Thai School Directors' Lived Experiences and Attitudes Towards Global Englishes: Do They Impact Hiring Foreign National Teachers?

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Article information	Abstract
	Research on language attitudes towards Global Englishes in many contexts has focused on teachers and learners. However, limited research has paid attention to school directors even though they are in a vital position to make changes at the school. This study explored the school director's lived experiences, attitudes toward Global Englishes, and how their attitudes impact hiring foreign national teachers. Utilizing a narrative inquiry design, three school directors from different school sizes, levels, and types were interviewed multiple times per person to ensure data saturation. The findings showed that all school directors demonstrated standard language and native speakerism ideologies formed earlier in their schooling experiences, especially in English classes. Regardless of positive or negative English learning experiences, they developed an entrenched belief that English should be taught by 'native speakers.' Yet, the decision to hire foreign national teachers was not simply influenced by their lived experiences and attitudes toward Global Englishes. Instead, it was affected by the school budget, the level of students, and parents' expectations. Above all, one troubled concern materialized – hiring someone who looked 'native.' Implications were discussed moving forward when considering implementing the Global Englishes paradigm.

INTRODUCTION

English is used globally as a crucial communicative tool in the age of globalization between different nations (Jenkins, 2015). The global spread of English makes it imperative to rethink the notion, status, and form of English (Galloway & Rose, 2015). English has been used increasingly as a lingua franca (ELF) among English users whose English is part of their multilingual repertoires (Seidlhofer, 2011). Based on its international use in global contexts, new English varieties have emerged as unique linguistic features, such as Singaporean English, Indian English, and Filipino English. These English varieties could be described as World Englishes (WE) (Kachru, 1985). These concepts (ELF and WE) provided the foundation for an emergent field of inquiry, *Global Englishes*, which addresses the global spread of English and its implications for English Language Teaching (ELT) (Galloway & Rose, 2015).

Global Englishes is an emerging field of research and receives extensive interest from many researchers worldwide (e.g., Fang & Widodo, 2019; Galloway & Numajiri, 2020; Galloway & Rose, 2018; Lu & Buripakdi, 2022; Rosenhan & Galloway, 2019). One emerging line of Global Englishes research is the study of language attitudes toward Global Englishes. This line of research is essential because it provides valuable resources for ELT stakeholders to make informed decisions regarding how to proceed with teaching and learning. The most widely used concept of language attitudes is popularized by Garett (2010), who describes three components of language attitudes: cognitive component (knowledge about a language), affective component (feelings about a language), and behavioral components (action of using a language).

Garett's framework has guided language attitude research conducted with *teachers* and *learners*. Teachers' attitudes toward Global Englishes have been widely researched in various contexts. For example, in South Korea, Ahn (2015) investigated English teachers' attitudes toward Asian English varieties and pointed out their lack of awareness of Asian Englishes. In addition, Monfared and Khatib (2018) investigated English teachers' perceptions in India and Iran. They reported that Iranian teachers favored the 'Native English Speaker' (NES) form of an American accent, while Indian teachers valued their local English forms. In Thailand, Huttayavilaiphan (2019) investigated Thai university teachers' beliefs about English and pointed out that several teachers accommodate the NES norms, which could lead to adverse effects on ELT. Learners' attitudes towards Global Englishes have also been studied extensively in various contexts. In Hong Kong, for example, Chan (2018) investigated secondary learners' attitudes, reported gender differences as a significant gap in the school context, and explained the relationship between gender and language attitudes. The finding revealed that female participants were more favorable to NES than males. In Thailand, Boonsuk and Fang (2022) interviewed international students (Cambodia, China, Indonesia, Malaysia, and Sri Lanka) studying English in Thailand about their English and NES accents. It was revealed that the students viewed their English accents as deficient and perceived that NES accents were the norm and the target model for learning English.

While previous studies have explored attitudes toward Global Englishes from teachers' and learners' perspectives, limited research has focused on *school directors'* attitudes. School directors are under-researched, especially in the ELT profession (Tatar, 2019). They are an essential group because every vital change in school is usually made by the directors. Their decisions impact both teachers and learners. For example, how the school directors view English may impact foreign national teachers hiring practices, which may subsequently affect learners' outcomes. This line of inquiry is an urgent matter that needs to be addressed, and it can be a crucial segment to complete the understanding of stakeholders' views towards Global Englishes. As a result, this study explored school directors' attitudes toward Global Englishes and determined whether their attitudes impact the hiring practices of foreign national teachers.

