

Expatriate Native English Speaking Lecturers in a Thai University Context: Privileged or Underemployed?

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Abstract

This case study explores the working condition of expatriate native English speaker lecturers at a higher educational institution in Thailand regarding the extent of their workplace support and how they perceive the support given. Primary and secondary data from expatriate lecturers ($n=8$) and administrators of the context ($n=4$) demonstrate that being an ideal model for language production does not always make native English speaker lecturers a more privileged professional group than non-native speakers. The findings also point to the risk of their underemployment in three aspects: quality of their professional learning and teaching, support system, and sustainability. The expatriate participants reveal that the potential underemployed work conditions are in line with their expectations. It could be concluded that it is not only the policies that determine the working conditions and the lecturers' opportunities for involvement in the organization's policy consideration but also the lecturers who have chosen to disengage.

Introduction

Regardless of the shift in paradigm in the language teaching profession of English as an International Language (Jenkins, 2006; Matsuda, 2012, 2022; McKay; 2018), native English speaking teachers (NESTs) have, in many contexts, been valued as the ideal model for language production and repositories of cultural information (Holliday, 2006; Kirkpatrick, 2010). This group of teachers, therefore, has been considered a more privileged professional group than non-native speakers (Mahboob et al., 2004; Sung, 2014; Walkinshaw & Oanh, 2014). Regarding the privilege of their language and culture, these expatriate teachers have been offered teaching positions in every level of education including university, regardless of their academic qualifications. This is particularly true in Asian contexts where English teachers are often idealized on the basis of their race (Bernstein & Woosnam, 2019; Rivers & Ross, 2013). Due to the demand for English native speakers as a standard of grammar and pronunciation, studies of their professional experience are still relevant. In addition, native English speakers who work outside their resident countries are typically viewed and discussed in the literature in comparison with the non-native teachers. They have long appeared in debates of English language teaching, particularly from the 1980s to the 1990s in discussions of their language proficiency, teaching qualifications, professional skills, and experience (e.g. Medgyes, 1992; Phillipson, 1992). This interest has led to an abundance of articles and books dealing with NESTs versus Non-NESTs dichotomy. In recent years, debate has faded following the conclusion that these two groups are no longer considered different or, for that matter, clearly distinguishable (Paikeday, 1985). Accordingly, this study focuses on native English speakers teaching in a Thai university in view of their expatriate worker aspects rather than the nativeness of their language or culture.

Scope of the study

Taking Paikeday's (1985) perspective (the native speaker is dead) into consideration, the present article aims to look at NESTs from an expatriate academic employee's angle rather than to compare them with

Non-NESTs. Much of the literature on expatriates focuses on top managers, executives and middle managers who work in multinational business organizations (e.g., Patel et al., 2022; Van Der Laken et al., 2018). Little attention has been paid to those in educational contexts, specifically higher education. This study aims to fill this gap and shed some light on a specific group of expatriate English as a Foreign Language (EFL) lecturers in Thailand. Research on expatriates is often context-specific in its nature (e.g., McKenna, 1999). This study follows a case-study research paradigm in collecting data from expatriate native EFL lecturers at a Thai university ($n=8$) as well as the administrators within the study context ($n=4$). In this particular case, the administrators refer to lecturers who perform executive roles such as director and vice directors.

These participants ($N=12$) were asked to complete a questionnaire regarding the level of workplace support; the lecturers were then interviewed about their experience regarding this support. Written documents related to recruitment policies and management policies were also collected. The researcher employed grounded literature from the field of teacher professional development (Harvey, 2013) to frame the construction of data collection tools and the analysis of the obtained data. The current work contributes to the field of language teaching and higher education by exploring the working condition and workplace support of a group of expatriate university EFL lectures in Thailand within two aspects:

1. The extent of workplace support and working conditions as perceived by administrators and a group of expatriate EFL lecturers at a university in Thailand; and
2. The opinion of this specific group of expatriate EFL lecturers towards the support given by their workplace.

