ผลของการสอนแบบร่วมมือของครูภาษาอังกฤษชาวไทยและชาวต่างประเทศในการสอนแบบเน้นงานที่มีต่อความสามารถในการพูดภาษาอังกฤษและความคิดเห็นที่มีต่อการสอนแบบร่วมมือของนักเรียนมัธยมศึกษาตอนปลาย

นางภัทรานีร์ เวก้า

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ
ภาควิชาหลักสูตร การสอน และเทคโนโลยีการศึกษา คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2553

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

# EFFECTS OF TEAM TEACHING OF THAI AND FOREIGN TEACHERS OF ENGLISH IN TASK-BASED INSTRUCTION ON ENGLISH ORAL COMMUNICATION ABILITY AND OPINIONS ABOUT TEAM TEACHING OF UPPER SECONDARY SCHOOL STUDENTS

Mrs. Pattaranee Vega

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum, Instruction and Educational Technology

Faculty of Education

Chulalongkorn University

Academic Year 2010

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|---|---|
| Thesis Title | EFFECTS OF TEAM TEACHING OF THAI AND FOREIGN TEACHERS OF ENGLISH IN TASK-BASED INSTRUCTION ON ENGLISH ORAL COMMUNICATION ABILITY AND OPINIONS ABOUT TEAM TEACHING OF UPPER SECONDARY SCHOOL STUDENTS |
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| Field of Study | Teaching English as a Foreign Language |
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ภัทรานีร์ เวก้า : ผลของการสอนแบบร่วมมือของครูภาษาอังกฤษชาวไทยและชาวต่างประเทศในการสอนแบบเน้นงานที่มีต่อความสามารถในการพูดภาษาอังกฤษและความคิดเห็นที่มีต่อการสอนแบบร่วมมือของนักเรียนมัธยมศึกษาตอนปลาย. (EFFECTS OF TEAM TEACHING OF THAI AND FOREIGN TEACHERS OF ENGLISH IN TASK-BASED INSTRUCTION ON ENGLISH ORAL COMMUNICATION ABILITY AND OPINIONS ABOUT TEAM TEACHING OF UPPER SECONDARY SCHOOL STUDENTS) อ. ที่ปรึกษาวิทยานิพนธ์หลัก : รศ.ดร.สุมาลี ชิโนกุล, 211 หน้า.

การวิจัยนี้มีวัตถุประสงค์เพื่อ(1) ศึกษาผลของการสอนแบบร่วมมือระหว่างครูภาษาอังกฤษชาวไทยและชาวต่างประเทศในการสอนแบบเน้นงานที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลาย (2) ศึกษาความคิดเห็นเกี่ยวกับการสอนแบบร่วมมือ กลุ่มตัวอย่างประกอบด้วย นักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนนวมินทราชินูทิศ หอวังนนทบุรี จำนวน 40 คน การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ สถิติที่ใช้ในการวิเคราะห์ คือ Wilcoxon signed-rank test เพื่อหาความแตกต่างระหว่างคะแนนเฉลี่ยก่อนและหลังเรียนจากแบบทดสอบการพูดภาษาอังกฤษแบบคู่ขนาน ใช้ค่ามัชฌิมเลขคณิต ความถี่ เปอร์เซ็นต์ ในการวิเคราะห์ความคิดเห็นของนักเรียนเกี่ยวกับการสอนแบบร่วมมือจากแบบสอบถาม และใช้การวิเคราะห์เนื้อหารายงานข้อมูลจากคำถามแบบปลายเปิดและจากการสัมภาษณ์นักเรียน

ผลการวิจัยพบว่าคะแนนเฉลี่ยของนักเรียนจากแบบทดสอบการพูดภาษาอังกฤษหลังการทดลองสูงกว่าคะแนนก่อนการทดลองอย่างมีนัยสำคัญทางสถิติที่ระดับ ($p \leq .05$) นักเรียนได้แสดงความคิดเห็นเกี่ยวกับการสอนแบบร่วมมือว่าช่วยให้บรรยากาศในการเรียนสนุกสนาน ทำให้นักเรียนมีส่วนร่วมในการเรียนมากขึ้นทั้งยังได้รับการดูแลช่วยเหลือจากครูเป็นรายบุคคลเพิ่มขึ้น และนักเรียนแสดงความคิดเห็นว่าครูทั้งสองคนมีบทบาทเท่าเทียมกันในชั้นเรียน

ภาควิชา หลักสูตร การสอนและเทคโนโลยีการศึกษา ลายมือชื่อนิสิต .....

สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ลายมือชื่อ อ.ที่ปรึกษาวิทยานิพนธ์หลัก .....

ปีการศึกษา 2553

## 5083374827 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE
KEYWORDS : TEAM TEACHING / THAI AND FOREIGN TEACHERS / ENGLISH ORAL COMMUNICATION ABILITY /

PATTARANEE VEGA : EFFECTS OF TEAM TEACHING OF THAI AND FOREIGN TEACHERS OF ENGLISH IN TASK-BASED INSTRUCTION ON ENGLISH ORAL COMMUNICATION ABILITY AND OPINIONS ABOUT TEAM TEACHING OF UPPER SECONDARY SCHOOL STUDENTS. THESIS ADVISOR : ASSOCIATE PROFESSOR SUMALEE CHINOKUL, PH.D., 211 pp.

The objectives of this study were to: (1) investigate the effects of team teaching of Thai and foreign teachers of English in task-based instruction on upper secondary school students' English oral ability; and (2) explore students' opinions about team teaching. The samples were 40 Mathayomsuksa 4 students who studied at Nawamintharachinuthit Horwang Nonthaburi School, Nonthaburi province. The experiment lasted for 12 weeks. The Wilcoxon signed-rank test was employed to investigate the differences between the pretest and posttest mean scores evaluated by two parallel sets of English oral/speaking test. Students' opinions about team teaching were analyzed by arithmetic mean, frequency, and percentage. Content analysis was used to report on the results of open-ended responses and learner interviews.

The findings of the study revealed that students' posttest mean scores were higher than those of the pretest at a significant level $p \leq .05$ (one-tailed). Students reported that the team teaching of Thai and foreign teachers in task-based instruction was lively and enjoyable. Students' involvement and teachers' support were promoted. And the team teachers were perceived as equal.

Department: Curriculum, Instruction, and Educational Technology Student's signature _____

Field of Study: Teaching English as a Foreign Language Advisor's signature _____

Academic Year: 2010

## ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my thesis advisor, Associate Professor Dr.Sumalee Chinokul for her valuable opinions, suggestions, and support.

Also, I would like to thank my thesis committee members, Dr.Jutarat Vibulphol and Dr.Tanisaya Jariyasin for their valuable guidance to complete my thesis. I am also indebted to Associate Professor Dr. Jamie Wallin, Assistant Professor Dr. Chansonglod Kajaseni, and Director Son Sriboonruang, Ms.Renu Krutthai, and Ms.Somprasong Tintamora who contributed their mentorship and directions to me during my graduate study.

I am also thankful to my classmates, Mr. Vorapol Mahakeaw, Mr. Kimcheang Hong, Mr.Denchai, Prabjandee, Ms.Keerati Supatkul, and Mr. Sira Bhumadahana for their friendship and encouragement.

Additionally, special thanks to all of my colleagues and students at Nawamintharachinuthit Horwang Nonthaburi for their support and understanding along the process.

Furthermore, grateful acknowledgement for proofreading my work goes to Mr. Peter A. Leonard.

Last, I am thankful for my mother, Mrs. Daras Khongklam, my sister, Ms. Petcharanon Khongklam, and my husband, Mr. Carlos Vega, for their unconditional love for me throughout my life.

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# CHAPTER I

# INTRODUCTION

## Background and Statement of the Problem

As today's economy depends greatly on worldwide competition, and for any country to be competitive globally, it is essential to promote its people to be competent communicators in English language since it earns the status as the global means of communication. In the midst of this social change, English oral communication ability is very advantageous. As business grows increasingly on global level, students are in need of English oral communication skills if they are to be successful in the job market.

In Asia in particular, Liu (2007), the first nonnative English speaking president of Teachers of English to Speakers of Other Languages (TESOL), gave an insight into how Asian countries should approach English language teaching and learning within the global English context. He stated that English language teachers in Asia need to train their students with the ability to communicate and to introduce their culture to show their ability to the outside world. Taking that into account, English language teachers in Asia are no longer producing a small number of students. They are producing a massive number of students who need to be able to understand, master, and use English as the tool to reach out. Most importantly, the fellow English teachers need to produce users of the language, not just learners. This also means that the model has shifted from an emphasis on linguistic forms to communication abilities.

The education system of Thailand has also seen the significance of enhancing students' English communication abilities. The Basic Education Core Curriculum (2008) clearly envisions the characteristics of Thai learners not only as fully committed and responsible Thai citizens, but also as members of the world community. In so doing, their English communication abilities need to be developed and enhanced. Such priorities are consistent with the first and the fourth strands of foreign language learning area standards of learning, namely, "Language for communication" and "Language and its relationship to communities and the world". The emphasis has been placed on communication abilities, primarily oral communication.

Furthermore, a number of researchers have brought to light the magnitude of English oral communication ability. Nunan (1991) and Liang (2003) pointed out that English oral communication ability illustrates success in mastering an English language. Sumitra Angwatanakul (1997) and Tsai (2006) pointed out that oral communication ability provides a foundation for the development of other language skills. Before students achieve ability in reading and writing, oral language is one of the most important means of learning and acquiring knowledge.

Despite the fact that English oral communication ability has emerged as the new focus in language instruction, as early as in 1976 (Wilkins, 1976), and the emphasis has been placed in the Basic Education Core Curriculum (2008) as discussed earlier, a study has shown that Thai upper-secondary school students lacked English oral communication ability (Chukwan Rattanapithakthada, 2001). This echoes the recent report from the English Language Development Center (Ministry of Education, 2008) in the survey on needs of Thai government officers. The findings

demonstrated that English oral communication ability was the first priority for which they requested more training.

When oral communication is the integral part of English language instruction, it is crucial that English language instruction enhances students' delivery skills, increases students' confidence, and develops students' cross cultural communication (Thornbury, 2005). In order to meet these goals, Thailand and many Asian countries have initiated projects and operational plans to improve their learners' English oral communication ability. One of the most prominent projects is recruiting and employing foreigners so as to provide authentic language input to EFL classrooms, facilitate cross-cultural communication, enhance students' English ability, and promote local teachers' professional development (Piengjai Sukharoach, et al., 2007; Carless, 2002, 2004; Lai, 1999; Tajino and Walker, 1998).

Within such projects, there is potential for the complementarities of foreign and local English teachers' skills to be utilized profitably. A teaching team consisting of a foreigner and a local English teacher has become a common feature of schooling in the East Asia region, taken for example, the "Japanese Exchange and Teaching Program" (JET) in Japan and the "English Program in Korea (EPIK) in Korea. Ideally these projects aim at recruiting native speakers of English to bring with them standard and good models of English language use, and the ability to meet the learners' authentic need to communicate at elementary and secondary school levels. Unlike in Japan and Korea, the project in Hong Kong has been expanded to university level (Tsai, 2007).

Among many Asian countries employing both native and nonnative speakers of English to team teach with local English teachers, Japan was the first country that

initiated such projects (Tsai, 2007). Under the supervision of The Japanese Ministry of Education, Science, Sports and Culture, the Japanese Exchange and Teaching (JET) Program hired native speakers of English as assistant English teachers (AET) to team teach with Japanese teachers of English (JTE) in junior and senior high schools. The roles of the foreigners were to help Japanese teachers in preparing teaching materials, training Japanese teachers of English, and enhancing extracurricular activities (Tsai, 2007). There were many team teaching patterns practiced in Japan("Traditional Team Teaching", "Reverse Team Teaching", "Share Responsibility and Complement Each Other", and "Share Equal Roles"). The most widely adopted pattern was the "Traditional Team Teaching". The roles are divided into the leader and the assistant. The Japanese teacher of English is the leader and the native speaker is assigned as the assistant (Macedo, 2002).