Additionally, it is observed that the standard measurement of language attitudes in prior research is *surveys* or *verbal disguise tests* (e.g., Chan, 2018; Monfared & Khatib, 2018; Zhang, 2013). The survey is considered a direct approach, while a verbal disguise test is an indirect approach to exploring language attitudes. These measurement methods have limitations, in which they assumed language attitude as a stable variable, something that happened at

one moment rather than studying it as a developmental concept. However, language attitudes can be changed depending on various factors such as background knowledge, lived experiences (Iversen, 2022), or social environment (McKenzie & Carrie, 2018). Therefore, studying language attitudes from a qualitative research perspective may yield more information than surveys or verbal disguise tests. This study fills these gaps by exploring the school directors' lived experiences and attitudes toward Global Englishes from a qualitative research perspective.

LITERATURE REVIEW

Global Englishes and language attitude research

In his seminal book, Crystal (2003) described English as a global language because it "achieves a genuinely global status when it develops a special role that is recognized in every country" (p. 3). The spread of English into global territories is unprecedented, and there seems to be no stop sign for such speed. Based on the status of English as a global language, the field of Global Englishes emerged as an inclusive paradigm to represent the genuine spread of English worldwide (Jenkins, 2015). Global Englishes was initially conceptualized as a sociolinguistic phenomenon of the spread of English into global territories (e.g., Canagarajah, 2013; Jenkins, 2015; Pennycook, 2007), acknowledging that English is a truly global phenomenon since it has permeated into many nations, and its status continues to gain increasing importance in many countries. However, Global Englishes is now reconceptualized as an ELT paradigm because the global spread of English has implications for ELT (Galloway & Rose, 2015).

From the Global Englishes paradigm, the English language and ELT are changing, so they should be reconceptualized. Scholarships on WE considerably concluded that English is not monolithic – not the English language – instead, it is a plurilithic entity, reflecting diverse use in various communicative contexts (Galloway & Numajiri, 2020). In addition, ELF research addressed that the target interlocutors for using English in the globalized world are becoming unpredictable since the number of English users has grown exponentially, and they are primarily multilinguals, whose English is part of their linguistic repertoires (Prabjandee, 2020). In these communicative contexts, native norms are weakly relevant, nor should they be desired (Prabjandee & Fang, 2022). Instead, it is argued that an ability to negotiate meanings to achieve communicative purposes is more important than conforming to native norms (Galloway & Numajiri, 2020; Kiczkowiak, 2020). Thus, Global Englishes emphasizes avoiding using the NES norm as a benchmark to measure competence. Additionally, since English is used globally, it is essential to realize that every English user can claim English ownership (Boonsuk & Ambele, 2020).

In Thailand, it is observed that three Global Englishes research areas were conducted: 1) language attitudes (e.g., Ambele & Boonsuk, 2021; Boonsuk & Fang, 2022; Thienthong & Uthaikorn, 2023), 2) Global Englishes classroom implementation (e.g., Boonsuk et al., 2021; Jindapitak et al., 2022; Rajprasit, 2022), and 3) Global Englishes teacher professional development (e.g., Prabjandee, 2020; Prabjandee & Fang, 2022). This study contributes to the first line of inquiry (language attitudes) since it offers valuable resources for ELT practitioners when considering implementing Global Englishes in the classrooms. Prabjandee and Fang (2020) argued that

implementing Global Englishes in Thailand is necessary because ELT in Thailand has been entrenched in the native speakerism ideology, which negatively impacts learners since they may form narrow views of English used in the globalized world and may have negative attitudes toward English varieties.

