experiences to the young Thais. I thought, “Hey, they could really benefit from learning English just like I did.” Then, one day, I saw this ad for a decent-paying English teaching job. I said to myself, “Why not?” “I started to think teaching English could be a way for me to give students a shot at a better future.” (Kengkla, Interview 1)

Upon entering the teaching profession, Tatthep hoped to be an inspirational teacher, just like his previous English teachers, to encourage students to learn about English. Additionally, Sandy would like to be a competent English teacher. She hopes to give students the knowledge and self-confidence to communicate freely in English,

regardless of their accents. In becoming a teacher, she fulfills her mother's wishes for her. Moreover, Fahsai's parents were both respected English teachers, and she hoped one day to be like them. They inspired her, and she wanted to do the same for her students. Fahsai helped tutor her classmates at exam time, and they gave her the confidence to complete her studies and become an English teacher. Fahsai's determination to improve herself and assist her classmates shows she would be a dedicated teacher who would do anything to help her students reach their full potential. Kengkla aimed to be a student-centered English teacher who challenged his students to think, make decisions, and express themselves effectively in English. He had many positive experiences interacting with people from different countries as a tour guide, and he wanted to give his students the same opportunities by encouraging them to use English in the classroom.

### **Admiring American-English Accents**

From the information received from the participants, Sandy, Fahsai, Kengkla, and Tatthep, it can be seen that they all initially preferred the American version of English. They desired to speak English perfectly with an American accent. Among the other English learners, the goal was to obtain 'native-like' pronunciation with the belief that this would ensure career progress, social acceptance, and a sense of linguistic achievement. The participants' preferences originated from early exposure to American English media but would later be modified by overseas travel, interactions with foreign professors, and the professional educational courses they completed.

For example, Tatthep's relationship with English began at an early age, but his interest increased when he traveled to visit relatives in the USA at 16. His love for English was fired by his desire to be accepted by his American cousins and their friends. Sandy's English journey was enriched by positive experiences with American English teachers, which drove her to excel in her studies. Similarly, Fahsai and Kengkla were inclined to imitate an accent they thought sounded "professional" and were convinced was most "widely acceptable" in society. This admiration can be understood through two interconnected aspects: cultural capital and linguistic preference.

Cultural capital reflects how the participants believed that having an American accent was more acceptable in their social and professional lives. Most of their stories refer to them valuing the American accent as prestigious and something that would guarantee them to be welcomed in foreign environments. For example, Tatthep found that speaking in an American style helped him to be readily accepted by relatives and their friends, which gave him a sense of acceptance there. Sandy noted that

“Being able to speak with an American accent would make me sound sophisticated and different” (Sandy interview 2)

Sandy thought the accent was worldly and cosmopolitan.

“I have to admit that the American accent caught my attention, especially when I was 15 years old. I put a lot of work into attempting to perfect it. I thought that speaking with an American accent would help me to project sophistication and originality. If I could imitate that, I would have definitely stood out among my classmates.” (Sandy interview 2)

Fahsai was inspired by popular American culture and media. She thought an American accent would give her a sense of modernism and instant appeal. She stated,

“I wanted my English to be clear and fluent. I aimed to speak English like an American movie star.” (Fahsai interview 2)

The participants all believed that speaking with an American accent would be “cultural capital” that could present them with opportunities in international communication, allow them to blend into English-speaking environments, and win them respect within their school communities. However, this preference was not only social but also linguistic. Linguistic Preference reflects the participants’ shared fondness for the American accent, highlighting the linguistic characteristics that make it so popular. While some prefer its clarity, rhythm, and familiarity, others make it their aim by believing that it is the ‘perfect version’ of English among learners. For many English students, the American accent is the first they are exposed to, as many

teaching aids are sourced from there and readily available. With the ease of access to the internet, learners are daily influenced by popular American music and movies.

For example:

Fahsai considered American speech to have “clarity and fluidity” while being simpler to listen to and copy than other versions of English. She emphasized how often her students heard the American accent in popular films, music, and other media.

Kengkla stated he considered the American accent “professional and widely accepted.”

Sandy’s American teachers, in her intensive English sessions, made the lessons a positive experience that made the learning fun, which started her passion for English and her interest in America.

These linguistic preferences may be linked to regular exposure to American media. As a result, they found the accent easier to adopt without dismissing other versions of English. Through their English journeys, the most positive experiences, whether through movies, music, or classroom activities, have influenced their perceptions that American English was “the standard” to follow. The teachers’ interviews identified a common early theme of their English journeys in “Admiring American English Accents.” On the one hand, speaking English with this accent provided them with cultural capital and a perception of professionalism. On the other hand, the participants also expressed linguistic preferences, citing clarity, flow, and personal connection to their way of speaking English. In the early years of English acquisition, exposure to singular versions of English can shape learners’ notions of how the language “should” be spoken.

In conclusion, these cultural and linguistic preferences help to explain why many second language learners choose to copy the American accent when speaking English. Understanding and considering both keywords helps us recognize how accent preferences influence English language teachers’ identities, teaching philosophies, and classroom practices.

## Exposure to Global Englishes

The participants initially preferred the American English accent. Their outlooks changed when they experienced different varieties of English through travel, education, or interaction with foreign peers. At different times, they came to accept that it was not compulsory to speak English with a native-like accent. Their focus then shifted to effective communication. For example, Sandy's awareness changed when she took part in a course on cultural diversity. She shares.

“University was a game-changer for me. My first university English teacher was from New Zealand, and then I had others from Singapore and Australia. They made me realize that English isn't just American or British. Every country has its approach, and it's beautiful when spoken in its way.” (Sandy, Interview 3).

“I was studying a course on multicultural diversity, and it completely changed how I saw things. Do you know we deeply discussed whether we need to sound native in English? Everyone had something to say, but what really stuck with me was when our professor told us that having our own accent is normal. She said, “That's the beauty of English, its diverse variety.” (Sandy, Interview 3)

Sandy's exposure to Global Englishes was both implicit and explicit. In terms of implicit, she experienced language diversity when learning with teachers from varying cultures, and explicitly when she completed the cultural diversity course. Additionally, Fahsai's preference for American accents changed when she worked with a colleague from Ghana. She began to appreciate another version of English and accept its validity. Fahsai stated.

“My view of English changed a lot after meeting a colleague from Ghana. Though fluent in English, she spoke with a Ghanaian accent. It surprised me. I had tried so hard to sound British or American, but she taught me something different. Language is about communicating, not just the accent. Every country adapts to English differently, and I think it's more important

to embrace our unique English accent. It's a part of who we are, isn't it?" (Fahsai, Interview 3)

Fahsai's quote reflected deeply on her, and she had a new awareness of English linguistic diversity. Through different experiences and interactions, all four teachers had accepted the diversity of English and had needed to prioritize successful communication over a native-speaking accent. This highlights their shift from a monolithic native English viewpoint to one of acceptance and inclusivity in English usage.