Regardless of the arrangement of team teaching, a number of benefits of having a team of foreign and local teachers of English have been pointed out in many studies (Tsai, 2007; Carless, 2006: Richards and Farrell, 2005). First, a team teaching classroom motivates language learners to communicate in English more efficiently. In an EFL context where the English speaking environment is limited, foreigners provide authentic needs for learners to communicate. Second, having two teachers in a large class size of 40-50 students provides more teacher support and individual interaction with the teachers. Third, as local teachers are regarded as models of successful language learners, this therefore, inspires learners and helps them anticipate problems or challenges in learning.

Owing to the notable advantages of the recruitment and employment of foreigners to teach English in EFL classes above, "Nonthaburi Provincial

Administration Organization initiated the similar project namely “Nonthaburi Project”. The project first started in the year 2005. Nonthaburi Provincial Administration Organization consulted with “Chula Unisearch” of Chulalongkorn University in recruiting foreigners to teach English in every government school (both in primary and secondary level) in Nonthaburi Educational Service Areas as a way to bring authentic language input to EFL classrooms, increase learners’ motivation, facilitate cross-cultural communication, enhance students’ English ability, and promote local English teachers’ professional development (Piengjai Sukharoach, et al., 2007).

“The Nonthaburi Project” is considered beneficial for English language instruction. Every school in Nonthaburi province currently embraces foreigners from the project. Nonetheless, many issues have emerged over the past years. Based on a research study conducted by Piengjai Sukharoach and others (2007), it was revealed that most foreigners had difficulties in controlling class, and in co-operating with Thai teachers. Many lacked pedagogical knowledge and teaching techniques. And it was explicitly suggested that collaboration of foreign and Thai teachers should be enhanced in order to make more effective use of foreigners as well as to improve English instruction quality.

Regarding collaboration of two language teachers, Macedo (2002) found out that there were four main types of team teaching practiced in Japan. But only one team teaching type was considered as an ideal team teaching model. This was the “Share Equal Roles” model. In this type of team-teaching, the two team teachers share an equal amount of responsibilities and teach together in all stages of teaching procedures. He regarded this type as an ideal vision but with the potential to be the

most successful type. Macedo (2002) asserted that the team teachers in this type are considered the most effective and efficient teaching teams. But it was not widely adopted due to the difficulties in matching team teachers who share comparable backgrounds in qualifications, teaching experiences and personality.

Regardless of team teaching types, implementing team teaching provides a number of benefits. First, team teaching combines two teachers' expertise. Therefore learners can learn from each teacher's strengths through the planning and teaching lessons. Second, as one teacher does not share the learners' mother tongue, it provides an authentic situation for learners to communicate, thus learners' motivation is enhanced. Third, learners also benefit from having two teachers present in the class. They have two different models of language, depending on where the teachers are from. They experience two different styles of teaching. So, there is more opportunity for individual interaction with a teacher (Richards and Farrell, 2005).

Based on a number of benefits of team teaching pointed out by many scholars, it is worth incorporating team teaching in the classroom where task-based instruction is currently employed. By using task-based framework, this current study attempts to assign team teacher roles based on the principle of "Share Equal Roles" team teaching model proposed by Macedo (2002).

More importantly, regarding learners' opinions, previous studies have shown learners' positive opinions about both team teaching (Tsai, 2007; Richards and Farrell, 2005; Carless, 2002, 2004) and task-based instruction (Chinnapen Rattanawong, 2004; The Japanese Ministry of Education, Science, Sports and Culture, 1996). Taken for example, students reported that the classroom environment in team taught classes were enjoyable and lively and that the team teachers were likable

(Carless, 2002, 2004; The Japanese Ministry of Education, Science, Sports and Culture, 1996). In the studies exploring students' opinions about task-based instruction, the similar positive feedback and comments were also found in that students reported on enjoyable and fun in-class activities.

However, in Thailand, there have been a limited number of studies on guidelines of how to assign roles for the team teachers, and how to implement and process team teaching in English language instruction. For these reasons, it creates the needs for the researcher to study the effects of the team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability and to explore students' opinions about team teaching.

**Research Questions**

The present study attempted to answer the following research questions:

1. What are the effects of the team teaching of Thai and foreign teachers of English in task-based instruction on the students' English oral communication ability?

2. What are students' opinions about the team teaching of Thai and foreign teachers of English in task-based instruction?

**Research Objectives**

The purposes of this study were:

1. To study the effects of the team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability.

2. To explore students' opinions about the team teaching of Thai and foreign teachers of English in task-based instruction**.**

**Statement of Hypotheses**

Many past studies have shown positive effects of team teaching towards English proficiency and students' opinions (Tsai, 2007; Richards and Farrell, 2005; Carless, 2002, 2004).

First, it was revealed that team teaching of foreign and local teachers of English improved learners' English oral communication ability in that team teaching provided for the authentic needs for learners to communicate, more teacher support for learners and as the expertise of both teachers is combined, the team teaching lessons were designed more effectively (Anh and Chi, 2007; Carless, 2004; The Japanese Ministry of Education, Science, Sports and Culture, 1996).

Second, previous studies have shown positive opinions about both team teaching and task-based instruction in terms of lively and enjoyable classroom environment, fun and interesting activities and likeable team teachers (Tsai, 2007; Richards and Farrell, 2005; Carless, 2002, 2004) and task-based instruction (Chinnapen Rattanawong, 2004; The Japanese Ministry of Education, Science, Sports and Culture, 1996).

Finally, Richards and Farrell (2005) highlighted that in a successful team teaching, two teachers generally take equal responsibilities for the different stages of teaching process. Moreover, Macedo (2002) clearly stated that the "Share Equal Roles" team teaching model (SER) makes the most efficient team teachers. Therefore, the research hypotheses were as follows:

1. The mean scores of the posttest of English oral ability of students who receive team teaching of Thai and foreign teachers of English in task-

based instruction will be significantly higher than that of the pretest at the significant level of $p \leq 0.05$ (one-tailed).

2. Students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction will be positive at $\geq 3.50$.

**Scope of the Study**

1. The population for this study was upper-secondary school students of extra large scale schools in Nonthaburi province.

2. The variables in this study were as follows:

   a. Independent variable was the team teaching of Thai and foreign teachers of English in task-based instruction.

   b. Dependent variables were students' English oral communication ability and students' opinions about team teaching of Thai and foreign teachers of English.

3. The contexts in this study were as follows:

The English for communication course was a one credit school elective course aiming to enhance students' written and oral communication abilities. Students were taught by a team of Thai and foreign teachers of English through share equal roles team teaching model in task-based instruction. The theme topics were in line with the school curriculum from among those concerning: daily life, people, things, events, lifestyles, food and drink, work, personalities, relation with other people, people's appearances, places, travel, and robbery and crime. Teaching materials were selected to suit students' proficiency and interest by the two team teachers. This

course lasted 12 weeks. Students met two times a week (two consecutive periods of 50 minutes per week).

**Definitions of Terms**

**1. Team Teaching:** In this study, team teaching referred to the "Share Equal Roles (SER) model proposed by Macedo (2002). In the SER model, the team teachers generally take equal responsibilities in planning the lessons, delivering in-class instruction, and doing follow-up work of the English for communication course. During the in-class instruction, the roles are taken equally by using turn-taking which gives the two team teachers a fair chance to lead the lesson as the two teachers take turns to lead at different stages of the teaching process through a task-based framework (Willis, 1998): pre-task, task cycle, and language focus.

**2. Thai Teachers of English:** In this study, Thai teachers of English referred to those English teachers who are native Thai, and acquired English as a foreign language.

**3. Foreign Teachers:** In this study, foreign teachers referred to those English speaking foreigners who are either native or nonnative speakers of English and that their first language was not Thai.

**4. English Oral Communication Ability:** In this study, English oral communication ability referred to the oral communication ability of students measured by two parallel sets of oral/speaking test of Cambridge ESOL's First Certificate Examination (FCE) in the aspects of pronunciation and intonation, grammar, vocabulary, fluency, and interactive communication respectively.

**5. Opinions about Team Teaching:** In this study, opinions about team teaching referred to the students' opinions in three aspects: team teaching class,

students' roles and engagement, and team teachers' roles. Their opinions were measured by a team teaching questionnaire and a learner interview at the end of the course.

**6. Upper Secondary School Students:** In this study, upper secondary school students referred to Mathayomsuksa 4 students of Nawamintharachinuthit Horwang Nonthaburi School who studied in the English for communication course in the first semester of the academic year of 2010.

**Limitation of the Study**

The limitation in this study was a small sample size. Therefore, caution must be applied, as the findings might not be transferable to larger samples. In other words, the size of the sample limited the generalizability of this study.

**Overview of Chapters**

This study consists of five main chapters.

Chapter I presents the background of the current study. It includes statement of the problem, research questions, research objectives, hypotheses, and limitations of the study. Moreover, scope of the study and definitions of terms are described.

Chapter II reviews the underlying theoretical frameworks and previous research studies that are relevant to the study. The concepts discussed are categorized into two main areas including team teaching, and English oral communication ability.

Chapter III relates to the research methodology of the study. It covers the research design, context of the study, population and samples, research procedure, research instruments, and the methods of data collection and data analysis.

Chapter IV presents the results of the study in accordance with the research questions.

Chapter V includes the summary of the study, discussions, pedagogical implications and recommendations for teachers and further research studies.



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# CHAPTER II

# LITERATURE REVIEW

The review of the literature in this study on effects of team teaching of Thai and foreign teachers of English on English oral communication ability and opinions about team teaching of upper secondary school students includes different key aspects focusing in the study. These major parts are:

1. Team teaching
   - 1.1 Definitions and types of team teaching
   - 1.2 The guidelines used for successful team teaching
   - 1.3 Benefits of team teaching on the improvement of English oral communication ability
   - 1.4 Rationale for designing team teaching model
   - 1.5 Related studies in English team teaching
2. English oral communication ability
   - 2.1 Concept of English oral communication
   - 2.2 Teaching English oral communication
     - Task-based instruction
   - 2.3 Assessing English oral communication ability
   - 2.4 Related studies in developing English oral communication ability

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## Team Teaching

Team teaching as a form of teacher collaboration has long been implemented in education at all levels. It features teachers' collective efforts that aim to improve teaching quality as well as students' performances, sometimes synonymous with co-teaching or collaborative teaching. The five major aspects of team teaching relating to the study are described as follows.

### Definitions of Team Teaching

In order to provide the clearer background of the study, the term definitions of team teaching are compiled and presented as follows:

Many scholars have offered various definitions of team teaching. As early as 1970s, Quinn and Kanter (1984) defined team teaching as "simply team work between two qualified instructors who, together, make presentations to an audience". Later, Davis (1995) regarded team teaching in a broader sense as "all arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course". To be more specific, Tobin (Tobin et al., 2003) characterized team teaching as the involvement of two or more teachers whose primary concern is the sharing of teaching experiences in the classroom, and co-generative dialoguing with each other. He also asserted that team teachers should take collective responsibility for maximizing learning to teach or becoming better at teaching while providing enhanced opportunities for their students to learn.

In language education, in particular, definitions of team teaching were defined in different time. According to the Japanese Ministry of Education, Science, Sports and Culture (1994) the term team teaching used in the documentation to support the Japan Exchange and Teaching program scheme was characterized as: ''Any time two

or more teachers work together to guide an individual learner or a group of learners toward a set of aims or objectives, that type of teaching can be called team teaching''. Most recently, Richards and Farrell (2005) concisely described team teaching in language education as: "A process in which two or more teachers share the responsibility in a cycle of team planning, team teaching, and team follow- up".