Considering that English is dynamic and changing, as described in the Global Englishes paradigm, previous studies have investigated teachers' attitudes toward Global Englishes (e.g., Ahn, 2015; Huttayavilaiphan, 2019; Monfared & Khatib, 2018) and learners' attitudes toward Global Englishes (e.g., Boonsuk & Fang, 2022; Chan, 2018). These studies pointed out that teachers and learners generally perceived English varieties as non-standard, reflecting the traditional views of English use. Instead, they viewed NES as the target model for learning English. In this study, lived experiences of school directors are conceptualized from the narrative philosophy (Schaafsma & Vinz, 2011), defining them as *autobiographic stories* narrated in a social context. Lived experience encompasses past events considered vital to present and future behaviors. For example, the relationship with English shaped when an individual as a child in a local Thai school affected one's present cognition, feelings, and behaviors. The lived experiences are related to the three main components of attitudes, characterized by Garett (2010): cognitive (knowledge of a language), affective (feelings about a language), and behavioral components (language use).

Foreign national teacher hiring practices in Thailand and beyond

Regarding hiring practices, prior research has pointed out that NNES teachers were treated inferior to NES teachers (Kiczkowiak, 2020; Ruecker & Ives, 2015; Tatar, 2019). This unfair treatment resulted from the widespread 'native speaker' fallacy (Philipson, 1992) and native speakerism ideology (Holiday, 2006), which leads to "discrimination against NNES and undervalues their professional status" (Tatar, 2019, p. 47). Many scholars argue that the dichotomy between NES and NNES is problematic in several ways. Conceptually speaking, Dewaele (2018) argued that the distinction between NES and NNES was ambiguous and challenging in determining who NES is. Indeed, NES is frequently associated with white, Western-looking, and stereotyped Anglophone individuals (Boonsuk et al., 2023; Kiczkowiak, 2020). The term 'NES' is also inherently strange because it defines somebody based on what he/she does not possess, e.g., (non-)native (Dewaele, 2018). Several scholars became conscious of these potentially racist notions and put 'native' and '(non-)native' in apostrophes (e.g., Comprendio & Savski, 2020). As a result, scholars have proposed new terms to replace the dichotomy between NES and NNES, such as the proficient user (Paikeday, 1985), L2 user (Cook, 1999), LX user (Dewaele, 2018), and global speakers/ teachers of English (Hiratsuka et al., 2023). We are aware of the extant debates against these terms; thus, when referring to 'non-Thai' English teachers, we adopted the term 'foreign national teacher' articulated by Tatar (2019) since the term matches the translation of how these teachers are called in Thai schools.

In countries where English is used as a foreign language (EFL), English teachers are predominantly local teachers (Tatar, 2019). In Thailand, where this study was conducted, Thai English teachers in government schools must receive a bachelor's degree in an accredited teacher preparation program approved by the Teacher Council of Thailand to qualify for the examinations

(Vibulphol, 2015). After that, they must pass the examinations (written and interview) to be able to enter the teaching profession. However, recruiting teachers is entirely the school's responsibility for private schools, yet the applicants must hold a teaching license from the accredited teacher education program. Based on this process, local Thais' opportunities to become English teachers are restricted; they must pass several protective guards before becoming an English teacher. Apart from local teachers, many schools in Thailand hire foreign national teachers to teach English to increase students' English proficiency. Several researchers (e.g., Boonsuk et al., 2023; Jindapitak, 2019; Methitham, 2012; Ruecker & Ives, 2015) have pointed out that ELT in Thailand prefers to hire NES teachers even though their educational and professional qualifications are questionable and irrelevant to teaching. Additionally, Jindapitak (2019) revealed that the schools prefer hiring NES teachers because they claim it is a business decision to meet parents' expectations. To make matters worse, Methitham (2012) reported that these 'unqualified' NES teachers received more privileges, such as generous salaries and housing expenses, than Thai English teachers. However, it was surprising that Thai colleagues did not feel discriminated against by such hiring practices. They reported that they understood the need to hire those NES teachers since their students could benefit from having them in the classrooms. Similarly, through a narrative inquiry approach, Hiratsuka (2022) reported that NES teachers in Japan were preferable, and they received unchallenged privileges, unearned appreciation, and uncritiqued generosity. In Turkey, Tatar (2019) interviewed school administrators about employment criteria for hiring expatriate teachers and pointed out that nativeness was essential but less critical than educational background, pronunciation, and teaching experiences. Finally, Kiczkowiak (2020) conducted a mixed-methods study by surveying 150 recruiters in Spain, France, the UK, Italy, China, Indonesia, Japan, Brazil, Germany, and Malaysia about hiring foreign national teachers. Similar to Tatar's study (2019), he found that 'native speaker' was considered an essential selection criterion, along with teaching experiences, qualifications, and interview performance.