Related Literature

Expatriate aspects of NESTs

Issues on expatriate workers typically appear in literature within the field of Human Resource Management rather than Education (e.g., Patel et al., 2022; Van Der Laken et al., 2018). The literature mainly mentions trends in the global economy that has led to an increasing number of multinational business organizations where executives and

managers experience international relocation (e.g., Andresen et al., 2018; Weisheit, 2018). The individuals that spend part of their working life abroad are referred to in the literature as either organizational expatriates (OEs) or self-initiated expatriates (SIEs). The more traditional type is the OEs, which refer to workers who are dispatched by their home organizations to international posts (Peltokorpi & Jintae Froese, 2009). Instead of being assigned by their company, some individuals make the decision to work abroad on their own. This group is recognized as self-initiated expatriates (Lee, 2005; Peltokorpi & Jintae Froese, 2009). This internationalization trend is not only confined to business professions, but also to educational. The field of Language Education has been similarly experiencing an increasing international mobility. In countries where English is not the workers' first language, there has been an increasing demand by the government that the education sector produces graduates who are competent in English for work (Abe, 2013; Zein, 2016). English is thus viewed less as an optional subject, but more as a core skill for Asian students (Kirkpatrick & Bui, 2016). This economic trend coupled with the belief that a native speaker is an ideal model for language production has led to a higher demand for native English speaking expatriates.

Latest estimates indicate that there are 100,000 English teaching positions job available annually in the Asian market (Van Tol, 2016). In addition, more than 15,000 native English speaking teachers leave the UK each year to join an international school abroad (Ferguson, 2018). According to data requested by Reuters from the Higher Education Statistics Agency HESA.L., the number of UK and EU graduates moving to Asia has increased by 25% since 2008 (Eisenhammer, 2012). Despite this growing numbers of native English speaker EFL/ESL teaching positions in the Asian context, English language teachers in Thailand are still in short supply (Bernstein & Woosnam, 2019; Wongsothorn, 2004; OECD/UNESCO, 2016). These aforementioned reports signify a rising trend of self-initiated expatriate EFL teachers in Thailand.

Self-initiated expatriate native English speaking teachers

Self-initiated expatriates (SIEs) are mentioned in the literature as a homogeneous group of expatriates. They are commonly treated as a broad population of those who choose to work outside their mother

countries despite notable differences in careers. Much literature has been devoted to studies on SIEs in the business sector, but little of this is valid for those in the academic organization (Lee, 2005). Amongst the limited amount of literature on self-initiated expatriates, Danisman (2017) distinguishes expatriate academics as “a specific type of expatriates who seek job opportunities in universities in locations outside their home country” (p.4). The researcher further notes a distinctive characteristic of the academic expatriates in their self-directed intention to work abroad. They are not transferred by any home organization but decide independently to pursue a career path outside their country. Accordingly, it must be noted that academic SIEs are distinct from organizational expatriates or expatriates in general. However, there is yet to appear any literature specifically discussing aspects of these self-initiated English speaking expatriates. This once again underscores the gap in this field of research.

Workplace support: Sessional-staff standards for good practice

In order to systematically identify the SIE native English lecturer participants’ perception towards workplace support, this study employs the Australian sessional staff standards framework (Harvey, 2013). From the preliminary data collection period, the researcher learned that SIE English teachers are treated differently from the local staff. The major difference is that these native English lecturers are not given a tenure contract. Their privilege of being the language owner typically applies only to the initial stage of their employment. They are treated like sessional staff to some degree. This is why the sessional staff standards framework was applied. This framework suggests three guiding principles as the focus. The three principles include (1) quality learning and teaching, (2) support for staff and (3) sustainability. These three principles serve as a guide for developing a questionnaire, interview questions, and conducting an analysis of the data for this current study.

Methodology

To provide in-depth analysis and reveal a more complete picture of SIE English lecturers’ perceptions towards workplace support, the researcher employs a case-study approach to conduct the study. A case

study is appropriate for this study because it employs multi-perspectival analysis meaning “that the researcher considers not just the voice and perspective of the actors, but also of the relevant groups of actors and the interaction between them” (Neergaard & Leitch 2015, p. 28). Accordingly, the researcher collected the data from both the SIE native English lecturers ($n=8$) and the surrounding influences, in this case, the administrators ($n=4$).