**Types of Team Teaching**

After the various definitions of team teaching has been explored, the literature further reviews how different scholars classified types of team teaching.

To begin with, Quinn and Kanter (1984) classified team teaching into two broad categories based on the presence of the team members in classrooms. The first type was called "Category A". Quinn and Kanter (1984) explained that in this type of team teaching two or more teachers teach the same students at the same time within the same classroom. The second type was called "Category B". The team teachers in this category work together but do not necessarily teach the same groups of students nor teach at the same time.

Unlike Quinn and Kanter, Macedo (2002) reported on four types of team-teaching being currently practiced in English education in Japan based upon the extent to which the collaboration among the team teachers is. The four types of team teaching are: Traditional-style team-teaching (TTT), Reverse team-teaching (RTT), Share responsibility and complement each other, and Share equal roles.

1. Traditional-style team-teaching (TTT): Macedo (2002) further clarified that this TTT style is the most widely adopted team teaching arrangement in Japan. The roles are divided into the leader and the assistant. The Japanese teacher of English (JTE) is assigned as the leader and the Native speaker of English (NEST)is

assigned as the assistant language teacher (ALT). Macedo (2002) stressed that this arrangement received negative views from many ALTs. The ALTs often felt that they were treated “only as an assistant or an alternative to a tape-recorder”

2. Reverse team-teaching (RTT): In this second type, reverse team-teaching (RTT) was described as the reverse roles of the first type (TTT). The role of the leader is assigned to the ALT or NEST and the role of the assistant is assigned to the JTE. Macedo (2002) reported that this RTT type most likely to take place only when the ALT or NEST was employed full time.

3. Share responsibility and complement each other: In this pattern, the roles of ALT and JTE are almost equally shared as the two teachers are required in the same class. But, both have their own limitations. It was believed that only the JTE was qualified to teach grammar and the ALT was qualified to only train students speaking and listening skills. In other words, the JTE, to some extent, dominates the classroom as the JTE delivers the main instruction. The ALT complements the instruction by training speaking and listening skill. Macedo (2002) stated that this arrangement was commonly found in International schools and private schools in Japan.

4. Share equal roles: In this type, the roles of ALT and JTE are equally assigned. Macedo (2002) described that, both ALT and JTE are qualified to teach both grammar points and training listening and speaking. This was considered the most effective team teaching pattern. It provides students with the best opportunity to learn the English language. Macedo (2002) pointed out that the keys to successfully implement this equal roles type were five stages as outlined in Figure 2.1 below.

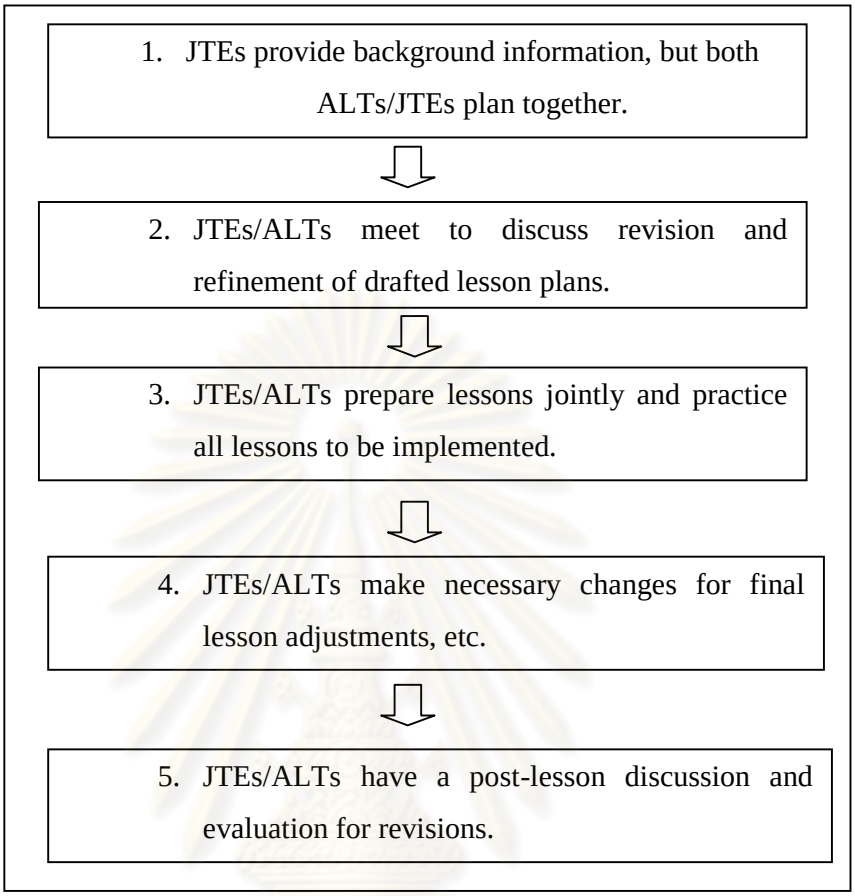


*Figure 2.1 Macedo's Keys to Successfully Implement Share Equal Roles Model*

In the following year, Friend and Cook (2003) categorized team teaching into six types based on the degree of collaboration and the roles each teachers were assigned to conduct as follows:

1. One Teach, One Observe: In this pattern, Friend and Cook (2003) described that one teacher would deliver the instruction while the other observes the class. Both teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. It

was revealed that the advantage in this pattern was that more detailed observation of students engaged in the learning process could occur.

2. One Teach, One Drift: In the second pattern, Friend and Cook (2003) described that one teacher would keep primary responsibility for teaching while the other teacher circulated through the room providing unobtrusive assistance to students as needed.

3. Parallel Teaching**:** In this pattern, Friend and Cook (2003) described that the teachers are both teaching the same information, but they divide the class group and do so simultaneously. In parallel teaching**, s**tudents have more supervision by the teacher and students' learning will be wholly facilitated.

4. Station Teaching: In pattern, it was described that teachers divide content and students. Each teacher then teaches the content to one group and then repeats the instruction for the other group.

5. Alternative Teaching: In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. In most class groups, occasions arise in which several students need specialized attention.

6. Team Teaching: In the last pattern, both teachers deliver the same instruction at the same time. Friend and Cook (2003) asserted that some teachers regarded to this as having "one brain in two bodies." Others called it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

In conclusion, based on the review of the literature, it was found that team teaching types were characterized based on these different dimensions which are

roles assigned to the teachers, presence of the team members, classroom organization, and the degree of the collaboration of the team teachers.

**Synthesis of Team Teaching Types**

In order to sum up the various types of team teaching, the synthesis of team teaching types was constructed by the researcher. It was revealed that, regardless of the names different scholars labeled each model, the various types of team teaching were essentially classified by the roles team teachers are sharing. Thus, it can be concluded that there are two major types of team teaching which are equal roles and unequal roles as shown in the following table.

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Table 2.1

*Synthesis of Team Teaching Types: Equal Roles and Unequal Roles*

| Equal Roles | Unequal Roles |
|---|---|
| **Parallel teaching**<br>Both teachers deliver the same instruction but divide the class into two equal halves, each taking responsibility for working with one half of the class. | **One teach, one observe, Team observing, Traditional style team teaching , Monitoring teacher**<br>One teacher is responsible for delivering instruction while the other observe both teacher and students. |
| **Station teaching**<br>Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. | **Traditional-style team-teaching, Reverse team-teaching)**<br>One teacher takes an instructional lead while the other circulates and assists the other teacher when necessary |
| **Shared equal roles**<br>Teachers take turns in leading discussions or both playing roles in demonstrations. Both teachers accept equal responsibility for the education of all students and are actively involved throughout the class period. | **One teach, one assist , One teach,**<br>**One drift, Supportive teaching, Complementary teaching )**<br>A technique in which one teacher takes an instructional lead while the other circulates and assists students when necessary. |
| | **Alternative Teaching , Differentiated Split Class**<br>The class is divided into two groups (big group –small group) according to a specified learning need. Each group is provided with instruction to meet that specified need. |

Based on Table 2.1, it was found that equal roles team teaching types include team teaching type four, five, and seven based on the equal amount of responsibilities and equal amount of students the team teachers share. While unequal roles team teaching types include team teaching type one, two, three, and six as it can be noticed that the responsibilities of the two teachers are unequal and /or the amount of students each teacher takes responsibility of is unequal in number.

**Guidelines Used for Successful Team Teaching in Language Instruction**

For team teaching to be successful, it is important for both teachers to have a strong sense of confidence in each other (Richards and Farrell, 2005). One survey of sixty language teachers who had experience with team teaching found that their greatest concern had to do with "trust and mutual respect" and that team teaching could only achieve its full potential if these were present (Bailey, Dale, and Squire, 1992). Team teaching should therefore be well coordinated so that students do not feel that the lesson is disjointed. It is also important for team members to be aware of each other's teaching style and to try to establish transitions between different styles. Team teaching with a colleague thus demonstrates the old saying "Two heads are better than one" if the teams are set up properly and each member knows and follows agreed-upon roles within the team (Richards and Farrell, 2005). The guidelines on how team teaching can be processed proposed by Richards and Farrell (2005) are outlined as follows.

1. Decide on the roles within a team teaching collaboration

Richards and Farrell (2005) pointed out that the success of any team teaching situation depends on the skills of the two teachers and how clearly they have

understood their roles within the team. In planning for team teaching it is important to be aware of the different types of teaching arrangements there are so that the two teachers can choose or adapt those that best suit their situation. The examples of different types of team teaching and their arrangements were discussed in the preceding section.

2. Delivering a team-taught lesson

It was revealed that the significant factor in team teaching is determining the responsibilities of each teacher during a lesson. The different teacher roles may lead to different responsibilities within the lesson. In some situation, both teachers have equal responsibilities within the lesson. However, this is not always the case, especially, if one teacher is less proficient in English than the other or if there are power differentials between the teachers (e.g., mentor/apprentice, or leader/participant). Responsibilities will also change depending on which type of collaboration both teachers have agreed upon, the lessons need to be jointly planned in advance and responsibilities assigned.

*Implementing Team Teaching in Language Instruction*

Based on Richards and Farrell (2005), it was identified that the success of any team teaching situation depends on the skills of the two teachers and on how clearly they understood their roles within the team. Then he further pinpointed factors that should be taken into consideration when implementing team teaching, which are:

1. Decide on the goals of the program

It was recommended that when setting up a team teaching program, it is crucial to decide what the purpose of team teaching is going to be. Richards and Farrell suggested that these following questions should be taken into consideration:

- Is it to help new teachers with their teaching assignments?
- Is it to help novice teachers develop their teaching skills?
- Is it to establish a greater sense of collegiality within institution?
- Is it to create the role of mentors for senior teachers?
- Is it to give teachers a break from their usual teaching routines?

2. Prepare for team teaching

It was also suggested that team teaching will work best if teachers can answer these questions prior to course implementation.

- What team teaching is?
- What team teaching goals are?
- How team teaching works?
- What problems to anticipate?

Richards and Farrell (2005) claimed that it could be achieved through planning and discussion among teachers, during which decisions could be made

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about the frequency of team teaching and the logistics of implementing it. Decisions could also be made about who would participate and the kind of support and preparation they would need. This could take the form of a seminar in which teachers share their experience with team teaching or a workshop in which participants discuss how they would team teach different kinds of lessons.