In summary, this study is guided by the interrelated theoretical underpinnings of language attitudes toward Global Englishes and the literature on hiring foreign national teachers in the EFL context. This study was driven by the following research questions:

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

2. How do Thai school directors' lived experiences and attitudes towards Global Englishes impact hiring foreign national teacher practices?

The present study

Research design

Narrative inquiry was used to guide the design of data collection and analysis. It is a qualitative research approach to understanding human experiences as lived and told in a social context (Barkhuizen et al., 2014). Narrative inquirers are naturally interested in the stories of people, experiences of learning and teaching, and the complexities in contexts intensely detailed

(Barkhuizen et al., 2014). The stories we were interested in were the Thai school directors' lived experiences in learning English, their relationship with English since they were learners, and how they brought their experiences into managing the school, particularly in hiring foreign national teachers. Schaafsma and Vinz (2011) stated that a narrative inquiry contributes to the complex explanation of a particular issue, prevents single and straightforward answers, and reveals what has remained unsaid or unspeakable.

This study employed the three-dimensional space by Clandinin and Connelly (2000), which comprises the participants' reflections on the past, present, and future. These reflections do not mirror what happened; they are constructed through individuals' lived experiences (Schaafsma & Vinz, 2011). The lived experiences acknowledge the importance of 'past' events and backgrounds that may influence present perceptions and attitudes. The 'present' is conceptualized based on the three main components of language attitudes (cognitive, affective, and behavioral) (Garett, 2010). Present attitudes may influence 'future' actions or expectations. To obtain the participants' lived experiences, we asked them to recall and narrate their stories, which contain the beginning, middle, and end (Clandinin & Connelly, 2000). Guided by the three-dimensional spaces, the primary data for this study were elicited from the interviews, which were co-constructed between the researcher and the participants (Schaafsma & Vinz, 2011).

Participants

Upon receiving permission from the Institutional Review Board (IRB) to collect data (G-HU 201/2564), the first author, Supawadee, contacted three Thai school directors in the same province as the authors' affiliated university. They were purposively selected based on different settings: school sizes (medium, large, and extra-large, categorized based on the number of students set by the Ministry of Education in Thailand), level (elementary and secondary), and types (government and private). The goal of selecting diverse school profiles was not for generalization because it was not the goal of narrative inquiry but to allow more precise comparisons between the school types with attempts to generate concrete conclusions. All schools are in the same province of eastern Thailand. To maximize the schools' confidentiality, the schools' real names were blinded as Chon1, Chon2, and Chon3, as presented in Table 1.

Table 1
The schools' characteristics

Schools	Size			Level		Type	
	Medium	Large	Extra Large	Elementary	Secondary	Government	Private
Chon 1	✓			✓		✓	
Chon 2			✓		✓	✓	
Chon 3			✓	✓	✓		✓

Chon 1 is a medium-sized government elementary school, enrolling approximately 165 students from Kindergarten – Grade 6 (K – 6). *Chon 2* is an extra-large government secondary school (Grades 7 – 12) with approximately 3,014 students. *Chon 3* is an extra-large private school (K – 12) with about 5,101 students. Since narrative inquiry is interested in the participants who

have stories to share (Barkhuizen et al., 2014), we ensured that the three school directors' stories maximized what we wanted to learn. During the informed consent process, Supawadee asked whether the directors had experience learning English and hiring foreign national teachers to teach English at the schools. It was found that all school directors learned English when they were young and used to employ foreign national teachers. As a result, they were considered to have stories to share for this study. Moreover, since narrative inquiry is interested in detail rather than aims for generalization (Barkhuizen et al., 2014), three Thai school directors match the philosophical foundations of the narrative inquiry.

