

Abstract

This study aims to investigate how the foreign English teachers express their self motivation and future aspiration about teaching English in Thailand, and further explore the teaching beliefs, culture and language ideology implicit in these teachers' attitudes.

In many countries where English is not a first language, great strides have taken in learning English as a second or foreign language. In the case of Thailand, in recent years many schools have started to hire foreign English speakers to teach Thai students the skill of speaking English. The participants in this study are five foreign English teachers including native and non-native English speakers, who are teaching English at a private school in Ratchaburi province of Thailand.

The Appraisal Framework conducted by J.R. Martin (2007) and others was applied to analyze the **attitude**, such as **affect** (people's feelings), **judgment** (people's character and behavior) and **appreciation** (the value of things), being conveyed in the discourse of the foreign English teachers in Thailand.

The findings of this study indicate the similarities and differences in these foreign English teachers' attitudes about their motivation, challenges and future aspiration of teaching in Thailand. The findings of this study also show these teachers' different teaching beliefs by looking into their classroom teaching approaches. Furthermore, the findings of this study reveal the culture and language ideology implicit in these teachers' perception of being a qualified English teacher in Thailand.