

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, a summary of the findings, discussions of the problems of team teaching, conclusions, and recommendations for further research.

5.1 SUMMARY OF THE STUDY

5.1.1 Objectives of the Study:

- 1) To find out the types of problems that native speaking English teachers have in team teaching.
- 2) To find out the types of problems that Thai speaking English teachers have in team teaching.
- 3) To compare the similarities and the differences of problems that native and Thai teachers of English have toward team teaching.

5.1.2 Subjects, Materials, and Procedures

The subjects of this study were 10 native and 10 Thai English teachers at Speak Eazy Co., Ltd. working in Nakprasith School in the 2006 academic year. To meet the objectives, the instruments used were questionnaires covering close-ended questions, open-ended questions, and a Five-Point Likert weighted scale (Kumar, 1999). The statistical devices used were frequency and percentage to describe the findings of the personal information of the respondents. The opinion of the subjects towards the problems of team teaching was ranked by a Five-Point Likert scale and the results shown in arithmetic mean and standard deviation.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 General Information

The subjects were 10 native and 10 Thai teachers of English. For native English teachers, 50 % of the respondents were male and 50% were female, whereas 70% of Thai English teachers were female and only 30 % were male.

The native English teachers were different in ages. Nevertheless, most of them were aged between 20-25 years with the percentage of 40%. The majority of Thai English teachers were also aged between 20-25 years with the percentage of 70% and only 30 % of them were 26-30 years.

90 % of the native English teachers had a bachelor degree in one of several fields such as TEFL, American-British studies, International Relations, psychology and computer science. Only 10% of them had a diploma in HNC community work. 90% of the Thai English teachers had a bachelor degree in English or in various fields such as economics, tourism and marketing. One of them (10%) had a master degree in TEFL.

For English teaching experience, 40% of the native English teachers had taught English less than one year and the rest had taught English between 1-3 years and 4-6 years with the percentage of 30% and 30% respectively. 70% of the Thai English teachers had taught English for less than one year. The rest had taught English between 1-3 years and 4-6 years with the percentage of 10% and 20% respectively.

The majority of the native English teachers had experience in team teaching for less than one year. Similarly, most Thai English teachers had team teaching experience less than one year.

Most of the native English teachers taught prathom 1-6 with the percentage of 80%. In contrast, most Thai English teachers taught their students at both kindergarten 2-3 and prathom 1-6 levels

Most of the native English teachers have been in Thailand over 6 years. The remainders have been in Thailand between 1-3 years and 4-6 years

with the percentage of 30% and 10% respectively. 20% of them have been in Thailand less than one year.

5.2.2 Opinions

Six aspects which are communication, cultural differences, teaching, roles, evaluation and classroom management are taken into consideration to analyze the findings. It is found that native English teachers do not have problems in terms of communication, whereas the major problem of Thai English teachers is that they sometimes cannot understand everything that their co-teacher says (Item 1) with the highest mean score of 3.50

Native English teachers, in terms of culture, thought that conducting the class can be greatly affected by the cultural differences (Item 6) with the maximum mean score of 3.80. The response from Thai also confirmed this with the maximum mean score of 3.90.

Mostly, native English teachers do not seem to have problems in terms of teaching. However, they need time for preparing and talking together with their co-teacher about the lesson (Item 8). Thai English teachers agreed with this on the highest mean score of 4.30. Moreover, Thai English teachers agreed that sometimes their co-teacher and they have a conflict concerning their beliefs and teaching methodologies (Item 10) and their co-teacher does not try and work hard to do his/her job (Item 12). Also, they felt unhappy or uncomfortable to teach with the assigned co-teacher (Item 15).

Native and Thai English teachers do not have problems in terms of roles. They agreed that native speaking teachers have the dominant role in the language teaching classroom (Item 16) with the maximum mean score of 4.00 and 3.89 respectively. Furthermore, native English teachers disagreed that the division of individual roles in the class are unclear (Item17), whereas Thai English teachers were undecided about it.

In terms of classroom management, native and Thai English teachers agreed that their co-teacher should be stricter in controlling the class (Item19) with the highest mean score of 3.50 and 4.20 respectively. However, native English teachers disagreed that their co-teacher cannot deal well with the

problems occurring in the class (Item 20), whereas Thai English teachers were undecided about it.

In summary, the overall opinion of the native English teachers was at the level of undecided with the total mean score of 2.66. Mostly, they were undecided with the problems in terms of communication on the average of 2.74. The problems which were significantly relevant to culture show the highest mean of 3.60. The overall opinion of the Thai English teachers, however, was at the level of agreement with the total mean score of 3.41. Mostly, they agreed 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.

5.3 DISCUSSIONS

Some aspects concerning general information and the opinion of native and Thai English teachers towards team teaching in the supplementary classes are discussed in this section.

5.3.1 It is apparent that the opinion of native and Thai English teachers are not significantly different in terms of communication, culture, and roles. In general, they do not have any problems in terms of communication and roles. They can communicate with their teaching partner successfully, understanding each other's gestures and verbal cues. Further, they agreed that the main role of teaching in the language classroom should be the native speaking teacher's responsibility and the division of individual roles in the class is also clear. However, the majority of the native and Thai English teachers agreed that the cultural differences have an effect on conducting the class. Furthermore, it is quite difficult for a native speaking teacher to understand Thai ways, particularly if that person is new. For example, new native English teachers use their feet to point to materials while they are teaching or they probably let the students touch their head or climb on their back during games. Obviously, these actions are unacceptable in Thai culture. Therefore, they should be informed immediately and given more training about Do's and Don'ts in the classroom in Thailand. Also the administrator should realize that matching new native speaking teachers with new

Thai teachers can create tension because neither person knows what to do or expect from the other; differences, whether cultural or personal, which can influence the class, should be discussed formally prior to teaching.