### **Embracing Teacher Identity for Linguistic Diversity**

In focus group discussions, it was apparent that the participants had altered their identities to embrace linguistic diversity. They were in agreement that teaching students to value their version of English was essential. Sandys' cultural diversity course taught her that there was no 'correct way' to speak English. Fahsai developed her awareness of English's diversity with her experiences in South Korea and the US. Kengkla encountered English diversity daily as a tour guide. Tatthep's travels to America made him realize that his accent was not a hindrance to successful communication.

"When I visited my relatives who now live in America, they had many new friends. When I interacted with them, I didn't sound like them. No matter how hard I tried, my Thai accent was obvious. I then discovered that it was fine to talk with a Thai accent as long as the meaning was understood. This changed my view of how English could be spoken." (Tatthep, Interview 3)

"When I took a cultural diversity course, my English perspective changed greatly. I realized you don't have to sound like an American or British movie star to be understood. Even with a strong accent, anyone who speaks English may be understood. In truth? I merely ask them to repeat it slower if their accent confuses me." (Sandy, Interview 3)

Sandy sat down, thinking about her travels. “That course was a game-changer. It helped me realize how rich and diverse English is, and with having international teachers at my university, I learned more about worldwide English.”

(Sandy, Interview 3)

“I still remember my 2019 South Korean experience fondly. Teachers like me participated in a special program alongside colleagues from Thailand, Malaysia, Indonesia, Vietnam, and Mongolia. Being among such a diverse bunch made me understand that all English languages are wonderful. My 2021 US trip strengthened this notion. Understanding the people and cultures behind each accent or dialect is necessary.” (Fahsai, Interview 3)

These teachers’ acceptance of linguistic diversity allows them to make students aware of English’s global spread. This can prepare them in the event they are required to communicate with people from different countries and cultures in the future. They underline the importance of being open to change and accepting new perspectives and teaching practices. They all strive to improve students’ learning experiences by promoting positive learning environments to ensure students are able to effectively communicate in English.

***Research Question 2: With respect to the LTI framework, which teachers are more likely to adopt a GE-informed pedagogical approach?***

The data showed that teacher biographies significantly influence GE awareness. The analysis identified two groups with distinct levels of GE awareness shaped by real-life experiences and teacher education. The first group, made up of Tatthep and Kengkla, had firsthand encounters with different varieties of English. Their experiences stemmed from using English in diverse real-world contexts and interactions. Tatthep’s interactions with relatives in the U.S. exposed him to a wide range of accents. Meanwhile, Kengkla’s role as a tour guide helped him adjust to the various English accents presented by tourists from different countries, enhancing his appreciation for multiple English forms. For example, Tatthep shared,

“The summers I spent with my sister and cousins in America truly opened my eyes to the different ways English was used by others. Everyone I met there appeared to have a unique accent and way of speaking. It was incredible.” (Tatthep interview 3)

While Kengkla added,

“My initial experience learning English involved watching American movies. I truly enjoyed the action scenes, and I found the American accent to be the most appealing. You know, I never imagined I would become an English teacher. My first job was as a tour guide, which enabled me to use English daily with visitors from various countries. It took some time to comprehend the different styles of English they spoke, but usually, the meaning came across clearly.” (Kengkla interview 3)

The second group includes Sandy, who gained her GE awareness through formal education from an American English teacher and by enrolling in a course on multilingualism during her undergraduate teacher education. Together, these experiences with an American educator and multilingualism coursework transformed her comprehension of the different varieties of English and its global usage.

“To begin with, when I was a little girl, my American English teacher used a lot of songs, and I clapped along; it was so much fun. I watched cartoons, and everything was spoken in English, which was how I learned vocabulary. Later on, in university, I formally learned about the different varieties of English and how they should be valued. It was a good start for my awareness of accents and English varieties.” (Sandy interview 3)

Fahsai’s experience as an exchange teacher in the United States enhanced her understanding of various English dialects. While on her Fulbright scholarship, she completed a language and culture course, providing her with practical experience and formal education in English accents and varieties.

“When I was a child, my father taught me the alphabet through songs, which made me enjoy English. But now, after living in the United States, my perspective on English has changed. Before, I thought American English

accents were the most important, but after meeting teachers from different countries, I realized that English is not just spoken one way. I now know that it is normal for people to use it differently. The important thing in communication is to be understood.” (Fahsai interview 3)

When comparing the two groups, it was evident that the second group (Sandy and Fahsai), who were exposed to English varieties through real-life experiences and received formal education about GE, had a greater awareness of GE than the first group (Tatthep and Kengkla), who encountered English varieties only through real-life experiences. During the interviews, when asked about their understanding of GE, Sandy and Fahsai were able to articulate that English has multiple forms, norms, and global ownership. At the same time, Tatthep and Kengkla described only the global ownership of English.

### **Teacher Cognition Shaped GE-informed Pedagogy**

The data indicated that teachers’ varying levels of GE cognition affected their implementation of GE-informed pedagogy. The analysis revealed that Sandy and Fahsai, equipped with real-world experience and sufficient training from teacher education programs, were more inclined to adopt GE-informed pedagogy with theoretical sounds compared to Tatthep and Kengkla, who, despite their real-life interaction experiences with diverse English users, still lack essential formal training knowledge to effectively incorporate GE in their classrooms. When Tatthep and Kengkla applied GE-informed pedagogy, they did not realize it was GE. Instead, they shared their past experiences with the learners.

With eight years of teaching experience, Fahsai utilizes her insights from the Fulbright Exchange Program in her English classroom. She makes sure her students recognize the variety of English spoken globally. Furthermore, she highlights the importance of accents and dialects as valid forms of pronunciation and communication. Fahsai also motivates her students to express themselves in English uniquely while focusing on enhancing their communication skills instead of mimicking native speakers.

“In the United States, I met a lot of people. I realized that English is not just one language. People use different versions to communicate. That’s okay, and the important thing is that we understand each other.” (Fahsai interview 3).

During her observation, Fahsai introduced the morning lesson titled “Asking for Directions.” She instructed her students to start role-play activities, dividing them into pairs, where they practiced asking for and giving directions in English. Fahsai then encouraged the students to swap roles and alter their scenarios. Later, she prompted a discussion about their feelings regarding speaking English in various contexts and their understanding of the instructions. One student expressed initial nervousness but gained confidence through Fahsai’s encouragement to express himself in English (ownership of English). Another student discovered they could ask questions in English while using their accent and still receive responses from Fahsai. Fahsai then utilized TikTok and Instagram to present real-life examples of individuals from different countries asking for directions with various accents, including Ghanaian, Indian, and Spanish. At the lesson’s conclusion, Fahsai emphasized the importance of speaking assertively, not stressing over accents, and focusing on being understood.

Sandy, a 27-year-old teacher, incorporates songs into engaging activities for her lessons. In her English for Communication class, she introduces different accents throughout the curriculum. Sandy uses examples from popular YouTube songs in English from the U.S., Singapore, Australia, and India to showcase English diversity and provide students with exposure to various accents. She also stresses that speaking confidently, regardless of one’s accent, is more important than attempting to sound like a native speaker. Her key message is that all students should understand that their accents do not hinder communication in real-life situations.