3. Address teachers' concerns

It was pointed out that team teaching might not be for everyone and normally is more effective when teachers participate on a voluntary basis. The following teachers' concerns need to be anticipated (Richards and Farrell, 2005):

- How much time will it take?
- Is this extra work or part of my normal schedule?
- Do I get to choose whom I will teach with?
- What happens if the teacher has a different teaching style from mine?
- What happens if we disagree over how a lesson should be taught?
- What happen if I end up taking all the responsibility and doing all the work?
- What do we do if students like one teacher more than the other?
- Is evaluation involved?

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Richards and Farrell (2005) further explained that the concerns would become significant when the teams consist of a less proficient and a more advanced speaker of the target language.

4. Decide model(s) of team teaching to be used

In the forth step, team teachers need to decide on an appropriate approach to team teaching and the roles the participants will be expected to play. If team teachers participate on a voluntary basis, the choice of partners will be essential.

5. Monitor progress

It was advocated that (Richards and Farrell, 2005) team teachers would want to discuss the success of the lesson after class about how the students reacted, and ways the lesson could be improved in the future. It is suggested that in order to receive positive experience in team teaching, all teachers engaged in team teaching should meet regularly to discuss any problems and concern they are experiencing and to discuss ways of resolving them. The teachers can use these forums to discuss progress, suggest adjustments or changes, and voice any other concerns that have come up during the team teaching sessions.

6. Evaluate what was learned

Finally, it was advised that after trying out team teaching, it is important to find out what was learned from it and whether it is worth continuing. Views of students and participating teachers need to be sought (Richards and Farrell, 2005).

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In order to conclude the guidelines used for successful team teaching in language education proposed by Richards and Farrell (2005), the key steps that team teachers should collaborate before, during, and after the instruction are outlined in Table2.2 below.

Table 2.2

*Richards and Farrell's Keys Steps of the Guidelines Used for Successful Team Teaching*

| **Before the Instruction** | **During the Instruction** | **After the Instruction** |
|---|---|---|
| - Decide on the roles within a team teaching collaboration<br>-Decide on the goals of the program/course<br>-Prepare for team teaching<br>-Address teachers' concerns<br>-Decide model of team teaching to be used | -Delivering a team taught class | -Monitor progress<br>-Evaluate what was learned |

In conclusion, Richards and Farrell (2005) advocate that successful team teaching involves a shared and collaborative approach to planning, developing, teaching, and evaluating lessons. It is important that both members of the team take equal

responsibility for the different stages of teaching process. The shared planning, decision making, teaching, and review resulted from the team teaching process serve as a powerful medium of collaborative learning. Implementing successful team teaching requires that both teachers have a strong sense of confidence in each other. Team teaching should also be well coordinated and the lessons well monitored so that students have a sense that the lesson is not disjointed. After the lessons, the team should review the process in order to evaluate what was learned not only by the students but also by the team teachers. Five steps to complete prior to delivering team teaching were proposed: First, the team teachers' roles should be clarified. Second, the team teachers should decide on the goals of the program or course they will be teaching. Third, the team teachers should prepare and plan the lesson together. Forth, the concerns or emerging issues should be anticipated and discussed. Fifth, the decision on appropriate team teaching type(s) to be implemented should be made. Then, the team teachers deliver the team teaching. After each class, there are two more steps to complete. First, team teachers should evaluate the team taught class. Second, the team teachers should discuss what was learnt from the previous lesson.

**Benefits of Team Teaching on the Improvement of English Oral Ability**

As Team Teaching has long been practiced in many Asian countries, its benefits on learners' English oral abilities were found in a number of research studies. Many researchers (Anh and Chi, 2008; Carless, 2006, The Ministry of Education, Science and Culture, 1994; Bailey et al., 1992) have reported that team teaching of local and foreign teachers of English contributed to the improvement in oral communication ability due to four main aspects.

1. Team teaching class provided extensive language input

Team teaching of local and foreign teachers provided extensive language input more than a class with solo teacher in that learners in the team taught class were exposed to not only two language models from two team teachers, but also to interactions of two proficient speakers communicating in English. Language input includes the examples of attention getting, turn-taking, negotiation for meaning, and disagreements in the target language (Bailey et al., 1992). The extensive language input gives learners the material they need to begin producing language themselves and relatively resulted in the improvement of English oral ability (Thornbury, 2005).

2. Team teaching class provided authentic needs to communicate

In Asian countries where authentic needs to communicate in English is limited, team teaching class with a foreign member greatly maximizes chances for learners to use English for communication in real life situation. Based on the study conducted by Anh and Chi (2008) in Vietnam with 137 university students, it was revealed that students felt more confident when speaking in public, had better stress and intonation. Also their vocabulary about the topics were enriched and expanded. It was found that the English team taught class provided learners more opportunities in using English to interact with proficient speakers and also to interact among learners. With regard to the studies conducted in Japan (Carless, 2006; The Ministry of Education, Science and Culture, 1994; Bailey et al., 1992), it was reported that the presence of an ALT in a classroom gives the students a practical and immediate motive to use the language as a means of communication. They do not need any explanation regarding the

need to speak the language. It, thus, maximizes learners' opportunities to communicate in English in real life situation and resulted in higher English oral communication ability.

3. Team teachers could play to their strengths

Learners benefited from the team of one local teacher and one foreigner in that learners exploited from the combined expertise of both teachers. Regarding the foreign teachers, their strengths were in terms of English pronunciation, fluency or cultural knowledge. As for the local teachers, their strengths were in terms of knowing the students' background, mother tongue and common difficulties as well as familiarity with syllabi and examination systems. This contributed to more effective lesson planning and materials developing and led to the improvement in language proficiency (Carless, 2006; The Ministry of Education, Science and Culture, 1994).

4. Team teaching class provided more individual supports from a teacher

The presence of two teachers in the classroom allows two teachers to provide more support for students and thereby group work becomes more practical. The extra attention available to students in team taught classes appeared to greatly facilitate on-task behavior. This can be particularly useful when classes are large or when there is a wide variety of abilities within a class (Carless, 2006; Richards and Farrell, 2005; Bailey et al., 1992).

**Rationale for Designing Team Teaching Model**

Macedo (2002) conducted a study with the primary aim to discuss the various styles of team-teaching being used in Japan and to highlight how Japanese teachers and Native speaker of English who worked together as English teachers in

Japanese secondary schools felt about their current team-teaching situations via questionnaire. In the original objectives listed, reverse team teaching (RTT) and traditional team teaching (TTT) were the two main styles of team-teaching being employed in Japan, and share responsibilities and complement each other type was advocated by many current English language teachers as the most satisfying arrangement. However, the type that was praised as the most effective styles is “Share Equal Roles” team teaching model.

Macedo (2002) advocated that “Share Equal Roles” played the most important part in English language teaching and was praised as the ideal arrangement which enables the most efficient team teachers. It was further supported by Richards and Farrell (2005) that successful team teaching requires that both members of the team take equal responsibility for the different stages of teaching process. For these reasons, the researcher attempted to develop team teaching model based on the characteristics of “Share Equal Roles”, proposed by Macedo (2002) and team teaching principles proposed by Richards and Farrell (2005) which have been illustrated and discussed earlier in this chapter.

**Related Studies in English Team Teaching**

Based on one of the most recent study of Tsai (2007), he conducted a research following the design of qualitative case studies over a six-month period. The study was aimed to explore the team teaching experiences of foreign and local English teachers in Taiwanese elementary schools. It was revealed that team teaching is successful and effective only if the two teachers work in collaboration and combine their

expertise in the classroom. The issue should not be who is playing which role, but how the team teachers allocate their expertise in the students' best interest. Consequently, Tsai (2007) asserted that team teachers should be able to voice their own opinions on deciding how team teaching is implemented. He also stated that team teachers should keep themselves open to any number of possible team teaching styles, depending on the combination of individual team teachers.

Similarly, Carless (2006) brought to light three cases of good practice in English team teaching in Japan, Korea, and Hong Kong using interviews. Some of the positive outcomes of these collaborations were found in the study. Firstly, the students' responses to team teaching was largely reported to be positive, in terms of lively and enjoyable lessons, students having more opportunities to listen to and speak in English and cultural exposure to different nationalities. Secondly, the presence of two teachers in the classroom can allow co-teachers to provide more support for students and thereby group work becomes more practical. This can be particularly useful when classes are large or when there is a wide variety of abilities within a class. Thirdly, the reported advantage was that team teachers can demonstrate dialogues or question and answer routines more effectively. Fourthly, the two teachers can play to their strengths; as indicated earlier, the NEST in terms of English pronunciation, fluency or cultural knowledge, the non-NEST in terms of knowing the students' background, mother tongue and common difficulties as well as familiarity with syllabi and examination systems.

Unlike Carless, a survey has been conducted in Taiwan by Lin (2002). She interviewed administrators of Hsin-Chu City Educational Bureau and nine foreign

English teachers and surveyed 130 local English teachers as well as 2,210 second- to sixth-graders in public elementary schools. It was found out that the foreign teachers of English were assigned the dominant roles in most classes. The strengths of the foreign teachers of English were reported as being good at applying interactive games and activities to motivate students. Their weaknesses were the difficulties in controlling the class. She also found that interactions between local and foreign teachers of English were limited by the local teachers' English proficiency.

**English Oral Communication Ability**

In this section, the literature reviews English oral communication ability in the following aspects: concept, instruction, assessment, and related studies. The details of each aspect are presented as follows:

**Concept of English Oral Communication**

English Oral communication comprises both speaking and listening ability which are the very foundation of literacy. It is the ability to use the language system appropriately in any circumstances, with regard to the functions and the varieties of language, as well as shared sociocultural suppositions. It can be described as consisting of both knowledge, or competence, and the capacity for implementing that competence in appropriate, contextualized communicative language use (Bachman 1990).

The concept of oral communication originated from the term "communicative competence" defined by Chomsky in 1965 as linguistic competence and cognitive aspects of human language acquisition (Cited in Brown, 2007). Dell Hymes, a sociolinguist who coined the linguistic term "communicative competence" in 1966

argued Chomsky's notions in that communicative competence comprised not only grammatical competence but it required socio-cultural features about how and when to use utterances appropriately ( cited in Brown, 2007). Hymes' communicative competence covered the following areas (cited in Kostková, 2006):

1. Whether (and to what degree) something is formally possible;

2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;

3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;

4. Whether (and to what degree) something is in fact done, actually performed and what its doing entails.

Later, in 1980, Canale and Swain described the four components of communicative competence (Cited in Brown, 2007) as outlined in the following table.

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Table 2.3

*Components of Canale and Swain's Communicative Competence*

| **Canale and Swain's Communicative Competence** | | | |
|---|---|---|---|
| **Grammatical competence** | **Discourse competence** | **Sociolinguistic competence** | **Strategic competence** |
| The knowledge of the lexical items, rules of morphology, syntax, sentence-grammar semantics, and phonology. | The cohesion and coherence of utterances in a discourse or cohesion and coherence in general. | The appropriateness of communication depending on the context including the participants and the rules of interaction. | The verbal and non verbal communication strategies especially when communication fails. |

In 1990, Bachman's proposed a theoretical framework for communicative language ability. He simply called it "Language competence". It comprises knowledge structures, strategic competence, psychophysical mechanisms, context of situation, and language competence. Language competence is further divided into organizational competence (grammatical and textual competences) and pragmatic competence (illocutionary and sociolinguistic competences). Areas of language knowledge (Bachman and Palmer, 1996) are presented in the figure below.

