

CHAPTER FOUR

RESULTS

The previous chapter explained the methodology of this study which covers the subjects, the materials, the procedures used in the data analysis. This chapter reports the results obtained from the data.

4.1 GENERAL INFORMATION

The general information covers eight main points. They are position, age, gender, the highest degree of education, English teaching experience, experience in team teaching, current level of teaching, and how long native English teachers have been in Thailand. The data was analyzed and presented as follows:

Table 1. Age of Native English teachers and Thai English Teachers

Age		Position		Total
		Native English teachers	Thai English teachers	
20-25	Number	4	7	11
	Percentage (%)	40%	70%	55%
26-30	Number	2	3	5
	Percentage (%)	20%	30%	25%
31-35	Number	2	-	2
	Percentage (%)	20%		10%
36-40	Number	1	-	1
	Percentage (%)	10%		5%
41-45	Number	-	-	-
	Percentage (%)			
46-50	Number	-	-	-
	Percentage (%)			
50 up	Number	1	-	1
	Percentage (%)	10%		5%
Total	Number	10	10	20
	Percentage (%)	100.00%	100.00%	100.00%

Table 1 showed that the age of four native English teachers was between 20-25 years. The age of the remainder varied as follows: 26-30 years, 31-35 years, 36-40 years and more than 50 years with the percentage of 20%, 20%, 10% and 10% respectively. Mostly, the age of the Thai English teachers was between 20-25 years with the percentage of 70%. The 30% of the rest were between 26-30 years.

Table 2. Gender of Native and Thai English Teachers

Gender		Position		Total
		Native English teachers	Thai English teachers	
Male	Number	5	3	8
	Percentage (%)	50%	30%	40%
Female	Number	5	7	12
	Percentage (%)	50%	70%	60%
Total	Number	10	10	20
	Percentage (%)	100.00%	100.00%	100.00%

Table 2 showed that of all ten native English teachers, five (or 50%) of the respondents answering these questionnaires were male and the rest of them were female native English teachers. From ten Thai English teachers, seven (or 70%) of the respondents answering these questionnaires were female and only three of them or 30% were male.

Table 3. The Highest Degree held by Native and Thai English Teachers

The Highest Degree of Education		Position		Total
		Native English teachers	Thai English teachers	
B.A	Number	9	9	18
	Percentage (%)	90%	90%	90%
M.A	Number	-	1	1
	Percentage (%)		10%	5%
Others	Number	1	-	1
	Percentage (%)	10%		5%
Total	Number	10	10	20
	Percentage (%)	100.00%	100.00%	100.00%

Table 3 showed that there were nine native English teachers, or 90%, had a bachelor's degree. Only one native English teacher had a diploma in HNC. This was similar to the Thai English teachers. Nine (or 90%) of them had a bachelor's degree in English and other fields. Only one Thai English teacher had a master's degree in TEFL.

Table 4. English Teaching Experience of Native and Thai English Teachers

English Teaching Experience.		Position		Total
		Native English teachers	Thai English teachers	
Less than one year	Number Percentage (%)	4 40%	7 70%	11 55%
1-3 years	Number Percentage (%)	3 30%	1 10%	4 20%
4-6 years	Number Percentage (%)	3 30%	2 20%	5 25%
Over 6 years	Number Percentage (%)	-	-	-
Total	Number Percentage (%)	10 100.00%	10 100.00%	20 100.00%

Table 4 showed that four (or 40%) of the native English teachers had taught English for less than one year. The remainder had taught English in the range of 1-3 years and 4-6 years with the percentage of 30% and 30% respectively. Seven (or 70%) of the Thai English teachers had taught English for less than one year. The others had taught English between 1-3 years and 4-6 years with the percentage of 10% and 20% respectively.

Table 5. Native and Thai English Teachers' team teaching experience

Experience in team teaching		Position		Total
		Native English teachers	Thai English teachers	
Less than one year	Number Percentage (%)	5 50%	4 40%	9 45%
1-3 years	Number Percentage (%)	4 40%	4 40%	8 40%
4-6 years	Number Percentage (%)	1 10%	2 20%	3 15%
Over 6 years	Number Percentage (%)	-	-	-
Total	Number Percentage (%)	10 100.00%	10 100.00%	20 100.00%

Table 5 showed that 50% of the native English teachers had experience in team teaching for less than one year. Four of them had 1-3 years and only one person represented the range of 4-6 years. Thai English teachers who had experience in team teaching for less than one year and 1-3 years showed an equal percentage of 40%. Two Thai English teachers had experience for 4-6 years.

Table 6. Current Level of teaching by Native and Thai English Teachers

Current Level of teaching		Position		Total
		Native English teachers	Thai English teachers	
Kindergarten 1-3 years	Number Percentage (%)	-	-	-
Prathom 1-6 years	Number Percentage (%)	8 80%	4 40%	12 60%
Both	Number Percentage (%)	2 20%	6 60%	8 40%
Total	Number Percentage (%)	10 100.00%	10 100.00%	20 100.00%

Table 6 showed that there were eight native English teachers (80%) who taught prathom1-6. Only two native English teachers (20%) taught both

kindergarten 2-3 and prathom1-6. On the other hand, 60% of Thai English teachers taught at both levels. The rest of them taught only prathom1-6.