“I like to use songs to make my lessons fun. I get the clips from YouTube, which include the lyrics in English, so every student can sing along. I choose artists from countries like the U.S., U.K., Singapore, or even India so the students can experience different accents. I like my students to hear other accents to ensure they know it is okay to speak English differently. I want

them to know that their accent doesn't stop them from communicating in English well." (Sandy interview 3)

When I observed Sandy's conversation class on the topic "My Favorite Song," she played the same song performed by artists from the Philippines, India, and South Africa to expose students to diverse accents. She pointed out that none of the artists tried to hide their accents, nor should the students. She concluded the lesson by emphasizing the importance of confidence and not letting an accent hinder their communication, reminding them that all accents should be valued and accepted.

Tatthep has seven years of teaching experience. While at university, he visited relatives in the United States during most summer breaks and fully immersed himself in the culture. During his time there, he interacted with people from various countries and encountered many different accents, altering his perspective on English usage. As a teacher, he collaborated with educators from diverse backgrounds who spoke their own versions of English, which expanded his understanding of English varieties. He now uses these experiences to emphasize to his students that communication is more important than sounding like a native speaker. He incorporates various classroom activities that highlight the diversity of language and culture, enabling his students to gain insights into communicating with people from other countries. However, he still lacks the foundational ideas and knowledge that formal training would have provided.

"I looked forward to my summers in the U.S.A. It seemed like everyone I met there had a different accent or culture. When I began working as a teacher, I was introduced to peers from countries around the world, and communication was no problem. I try to stress to students that, based on my experience, every country has a variety of English." (Tatthep interview 3)

During Tatthep's classroom observation, I noted that he shared his experiences from the United States while teaching a general conversation lesson. He reminisced about his time spent in the United States with his cousins, mentioning that everyone he encountered had a distinct accent. He reminded students of the importance of

speaking without hesitation for effective communication and being aware that people may express themselves differently when communicating.

Kengkla has 20 years of teaching experience. Before he became a teacher, he worked as a tour guide. Every day, he encountered tourists from other countries, and he was required to adapt his way of interacting to be understood. This experience gave him a basic awareness of English accents and varieties and helped him understand the differences in English usage. However, he still lacked the basic knowledge and theory that formal education could have provided.

“Many foreigners spoke English and had different vocabularies. Honestly, not many talked like native speakers, so the way they communicated changed every time. It was fun to find out about their culture and where they lived. Actually, I had to open my mind to the diversity of English styles and accents. I try to emphasize to my students that speaking freely without exact grammar is okay. I tell them I use English to communicate and be understood, like when I interacted with visitors as a tour guide.” (Kengkla interview 3)

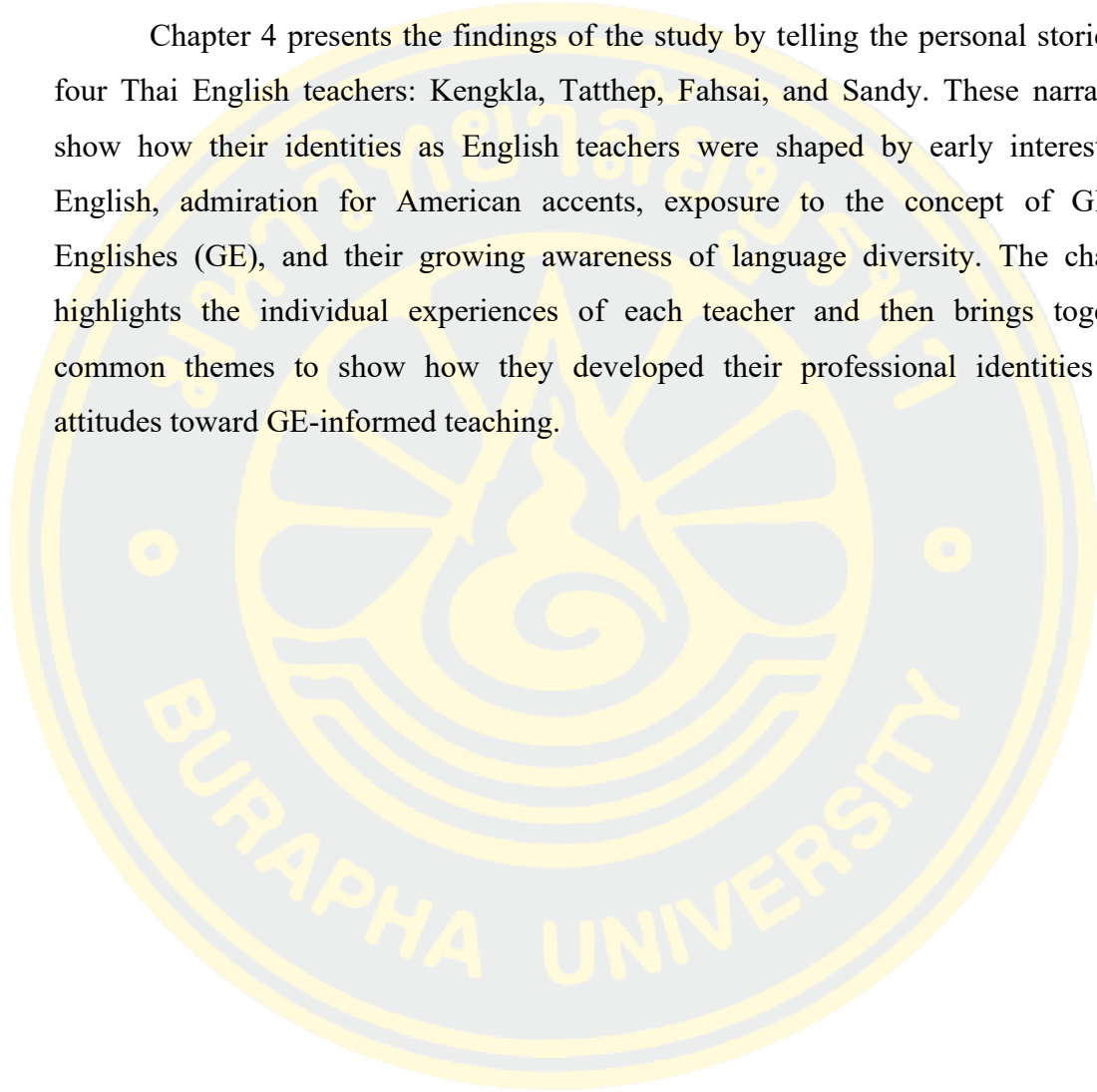
Kengkla’s classroom observation showed that he drew on his prior experiences while teaching. For instance, when discussing the topic of “traveling around the world,” he shared a story from his time as a tour guide. He recounted leading a group of German tourists to a well-known temple in northern Thailand. The Germans spoke a different variation of English, prompting Kengkla to realize that he did not need to focus on perfect grammar, which facilitated smoother communication. Through this example, he aimed to convey to his students that his experience taught him that being understood far outweighed the necessity for flawless English.

The findings demonstrate that Sandy and Fahsai, who received formal training, developed a better understanding of GE. They were more inclined to apply this awareness in their classrooms with sound theoretical backgrounds. This situation proves that a formal course offers essential background theory and knowledge. In contrast, Tatthep and Kengkla gained awareness and understanding through practical experiences but lacked the foundational theory to explore GE more deeply. It is evident that while real-life experience is valuable, formal professional development

provides the critical insights necessary to enrich teachers' cognition and perspectives. It also aids teachers in applying this knowledge to their classroom practices.