This study also employs the combination of qualitative and quantitative data collection tools and analysis techniques for the purposes of breadth and depth of understanding and corroboration (Creswell, 2011). The strength of this research approach “enables the researcher to gain a holistic view of a certain phenomenon or series of events and can provide a round picture since many sources of evidence were used” (Noor, 2008, p. 1603). By following this research approach, a researcher can use any data collection tool that properly responds to the research questions and objectives. Furthermore, this research design helps reduce weaknesses of a single methodology and the researcher’s subjectivity derived from personal interpretations (Creswell, 2011).

In order to explore how expatriate EFL lecturers working in a public university in Bangkok perceive their workplace support and professional development opportunities, data were collected from both primary and secondary sources as part of the research design. The primary data for the study were gathered through questionnaires and semi-structured interviews with lecturers and administrators. With the workplace’s permission, secondary data were derived from documents such as recruitment policies, lecturer appraisal forms and management policies. These data collection tools and procedure were reviewed and approved by the university committee to ensure that this research conformed to the ethical standards expected by the study context (a public university in Thailand).

Questionnaires

Two different sets of the questionnaire were adapted from sessional-staff standards framework (BLASST, 2013) and sessional-staff standards for good practice (Harvey, 2013). The first targets individual expatriate EFL lecturers and the second is for the administrators. The two versions are slightly different in terms of word choice in referring to the

respondents (the lecturer and the administrator). The questionnaire consists of two parts. The first part contains fill-in-the-blank items (9 items in the lecturer-version and 4 items in the administrator-version) aiming to obtain participants' background information, such as their role in the workplace, job responsibilities, teaching experience, educational background, and professional learning experience. The second part consists of 17 5-point Likert-scale items. These items explore the perceptions of expatriate EFL lecturers in a Thai Higher Education context towards their workplace support along three principles (1) quality learning and teaching, (2) support for expatriate staff, and (3) sustainability. The first principle, quality learning and teaching, has an emphasis on two criteria (1.1) engagement with ongoing professional development in learning and teaching and (1.2) maintenance of a teacher role and a disciplinary expert. The second principle, support for teaching staff, consists of two criteria (2.1) opportunity to become familiar with policies and procedures that affect teaching practice and (2.2) communication with the institution and other staff. The final principle, sustainability, focuses on (3.1) opportunities to provide feedback to the workplace and course coordinators.

Both expatriate lecturer participants and administrator participants were given two options for completing this questionnaire: a paper-based version or an internet-based version, according to their preference. The internet-based questionnaire was provided through a professional online survey software, Qualtrics. This software has recently gained acceptance and popularity among behavioural science and other academic researchers. A number of statistical analyses performed with Qualtrics have been cited in several academic journals (Beymer et al., 2017; Macalister, 2018). In order to answer the questions, the respondents (expatriate EFL lecturers and administrators working in a Thai university) were invited and directed to a website at which the questionnaire could be found. The respondents were provided with a password to access the questionnaire to prevent irreverent and random respondents.

Semi-structured Interview

The researcher followed the notions of a semi-structured interview (Merriam, 2009) to outline and to develop the interview questions. A set of open-ended interview questions was developed as an interview guide.

It included both flexibly worded and structured questions with the assumption that individual participants had their own unique experience. The semi-structured interview could provide a clear set of instructions for interviewers and offer reliable and comparable qualitative data (Cohen & Crabtree, 2006). This technique is also believed to “allow the voices of the teachers themselves to be heard and to explore in some detail their own perceptions of their working lives, something that is difficult to do in survey-based research.” (Johnston, 1997, pp. 689-690). To address each research question and link each individual interview to the overall research focus, semi-structured interview method was employed as one means of data collection tools in this study. Following the principles of semi-structured interviews, the researcher-as-interviewer, outlined and developed a set of interview questions in advance. The set of interview questions served as a guideline to ensure that all relevant topics were covered. In each actual interview, the order and wording of the questions varied among the participants.