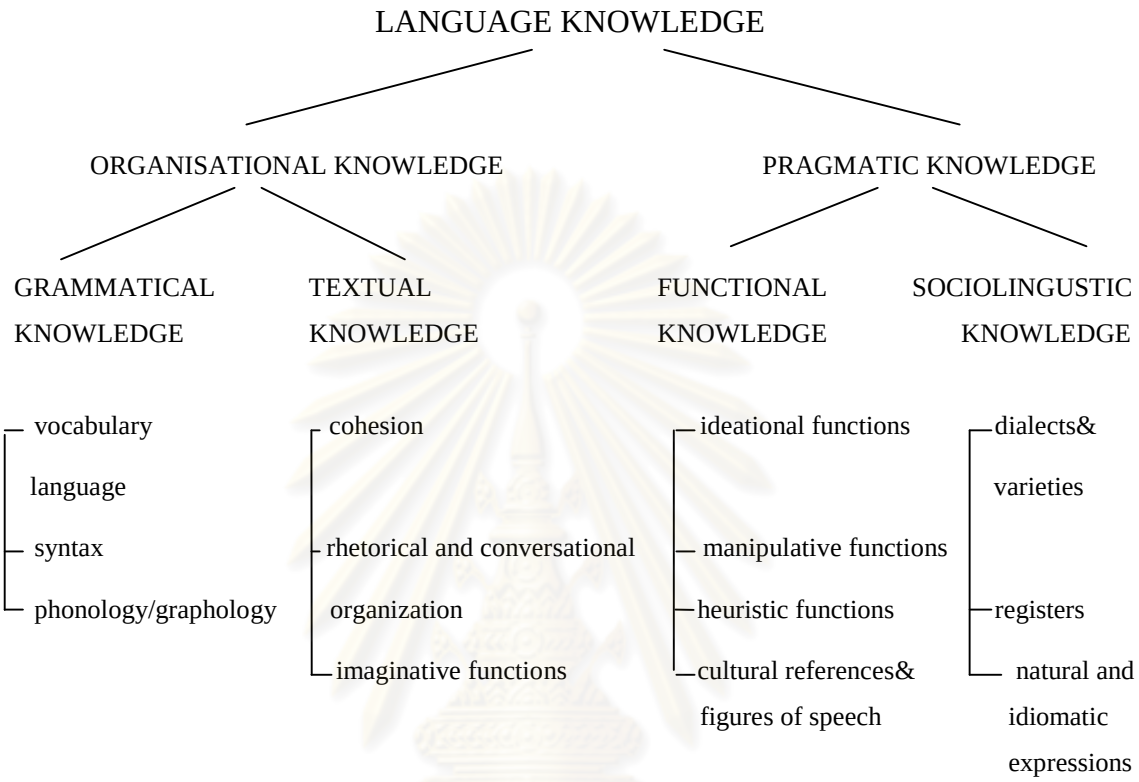


*Figure 2.2*

*Bachman' Areas of Language Knowledge, 1996*

To sum up, developing oral communication ability or being communicatively competent requires more than learning the elements of language. It involves language in real situations or in the ability to respond meaningfully in appropriate ways. Oral communication ability is demonstrated through the ability to communicate and negotiate meaning by interacting meaningfully with other speakers. In other words, the concepts of oral communication or communicative competence outlined above have proven useful in "suggesting specifications for content, formats, and scoring

criteria in communication-oriented language proficiency assessment" (Bachman and Palmer, 1996).

**Teaching English Oral Communication Ability**

According to Thornbury (2005), many language teachers regard oral communication or speaking ability as the measure of knowing a language. Fluency can be defined as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Learners regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Thornbury (2005) asserted that, oral communication or speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. Instructors help their students develop "the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation" (Thornbury, 2005).

**Guidelines for Communicative, Learner-Centered Instruction (Burkart, 1998)**

Burkart (1998) proposed guidelines for teaching oral communication ability. These guidelines help make communicative language teaching and learner-centered instruction part of each own instructional approach.

1. Provide appropriate input: Teacher talk, listening activities, and reading passages and the language heard are all consider input. This provided learners resources needed to develop their ability to use language to communicate on their own.

2. Use language in authentic ways: There are two ways to achieve this. First, teachers should communicate in natural speed. Second, incorporate authentic materials or realia in the lesson.

3. Provide context: It is suggested that teachers should raise students' awareness of the context to help them have authentic experience of understanding and using language.

4. Design activities with a purpose: This serves as the real goal of learning a language which is to communicate or to convey information with a purpose.

5. Use task-based activities: It is recommended that using task-based activities (drawing up a plan, solving problems, making a video, preparing a presentation) in the classroom greatly encourages students to communicate.

6. Encourage collaboration: It is believed that group work gives students various ways to use language. Also, they can learn from each other.

7. Use an integrated approach: Integration can take place in two forms:

7.1 "Mode integration" (The combination of listening, speaking, reading, and writing provides real language situation.

7.2 "Content integration" (Bringing contents into the curriculum) helps learners build on existing knowledge and increase their language proficiency.

8. Address grammar consciously: It is suggested to discuss grammar points in the context where they arise. This helps learners internalize the rule than teaching the rule.

9. Adjust feedback/error correction to situation: There are two techniques to give learners feedback. First, paraphrase a student's utterances by modeling the correct form. Second, ask students to clarify their utterances or to provide paraphrases

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of their own. It is also noted that in the lessons that focus on communication activities, the flow of talk should not be interrupted by teacher's feedback or corrections. Teachers may take some notes on those reoccurring mistakes and address them in the feedback session later.

10. Include awareness of cultural aspects of language use: This can be achieved by using real life materials. Culture can expand learners' perspectives and lead to interesting discussions about relationships between language and culture.

**Principles of Task-Based Instruction**

Based on Willis (1996), in task-based teaching, the primary focus of classroom activity is that the task and language is the instrument which the students use to complete it. The task itself is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning. Students are free to use any language they want, play games, solve problems, and share information or experiences. These can all be considered as relevant and authentic tasks. In task-based learning approach, an activity in which students are given a list of words to use cannot be considered as a genuine task. Nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. For instance, a role play where students have to act out roles as company directors and, most importantly, must come to an agreement or find the right solution within the given time limit can be considered a genuine task in task-based learning approach.

In the task-based lessons, the aim is to create a need to learn and use language. The tasks will generate their own language and create an opportunity for

language acquisition. If the focus can be taken away from form and structures teachers can develop students' ability to do things in English. It is to say that there will be no attention paid to accuracy during the task cycle phase. However language analysis and feedback have their places in the lesson plans as they are incorporated in the end of the teaching procedure (language focus phase). Teachers who implement task-based learning approach have a responsibility to enrich their students' language when they see it is necessary but students should be given the opportunity to use English in the classroom as they use their own languages in everyday life.

**Framework for Task-Based Instruction**

Willis (1996) outlined a model for organizing lessons. While this is not a radical departure from Test-Teach-Test approach, it illustrates a model that is based on sound theoretical foundations and one which takes account of the need for authentic communication. Task-based learning approach is typically based on three main stages: pre-task, task cycle, and language focus. These stages can be outlined in Figure 2.3 as follows:

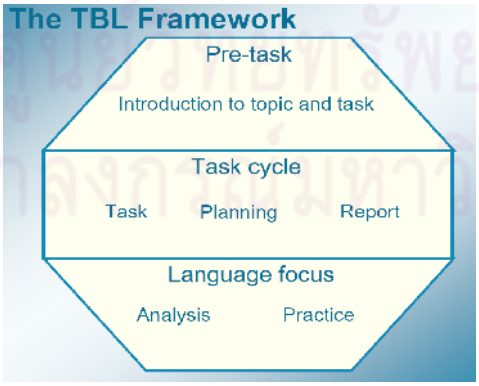


*Figure 2.3*

*Task-Based Framework (Willis, 1996)*

The components of Willis' (1996) task-based framework consist of three following phases:

1. Pre-task (including topic and task) prepares learners to perform tasks in ways that promote acquisition. This first stage frames the task to be performed and suggests that one way of doing this is to provide an advanced overview of what the learners will be required to do and the nature of the outcome they will achieve. Dornyei (2001) emphasizes the importance of presenting a task in a way that motivates learners. Moreover, he suggests that task preparation should involve strategies for inspiring learners' to perform the task. In this stage, the teacher introduces and defines the topic, uses activities to help learners recall/learn useful words and phrases to ensure that they understand the task instructions. Learners also have roles including noting down useful words and phrases from the pre-task activities and/or preparing for the task individually.

2. Task cycle refers to the "methodological options" or "task performance options" available to the teacher in the during-task stage. Various options are available relating to how the task is to be undertaken. The task stage is a vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this step, learners practice using language skills while the teacher monitors and encourages them. The planning stage comes after the task and before the report, forming the central part of the task cycle. It describes how to help learners plan their report effectively and maximize their learning opportunities. The learners prepare to report to the class how they accomplished the task and what they

discovered or decided. Moreover, they rehearse what they will say or draft a written version for the class to read. The teacher ensures the purpose of the report is clear, acts as language adviser and helps learners rehearse oral reports or organize written ones. The reporting stage concludes the task cycle. During this stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on to greater efforts in the future. The learners present their oral reports to the class or display their written reports. The teacher acts as chairperson, selecting who will speak and read the written reports. They also give brief feedback on content and form.

3. Language focus in the post-task stage affords a number of options. Language focus has three major pedagogic goals: to provide an opportunity for repeated performance of the task; to encourage reflection on how the task was performed; and to encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task. Consciousness raising activities can also be conducted to keep learners engaged. The learners are required to utilize consciousness raising activities to identify and process specific language features they have noticed in the task. The teacher reviews each analysis activity with the class, bringing useful words, phrases and patterns to the learners' attention, including language items from the report stage. Practical activities can be combined naturally with the analysis stage and are useful for consolidation and revision. Practice activities can be based on the features of language that has already occurred in previous texts and transcripts or on features that were recently studied in analysis activities. In this section, the teacher conducts practice after

analysis to build confidence. The learners practice words, phrases and patterns from the analysis activities, review features occurring in the task text or report stage and note down useful language features.

**Advantages of Adopting Task-Based Instruction**

In this part, the main advantages of adopting task-based instruction are listed. In what follows the discussion in details is illustrated. The main advantages of adopting task-based instruction can be listed as follows:

1. A task-based framework for language learning aims at stimulating language use.

2. A task-based framework for language learning aims at providing a range of learning opportunities for students of all levels and abilities.

The first main advantage of adopting task-based instruction is that it stimulates language use. It can be explained that in task-based learning class, language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form as in the “Present-Practice-Production” or PPP model. While the aim of the PPP model is to lead from accuracy to fluency, the aim of TBI is to integrate all four skills and to move from fluency to accuracy plus fluency. The range of tasks available (reading texts,

listening texts, problem-solving, role-plays, questionnaires, etc) offers a great deal of flexibility in this model and should lead to more motivating activities for the learners (Willis and Willis, 2007).

The second main advantage is that a task-based framework for language learning aims at providing a range of learning opportunities for students of all levels and abilities. Take for example, teachers working in a lock-step presentation style methodology, teaching one target grammar item to a mixed ability class. This poses a very difficult problem: some learners will know it already and be bored; a few might be just ready to learn it, while others – not yet ready will be bewildered. A task- based instruction where the focus is on meaning means that all students have a chance to do the task within their own capability so it is far less of a problem. This is because in task-based instruction, learners are able to work at their own level, and there are times when teachers can go round helping the weaker ones.

Most importantly, it should be noted that in the present study where there are two teachers present at the same time, the large class size and mixed abilities students issues which is a normal context found in government school in Thailand will be noticeably minimized. At the same time, the use of task-based instruction will be taken full advantages of.

**Disadvantages of Adopting Task -Based Instruction and Proposed Solutions**

In this part, the main disadvantages of adopting task-based instruction are listed. In what follows the discussion in details of the solutions are exemplified.