### **Chapter Summary**

Chapter 4 presents the findings of the study by telling the personal stories of four Thai English teachers: Kengkla, Tatthep, Fahsai, and Sandy. These narratives show how their identities as English teachers were shaped by early interests in English, admiration for American accents, exposure to the concept of Global Englishes (GE), and their growing awareness of language diversity. The chapter highlights the individual experiences of each teacher and then brings together common themes to show how they developed their professional identities and attitudes toward GE-informed teaching.



## **CHAPTER 5**

### **SUMMARY, DISCUSSION, AND RECOMMENDATIONS**

This chapter presents an overview of the study, highlighting its limitations, interpreting the results, and providing recommendations. The findings emphasize the significance of LTI and suggest how it is developed.

#### **Overview of the Study**

This study aimed to explore how English teacher identity (LTI) is discursively constructed within the context of the Global Englishes (GE) paradigm. Then, additionally, identify which language teachers would be more inclined to adopt this pedagogy in their classrooms. To do this, I utilized a narrative inquiry design (Barkhuizen et al., 2014) because it provides an in-depth view of how teachers' identities are shaped over time through personal stories and reflective processes.

I studied four Thai in-service English language teachers to gather rich, contextualized data on their identities. To collect data, I used life story interviews, classroom observation, and focus group activities. As a first step, I used life story interviews with questions that aligned with Language Teacher Identity (LTI) theories. I chose three rounds to gather a thorough and systematic story of the participants' past, present, and future educational experiences. The second step involved classroom observation, where I sat at the back of the classroom while lessons were conducted, taking no part in the lesson, just taking notes silently. The third step was focus group activities to understand how they perceived their identities within the GE framework. To facilitate this focus group, I used GE learning activities developed by Prabjandee (2020) to support pertinent conversations and gain insight into perceptions and teaching practices regarding GE.

Before data analysis, individual interviews and focus group discussions were transcribed using an online transcription tool ([www.happyscribe.com](http://www.happyscribe.com)). The transcripts were first reviewed for accuracy by the researcher and then verified by the participants. This process ensured that participants' narratives were accurately captured, reflecting the discursive construction of their teacher identities. To analyze

the data, I employed a three-step qualitative coding method (Saldana, 2009). The first step was open coding, where I checked the data within individuals by labelling segments of data with their intended meaning. During this step, I listened to the recorded interviews again to ensure the data. Secondly, the codes were grouped, and the axial coding step was used to generate categories. The third step was selective coding, where the categories were grouped into themes to answer research questions. These coding steps allowed me to link emergent themes specifically to how teachers negotiated their identities in relation to the GE paradigm. To maximize the trustworthiness of the data analysis, I used the triangulation technique, which aligns with Mathison's (1988) classic concept of triangulation. By incorporating multiple data sources (interviews, observations, and focus groups), I could cross-verify findings and reduce potential biases, thus enhancing the credibility of each teacher's identity narrative.

### **Summary of Findings**

Research Question 1. How is English teacher identity discursively constructed against the backdrop of the Global Englishes (GE) paradigm?

The research found that participants developed their initial identities as educators based on early interests in English during childhood or their educational background. During years of formal learning, they cultivated an appreciation for the American accent through foreign English teachers, popular media, or influences from family and peers. However, exposure to GE has led to the development of their identities, allowing them to accept linguistic diversity and change their perceptions towards English usage and insistence on native-speaking norms. This shift demonstrates how teacher identity evolves once teachers critically engage with GE theories, aligning with the broader goal of fostering inclusive perspectives on English use. This highlights the critical role of teacher education in fostering ideological orientations towards the GE paradigm.

Research Question 2. Which teachers are more inclined to adopt GE-informed pedagogy in their classrooms?

The study found that teachers with previous real-life interaction and communication with socio-culturally diverse English users who had received

adequate formal training were more likely to implement GE-informed pedagogy than those who did not. Awareness of GE was not enough to implement GE pedagogy. This finding highlights how prior experience and structured professional development can significantly influence teachers' willingness to adopt GE. It also underscores the crucial role of teacher professional development in implementing GE-informed pedagogy.

## **Discussion**

This study shifts focus from examining teachers' attitudes, awareness, and perceptions to investigating how teachers construct their LTI after being introduced to the GE paradigm. It aims to understand the prospects and opportunities for engaging teachers in incorporating GE within classrooms. Using narrative inquiry to explore the discursive development of English teacher identity, the findings show that teachers' LTIs were influenced by their earlier relationships with English when they were students. In line with the findings of Kemalglu-Er and Lowe (2023), these teachers exhibited a strong desire to learn English from a young age, fueled by an engaging classroom atmosphere, enjoyable teaching methods, and stimulating learning materials.

The finding highlighted the importance of English classrooms as an interpersonal and intrapersonal space where individuals form their LTIs (Trent, 2016). In every individual's learning experiences, English teachers also play an essential role in shaping teacher identity. As a result, teacher educators should instruct prospective teachers about the importance of English classrooms as a space where they can figure out what kind of teachers they want to become through constant experimentation (Kanno & Stuart, 2011). The findings offer hopeful insights that teachers may find GE compatible with their classrooms if it discursively aligns with their LTI (Kemalglu-Er & Lowe, 2023; Montakantiwong, 2024). It should be noted that the teachers' early interest in English resulted in their admiration of the American-English accent. While the teachers did not specify which American-English accent they preferred, it is possible to conclude that they referred to General American (GA). Such preferences also illustrate how native-speakerism ideologies can initially shape

teacher identity, potentially limiting teachers' openness to other English varieties until they engage with GE perspectives.

Similar to the previous study conducted in Iran (Ershadi et al., 2024), the findings highlighted the roles of native speakerism ideology permeating Thailand's educational discourse, which discursively shaped how teachers view themselves as a particular kind of teacher. The teachers in this study felt that they wanted to sound like Americans because they encountered American English users (Tatthep and Sandy) or perceived American English as clear, standard, and outstanding from the influence of media (Kengkla and Fahsai). These past experiences, direct or indirect exposure to 'native' English speakers (American), coupled with ideological discourse in dominant Thai society, shaped teachers' expectations to achieve native-like proximity.

However, admiration for American English changed after the teachers were exposed to the GE paradigm. The data revealed that exposure could be characterized as explicit and implicit exposure, similar to the literature on ELF implementation for teacher education (Kemaloglu-Er & Bayyurt, 2019). The data in this study indicated that explicit and implicit exposure performed synergistically to encourage teachers to develop a new awareness of English diversity, which serves as a starting point for moving away from their admiration of American English. In other words, when teachers admired American English, they had not yet internalized their admiration to form LTI for 'native' English speakers. The findings highlighted the role of exposure (explicit and implicit) in abolishing teachers' admiration for 'native' English. This study's findings suggest that once teachers become aware of GE frameworks through explicit or implicit means, their LTI can shift away from privileging only the American accent toward a broader acceptance of English diversity.