The participants of this study were provided options through with they preferred to be interviewed. The options consisted of a face-to-face or telephone interview. The telephone interview has certain benefits when compared to the traditional face-to-face interview. One of the inevitable benefits is that it is cost effective. Another benefit of this interviewing option is that it allows the participants to feel more relaxed when posed a sensitive question. Irvine et al. (2013), Sturges and Hanrahan (2004) and many others have proven that there are no noticeable differences between responses given through face-to-face interviews and telephone interviews. Moreover, research has found the similarities in the quality, nature and depth of responses (Sturges & Hanrahan). Accordingly, this particular study employs both face-to-face and telephone interview as its data collection tools.

Written documents

The researcher collected written documents as a secondary data source because it helped to understand the study context by representing naturally occurring phenomena without any influence from the researcher (Jorgensen, 1989). Additionally, this secondary source of data is especially valuable when the research topic is considered highly inconsistent and too complex to observe or too sensitive to ask about

directly (Angrosino, 2007). Therefore, documents such as recruitment policies, lecturer appraisal forms and management policies were collected throughout the process of data collection, and used to provide further details towards the nature of expatriate lecturers working conditions. With consent from the investigated context, the researcher is allowed to utilise this data during the data analysis process to analyse each research question from a variety of perspectives. This set of data cannot be in part or in whole be published or circulated and is to be kept encrypted for a period of one year following the completion of this study.

Assessment of data collection tools

The questionnaire items and interview questions were IOC (index of item-objective congruence) rated to assure their validity. The consistency between the question items and research objectives was checked by five experts who hold PhDs in Education, Language Education, and English Literature. Subsequently, these two data collection tools were piloted with 7 expatriate university lecturers working in different Thai universities as well as 7 university administrators and policymakers to test for its reliability. All of these lecturers share comparable nature with the participant lecturers working at SOLAR University (a pseudonym of the study context) in terms of employment contracts and job descriptions. It can be confidently argued that the data obtained from this questionnaire are indicative of the lecturers' perspectives toward certain aspects of working conditions of expatriate lecturers in a Thai higher educational context, as the Cronbach's alpha-coefficient of each questionnaire item was over .71.

Data analysis

Both quantitative and qualitative data analyses were used with the data gathered for this research. First, statistical analyses on the questionnaire were performed using Qualtrics to identify the extent to which the participating lecturers reported receiving support from their workplace. Second, all the qualitative set of data (audio records of interviews and information from written documents) were transcribed and analysed with Strauss and Corbin's (1998) open and axial coding techniques. Under Strauss and Corbin's analytical approach, open coding

was firstly performed to dissect a large amount of textual data into manageable groupings. To open code the data, the researcher employed BLASST (2013) criteria for standard practice to sessional lecturers. At the later stage, the axial coding process was performed in order to restructure what Strauss and Corbin called “fractured data” (data under each category) in meaningful ways. Then, the researcher revisited all categories to consider the connections amongst categories as well as between a particular category and its subcategory. Accordingly, the categories were rearranged and presented with respect to how they helped answer the research questions.

Participants and context

For this study, self-initiated expatriate English as a Foreign Language (EFL) lecturers refers to a group of expatriate native English speakers seeking teaching positions in a university located outside their home country, specifically, Thailand. The expatriate participant lecturers ($n=8$) were responsible for teaching EFL course(s). The rest of the participants ($n=4$) were also EFL lecturers who performed executive roles (e.g., head of programs, vice director of academic affairs, director of the institute) at the language institute of SOLAR University (pseudonym), a renowned and QS ranking university in Thailand. SOLAR University is a public research university in Thailand offering undergraduate, graduate, and postgraduate programs in various fields (e.g., medical, sciences, engineering, management, social sciences, education, humanities, and arts). The main task of the language institute of the university is to provide English language instruction (Foundation and ESP courses) for students throughout their years of study. At the time of the study, the total number of expatriate EFL lecturers working at the language institute of this university was fifteen. All of them were invited; eight agreed to participate. All administrators and policymakers of the study context ($n=8$) were also invited to participate; four of them agreed to take part. Table 1 summarizes the demographic information of the participants of this study.