Table 7. Length of time of Native English Teachers as resident in Thailand

Length of time as resident in Thailand		Position
		Native English teachers
Less than one year	Number Percentage (%)	2 20%
1-3 years	Number Percentage (%)	3 30%
4-6 years	Number Percentage (%)	1 10%
Over 6 years	Number Percentage (%)	4 40%
Total	Number Percentage (%)	10 100.00%

Table 7 showed that four (or 40%) of the native English teachers have been in Thailand over 6 years. The length of time of the remainder as a resident in Thailand varied as follows: less than one year, 1-3 years and 4-6 years with the percentage of 20%, 30%, and 10% respectively.

4.2 OPINIONS

A Five-Point Likert Scale (Kumar, 1999) was used to rank the degree of opinions of native and Thai English teachers toward the problems of team teaching in the supplementary classes. The mean score is categorized into five groups as follows:

Opinion	Mean range
Strongly agree	4.21 - 5.00
Agree	3.41 - 4.20
Undecided	2.61 - 3.40
Disagree	1.81 - 2.60
Strongly disagree	1.00 - 1.80

Group Statistics

Problems	Items	Group	N	Mean	Std.Deviation	Std.Error Mean
COMMUNICATION				2.74 2.92	1.13157 1.12428	.35783 .35553
	one	native thai	10	2.70	1.252	.396
			10	3.50	1.354	.428
	two	native thai	10	2.50	1.179	.373
			10	3.00	1.333	.422
	three	native thai	10	3.10	1.287	.407
			10	3.00	1.247	.394
	four	native thai	10	2.60	1.506	.476
			10	2.80	1.135	.359
	five	native thai	10	2.80	1.476	.467
			10	2.30	1.160	.367
CULTURE				3.60 3.90	1.07497 .65828	.3393 .20817
	six	native thai	10	3.80	1.135	.359
			10	3.90	.876	.277
	seven	native thai	10	3.40	1.174	.371
			10	3.90	.876	.277
TEACHING				2.26 3.46	.64874 .69351	.20515 .21931
	eight	native thai	10	3.40	1.350	.427
			10	4.30	.675	.213
	nine	native thai	10	1.80	1.229	.389
			10	3.00	1.247	.394
	ten	native thai	10	2.20	.919	.291
			10	3.50	.850	.269
	eleven	native thai	10	2.30	1.337	.423
			10	3.20	1.229	.389
	twelve	native thai	10	1.89	1.453	.484
			10	4.00	.943	.298
	thirteen	native thai	10	2.00	1.155	.365
			10	3.10	.994	.314
ROLE	fourteen	native thai	10	2.00	1.555	.365
			10	2.90	.994	.314
	fifteen	native thai	10	2.50	1.179	.373
			10	3.70	1.059	.335
				3.10 3.50	.56765 1.29207	.17951 .40859
	sixteen	native thai	10	4.00	1.054	.333
			10	3.89	.601	.200
	seventeen	native thai	10	2.20	1.033	.327
			10	3.11	1.054	.351

EVALUATION				2.50 3.70	1.269 1.160	.401 .367
	eighteen	native thai	10 10	2.50 3.70	1.269 1.160	.401 .365
CLASSROOM MANAGEMENT				2.70 3.55	.58689 .59861	.18859 .1893
	nineteen	native thai	10	3.50	.707	.224
			10	4.20	.632	.220
	twenty	native thai	10	2.00	.876	.277
			10	2.90	.994	.314
	Total	native thai	10 10	2.66 3.41	.61656 .54023	.19497 .17084

The aspect of Communication (Item 1-5)

Item 1 shows that on average the opinion of the native English teachers ($X = 2.70$, $SD = 1.252$) was undecided whether they sometimes cannot understand everything that their co-teacher says, whereas the Thai English teachers agreed with this statement ($X = 3.50$, $SD = 1.354$).

Item 2 shows that on average the native English teachers ($X = 2.50$, $SD = 1.179$) disagreed that they sometimes cannot communicate what they want to say or express some ideas clearly to their co-teacher, whereas the Thai English teachers were undecided ($X = 3.00$, $SD = 1.333$).

Item 3 shows that on average the opinion of the native English teachers ($X = 3.10$, $SD = 1.287$) and that of the Thai English teachers ($X = 3.00$, $SD = 1.247$) were undecided whether their co-teacher sometimes cannot understand something they say.

Item 4 shows that on average the opinion of the native English teachers ($X = 2.60$, $SD = 1.506$) and that of the Thai English teachers ($X = 2.80$, $SD = 1.135$) were undecided about their co-teacher sometimes misinterprets their verbal cues while leading the class.

Item 5 shows that on average the opinion of the native English teachers ($X = 2.80$, $SD = 1.476$) was undecided whether their co-teacher sometimes misinterprets their gestures while leading the class, whereas the Thai English teachers disagreed with this statement ($X = 2.30$, $SD = 1.160$).