Recognizing that not every teacher is suited for GE implementation, I aim to identify the types of teachers likely to adopt GE in their classrooms. Utilizing LTI theories and a narrative inquiry approach, I gathered data through three rounds of individual interviews, a focus group discussion on GE, and classroom observations with four in-service English teachers at a secondary school in Thailand. The findings showed that teachers with real-life experience using English with various users, coupled with adequate formal training in GE, were more inclined to implement GE in

their classrooms. This is because their understanding of GE equips them to design lessons that reflect GE-informed pedagogy. In other words, exposure to linguistic diversity, together with pedagogical knowledge rooted in GE, empowers teachers to overcome lingering native-speakerist ideals. While interactions with diverse English users in teachers' life stories contributed to their awareness of GE, this must be paired with structured teacher preparation to develop a robust understanding of GE-informed teaching. The results emphasized the varying importance of English exposure within teacher training, corroborating previous research advocating for greater exposure to it in educational settings to help teachers appreciate authentic English usage (e.g., Prabjandee, 2020; Galloway & Rose, 2015; Kemalglu-Er & Lowe, 2023). Therefore, teacher education programs should offer GE-focused courses that introduce the theoretical underpinnings of GE and GELT. In certain teacher education programs, courses centered on global English (GE) are often just electives. Considering that GE is crucial for addressing learners' needs to communicate effectively in a globalized context (Rose et al., 2021), I contend that GE should be mandatory.

All pre-service teachers ought to enroll to gain the essential competencies, such as knowledge, attitudes, and skills, necessary for implementing GE-informed pedagogy. Making GE a required component in teacher education underscores its practical relevance for communication needs, potentially reshaping future classrooms to be more inclusive of English diversity.

The data in this study also indicated that teacher cognition plays a significant role in implementing GE-informed pedagogy (Prabjandee & Fang, 2022). The finding is aligned with Montakantiwong (2023), who pointed out that accurate cognition of GE impacted the implementation of GE-informed pedagogy. The findings in this study added new insights into the kinds of GE-informed pedagogy enacted by the participating teachers. Prabjandee (2025) observed that previous scholars had implemented GE using content-focused, integrated, and exposure approaches. Although they did not articulate the types of GE-informed pedagogy synthesized by Prabjandee (2025), Sandy and Fahsai implemented GE-informed pedagogy using an integrated approach that included GE components such as songs, TikTok, and YouTube within existing English curricula. They used those GE components to raise learners' awareness of English varieties and encouraged them to take ownership of

English. They could also explain the GE theories that supported their implementation. The findings contributed to a new understanding of GE implementation (Rose et al., 2021).

Previous research has extensively employed the content-focused approach, wherein GE was presented to undergraduate students as content (Prabjandee, 2025). This study elucidates that an integrated approach may be more suitable for secondary school students. Consequently, the GELT framework could be adapted to facilitate its implementation at the secondary school level, assisting teachers in effectively utilizing it within their classrooms. It should be noted that even though Tatthep and Kengkla partly implemented GE-informed pedagogy without realizing that it was GE, as they merely recounted their experiences in the United States, along with their roles as tour guides in the presence of various English dialects encountered in the classroom setting, without addressing the theoretical principles underlying GE. The finding indicated the critical role of teacher education in explicitly educating teachers about GE so that they have sound theoretical knowledge to implement GE-informed pedagogy (Prabjandee & Fang, 2022; Selvi & Yazan, 2021). Thus, bridging theoretical concepts and practical classroom strategies remains essential for teachers to fully embrace and apply GE in their teaching contexts.

### **Implications**

One significant implication obtained from this study was the necessity to involve teachers when implementing the GE paradigm because teacher education is the crucial link to placing GE in practice (Chen et al., 2023; Selvi & Yazan, 2021). Teachers should be exposed to the GE paradigm since it is relevant to learners' needs to use English in the globalized world (Prabjandee, 2020). Since GE is related to LTI, it is vital to realize that teachers' professional development for GE should be gradually executed by involving teachers in constructing their LTIs (Kemaloglu-Er & Lowe, 2023). Future research can use LTI as an analytical lens to explore how teachers learn to implement GE in the classrooms. Future research can also design teacher professional development that uses LTI as a front stage to engage teachers in figuring out what kind of teachers they want to become to create a sustainable GE implementation.

However, it is worth noting that the findings in this study did not uncover GE classroom practices, even though observations were made to triangulate with the interview data. For GE to be implemented, it is necessary to encourage teachers to experiment with GE.

The findings provide implications for teacher educators to prepare pre-service teachers to understand the global spread of English and its impact on ELT (Selvi & Yazan, 2021). As stated in the title of this paper, I emphasized that this teacher may be referred to as a teacher for GE, the kinds of teachers who several scholars have already brought forward proposals for teacher education for GELT (e.g., Prabjandee, 2025; Chen et al., 2023). For instance, Prabjandee (2025) suggested that teacher education should prepare teachers with a critical perspective, enabling them to reexamine their beliefs and assess their classroom practices. It should also include activities aimed at helping teachers reshape their beliefs and practices through hands-on experience with GE implementation.

Additionally, future studies could explore methods to provide teachers with a clear understanding of curricular strategies for GELT implementation, along with the necessary skills to adopt GE-informed pedagogy (Prabjandee, 2025). In doing so, educators may promote a cycle of reflective practice, where teachers consistently adapt their methodologies in light of evolving understandings of diverse Englishes. This approach can empower teachers to engage in 'identity work' by introducing them to the GE paradigm, encouraging them to consider the type of educators they aspire to become.

Teacher education should introduce prospective teachers to the GE paradigm as early as possible to disrupt an initial admiration for 'native' speakers' English (e.g., American English). Moreover, the data revealed that exposure to the GE paradigm resulted in teacher identity for linguistic diversity. The teachers in this study could shift their LTI easily after being exposed to the GE paradigm. They realigned their LTI by using their past experiences and initial teacher identity to form a new LTI concerning the GE paradigm.

The findings highlighted the role of agency in forming discursive teacher identity (Trent, 2016). Teachers exert a significant amount of effort in creating their LTI in relation to the GE paradigm. As a result, teacher educators should find ways to

cultivate teacher agency by involving teachers in identity-making in teacher education (Toom et al., 2015). Such initiatives could include reflective journaling, peer discussions on English varieties, and practice-based exploration of GE activities, all designed to foster teachers' autonomy and sense of ownership over their evolving LTI.

### **Limitations**

This study intentionally adopted a narrative inquiry research design, emphasizing stories told from the participants' viewpoints (Barkhuizen et al., 2014). The findings revealed that teachers' understanding of GE varies based on their biographies and cognitions, indicating that this is not merely about quantifying these differences. Before reaching a solid conclusion, I drew on various data sources, including semi-structured interviews, focus groups, and classroom observations, alongside comparisons with the participating teachers to develop insights.

I acknowledge the subjective nature of the inquiry, yet I aim to uphold rigor by engaging with my biases during the data-gathering and analysis stages. Using reflective memos and participant validation helped minimize researcher bias, though complete objectivity remains unattainable in narrative studies. Future research might utilize a more comprehensive research design to assess teachers' beliefs and plans to implement GE-informed teaching strategies.