Table 1

Participants Demographic

8 Expatriate native English-speaker lecturers	Participant ID	Age	Contract	Length of working experience in this workplace (Years)	Teaching load (hours/week)
	AM10	51-55	1 Year	>16	>9
AM11	56-60	1 Year	>16	>9	
AM12	41-50	1 Year	11-13	>9	
AM13	31-35	1 Year	7-10	>9	
AM14	31-35	1 Year	1-3	>9	
AM15	41-50	1 Year	4-6	>9	
AF16	36-40	1 Year	11-13	>9	
AF17	51-55	1 Year	11-13	>9	

4 Administrators	Participant ID	Role	Status	Experience in a particular role (Years)
	PF18	Vice Director		Current
Former				6
PF19	Head of Foundation Course	Current	1.25	
PM20	Director		Current	0.4
			Former	6
PF21	Director	Vice Director	Former	3
			Former	5

All of the participants were invited to join this study with the recognition of two main ethical concerns: their right to know (informed consent) and their right to privacy (anonymity and confidentiality). Since this research aimed to gain deeper understanding of a particular type of cases (expatriate EFL Lecturers in Thai university) and not to generalize the findings (Ishak & Abu Bakar, 2014) the participants were recruited to the study through purposive sampling.

Findings

Workplace support and work condition of expatriate lecturers in a Thai higher educational context

In essence, interview data, statistical data, and available written documents (e.g., recruitment policies, lecturer appraisal forms and management policies) suggested that there was limited workplace support for the self-initiated expatriate EFL lecturers in many significant

areas, namely: (1) quality learning and teaching, (2) sustainability, and (3) support system. The expatriate lecturers responded to the questionnaires, and indicated that in their job description there was no detailed statement about the specific skills required for their teaching job ($M = 3.75$, $SD=0.43$). Many of the participants revealed through the interview that their workplace failed to clearly articulate the skills required from them to carry out their teaching role (e.g. teaching expertise, skills, and experience). They particularly noted that there was no formal job description provided. When asked to explain how they knew what to do, one expatriate lecturer stated the following:

There is no proper job description. It was a broad description of our jobs here. ...We rather learned what we should do partly by asking around. And if no one said anything about it, I assumed that what I was doing was right. Most of the time we learned what to teach at the beginning of the semester: the pre-semester meeting. Sometimes, we get in contact through emails. (AM15, interview)

Consistent with the interview data, the analysis of the written documents available revealed the lack of workplace support in the learning and teaching aspect. When asked if structured, systematic, and accessible professional development options were in place for them, the participating lecturers also indicated disagreement ($M=3.13$, $SD=0.59$). Additionally, data from the written documents along with the administrators' interviews similarly indicated that their professional development opportunities were very limited. The aforementioned statistical values were obtained from the participants' responses to the 5-point Likert-scale items indicating their degree of agreement (5 = Strongly Disagree and 1 = Strongly Agree). Further details regarding quantitative data indicating workplace support towards quality learning and teaching can be found in Appendix A.

In addition to the quality of teaching and learning aspect, participants were also asked to describe the workplace support system in general work-related aspects. According to the interviews and written documents, the researcher noticed that the rights and responsibilities of lecturers were not thoroughly communicated. Furthermore, when asked if they were provided with contractual arrangements specifying tasks, responsibilities, hours of work, and payment procedures, most of the

participants' responses leaned towards disagreement ($M=3.63$, $SD=0.48$; $M =3$, $SD=1.22$, see Appendix B, item 12), despite the consistent and transparent recruitment process and reliable payroll system (Appendix B, item 7,8,9,13).