The main disadvantages of adopting task-based instruction can be listed as follows:

1. The demand of more active and expressive characteristics of learners.

2. The mismatch between examinations and the kind of activities carried out in task based learning classroom.

The first main disadvantage of adopting task-based instruction is the demand of more active and expressive characteristics of learners. Taken for example, learners who are used to a more traditional approach based on a grammatical syllabus and learners who are more passive and reserved, they might find it difficult to adapt their learning behaviors due to the nature of communicative tasks which require more of learners' interactions and active collaboration. In the recent study of Carless (2007), it was revealed that a group of Japanese high school students could complete the survey task in a very quiet learning environment in which the target language was rarely spoken. This means that teachers need to take into considerations about the nature of most Asian learners as reserved and less expressive. Teachers in task-based class especially in Asia

thus need to put more effort in encouraging students to be engaged in task-based classroom activities.

The second main disadvantage is the mismatch between examinations and the kind of activities carried out in task based learning classroom. Examinations have long been identified as an important influence on what goes on in the classroom and a potential constraint to the implementation of communicative pedagogies (Liu, 1998; Carless, 2007). This might decrease learners' motivation to be engaged in task-based classroom. Some possible solutions can be as follows. First, the tasks should be carefully designed based on authentic situations. Second, teachers should raise more awareness on the significance of learning a foreign language as a means of communication in the real world.

Significantly, it should be noted that in this current study, in which the team teaching of a Thai and foreign teachers were implemented, this concern could be meaningfully minimized by the use of team teaching as the presence of the foreign teacher brings about the authentic need in the classroom to communicate in English.

**Rationale for Implementing Task-Based Instruction**

In this study, task-based instruction was used to enhance English oral communication ability due to the following reasons:

1. A task-based framework for language learning aims at stimulating language use.

2. The concerns over large class size and mixed abilities students issues which are a normal context found in government school in Thailand will be noticeably minimized. This is because the team teaching gave the presence of two team teachers, therefore, more individual support was provided for students.

The concern over the mismatch between examinations and the kind of activities carried out in task based classroom which might decrease learners' motivation to be engaged in task-based classroom will be minimized because the foreign teacher brings to the class the authentic need for learners to communicate in English. And the English oral tests in which students were asked to have interaction with the examiner and another test taker were employed.

**Assessing English Oral Communication Ability**

Assessing oral communication ability or speaking ability is about making inferences and decisions about students' performance. It is therefore necessary to have a clear idea of the ability to be measured. More importantly, the tests should integrate all the components of communicative competence. As discussed earlier in this chapter, Dell Hymes proposed a concept of communicative competence in which not only the ability to form correct sentences was taken into account, but also the ability to use them in an appropriate situation. The basic concept of communicative competence remains the ability to use language appropriately, both receptively and productively, in real situations. All these should be assessed when testing communicative competence in spoken English.

**Types of English Oral Tests**

Based on Clark, (cited in Bailey, 2006), the English oral tests could be divided into three main types: direct, semidirect, or indirect.

1. A direct test, in this test type, a test taker interacts directly and spontaneously with the test administrator in producing oral language.

2. A semidirect test, in this semidirect type, a test taker does not have direct interactions with the test administrator. Instead, with stimulus materials or visual prompts, the test taker has conversation with a tape- recorder. The oral language is then recorded for further marking system.

3. An indirect test, in this type, test takers do not speak or produce any oral language. Paper tests involving a conversational cloze test are employed instead

It should be taken into consideration as to which test types should be used. Thornbury (2005) suggested that the assessment of oral language should be done through authentic assessment which refers to the use of meaningful tasks that closely resemble or parallel situations that the student will encounter in the real world.

**The Oral Assessment Rubric**

The oral assessment rubric is a set of scoring guidelines for evaluating students' performance. It provides increased consistency in the rating of performances, products, and understanding. Additionally, it gives students an established set of expectations about what will be assessed as well as the standards that need to be met (Nakasuhara, 2007). The rubric can be described as containing:

1. The aspects to be assessed
2. A scoring scale (1-5)
3. Descriptors for each level of performance

Since the concept of communicative competence is significant to the assessment of oral language, the aspects included in the rubric should comprise linguistic competence (vocabulary, pronunciation, grammar) as well as strategic, discourse and sociolinguistic competence (interactive communication and fluency) as discussed earlier in this chapter.

**Related Studies in Developing English Oral Communication Ability**

To begin with, Piengjai Sukharoach and others (2007) conducted a survey study to explore opinions of stakeholders (students, Thai teachers, foreign teachers, school administrators, and parents) of "Nonthaburi Project" after placing foreigners in Thai English classes. Students reported that their English speaking skills improved the most, their grammar and vocabulary were developed and enhanced and that they gained more confidence in English oral communication ability. Besides, data obtained from Thai teachers and school administers showed that most foreigners had problems in controlling a large class size and that many of them needed to improve teaching technique. Significantly, the findings from the parents, school administrators and foreigners revealed that there was a need for support from Thai teacher of English to help with the disciplines and the less proficient learners.

Many studies have shown the benefits of task-based learning approach in enhancing English oral or speaking ability. More recently, Uraiwan Sae-Ong (2010)

employed task-based learning approach and group work to develop English speaking ability of Matthayomsuksa 4 students at the Demonstration School of Silpakorn University in Nakornpathom Province. The instruments used for collecting data were seven lesson plans, a pre-post speaking test, a teacher's observation form, a learners' self-assessment form, and group work assessment. It was revealed that Mathayomsuksa 4 students' English speaking ability improved significantly. Also the findings of the open-ended questionnaire revealed that tasks enhanced learners' grammatical structures, while oral presentation phase help them learn vocabulary meaningfully without memorization. Moreover learners clearly stated that the variety of tasks were satisfying.

Not only task-based learning approach was employed in secondary school level, but also in primary or Prathomsuksa level. Chinnapen Rattanawong (2004) investigated all four skills of Prathomsuksa 6 learners. The learners were divided into an experimental group and a control group with 49 learners in each group. The experimental group was taught using the task-based learning approach, whereas the control group was taught using conventional methods. Both groups were taught for 10 weeks for 3 periods per week. Three instruments of evaluation were employed. The first item was an English language communicative ability test. The second item was the student's self report. The third instrument was a questionnaire concerning their opinions towards the task-based learning method. The results show that the difference in the mean score in the four language skills of the experimental group was higher than those of the control group at the .05 level of significance.

**Summary**

In this chapter, the literature reviews definitions, types and characteristics of team teaching. Then the guidelines and implementation of team teaching in language education are illustrated. Also related studies are summarized to conclude the concept of English team teaching. After that, the concept of English oral communication is presented, then, the principles, goals and techniques of teaching English oral communication are described together with the principles of task-based instruction. Then the assessment of English oral communication ability is presented. Last, the previous studies on how to develop English oral communication ability are illustrated.

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# CHAPTER III

# RESEARCH METHODOLOGY

This chapter discusses the research design and methodology conducted in the study. Since the study aims to study the effects of team teaching of Thai and foreign teachers of English in task-based instruction, as well as to explore students' opinions about team teaching, the context of the study is described to provide a clearer picture. The description of population and samples, research design, research procedure, research and instructional instruments, data collection, and data analysis are presented.

## Research Design

This study was a single group pretest/posttest experimental design. The English oral tests were conducted to measure English oral communication ability. Besides the measurement of English oral communication ability between the pretest and the posttest, the researcher explored students' opinions using team teaching questionnaire and also conducted learner interviews to gain insightful information on the team teaching of Thai and foreign teachers of English in task-based instruction. The independent variable was the team teaching of Thai and foreign teachers of English in task-based instruction. The dependent variables were students' English oral communication ability and students' opinions about team teaching. The research experimental design is illustrated as follows:

| **O** | **X** | **O** |
|---|---|---|
| *Pretest :* | *Treatment:* | *Posttest:* |
| English oral communication ability | Team Teaching of Thai and Foreign Teachers of English in task-based instruction | English oral communication ability |

*Figure 3.1 Research Design*

**Context of the Study**

The population in this study was upper secondary extra-large scale government school students in Nonthaburi Province, Thailand. Nawamintharachinuthit Horwang Nonthaburi School was purposively selected to be the sample school for this study. Nawamintharachinuthit Horwang Nonthaburi School is an extra large-scale government school with an approximation of 3,000 students. Their levels are from Mathayomsuksa 1 (Grade 7) to Mathayomsuksa 6 (Grade 12), with their age ranging between 12 – 17 years old. According to the school personnel office, the data showed that since 2006, every semester, there have always been 4 foreigners teaching English full-time. Those foreign teachers were employed by the Nonthaburi Provincial Administration Organization under the administration and supervision of the Faculty of Education, Chulalongkorn University in the project entitled “Nonthaburi Project”.

The goals of the project were to bring to English classroom the authentic needs for learners to communicate, to increase learners’ motivation, to facilitate cross-cultural communication, to enhance students’ English ability, and to promote professional development among Thai teachers of English (Piengjai Sukharoach,et al., 2007).As of July 2010, there were 135 foreigners (123 of non native speakers of English from the Philippines, India, France, and Germany, and 8 of native speakers from the United States, the United Kingdom, Australia, and New Zealand) currently working in government schools in Nonthaburi province. Normally, in Nawamintharachinuthit Horwang Nonthaburi School, the number of native English speakers has always been one or two native English speakers while the majority was from the Philippines. Presently, there

were four foreign teachers working as English teachers at the school: three were from the Philippines (two females and one male), and one was from Scotland (male).

The administration and management of the foreigners working in each school in the "Nonthaburi Project" are based on each school policy, curriculum and context. Taken for example, in Pakkred School, currently, foreign teachers team teach with Thai teachers of English as a part of Fundamental English course in all level except in Mathayomsuksa 6. This is because Pakkred School's Mathayomsuksa 6 curriculum addresses the importance of university entrance admission examination. Instead of studying English with foreign teachers, Mathayomsuksa 6 students at Pakkred School study with guest lecturers in "Examination Preparation" course.

Similar to Pakkred School, at Nawamintharachinuthit Horwang Nonthaburi School, students in all levels are required to study with foreign teachers for one period of 50 minutes per week as a part of Fundamental English course. The Thai teachers are not strictly required to necessarily team teach with the foreigners but the presence is required during the class hour.

However, unlike Pakkred School, Nawamintharachinuthit Horwang Nonthaburi School places more emphasis on English team teaching in the upper secondary school level, English-Math track curriculum. "English for Communication" course is incorporated in Mathayomsuksa 4- 6 (Room5 and Room 6). Besides one period of 50 minutes as a part of Fundamental English course, English-Math track students (Room 5 and Room 6), are required to study with the team of Thai and foreign teachers of English in the "English for Communication" course as a school elective course of two periods of

50 minutes per week. The foreign and Thai teachers of English were paired up by the school administrators. And the team teaching classes were practiced with no pedagogical guidelines or detailed on how to implement team teaching.

To conclude, “Nonthaburi Project” places foreigners to teach English in every school in Nonthaburi Educational Service Areas both in primary and secondary level with the primary goal to bring authentic needs to Thai students to communicate. However, the extent to how the schools administer and manage the foreigners depends on each school’s policy, curriculum, and context.

**Population and Samples**

The population in this study were students in upper secondary extra-large scale government school in Nonthaburi Province, Thailand. Nawamintharachinuthit Horwang Nonthaburi School was purposively selected to be the sample school for this study because of the school policy in that all students both in the lower and upper-secondary level were required to study English with foreign teachers. Therefore, the team teaching of a Thai teacher of English and a foreign teacher of English could be practically experimented. Also, most of the foreign teachers teaching at this school had some experiences in team teaching which will, relatively, support the study. Regarding the selection of the team teachers, the researcher, as a Thai teacher of English, teamed up with a foreign teacher who was a teacher in English for Communication course at the school in the first semester of the year 2010. A purposive sampling has been used to obtain one room of 40 students from Nawamintharachinuthit Horwang Nonthaburi School that meets the criteria as participants in the main study. Based on Dornyei (2007),

purposive sampling usually involves an attempt to obtain a sample that conforms to some predetermined criteria. In the present study, the criteria for selecting the school for the main study are listed as follows:

1. The selected school is currently in “Nonthaburi Project”.
2. The selected school has already employed team teaching in English instruction.