### **Epilogue**

During this study, it became evident how significant discourse is in every dimension of LTI construction. It is widely acknowledged that English teachers' identities undergo continuous evolution through informal and real-world experiences. Their identity influences their feelings, their attitudes toward teaching, and their receptiveness to change. I contend that the more comprehensively I understand teacher identity, the more effectively I can comprehend the classroom experience and enhance educational methodologies for student learning. It is apparent that teachers are central to education; therefore, comprehending the development of their identity is of utmost importance. LIT is intrinsically linked to students and substantially shapes

teaching practices. I recognize that acquiring further understanding regarding LTI is crucial for all stakeholders in the field of education.

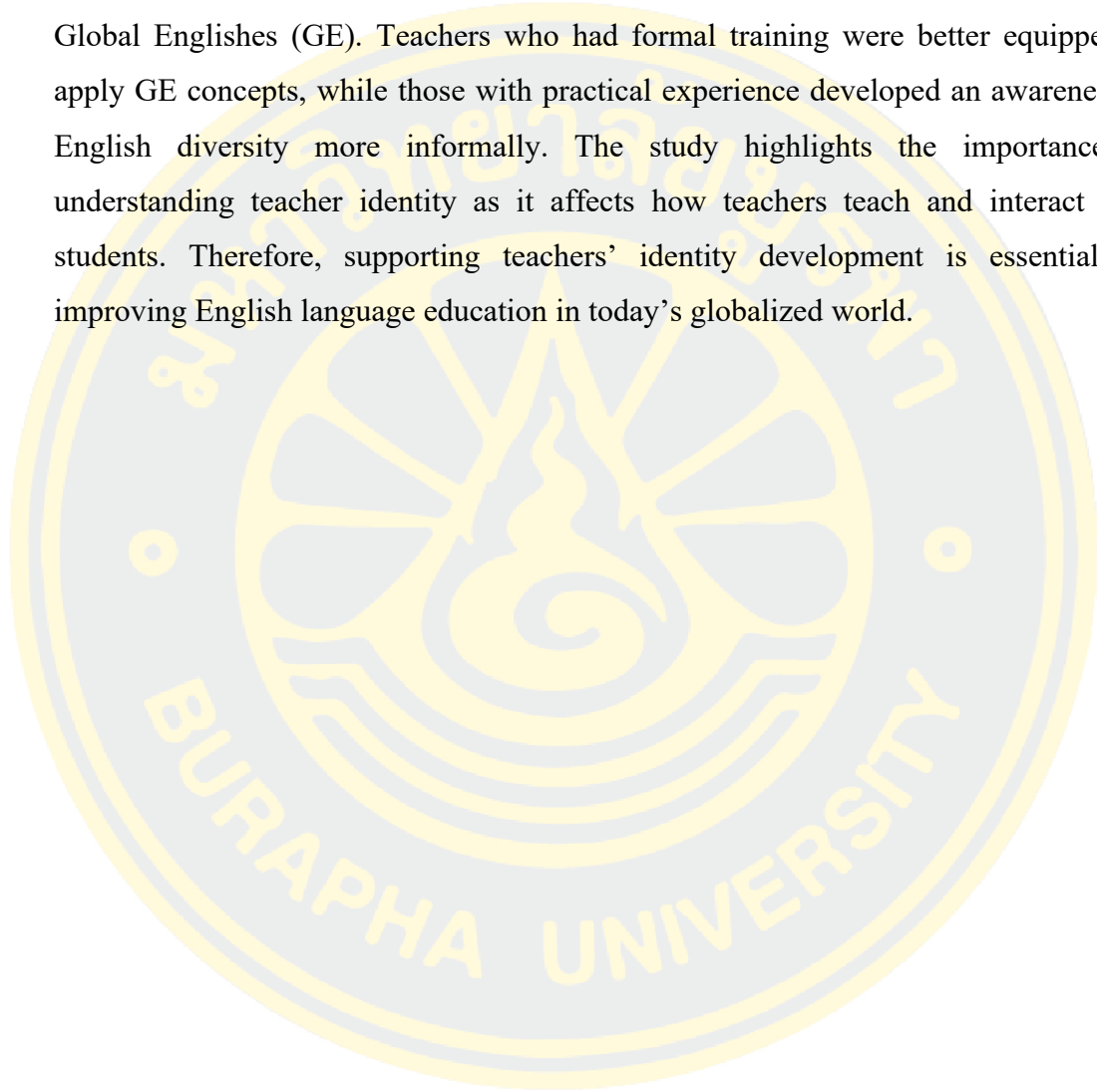
The development of LIT resembles building a house and then renovating or expanding it each year. This continuous process affects all aspects of teachers' training and professional growth. Educators must maintain open attitudes and perspectives on every teaching element while drawing on personal traits shaped by family, mentors, and colleagues. Therefore, understanding how their identities develop is crucial, as it can provide insights into their teaching methods and classroom interaction experiences.

Furthermore, embracing their teacher identity enables educators to express their authentic selves. This authenticity fosters honest interactions during lessons and creates a supportive learning atmosphere in the classroom. This study on the identity of English teachers also highlights certain traits of students. They must perceive their language instructors as individuals with unique narratives from their own experiences of learning English to establish a connection with them.

In summary, I believe a teacher's identity is impactful and demands a more thorough investigation. Their identity influences the entire educational experience. Understanding it fully is essential to creating an environment where teachers feel valued and inspired to engage students in learning. As the field moves forward, ongoing research into the dynamic interplay between LTI, GE, and evolving pedagogical approaches can ensure that teachers remain at the heart of effective language education, guiding future generations toward communicative competence in diverse English contexts. As I look ahead, it is evident that we must recognize and deepen our understanding of those who educate the next generation and those who come after them.

## Chapter Summary

This chapter summarizes the research findings, discusses key insights, and offers practical recommendations. The study found that English teacher identity is shaped through personal stories and classroom experiences within the context of Global Englishes (GE). Teachers who had formal training were better equipped to apply GE concepts, while those with practical experience developed an awareness of English diversity more informally. The study highlights the importance of understanding teacher identity as it affects how teachers teach and interact with students. Therefore, supporting teachers' identity development is essential for improving English language education in today's globalized world.



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**APPENDICES**

## APPENDIX A

### LIFE STORY INTERVIEW

#### **Past**

1. What was your first experience with English? Why did you want to study English? (agency)
2. Can you describe your English learning experiences at school?  
(agency) (institutional)
3. Why did you decide to become an English Teacher?  
(intrapersonal)
4. Can you tell me about your final year in university when practical teaching?  
(intrapersonal) (interpersonal)
5. Could you detail your teaching experience since you graduated? (agency)
6. How do you consider yourself (as a teacher) in relation to other teachers you have worked with in the past? (interpersonal), (intrapersonal)

#### **Present**

7. How do you see yourself as an English language teacher?  
(intrapersonal)
8. How do you perceive yourself in relation to other teachers at your current school? (intrapersonal)
9. How do you feel about your current teaching colleagues and the school environment? What are the main obstacles in teaching English at your school today, and do they reflect in your identity? (intrapersonal) (agency)
10. Have you ever encountered conflict with the educational department, including your school's administration or colleagues at your school? If so, please explain (intrapersonal) (institutional)
11. What have you done to improve yourself and enhance your identity as a professional teacher? (agency) (institutional)
12. Do you believe there is a connection between Globalization and implementing Global Englishes? Please explain (intrapersonal)
  - 12.1 Have you experienced English diversity and accent varieties?