Regarding the sustainability aspect, there was no recognition or reward for their efforts. Expatriate lecturers and the administrator disagreed ($M =4.50$, $SD=0.50$; $M =4.25$, $SD=1.3$, see Appendix C, item 14) with the statement that there were special categories of teaching awards that existed for the expatriate lecturers. One administrator shared their opinion in the interview session as follows:

In case they perform well, they will be rewarded with some better teaching schedule or more interesting subjects to teach in the following terms. (PM20, interview)

The expatriate lecturers' opinions captured through the interviews was in line with their administrators', as can be seen in the statement below:

Hmm, it's hard to say. There is no actual reward or the teaching excellence scheme when you perform well. But maybe there is. I can sense that if we [expatriate lecturer] did well, there will be more chances that we can teach more extra courses which mean some extra money in rewards. Maybe that can be considered a reward in a way. (AM13, interview)

Available written documents similarly indicated the lack of policy concern towards the sustainability of the expatriate lecturers' good performance. Both primary and secondary sources of data also showed limited number of opportunities for the expatriate lecturers to be involved in the teaching and learning-related decision-making processes ($M =2.50$, $SD=0.50$; $M =2.75$, $SD=0.43$, see Appendix C, item16), as can also be detected from the following interview excerpt:

Right, they [the workplace] called for some meetings and asked for our opinion on things, like the new book. Apart from that, we are not much involved in the decision-making process. Mostly, they just informed us when any changes are coming. (AM11, interview)

It was also found that these lecturers had never been appointed to any management level positions. Instructor, proofreader, and editor have always been their main responsibilities. However, the researcher could not gauge the expatriate lecturers' disapproval regarding this situation through either qualitative or quantitative sources of data. Their desire to be given such opportunities was undetectable.

The opinion of expatriate lecturers towards provided support

When asked to describe how the participants felt towards such limited support from the workplace, these self-initiated expatriates (SIEs) indicated no sign of disappointment or grievance. Six out of eight participant lecturers further stated that they were at a certain comfort level rather than frustrated. The following interview extract is one example of how the SIEs felt when experiencing less structure in terms of the job description and vague information about their rights and responsibilities:

Actually, I am fine with it [having no job description]. I found it pretty relaxed and we can be a bit laid back. No one is going to look over your shoulder and judge you. (AM10, interview)

It can be said that the actual situation of SIE lecturers in this specific higher educational context was complicated. The sense of comfort revealed through the interview contradicted the fact that their roles were being undervalued in the workplace (i.e., the absence of recognition and rewards).

Discussion and Conclusion

Consistent with the previous study on SIEs in different industries (Kawai & Mohr, 2017), lower quality of employment (compared to the local staff), lack of job autonomy, and the absence of recognition were evidenced in a Thai higher educational context. These aforementioned conditions were described as distinctive characteristics of underemployment by several social psychologists and organizational behavior researchers (e.g., Khan & Morrow, 1991; Virick & McKee-Ryan, 2018). This underemployment situation of SIE lecturers in a specific Thai

academic context was highly similar to what was found amongst hundreds of self-initiated expatriates (N=302) in 39 different Asian organizational settings (Lee, 2005). Previous research (Mottaz, 1986; Patel et al., 2022) cautioned that the SEIs working under these conditions could potentially exhibit negative attitudes towards their careers which could then lead to alienation and poor quality of work. However, what was found in the Thai context was not entirely in line with the literature.

The SIEs who chose to work in a Thai academic organization revealed that the aforementioned work conditions were what they had already expected. Through the interviews, they expressed that they preferred this particular laid-back atmosphere and having low responsibility at work (See AM10, interview quotation on page 339). (Please note that this attitude was gleaned from the SIE participants who had been working in a particular Asian workplace for over a decade on average; being localized may alter their attitudes and expectations of work). In this specific context, it was not only the administrators that determined the lecturers' working conditions and the opportunities to become involved in organizational policy consideration —but also the lecturers who chose to disengage. It could be further highlighted that, under this specific Thai educational context, being an ideal model for language production and repositories of cultural information (Holliday, 2006; Kirkpatrick, 2010) did not make the SIE native English speaker lecturers a more privileged professional group than the non-native one. It could thus be deduced that the working conditions of the expatriate lecturers in this specific higher educational context was influenced by the lecturers' own job expectations and the employment policy, rather than the lecturers' privilege derived from being an owner of their culture and language.