Data collection

Informed by the narrative inquiry design, this study was guided by three series of interviews (Seidman, 2006), in which each school director was interviewed individually by the first author multiple times to ensure that the data were adequate to answer the research questions. Before the interview, the school directors were informed of the research objectives and protocols. After the informed consent was signed, the first interview was conducted with the school director. The interviews were semi-structured and designed based on the three-dimensional space (past, present, and future) (Clandinin & Connelly, 2000) and the tripartite language attitudes framework (cognitive, affective, and behavioral) (Garett, 2010). The interviews were audio-recorded, and written notes were taken to supplement the data. The first interviews were transcribed and analyzed using the coding method (Saldaña, 2009). During the analysis, questions were developed to clarify the stories narrated in the first interviews. After that, the second interview was conducted using the questions developed during the data analysis in the first interview. The exact process was undertaken in the third interview. These multiple-time interviews were conducted to ensure that the collected data were saturated; no new findings emerged.

Data analysis and trustworthiness

In the narrative inquiry design, the data analysis begins simultaneously with the data collection. The interview transcripts were analyzed using the coding method (Saldaña, 2009). The data from the multiple interviews were analyzed vertically (within-case). The coding method consists of three stages: (1) open coding (labeling segments of the data based on meanings), (2) axial coding (grouping codes into categories), and (3) selective coding (grouping categories into themes to answer the research questions) (Saldaña, 2009). After that, the data were analyzed horizontally (cross-case) to allow more remarkable conclusions (Merriam, 2009). The participants were also asked to check the interpretation of the data by checking the themes. This inductive process allows themes to emerge rather than be pre-determined by a prior analytical framework.

FINDINGS

In this section, we decided to represent the data based on the individual directors' stories since it matches the narrative inquiry philosophy, which values individual stories and specific details (Barkhuizen et al., 2014). The collective insights are presented in the discussion section.

Chon 1: a medium-sized government elementary school

It is her second year at Chon 1 – a medium-sized government elementary school. Before taking an administrative role, she was a mathematics teacher. Upon asking about her English learning experiences, she immediately narrated negative stories about her teacher's teaching method in elementary school. She narrated:

> I learned English in elementary school in Grade 5. I learned about letters and memorized many vocabulary words. I remembered a lot of writing. The teacher asked me to learn five words a day and write them. I was hit if I did not write them correctly. It was so hard to study English.

Her negative experiences with learning English emerged from her teacher's teaching method (e.g., memorizing five words daily and writing a lot). Through her stories, we learned that memorization was the only method she was exposed to for learning English. She carried those memories to her secondary school, where she ultimately encountered positive experiences in learning English. She had a good attitude toward English in secondary school because of the teacher.

> I understood more when the teacher taught, so learning English in high school was fun. I was eager to learn English. I even chose English as my minor subject for my bachelor's degree. If I have an opportunity, I will learn English more.

The high school level was a turning point from a negative to a positive experience. This motivated her to choose English class as her university choice and her willingness to study English more. Despite having positive English experiences during secondary school and teacher education, Chon1's director was afraid to talk with foreign national teachers at the school.

When asked what she thinks 'Global Englishes' means (the cognitive aspect of language attitudes), she said, "English is an international language of the whole world. We can use English to communicate anywhere." Even though her response indicated a simple understanding of the concept, it showed that she was aware of the international use of English. She also reported that achieving communicative purposes should be the goal of communication when using English as an international language. However, regarding ELT, she thought NES was a better role model than NNES because of their "standard" accents. She even stated, "They (NES) would probably teach better." Based on her response, having an NES status is equivalent to being a better English teacher. Her view reflects native speakerism ideology, commonly manifested in dominant Thai culture, and the common perception that ELT is a site of exposing students to 'standard."

Nevertheless, when asked about hiring foreign national teachers (NES or NNES), it was surprising that her English learning experiences and attitudes toward Global Englishes did not impact hiring foreign national teachers. Instead, the school budget is the first and foremost consideration. She said, "We do not have a budget to hire foreign national teachers. Small schools do not have any organizations to support this." However, when asking a hypothetical

question if money was not a concern, she still decided not to hire NES teachers. She reported that teachers could use materials from the Internet instead of investing a budget in hiring NES teachers. For her, elementary school students need basic knowledge, such as vocabulary, grammar, and pronunciation. These can be taught by any teachers who use materials at their full potential.