12.2 Did you encounter any important experiences in your teaching journey relating to English accent varieties? please explain

13 Do you believe your school's educational policy will affect the implementation of Global Englishes in the classroom? (intrapersonal) (institutional)

14 Do you foresee any contradiction in implementing Global Englishes when preparing students for their introduction to a Globalized modern society? If so, how do you solve this difficulty? (interpersonal)

15 Do you believe that your identity's values can be achieved in the present educational context? (intrapersonal)

### **Future**

16 What other learning activities do you participate in at school or in the community? (agency) (institutional)

17 What needs to be done to improve English language teaching practices in the future? (agency) (interpersonal)

18 Do you have any suggestions for the future English language teaching program and curriculum? (interpersonal) (institutional).

19 How do you think you could enhance your teaching identity in the future? (intrapersonal)

**APPENDIX B**  
**INTERVIEW, OBSERVATION, AND FOCUS GROUP**  
**DISCUSSION SCHEDULE**

Table B 1 Interview, Observation, and Focus Group Discussion Schedule

<b>Date</b>	<b>Activities</b>	<b>Location</b>	<b>Number of Participants</b>	<b>Time</b>
January 30, 2023	Interviews	Meeting Room	Fahsai - Interview 1	36 minutes
		Library	Tatthap - Interview 1	1.15 minutes
		The table near the coffee shop (school)	Sandy - Interview 1	36 minutes
		The table near the library	Kengkla- Interview 1	32 minutes
January 31, 2023	classroom observation	Classroom	Fahsai -Classroom Observation 1	60 minutes
			Tatthap -Classroom Observation 1	60 minutes
			Sandy -Classroom Observation 1	60 minutes
			Kengkla -Classroom Observation 1	60 minutes
Week 1	Field Work	Locations: Classroom, Teacher's Room	According to schedule Fahsai's Field Work	(8:30 a.m. - 4:00 p.m.)
February 3, 2023	Interviews	Available classroom	Fahsai - Interview 2	45 minutes
		A marble table near the library	Tatthap - Interview 2	40 minutes
		Library	Sandy - Interview 2	35 minutes
		The table near the coffee shop	Kengkla- Interview 2	55 minutes
February 6, 2023	classroom observation	Classroom	Fahsai -Classroom Observation 2	60 minutes
			Tatthap -Classroom Observation 2	60 minutes
			Sandy -Classroom Observation 2	60 minutes
			Kengkla -Classroom Observation 2	60 minutes
Week 2	field work	Locations: Classroom,	According to the	(8:30 a.m. -

Date	Activities	Location	Number of Participants	Time
		Teacher's Room	schedule	4:00 p.m.)
February 13, 2023	Interviews	Available classroom	Sandy's Field Work Kengkla – Interview (3)	32 minutes
		Marble table beside coffee shop	Sandy - Interview (3)	45 minutes
		English section in the library	Tatthap - Interview (3)	35 minutes
		Seating area next to the coffee shop	Fahsai Interview (3)	40 minutes
February 13, 2023	classroom observation	Classroom	Kengkla-Classroom Observation 3	60 minutes
			Sandy -Classroom Observation 3	60 minutes
			Tatthap-Classroom Observation 3	60 minutes
			Fahsai -Classroom Observation 3	60 minutes
Week 3	field work	Homeroom classroom and teachers' office	4 teachers, at different times according to their teaching schedules	8.30-16.00
February 17, 2023	Focus Group	Meeting Room	Kengkla – 30 minutes	9:00 a.m. – 11:45 a.m.
			Tatthep – 35 minutes	
			Fahsai – 35 minutes	
			Sandy – 30 minutes	
February 20, 2023	Classroom Observation	Classrooms	Fahsai -Classroom Observation 4	60 minutes
			Tatthep-Classroom Observation 4	60 minutes
			Sandy -Classroom Observation 4	60 minutes
			Kengkla 4-Classroom Observation 4	60 minutes
Week 4	field work	Teachers' lounge/classroom	4 people, at different times according to the teaching schedule	8:30 a.m. to 3:30 p.m.
March 2, 2023	Re-checking the interview with the sample group	meeting room.	Fahsai	50 minutes
			Tatthep	50 minutes
		the table next to the	Sandy	45 minutes

Date	Activities	Location	Number of Participants	Time
		coffee shop.		
Week5	field work	teachers' lounge, cafeteria, and coffee shop in the school	Kengkla 4 people at different times according to the teaching schedule	50 minutes 8:30 a.m. to 4:30 p.m
အနုပညာ	Fahsai	Interviewed 3 times	observed in the classroom 4 times.	
	Tatthep	Interviewed 3 times	observed in the classroom 4 times.	
	Sandy	Interviewed 3 times	observed in the classroom 4 times.	
	Kengkla	Interviewed 3 times	observed in the classroom 4 times.	

Table B2 Focus Group Discussion about the GE Paradigm

Activity	Description	How Long	Interviewed/Engaged
<b>Introduction</b>	Explain the idea of Global Englishes (GE). - Learn about different groups of English users.	20 minutes	Everyone in the group.
<b>Part 1 Introduction to GE Concept</b>	- Guess percentages of English users. - Discuss who students use English with. - Listen to six accents.	40 minutes	Fahsai Tatthap Sandy Kengkla Group participants.
<b>Part 2 Listen and Guess</b>	- Guess where the speakers are from. - Talk about accents and experiences.	1 hour	Fahsai Tatthap Sandy Kengkla

## APPENDIX C

Table C1 Open Coding, Axial Coding, and Selective Coding

No	Codes	Categories	Themes	Interview
<b>Sandy</b>				
1	-Early learning methods -English songs and cartoons -English is fun	interest in the language engaging learning activities	Initiation of the English Journey	“I began learning English through songs and cartoons... It was so much fun... I loved learning English and spoke it whenever I could...”
2	- love of English -enjoyment of English lessons - Parental influence	Initial Teacher Identity	Family in Shaping Teacher Identity	“I loved English... I followed my mother’s wishes to attend a university in the Northeast.
3	-American accent preferred	Preference for Native accents	Admiration for American accent	“The American accent was the best, and everyone wanted to speak like that”
4	-university course -multicultural diversity -various accents	Exposure to Global Englishes	Multicultural diversity course	“In year three at university, there was a course about

No	Codes	Categories	Themes	Interview
	during university.			multicultural diversity in English... English usage had spread worldwide and that there were now many English variations... This helped me understand more about the spread of English and its effect on English usage”
5	-different English accents -Encourage students to accept their accents	effective communication over perfect accent -Acceptance of English variations	Exposure to diverse English variations	“I now understood that the language varieties I had encountered were acceptable and that there would be many more accents.”
<b>Fahsai</b>				
1.	- interesting English - early alphabet song -enjoy English lessons.	An early love of English -Engaging English teachers	Early English education experiences	“My father fostered my interest in English... This made English fun; that was my first

