CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND

In Asian countries, team teaching is a relatively new educational phenomenon. It has currently become more prevalent throughout many countries including Thailand.

In Thailand, to help the students communicate with the world outside, many schools are moving towards a communicative approach in teaching a language which mainly emphasizes speaking and listening skills. The students will be exposed to either a second language or a foreign language through a wide variety of games, songs and challenging and interesting activities which give them a sense of fun and success in language learning.

According to team teaching, particularly teaching English as a foreign language (TEFL), usually one in the pair is a native speaking assistant of the target language (NSA). The main teacher, on the other hand, is more experienced and not a native speaker of the target language (NNSLT). This has gradually resulted in both native and Thai English teachers teaching as a team in the supplementary English classes in public and private schools.

Nakprasith School is one of several schools placing special emphasis on this new trend of language teaching. Since the academic year 2004, the school has a policy which promotes the use of communicative approach in teaching a second language. Consequently, supplementary English Classes called the Intensive English Program (IEP) have been added in the school syllabus.

Therefore, as I am a Thai teacher of English working in Nakprasith School, I would like to explore the problems of native and Thai English teachers when team teaching in supplementary English classes.

1.2 STATEMENT OF THE PROBLEM

The research questions are the following:

1.2.1 What are the problems of native English teachers when team teaching?

1.2.2 What are the problems of Thai English teachers when team teaching?

1.3 OBJECTIVES OF THE STUDY

This study consists of three main objectives as follows:

1.3.1 To find out the types of problems that native speaking English teachers have in team teaching

1.3.2 To find out the types of problems that Thai speaking English teachers have in team teaching.

1.3.3 To compare the similarities and the differences of problems that native and Thai teachers of English have in team teaching.

1.4 DEFINITIONS OF TERMS

Definitions of terms of this study are as follows:

"Opinion" refers to the individual response in positive and negative fashion towards team teaching.

"Problem" refers to any difficulties the teachers encounter in the teaching process.

"Supplementary English Class" refers to the class of Kindergarten 2 to Prathom 6 students who take an extra English program that stresses the skills of speaking and listening taught by native speakers of English and Thai teachers simultaneously. Kindergarten 2-3 and Prathom 3, 5, 6 students take a class once a week whereas the students of Prathom 1, 2, 4 study five times a week with five different English courses; standard, workbook, literature, activity and pronunciation.

"Team teaching" refers to native speaking teachers and Thai teachers teaching together in the language classroom.

1.5   SCOPE OF THE STUDY

Population

This study will be conducted with the subjects that are both native and Thai English teachers working for Speak Eazy Co., Ltd. in Nakprasith School only. The subjects of this study are 10 native and 10 Thai teachers of English in the 2006 academic year.

Limitations

Since the subjects employed in this study are from a single company working for a single school, Nakprasith School, the findings may not be generalized to other groups of people.

1.6   SIGNIFICANCE OF THE STUDY

1.6.1 The findings will raise the teachers' awareness of certain problems of team teaching so that they can develop or adjust their roles, teaching styles and strategies for supplementary English classes to get rid of those difficulties.

1.6.2 The findings will be useful for team teaching in the point of establishing a better relationship among teachers.

1.6.3 The findings may be beneficial for the company administrators in reminding them of some significant factors of team teaching problems and finding appropriate solutions to improve and form the teams. Students also benefit from the increased quality of the teaching.

1.7   ORGANIZATION OF THE STYDY

The research study in this paper is divided into five chapters.

Chapter One: Introduction of the research identifies the background of the research study, statements of the problem, objectives of the study, definitions of terms, scope of the study, significance of the study, basic assumptions and the organization of the study.

Chapter Two: Review of the related literature defines what team teaching is, types of team teaching, team teaching techniques for foreign

language teachers, potential advantages and disadvantages of team teaching and relevant research.

Chapter Three: Methodology describes the subjects, the materials, the procedures used in the collection and analysis of the data collected.

Chapter Four: Results shows the findings of the study.

Chapter Five: Conclusions, discussions and recommendations of the study presents a summary of the study and findings, discussions of the findings, conclusions and recommendations for further studies