Chon 2: an extra-large government secondary school

Chon 2 director graduated with a bachelor's degree in music. He has been a school director for 12 years; this is his sixth month at Chon 2 School. Unlike the Chon 1 director, the Chon 2 director's English learning experiences were positive. He reported:

> The English class in the past started when I was in the fifth grade at a famous elementary school nearby. It was fun to learn English because I met good English teachers. However, I did not have a perfect role model for pronunciation, accent, and conversation. They focused on writing and grammar.

His positive learning experiences were mainly attributed to "good English teachers," who made English classes "fun." However, he seemed to have an ideal role model for learning English as someone with "perfect" pronunciation, accent, and conversation. Based on this response, it can be assumed that he formed a standard language ideology when he was young. Over the years, his standard language ideology became committed to his belief system, and he brought the standard language ideology to administer the current school. Upon asking what he thinks about "the English language" and who he thinks a native speaker is, he responded:

> English is the official language in many countries, and it is used to communicate with each other worldwide. English is the first choice when it comes to a medium of communication. I think there will be more contact with foreigners in the future. English must belong to England, as I learned. The native speakers are English people. I often ask all foreign teachers at my school to make a similar accent to English people because I think it is standard.

Based on the response, the Chon 2 director perceived the role of English as a lingua franca because "it is used to communicate with each other worldwide." He even recognized the increasing importance of English use in the future. However, he firmly believed that only NES could claim ownership of English ("English must belong to England"). His response reflected a traditional view of English ownership, which resulted from his school experiences ("as I learned"). Additionally, his entrenched standard language ideology affected his administration. He asked all foreign national teachers at his school to use accents similar to English people because he thought it was standard. It is worth mentioning that he does not hire NES teachers at his school. Instead, he hired someone "who looked like a native" because he reported that finding NES teachers who would receive a limited salary is very difficult.

Chon 3: an extra-large private school

Chon 3 is a private Christian school offering K-12 education. The current school director (a priest) assigned a teacher, now the English department chair, to represent the interview on behalf of the director because she oversees hiring foreign national teachers at the school. She has 15 years of teaching experience. She graduated with a bachelor's degree in education with an English major. She narrated her story of past English learning experiences:

> The teachers were quite strict when I learned English. So, I was afraid to use the language because it was not my mother tongue. I must be prepared before coming to study to answer the teacher's questions. However, I still like English. What impressed me probably came from the teachers. It was challenging because she asked everyone to speak English in class, which was a new challenge for me and made me love English.

The challenges of learning English through using English in class did not discourage her from studying English. Even though the teacher was "quite strict," she managed to "love English." As a result, she decided to become an English teacher because of her impression of English classes. She wanted to inspire others to love English like her previous teachers.

Over the years of working at this school, previous school directors were very generous in sending her abroad to improve her English skills or to take care of the students in the student exchange project. She reported going to New Zealand, the Philippines, and Singapore for short training courses.

> I attended English classes, like short courses abroad in New Zealand. It was so much fun; the students also loved it. It opened the world to me. I was one of five teachers who gained experience in New Zealand. There were exchanges; they took us to visit their schools to see the children and their teaching. I was thrilled.

Her three times exposure to English users from three different countries have formed an initial understanding of cultural differences. However, she still prefers NES English, as indicated in the quote below.

> People who can communicate may not be native speakers. It is like a cultural difference. I like the British accent because of the language confidence they have used as their mother tongue since birth. English is essential and is now spread worldwide from a foreign to an international language. I believe that it must spread all over the world. There is no other language that can replace English.

The recognition that English is a global language ("spread all over the world") helped her form an appreciation of cultural varieties, but she held a standard language ideology. This ideology strongly influenced the decision to hire NES teachers at the school. She believed that NES teachers would help her students successfully develop English skills. She also believed that parents expected to have NES teachers at the school, so she mostly hired NES as her priority.