Contribution

The findings of this study are highly beneficial to academic organizations which employ SIEs, specifically to those in Asian contexts. Since it was notable that the expatriate lecturers in Thai and other Asian contexts (Lee, 2005) were risking being underemployed and under-supported, this current study sheds light on specific areas that expatriate lecturers were lacking. In this specific Asian context, the SIE lecturers experienced the absence of policy consideration in three crucial aspects

(BLASST, 2013; Hattam & Weiler, 2022) which are quality learning and teaching, a support system, and sustainability.

In addition, this study provides new insights regarding expatriates' expectations from their jobs. The unique finding that this specific group of expatriates in a Thai context did not feel uncomfortable towards their underemployed working condition highlights that the expatriates' perceptions regarding their rights, roles, and workplace support, are very context specific. Therefore, administrators, policymakers, and employers in similar work contexts should not revise employment policies or make any decisions concerning the inclusion of diverse groups of the workforce without properly investigating the actual needs of individual groups. The question of SIE academic workforce inclusion in decision-making processes should be studied on a case by case basis in the actual context. This is also true for the degree of inclusion. In addition, the matter of whether the SIEs at this particular Thai university had a negative attitude towards their workplace policy should not overcloud the fact that they are potentially facing underemployment. This paper accordingly cautions Thai higher education institutions and involving stakeholders that a reconsideration of the support given to this group of lecturers may be in order as they have an impact upon students' learning that is as equally significant as the local teaching faculty.

Finally, with a continuing demand for English native speaker SIEs in Asia, educational organizations in each region need to systematically and effectively manage their SIEs in a strategic way to help them achieve their best teaching practice. Educational administrators or employers should systematically ensure that responsibilities assigned to their SIE lecturers are suitable for their knowledge and expertise, as well as rewarding. The employers of academic SIEs should be aware that tasks that are vague in focus and description could lead to employees' frustration that may eventually contribute to a perception of underemployment or an impression of a laid-back-working environment which could subsequently be harmful to students' learning.

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About the Author

Preechaya Mongkolhutthi: An Assistant Professor at the Language institute, Thammasat University, Thailand. She holds a PhD in Education from the University of York. Her research is in the area of Professional Studies with a specific focus on Professional Development for, and Workplace Relationship of, English language teachers in Higher Educational context. Her current research focuses on workplace culture and professional development opportunities of diverse groups of English language teachers in Thailand and marginalised groups (Expatriate lecturers and non-contract lecturers).

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Appendix A

Learning and Teaching

			Expats	Admins		
Aspect 1: Quality Learning and Teaching	Criteria 1: Articulating employment and educational skills	1. Detailed statements from the institution about the skills required (e.g., teaching expertise, qualifications, and/or experience) are included in my job description.	(1)Strongly Agree	0	1	
			(2)Agree	0	0	
			(3)Neutral	2	3	
			(4)Disagree	6	0	
			(5)Strongly Disagree	0	0	
			SD	0.43	0.87	
			Mean	3.75	2.5	
			2. Minimum qualifications are detailed in my job description (i.e. bachelor's degree as a minimum requirement for teaching undergraduate courses, a master's degree as a minimum for teaching postgraduate courses).	(1)Strongly Agree	1	0
				(2)Agree	4	4
				(3)Neutral	3	0
	(4)Disagree	0		0		
	(5)Strongly Disagree	0		0		
	SD	0.66	0			
	Mean	2.25	2			
	3. Expatriate lecturers' articulation of employment and educational skills proceed on a formal basis and is consistent across the institution.	(1)Strongly Agree	0	0		
(2)Agree		1	3			
(3)Neutral		4	1			
(4)Disagree		2	0			
(5)Strongly Disagree		1	0			
SD		0.85	0.43			
Mean	3.38	2.25				
Criteria 2: Available professional development in learning and	4. Structured, systematic, and accessible professional development options are in place for me as an expatriate lecturer.	(1)Strongly Agree	0	0		
		(2)Agree	1	4		
		(3)Neutral	5	0		
		(4)Disagree	2	0		

teaching	(5)Strongly Disagree	0	0
	SD	0.59	0
	Mean	3.13	2
	5. My professional development in learning and teaching is paid for.		
	(1)Strongly Agree	0	0
	(2)Agree	2	3
	(3)Neutral	6	1
	(4)Disagree	0	0
	(5)Strongly Disagree	0	0
	SD	0.43	0.43
	Mean	2.75	2.25
	6. The institution has a communication strategy that reaches all staff, including me.		
Criteria 3: Communication with expatriate lecturers	(1)Strongly Agree	0	1
	(2)Agree	7	3
	(3)Neutral	1	0
	(4)Disagree	0	0
	(5)Strongly Disagree	0	0
	SD	0.33	0.43
	Mean	2.13	1.75