No	Codes	Categories	Themes	Interview
				memory...”
2	peers’encouragement -teacher inspiration - Parental influence	Developing Early Teacher Identity	The importance of education in shaping teacher identity	“My friends and I would study together... They would always tell me that I was very good at teaching... some of my school teachers were my inspiration... Both my parent were teachers... my parents were very supportive.”
3	- American English media - popular American, TV, movies, and songs	Admiration for American accents	Native speakerism	“I dreamed of speaking like [American accents] so I could communicate clearly in English... I wanted to sound like the stars of the popular movies and TV shows from the US.”
4	-linguistic diversity	Exposure to	Experience	“while I was in

No	Codes	Categories	Themes	Interview
	<p>- Fulbright scholarship - exposure to diverse English varieties</p>	<p>linguistic diversity</p>	<p>different forms of English</p>	<p>the United States on a scholarship, I took part in a course on English language diversity. It made me aware of the many different accents and dialects found around the world.”</p>
5	<p>-Broadened attitudes -Adapting language to contexts. - Raise students’ awareness</p>	<p>-discovering English accents -understanding of English varieties -</p>	<p>Awareness of different accents.</p>	<p>...people from different backgrounds adapted their language use to suit their needs in the contexts in which they interacted.....  These experiences made me believe that I have to help my students raise awareness about the different accents of people when they talk in daily life.</p>

No	Codes	Categories	Themes	Interview
<b>Kengkla</b>				
1	<ul style="list-style-type: none"> <li>- Foreign teacher</li> <li>- Movie stars</li> <li>- Enjoy studying English</li> </ul>	<p>Initial Fascination with English</p>	<p>Early Language Experience</p>	<p>“I wrote many new words in my book and tried to memorize them. Then, when I got home, I would practice them like a movie star in front of the mirror.”</p>
2	<ul style="list-style-type: none"> <li>-Nervous about teaching</li> <li>-grew confident with student interaction</li> <li>- engaging students</li> </ul>	<p>Building Initial Teacher Identity</p>	<p>Formation of Identity</p>	<p>“I walked into the classroom excited but very nervous..... “It didn’t take long to realize that teaching wasn’t simply telling students what to do. It was about making them feel confident and eager to learn.”</p>
3	<ul style="list-style-type: none"> <li>-American teachers</li> <li>-popular US films</li> <li>-classical US English</li> </ul>	<p>Engagement by American-English Accents</p>	<p>Favoritism of American Accent</p>	<p>“I liked the American accent because, at that time, I had not heard any other</p>

No	Codes	Categories	Themes	Interview
				versions. The action movies made the accent sound so exciting and professional.....”
4	<ul style="list-style-type: none"> <li>-communicate with people worldwide</li> <li>- multi-national tourists</li> <li>- the journey from tour guide to teaching.</li> </ul>	exposure to different varieties of English	Coming across the term “Global Englishes”	<p>“When I reflect on my days as a tour guide, I remember the deep connections I forged through speaking English with people from all over the world...</p> <p>“My first job was as a tour guide, which enabled me to use English daily with visitors from various countries.”</p>
5	<ul style="list-style-type: none"> <li>-multiple English varieties</li> <li>-various accents</li> <li>- talk without hesitation</li> <li>- meet colleagues from diverse</li> </ul>	Learned to adapt his language to different speakers.	Acknowledging English Diversity	<p>“I want my students to know that their accent doesn’t have to be perfect.....</p> <p>“I always tell them to</p>

No	Codes	Categories	Themes	Interview
	backgrounds.			concentrate on speaking clearly and ensuring they are understood.”
<b>Tatthep</b>				
1	<ul style="list-style-type: none"> <li>-Learned English from his father</li> <li>-First Attraction to English-</li> <li>- English cartoon</li> <li>- English song</li> </ul>	<ul style="list-style-type: none"> <li>-interaction with an American soldier</li> </ul>	Early Exposure to English	<p>“One evening, my father brought home a visiting American soldier for dinner..”</p> <p>“...when he smiled and told me that my English was good, I was very proud. I smiled, and my father also smiled. I knew he would be happy with me”</p>
2	<ul style="list-style-type: none"> <li>-gain teaching confidence.</li> <li>- refining teaching practices</li> </ul>	Building teaching skills and proficiency	Developing teacher identity	<p>“I was focused when I entered the classroom...I felt my confidence building... I had learned a valuable lesson, which was to use my time in class effectively.”</p>
3	- like American	Fondness for	Adoption of	“I already liked

No	Codes	Categories	Themes	Interview
	culture - Love version of English -wanting to communicate like a native	American-English Accents	Americanized Identity	and wanted to learn more about America. I wanted to talk like an American because it was an easy accent to understand”
4	- Multicultural accents -English diversity - Curiosity of English origin	Experiencing different kinds of English	Multicultural interaction	“It was a really multicultural society... I would stop and ask for directions just to hear them speak... I began to laugh because I had come here to improve my American accent, but I was hearing different varieties of English instead.”
5	-language diversity -changing perspective -diversity of accents	Acknowledging English diversity	Encountering English from different countries	“Despite spending considerable time in America, I couldn’t fully sound like an American... I then discovered that it

No	Codes	Categories	Themes	Interview
				was fine to talk with a Thai accent... This changed my view of how English could be spoken”



Table C2 The Emerging Themes to Answer Research Question 1

<b>No.</b>	<b>Sandy</b>	<b>Fahsai</b>	<b>Kengkla</b>	<b>Tatthep</b>	<b>Emerging Themes</b>
1	Initiation of the English Journey	Early English education experiences	Early Language Experience	Early Exposure to English	Early Interest in English
2	Family in Shaping Teacher Identity	The importance of education in shaping teacher identity	Formation of Identity	Developing teacher identity	Forming Initial Teacher Identity
3	Admiration for American accent	Native speakerism	Favoritism of American Accent	Adoption of Americanized Identity	Admiring American-English Accents
4	Multicultural diversity course	Experience different forms of English	Coming across the term “Global Englishes”	Multicultural interaction	Exposure to Global Englishes
5	Exposure to diverse English variations	Awareness of different accents.	Acknowledging English Diversity	Encountering English from different countries	Embracing Teacher Identity for Linguistic Diversity

Table C3 The Emerging Themes to Answer Research Question 2

No.	Sandy	Fahsai	Kengkla	Tatthep	Emerging Themes
1	“Formal education from a course on multilingualism.”	“Exchange teacher and educational courses”	“ being a tour guide/ experience with various English accents”	U.S. visits/ exposure to a wide range of accents.	Teacher Biographies Shaped Awareness of GE
2	Impact of formal training and experience	Educational courses and some real world experiences	Understanding through real life exposure to accent varieties.	Awareness of English varieties through interaction	Teacher Cognition Shaped GE-informed Pedagogy

## **BIOGRAPHY**

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