From purposive sampling, 40 students of Mathayomsuksa four room six or tenth grade from Nawamintharachinuthit Horwang Nonthaburi School met the criteria. There were two rooms of English – Math track which were room five and room six. One room was randomly selected to pilot the study. The other room was chosen to conduct the main study. Mathayomsuksa four was selected because students in this level have enough English input as their prior knowledge of English learning was between five to ten years. All participants were 15-16 years old. All samples had high GPA between 2.9 and 4.0. 57.5% of the samples had GPA between 3.6 and 4.0 while 27.5% of the samples had GPA between 3.1 and 3.5. And 15% of the samples had GPA between 2.9 and 3.0. The students were pretested in order to measure their English oral skill prior to completing the course. The summary of the samples who participated in this study is presented in Table 3.1.

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Table 3.1

*Summary of the Samples*

| Participants | Number | Prior knowledge / years of English learning | | GPA | | |
|---|---|---|---|---|---|---|
| | | **4- 5** | **6- 12** | **2.9 - 3.0** | **3.1 - 3.5** | **3.6 - 4.0** |
| **Male** | 16 | 7 | 9 | 4 | 4 | 8 |
| **Female** | 24 | 11 | 13 | 2 | 7 | 15 |
| **Total** | 40 | 18 | 22 | 6 | 11 | 23 |

**Research Procedure**

In this study, there were two major phases in the research procedure. The first phase was the preparation phase. The second phase was the data collection phase. The researcher used a single group pretest/posttest experimental design which investigated effects of team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability. During the research process, the participants were taught by the team teaching of Thai and foreign teachers of English in task-based instruction. Figure 3.2 illustrates the details of the research procedure.

**Phase I: Preparation Phase:**

**To design, develop, construct/select, validate, and modify the instruments**

**Stage 1: The Design and the development of the instruments**

Step1: Selecting team teaching model

- Studying and synthesizing from relevant theory and pedagogical documents to decide on the team teaching model used in the study
- Assigning team teachers' roles in task-based instruction's teaching phases

Step 2 : Selecting the matched foreign partner

- Studying and synthesizing from relevant theory and pedagogical documents to decide on the criteria used to determine the matched partner
- Holding discussions with foreigners who conferred to participate in the study by using team teaching discussion topics and checklists for establish team teaching expectations
- Analyzing the obtained information
- Determining the matched foreign partner

**Stage 2: The construction/selection, validation, and modification of the instruments**

Step 1: Constructing / selecting the instruments

- Constructing English for Communication course
- Selecting the English oral test and rating scale
- Constructing team teaching questionnaire and interview questions

Step 2: Verifying the effectiveness of all the instruments

Step 3: Adjusting and modifying the instruments

Step 4: Conducting a pilot study of all instruments

Step 5: Adjusting and modifying the instruments

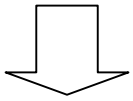

*Figure 3.2 Research Procedure*

**Phase II: Data Collection Phase:**

**To investigate the effects of team teaching in task-based instruction on students' English oral communication ability using one group pretest-posttest design.**

**Stage 1: Pretest**

Step 1: Administering the pre English oral test

**Stage 2: Implementation of the instruction**

Step 1: Implementing the team teaching of Thai and foreign teachers of English in task-based instruction

**Stage 3: Posttest**

Step 1: Administering the post English oral test
Step 2: Administering the team teaching questionnaire
Step 3: Conducting learner interview

**Stage 4: Evaluation of the effectiveness of the instruction**

Step 1: Comparing students' pretest and posttest mean scores
Step 2: Exploring the students' opinions about the team teaching of Thai and foreign teachers of English in task-based instruction

*Figure 3.2 Research Procedure (Continued)*

**Phase 1: Preparation Phase**

In the preparation phase, the goals were to design, develop, construct, validate, and modify the instruments. It was divided into two following stages. The first stage was the design and the development of the instruments. The second stage was the construction, validation, and modification of the instruments. The details of each step in each stage are presented as follows:

**Stage 1: The design and the development of the instruments**

In this stage, there were two steps to be accomplished.

Step1: Selecting team teaching model

- *Studying and synthesizing from relevant theories and pedagogical documents to decide on the team teaching model used in the study*

The theories and concepts underpinning team teaching of Thai and foreign teachers of English in task-based instruction were studied and synthesized as mentioned in the previous chapter. The information obtained from this step revealed that SER model (Macedo, 2002) is considered the most effective team teaching model.

- *Assigning team teachers' roles in task-based instruction's teaching phases*

Second, the teacher roles were divided and assigned to the two team teachers based on the concept of SER model defined by Macedo (2002). The roles of the teachers were incorporated into three teaching phases of task-based instruction proposed by Willis (1996) which are: pre-task, task-cycle, and language focus. The teachers' roles assigned to the team teachers in task-based instruction are outlined in Table 3.2 below.

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Table 3.2

*Teachers' Roles Assigned to Thai and Foreign Teachers in Task-Based Instruction*

| **Teaching Phase** | **Teacher 1** | **Teacher2** |
|---|---|---|
| **Pre-Task**<br>**(10-15 minutes)** | -*Lead and deliver the instruction* | -Show media or write instructions on the board<br>-Support teacher and students |
| **Task Cycle:**<br>**(30-35 minutes)**<br>Task | -Show media or write instructions on the board<br>-Support teacher and students | -*Lead and deliver the instruction* |
| Planning | -Show media or write instructions on the board<br>-Support teacher and students | -*Lead and deliver the instruction* |
| | **Act as language advisors** | |
| Report | -Show media or write instructions on the board<br>-Support teacher and students | -*Lead and deliver the instruction* |
| | **Take turn to be a chairperson** | |
| **Language Focus**<br>**(20-25 minutes)**<br>Analysis | -*Lead and deliver the instruction* | -Show media or write instructions on the board<br>-Support teacher and students |
| | (Class is divided into two equal halves) | |
| Practice | (Gather back in one big class) | |
| | -*Lead and deliver the instruction* | -Show media or write instructions on the board<br>-Support teacher and students |

In addition to the team teaching of Thai and foreign teachers of English in task-based instruction, the roles of team teachers are taken equally as each teacher has equal chance to lead and deliver the instruction throughout the three phases of teaching (pre-task, task cycle, and language focus). In pre-task phase, the teacher who is more familiar to the content topic will lead since certain studies of reading and topic familiarity show that greater familiarity leads to greater text comprehension and retention of the material contained in the text (Johnson, 1982). For this reason, it is believed that the introductory part of the lesson will be delivered more comprehensibly and meaningfully by the teacher who is more familiar to the topic. Normally, the two team teachers hold dialogues during the pre-task phase to introduce the topic.

In task cycle phase, the teacher who does not lead in the pre-task, takes the role of the leader. During planning stage, both team teachers act as language advisors to facilitate and observe student's progress. Both teachers also take turn in being a chair person during report stage. While one teacher is taking the role as a chair person, the other is assigned a role of an observer.

In language focus phase, the teacher who does not lead in task cycle phase takes turn to be the leader in giving order on how to divide the class and the room. During this phase, students are divided into two equal halves. Each teacher reviews different aspects of language analysis and practice based on each teacher's strength and expertise. As learners of English as a second or foreign language often make errors which occur as a result of transferring the grammatical rules of their first language to English which is known as first language transfer (Littlewood, 1987), the Thai teacher focuses on

this aspect as she shares the first language with learners. With regard to other language features and cultural information, the foreign teacher who has extensive knowledge of language structures and expressions together with her multicultural background will be responsible for these aspects. At the end of this phase, two groups of students meet again to discuss about what they have learned.

In conclusion, the roles of team teachers are taken equally as each teacher takes turn to lead in different teaching phase. Each has approximately 35-40 minutes to take the leading role during the lesson of approximately 100 minutes. As one teacher takes the role of the leader, the other takes the role of the supporter throughout the lesson.

*Step 2: Selecting the matched foreign partner*

- *Studying and synthesizing from relevant theories and pedagogical documents to decide on the criteria used to determine the matched partner*

The first step started by gathering and analyzing relevant documents to decide on the criteria to select the matched foreign partner. The literature revealed that in order to successfully implement team teaching, the characteristics and beliefs of the two teachers must be comparable (Fatting and Taylor, 2007; Richards and Farrell, 2005). Fatting and Taylor (2007) concluded important topics to discuss with the prospective partners prior to implementing team teaching as presented in the Appendix A. After the discussion, it was suggested that the checklists to establish team teaching expectations (Fatting and Taylor, 2007) should be filled out by the two teachers. Each teacher should complete the “Mine” column. Then the two teachers compare notes and try to merge the two sets of expectations and complete the “Our Classroom” column together. It was

further recommended that the “Our Classroom” column should be completed prior to implementing team teaching (Fatting and Taylor, 2007).

- *Holding discussions with foreigners who conferred to participate in the study using team teaching discussion topics and checklists for establishing team teaching expectations*

First, the researcher asked for permission from the school’s administrators to implement team teaching of Thai and foreign teachers of English in Mathayomsuksa 4 English for Communication course during the first semester of the academic year 2010.

Second, the researcher had discussions with the two foreign teachers who currently were teachers of at Nawamintharachinuthit Horwang Nonthaburi School. The discussion topics and checklists for establishing team teaching expectations proposed by Fatting and Taylor (2007) were adapted and adopted to determine the matched foreign partner. During the discussions, the researcher explained the purposes and descriptions of the study on effects of team teaching of Thai and foreign teachers of English in task-based instruction on English oral communication ability and opinions about team teaching of upper secondary school students. The two foreign teachers (Ms.Zenaida and Ms.Lilly) were asked to participate in the study on voluntary basis (both were willing to participate in the study).

Third, the researcher discussed with each foreign teacher, separately, about the following aspects: personal and academic background, beliefs about English

teaching and learning as well as teaching styles and preferences, teaching experiences in team teaching and implementation of task-based instruction.

- *Analyzing the gained information*

The information of the Thai teacher (the researcher) and the two foreigners was compared and analyzed by the researcher to determine the foreigner who was the most equivalent to the Thai teacher as it demonstrates an important part in successful team teaching as discussed earlier in chapter two. The data of the Thai teacher and the foreigner is further analyzed as follows.

First, it was found that Ms.Zenaida shared comparable characteristics with the Thai teacher in the following areas: gender, age, academic background, years of English teaching experiences and team teaching experiences, teaching styles and preferences, classroom policies, amount of training and seminars on task-based instruction, and experiences in implementing task-based instruction.

Second, even though there were some areas that the Thai teacher and Ms.Zenaida slightly differed (behavior management), they both aimed in the same direction. Ms.Zenaida had more consistency in disciplining students. She trained students for independent or group work time and ignored students' whining or begging. Those were the aspects that the Thai teacher also aimed for though not yet successful, she was willing to put more effort to change and be on the same page with the foreigner.

Finally, the Thai teacher and Ms.Zenaida held another meeting to discuss and decide on their classroom expectations. The different ideas and expectations

were discussed and negotiated. The “Our Classroom” column was collaboratively completed

- *Determining the matched foreign partner*

After the “Our Classroom” column was accomplished. It confirms that Ms.Zenaida was the most comparable partner to the Thai teacher. Therefore, she was selected to be the foreign partner in this study. In what follows the table 3.3 illustrates the information of the foreign teachers conferred to participate in the study. And the Table 3.4 outlines the checklists for establishing team teaching expectations.