Appendix B

Support System

			Expats	Admins	
Aspect 2: Support System	Criteria 1: Funding and resources for professional development	7. My professional development is adequately and always resourced through the funding model on an ongoing basis.	(1)Strongly Agree	0	0
		(2)Agree	2	2	
		(3)Neutral	4	2	
		(4)Disagree	2	0	
		(5)Strongly Disagree	0	0	
		SD	0.7	0.5	
		Mean	3	2.5	
		Criteria 2: Employment and recruitment procedures	8. Recruitment and appointment processes for me and other expatriate lecturers are consistent, transparent, and fair.	(1)Strongly Agree	1
(2)Agree	4	2			
(3)Neutral	3	1			
(4)Disagree	0	0			
(5)Strongly Disagree	0	0			

		SD	0.66	0.71
		Mean	2.25	2
	9. There are formal recruitment and appointment processes for me as an expatriate lecturer.	(1)Strongly Agree	0	4
		(2)Agree	4	0
		(3)Neutral	4	0
		(4)Disagree	0	0
		(5)Strongly Disagree	0	0
		SD	0.5	0
		Mean	2.5	1
	10. There are institutional recruitment and appointment policies and practices that refer specifically to me as an expatriate lecturer.	(1)Strongly Agree	0	2
		(2)Agree	0	2
		(3)Neutral	8	0
		(4)Disagree	0	0
		(5)Strongly Disagree	0	0
		SD	0	0.05
		Mean	3	1.5
Criteria 3:	11. Information about my rights and responsibilities is communicated.	(1)Strongly Agree	0	0
Expectations about rights and responsibilities		(2)Agree	0	2
		(3)Neutral	3	2
		(4)Disagree	4	0
		(5)Strongly Disagree	0	0
		SD	0.49	0.5
		Mean	3.57	2.5
	12. Information about my rights and responsibilities is communicated.	(1)Strongly Agree	0	0
		(2)Agree	0	2
		(3)Neutral	3	2
		(4)Disagree	4	0
		(5)Strongly Disagree	0	0
		SD	0.49	0.5
		Mean	3.57	2.5

Appendix C

Sustainability

			Expats	Admins	
Aspect 3: Sustainability	Criteria 1: Recognition and rewards	14. There are special categories of teaching awards exist for me as an expatriate lecturer.	(1)Strongly Agree	0	0
			(2)Agree	0	1
			(3)Neutral	0	0
			(4)Disagree	4	0
			(5)Strongly Disagree	4	3
			SD	0.5	1.3
	Mean	4.5	4.25		
		15. Teaching excellence by expatriate lecturers is recognised or rewarded.	(1)Strongly Agree	0	0
			(2)Agree	1	1
			(3)Neutral	2	0
			(4)Disagree	5	0
			(5)Strongly Disagree	0	3
			SD	0.7	0
	Mean	3.5	4.25		
	Criteria 2: Involvement in appropriate decision-making processes	16. The institution actively seeks input and incorporates feedback from me in decision-making processes.	(1)Strongly Agree	0	0
			(2)Agree	4	1
			(3)Neutral	4	3
			(4)Disagree	0	0
(5)Strongly Disagree			0	0	
SD			0.5	0.43	
Mean	2.5	2.75			
Criteria 3: Accurate data on staff	17. Information on me and other expatriate lecturers (e.g., the number, their qualification, contracts, and teaching performance) is officially collected and centrally located.	(1)Strongly Agree	0	1	
		(2)Agree	2	3	
		(3)Neutral	6	0	
		(4)Disagree	0	0	
		(5)Strongly Disagree	0	0	
		SD	0.43	0.43	
Mean	2.75	1.75			