5.3.2 The overall mean score of the opinion of native and Thai English teachers are significantly different in terms of teaching, evaluation, and classroom management.

On average, the native English teachers do not have any problems in teaching at all. Nevertheless, one problem, which is the biggest for them, lies in this aspect because they need much more time to talk and prepare the lesson with their co- teacher. Thai English teachers strongly agree with this statement. As the information reported previously shows, most native and Thai English teachers rarely have the experience in team teaching as well as in English teaching so they feel that they can gain more confidence in teaching and also be able to work best by planning with their co-teacher before class. Goetz (2000) stated that team members should meet daily or weekly to make important decisions about: (1) what will be presented (the units, lesson objectives) and in what order, (2) how the material is to be presented (to a large or small group presentation), and (3) who is to present the information. Most of the Thai English teachers agreed that sometimes their co-teacher and they have a conflict concerning their beliefs and teaching methodologies. For example, an experienced Thai English teacher knows that running games can help motivate the younger learners to learn English attentively, whereas a new native English teacher might disagree and prefer to play board games because they are afraid that the class becomes noisier and harder to control. Consequently, they should work out together how to compromise and find the way to meet the consensus. However, personal conflicts, whether they are gender-based or cultural should have no place within the classroom. Despite differences of opinion, they should remain respectful and professional toward the other in the classroom. Moreover, some of the teachers felt unhappy or uncomfortable to teach with the assigned co-teacher. They thought that the class may not be conducted smoothly since they were not familiar with each other' style. The two teachers should have a chance to establish a good rapport based on mutually respect and to know each

other's personality. It is essential that a teacher training program (ice-breaking activity) should be arranged once a semester or at least once a year not only to get them to know more about each other, but also to improve the quality of teaching methods.

In terms of student

opinion may mainly come from a personal point of view. These varying perspectives may lead to unfairness for the students. For example, native English teachers prefer to give a good grade to the students they like, or see only the intellect of students, not their behavior or perseverance, when making assessments. The evaluation of students' work should be done precisely not randomly. To prevent a bias, Benoit & Haugh (2001) suggested that teachers should keep up with frequent check of how their students are progressing and change things that are not working as they go along. Furthermore, they can have a mutually agreed upon criteria by working together on evaluation. The Thai English teacher, for example, records the student participation in a grading book or makes notes of which the student respond, while the native teacher asks a student to answer a question.

In terms of classroom management, most of the native and Thai English teachers feel that their team member should be stricter in controlling the class. The gender of teachers will most likely also play a factor here. It was seen that with a larger ratio of female native and Thai English teachers at Speak Eazy Co., Ltd. in Nakprasith School, the class can be disorderly in stead of being disciplined. Benoit& Haugh (2001) stated that some students may attempt the 'divide' and 'conquer' strategy, making requests of a teacher who is perceived as the 'softer' of the team teaching pair. Mostly, students view the female teacher as the softer, while the male teacher is perceived as an enforcer. Thus the team teachers should talk and make a complete agreement together so as to support each other in front of students appropriately. Furthermore, to deal with the disruptive students, they need to establish a set of rules and agree on what types of behaviors are permissible and what types of consequences are unacceptable in the classroom. It is very helpful for team teachers to cooperate with the principal or the vice-principals in case of over control situations. There

are also considerable cultural differences between native and Thai English teachers that require explicit discussion. Team teachers, particularly new native teachers, find themselves frustrated in the position of controller without the guidelines telling them about what kind of behaviors students can do or can not do.

5.4 CONCLUSIONS

This study has revealed the opinion of native and Thai English teachers towards the problems of team teaching in the supplementary classes. The results indicate that the opinion of these two groups is relatively the same in communication, cultural differences, and role. Native and Thai English teachers do not have any problems in terms of communication and roles. Nevertheless, most of them agree that culture can be the problem for their team. In contrast, their opinion is significantly different in terms of teaching, evaluation, and classroom management. The overall opinions of native English teachers disagree that teaching, evaluation, and classroom management seem to be a problem but the Thai English teachers considered all the aspects mentioned above as the problems within their team. Evaluation, which seems to be the biggest problem, should be meaningful, fair, and reliable. The findings, more or less, would be beneficial to stimulate the teachers' awareness of certain significant factors of team teaching problems. It is essential that the company offers an orientation session for team teachers to introduce new culture and new colleagues before the term starts. The team members should talk, set objectives, make assignments, and prepare the lesson together. Also, they need to discuss and make a list of what constitutes unacceptable classroom behavior by students in order that they can react at that point properly.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for further research.

5.5.1 Further research should be conducted with subjects from higher levels

5.5.2 Further research should be done with a larger size so that it may be applicable to team teaching in many schools.

5.5.3 Further research should be conducted on deeper investigation of the aspects that are significantly different.

5.5.4 Further research should be conducted to determine how the collaboration of native and Thai English teachers impact on themselves and their students.