The aspect of Culture (Item 6-7)

Item 6 shows that on average the opinion of the native English teachers ($X = 3.80$, $SD = 1.135$) and that of the Thai English teachers ($X = 3.90$, $SD = .876$) agreed that conducting the class can be greatly affected by the cultural differences.

Item 7 shows that on average the opinion of the native English teachers ($X = 3.40$, $SD = 1.174$) and that of the Thai English teachers ($X = 3.90$, $SD = .876$) agreed that it is quite difficult for a native speaking teacher to understand the differences in culture, particularly if teachers are new here.

The aspect of Teaching (Item 8-15)

Item 8 shows that on average the native English teachers agreed that their co-teacher and they need time for preparing and talking together about the lesson. ($X = 3.40$, $SD = 1.350$) and the Thai English teachers strongly disagreed with this statement ($X = 4.30$, $SD = .675$)

Item 9 shows that on average the native English teachers ($X = 1.80$, $SD = 1.229$) strongly disagreed that sometimes their co-teacher does not give them enough opportunity to teach in class and the Thai English teachers ($X = 3.00$, $SD = 1.247$) were undecided.

Item 10 shows that on average the native English teachers disagreed that sometimes their co-teacher and they have a conflict concerning their beliefs and teaching methodologies ($X = 2.20$, $SD = .919$), whereas the Thai English teachers agreed with this statement ($X = 3.50$, $SD = .850$).

Item 11 shows that on average the native English teachers disagreed that in the classroom, their co-teacher is likely to draw students' attention to him/her only ($X = 2.30$, $SD = 1.337$), whereas the Thai English teachers were undecided ($X = 3.20$, $SD = 1.229$).

Item 12 shows that on average the native English teachers disagreed that their co-teacher does not try and work hard to do his/her job sometimes ($X = 1.89$, $SD = 1.453$), whereas the Thai English teachers agreed with this statement ($X = 4.00$, $SD = .943$).

Item 13 shows that on average the native English teachers ($X = 2.00$, $SD = 1.155$) disagreed that sometimes their idea is not acceptable. Their co-teacher

insists on doing what he/she planned, whereas the Thai English teachers ($X=3.10$, $SD=.994$) were undecided.

Item 14 shows that on average the native English teachers ($X=2.00$, $SD=1.155$) disagreed that there are differences in personality between their co-teacher and they can lead to ineffective teaching, whereas the Thai English teachers ($X=2.90$, $SD=.994$) were undecided.

Item 15 shows that on average the native English teachers ($X=2.50$, $SD=1.179$) disagreed that sometimes they feel unhappy or uncomfortable to teach with the assigned co-teacher, whereas the Thai English teachers ($X=3.70$, $SD=1.059$) agreed with this statement.

The aspect of Respective Role (Item 16-17)

Item 16 shows that on average the opinion of the native English teachers ($X=4.00$, $SD=1.054$) and that of the Thai English teachers ($X=3.89$, $SD=.601$) agreed that the native speaking teacher has the dominant role in the language teaching classroom.

Item 17 shows on average the native English teachers disagreed that the division of individual roles in the class for their co-teacher and they are unclear ($X=2.20$, $SD=1.033$), whereas the Thai English teachers were undecided ($X=3.11$, $SD=1.054$).

The aspect of Evaluation (Item 18)

Item 18 shows that on average the native English teachers ($X=2.50$, $SD=1.269$) disagreed that they sometimes disagree with their co-teacher on evaluating and giving grades to their students, whereas the Thai English teachers ($X=3.70$, $SD=1.160$) agreed with this statement.

The aspect of Classroom Management (Item 19-20)

Item 19 shows that on average the opinion of the native English teachers ($X=3.50$, $SD=.707$) and that of the Thai English teachers ($X=4.20$, $SD=.632$) agreed that their co-teacher should be stricter in controlling the class.

Item 20 shows that on average the native English teachers disagreed ($X=1.90$, $SD=.876$) that their co-teacher cannot deal well with the problems occurring in the class, whereas the Thai English teachers were undecided ($X=2.90$, $SD=.994$).

In conclusion, the overall opinion of the native English teachers is at the level of “undecided” with the total mean score of 2.66. Mostly, they are undecided with the problems in terms of communication on the average of 2.74. The problems which are significantly relevant to culture show the highest mean of 3.60. The overall opinion of the Thai English teachers, however, is at the level of agreement with the total mean score of 3.41. Mostly, they agree with the problems in terms of culture, teaching, evaluation, and classroom management on the average of 3.90, 3.46, 3.70 and 3.55 respectively. Their opinion toward the problems of culture also shows the highest mean of 3.90.

In the open-ended questions, there were 80% of native and Thai English teachers gave their opinion and suggestions for team teaching improvement. Native English teachers pointed out that they can benefit from working with their co-teacher in countless ways, such as well-rounded lessons, partnership, sharing ideas and experiences, learning Thai, and culture exchange, etc. Team teaching can also be improved by open communication and less Thai translation. Similarly, the Thai English teachers think that they can gain more knowledge of cultural differences and teaching experience. English language development is also included. To improve team teaching, they suggested that their teaching partner should not be too serious in the classroom.

The findings of the study will be summarized and discussed in the next chapter.