DISCUSSION

This study set forth to explore the Thai school directors' lived experiences and their attitudes toward Global Englishes with attempts to understand whether these experiences impact hiring foreign national teachers. Utilizing the narrative inquiry design, this study sheds light on complex practices of hiring foreign national teachers in Thai schools. It was evident that all three school directors in eastern Thailand held a standard language and native speakerism ideology, which had been formed earlier in their English learning experiences. Even though the directors (Chon 1 and Chon 3) experienced negative feelings in English classes, their responses indicated they started forming hierarchical views of English (standard vs non-standard) in the classrooms. They reported that their experiences were mainly impacted by their English teachers and how they were taught. The findings highlighted English classrooms and teachers during schooling experiences as factors affecting school directors' language attitudes. The findings of this study were consistent with previous language attitude research conducted with teachers in Iran (Monfared & Khatib, 2018) and Thailand (Huttayavilaiphan, 2019) and with learners in Hong Kong (Chan, 2018) and Thailand (Boonsuk & Fang, 2022; Thienthong & Uthaikorn, 2023). Together with these extant studies (Boonsuk & Fang, 2022; Huttayavilaiphan, 2019; Thienthong & Uthaikorn, 2023), this research highlighted that ELT stakeholders in Thailand (teachers, learners, and (some) school directors) held standard language and native speakerism ideology. The results of this study suggested that it is crucial to involve school directors when considering implementing the Global Englishes paradigm. School directors should be equipped with knowledge about the current sociolinguistic reality of English users outside the classrooms and the need to prepare learners to use English with those linguistically diverse English users since they are in a vital position to bring change to the schools.

When the school directors held standard language and native speakerism ideology, the question became, "Does it impact hiring foreign national teachers?" The answer to this question was "Yes," and "No." It was revealed that if the school's vision emphasizes English learning, has a reputation for English excellence, and has no budget problem, like Chon 3, the school tends to hire NES teachers since it perceived that NES would help their students achieve English excellence. However, if the school has a limited budget (Chon 1 and Chon 2), they tend to find ways to overcome their limitations. Chon 1 did not hire NES teachers and justified that teachers could use online resources to help their students master English proficiency. Chon 2 decided to hire someone who looked native. These insights were unique in the literature but are problematic in several ways. Clearly, the school cares more about the school image than education, so they hired foreign national teachers with stereotyped Anglophone resembles. Having NES teachers may attract parents to enroll their children in the school, but the school should not hide that it hires foreign national teachers who are not NES. Future research should join this sphere of inquiry by exploring school directors' decisions to hire foreign teachers. Some critical questions guiding future research may include: What are essential qualifications being prioritized? How do they decide to hire NES or NNES? What do they think about students' outcomes after hiring a particular group of teachers?

Finally, we found that the narrative inquiry design helped us find "untold" stories of hiring foreign national teacher practices in Thai schools where hiring "someone who looked like a

native" materialized. This untold story is a troubling concern, which could not be obtained from the indirect approach of language attitudes (e.g., verbal disguise test) or the direct approach (e.g., survey). Future research may use qualitative approaches to explore language attitudes since they yield richer data. However, the interpretation of the findings in this study should be conducted with caution. We do not intend to claim that all school directors in Thailand held the standard language and native speakerism ideology. Neither did we claim causal relationships between school directors' lived experiences, their attitudes toward Global Englishes, and hiring foreign national teachers' practices, given the limitation of qualitative narrative inquiry. We hope these three stories will raise awareness of scholars and policymakers to urgently educate school directors about the global spread of English and its impact on ELT. We believe such intervention will align ELT with the sociolinguistic reality of English users outside of the classrooms.

CONCLUSION

Research on language attitudes towards Global Englishes is a growing phenomenon in the literature, especially teachers and learners. It is obvious that many research studies have explored teachers' and learners' attitudes toward Global Englishes. It is time we extended this line of research to different groups that are involved in ELT practices. This study initiated an attempt to push language attitude research in a different direction by exploring Thai school directors' views and perceptions towards Global Englishes and connected this research line with the literature on hiring foreign national teachers. Utilizing a narrative inquiry research design, it was found that the school directors developed a standard language and native speakerism ideology early when they were English learners, and they brought these ideologies with them to manage the schools. Our study supports the idea that the standard language and native speakerism ideology is long-lasting among students and the current profession – school directors. Our study points out the necessity of involving school directors when considering the Global Englishes paradigm. It is hoped that future research in other contexts considers exploring school directors' attitudes toward Global Englishes and designing induction programs to equip school directors with the knowledge and competence to bring change in ELT classrooms to correspond to the sociolinguistic reality of English users in the globalized world. We hope to raise awareness that it is our students' learning that matters more than the school image.

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