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*Table 3.3*

*Information of the Foreign Teachers Conferred to Participate in the Study*

| **Discussion Topics** | **Thai Teacher (The researcher)** | **Foreign Teacher ( Ms.Lilly)** | **Foreign Teacher (Ms.Zenaida)** |
|---|---|---|---|
| **Age** | 33 | 42 | 37 |
| **Nationality** | Thai | Filipina | Filipina |
| **Academic background** | B.Ed. in English teaching | B.A. in English teaching | B.A. in English teaching |
| **Years of English teaching experiences in secondary level** | 9 | 3 | 11 |
| **Years of English team teaching experiences** | 5 | 4 months | 5 |
| **Classroom policies** | -Bathroom during breaks, unless emergency | -No bathroom, unless emergency | -Bathroom during breaks, unless emergency |
| **Teaching styles and preferences** | - Humorous & flexible inside & outside class<br>-Student-centered is a goal | -Quiet & personal<br>-No humor in class time. | - Humorous & flexible inside & outside class<br>-Student-centered is a goal |

*Table 3.3 (Continued)*

*Information of the Foreign Teachers Conferred to Participate in the Study*

| Discussion Topics | Thai Teacher (The researcher) | Foreign Teacher ( Ms.Lilly) | Foreign Teacher (Ms.Zenaida) |
|---|---|---|---|
| **Behavior management** | -Try to be consistent<br>-Gentle reminder before sending out of room for break or time in another room<br>-Struggle with students' whining or begging<br>-Still struggle with getting students to work independently or productively in small groups | -Has consistency<br>-Strict in timing, no reminder and punishment<br>-Ignore students' whining or begging | -Has consistency<br>-Gentle reminder before sending out of room for break or time in another room<br>-Train students for independent or group work time.<br>-Ignore students' whining or begging |
| **Beliefs about English teaching and learning** | -Challenge every student at his/her level<br>-Try to provide chances for students to demonstrate what they know in various ways | -Try to challenge every student at his/her level<br>-Try to provide chances for students to demonstrate what they know in various ways | -Challenge every student at his / her level -Try to provide chances for students to demonstrate what they know in various ways |

*Table 3.3 (Continued)*

*Information of the Foreign Teachers Conferred to Participate in the Study*

| Discussion Topics | Thai Teacher (The researcher) | Foreign Teacher ( Ms.Lilly) | Foreign Teacher (Ms.Zenaida) |
|---|---|---|---|
| **Training/seminars on task-based instruction** | -Participated in several trainings and seminars on task-based instruction | -Never participate in any trainings /seminars on task-based instruction | -Participated in several trainings and seminars on task-based instruction |
| **Implementation of task-based instruction** | -Used to try to implement task-based instruction | -Never implement task-based instruction | -Used to try to implement task-based instruction |
| **Technology & Computer skill** | -Comfortable with using technology<br>-Literate computer skills | -Uncomfortable with using technology<br>-Literate computer skills | -Comfortable with using technology<br>-Literate computer skills |
| **Readiness and willingness to experiment with English team teaching using task-based instruction** | - Ready | - Ready | - Ready |

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*Table 3.4*

*Checklists for Establishing Team Teaching Expectations*

| Expectation | Mine | My Partner's | Our Classroom |
|---|---|---|---|
| **Classroom policies and procedures** | -Bathroom during breaks, unless emergency.<br>-Assign job roles to specific students | -Bathroom during breaks, unless emergency<br>-Several students pass and collect papers | -Bathroom during class breaks only, unless emergency<br>- Assign job roles to specific students. |
| **Teaching styles and preferences** | - Humorous & flexible inside & outside class<br>-Student-centered is a goal but I find that I do too much teacher-centered | - Humorous & flexible inside & outside class<br>-Student-centered is a goal but I find that I do too much teacher-centered | -Flexibility, humor in meeting student needs<br>-Goal: more student-centered and student-involved instruction |
| **Behavior management** | -Try to be consistent<br>-Gentle reminder before sending out of room for break or time in another room<br>-Still struggle with getting students to work independently | -Has consistency<br>-Gentle reminder before sending out of room for break or time in another room<br>-Train students for independent or group work time.<br>--Positive praise | -Consistency<br>-Specific gentle reminder<br>-Train students for independent or group work time.<br>-Ignore students' whining or begging<br>-Positive praise |

*Table 3.4 (Continued)*

*Checklists for Establishing Team Teaching Expectations*

| Expectation | Mine | My Partner's | Our Classroom |
|---|---|---|---|
| **Academic goals** | -Challenge every student at his/her level<br>-Try to teach in English as much as possible.<br>-Try to provide chances for students to demonstrate what they know in various ways<br>-Try to monitor student progress individually<br>-Evaluate what students learned by using worksheets. | -Challenge every student at his / her level but continuously raise expectations<br>-Do not speak Thai at all in class. (though he understands some Thai)<br>-Try to provide chances for students to demonstrate what they know in various ways<br>-Try to monitor student progress individually | -Challenge every student with diverse learning opportunities for continued growth.<br>-Goal: speaking English during the instruction unless the communication breaks down.<br>- Provide chances for students to demonstrate what they know in various ways<br>-Monitor learner progress individually using worksheets<br>- Students receive two sets of feedback from both teachers. |
| **Time for discussions over concerns and planning materials for each lesson** | - Two times a week. Can be during week-end. | -During week-end. | - Two times a week after every lesson. And on Sunday morning , by phone and emails. |
| **Technology & Computer skill** | -Comfortable with using technology | -Comfortable with using technology | -Use technology to support the instruction: DVD player, MP3 player, computer, video clips, |

**Stage 2: The construction/selection, validation, and modification of the instruments**

In this final stage of the preparation phase, there are five steps to complete.

**Instructional Instruments**

*Step 1: Constructing English for Communication course*

After finding the matched partner, the Thai and foreign teachers developed Mathayomsuksa 4 English for Communication course together. This was a school elective course for English-Math track students (Room 5 and Room 6 of upper secondary school level). Based upon Nawamintharachinuthit Horwang Nonthaburi school curriculum, this course was designed to complement Fundamental English course. It is required that the content topics are the same to those currently taught in Fundamental English course but with the emphasis on oral communication. In order to determine goals and objectives, the English for Communication course follows "The Basic Education Curriculum B.E. 2551 (2008) and "Nonthaburi Project"' goals and policies.

After contents topics were determined, the goals and objectives of the course were set. Then the following aspects: speaking task, outcome, grammar, pronunciation, and vocabulary were included in the course syllabus grid. The course content was organized from the simple to the complex. The principles of teaching English oral communication (Thornbury, 2005) and task-based framework (Willis, 1996) were conceptualized.

Next, the team teachers selected and developed teaching materials and activities based on the principles of task-based teaching (Willis, 1996; Willis and Willis,

2007) in that the tasks should be based on real world tasks with realistic outcomes. Also the principles of team teaching were incorporated as the team teachers divided responsibilities based on their expertise. Taken for example, the foreign teacher (Ms.Zenaida) specialized in finding both audio and video clips. Thus finding teaching media was mainly the responsibility that the foreign teacher was willing to contribute. On the other hand, the Thai teacher had more skill in designing worksheets and handouts. She took responsibility in designing worksheets to accompany the lessons. Another example was that the Thai teacher's expertise as she shared the first language with the students helped anticipate the problematic language points to be added in the accompanied worksheets and feedback.

**Lesson plans**

Ten lesson plans were constructed by the two team teachers to teach in Mathayomsuksa 4 English for Communication course. Key pedagogical components are outlined as shown in Table 3.5.

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Table 3.5

*The Key Pedagogical Components of Team Teaching of Thai and Foreign Teachers of English in Task-Based Instruction*

| **Components of Team Teaching of Thai and Foreign Teachers of English in Task-Based Instruction** | |
|---|---|
| *Instructional framework* | *Task-Based and Team Teaching* |
| *Duration* | *10 lessons* |
| *Setting* | *English for Communication class* |
| *Teacher* | *Thai and foreign teachers of English* |
| *Evaluation* | *Pretest and posttest* |

In sum, the researcher decided on team teaching model and assigned roles for Thai and foreign teacher in task-based teaching steps (Willis, 1996) based on the concept of share equal roles team teaching model proposed by Macedo (2002) and Richards and Farrell (2005). The team teachers constructed Mathayomsuksa 4 English for Communication course, planned the lesson, constructed the course syllabus and scope and sequence together based on four main sources which were the principles of teaching speaking from Thornbury (2005), task-based framework of Willis (1996), the Basic Education Curriculum B.E. 2551 (2008), and “Nonthaburi Project” and Nawamintharachinuthit Horwang Nonthaburi School policies.

*Step 2: Verifying the effectiveness of the instructional instruments*

After the team teachers constructed the lesson plans, three experts were sought to evaluate three samples of the lesson plans using the lesson plan evaluation form (See Appendix D) developed by the researcher to ensure its content and construct validity.

For each lesson plan, the experts evaluated two major parts. In the first part, the three experts were asked to assess the team teaching model of Thai and foreign teachers of English in task-based instruction in terms of assigned teacher's roles and turn-taking process. In the second part, lesson plan's preparation, teaching procedures, and assessment based upon task-based framework were evaluated. (See result of lesson plan evaluation obtain from three experts on Appendix D)

The items evaluated in the evaluation form were the Item-Objective Congruence (IOC) Index which was scored ranging from -1 to 1.

Congruent = 1

Questionable = 0

Incongruent = -1

The items that have an index lower than 0.5 were revised. On the other hand, the items that have an index higher than or equal 0.5 were reserved. The result was revealed that IOC on all aspects in the lesson plan 1-3 were greater than 0.50. They implied that these lesson plans were acceptable for the study (See The result of lesson plans evaluation obtained from three experts on Appendix D). The additional comments from the experts were summarized in Table 3.6 below.

Table 3.6

*Experts' Comments and Suggestions on Lesson plans*

| ***Unit1 : Lifestyle*** | ***Experts' Comments and Suggestions*** |
|---|---|
| | 1. The students may not have the vocabulary necessary to speak intelligently about the subject. There should be more activities or exercises on vocabulary. |
| | 2. There should be more details on how and when to use each worksheet. |
| | 3. The objectives are unrealistic. Students' ability should be increased only from 60% to 80% accuracy after one activity. |
| | 4. All handouts should be in the same format. And the purpose of the speaking guide sheet should be stated. |
| ***Unit 2: People's Appearances*** | 1. In order to select one person who changed the most in the "Task Cycle Phase", the representatives of every group should show the pictures of the person they chose to the whole class. |
| | 2. The video clips should be used again in "Language Focus Phase". |
| | 3. All handouts should be in the same format. And the purpose of the speaking guide sheet should be stated. |
| ***Unit 3: Environment*** | 1. The objectives are unrealistic. Students' ability should be increased only from 60% to 80% accuracy. |
| | 2. All handouts should be in the same format. And the purpose of the speaking guide sheet should be stated. |
| | 3. The video clips should be used again in "Language Focus Phase". |

*Step 3: Adjusting and modifying the instructional instruments*

Although the overall results of the team teaching of Thai and foreign teachers of English lesson plans indicated that the lesson plans contained good characteristics, they were revised in terms of objectives, language input, activities, worksheet formats, and the clarity of accompanied worksheets according to the experts' suggestions. Then, they were prepared for the pilot study. The sample of modified lesson plans and worksheets are presented in Appendix C.

*Step 4: Conducting a pilot study*

After the lesson plans were verified to ensure construct and content validities, the two team teachers revised the lesson plans based on suggestions from the experts. After that, a pilot study was carried out with 36 Mathayomsuksa 4 students from Nawamintharachinuthit Horwang Nonthaburi School who were not the sample in this study. The students chosen for the pilot study shared the same characteristics in terms of their educational background and their experiences in studying with foreign teachers of English.

*Step 5: Adjusting and modifying the instructional instruments*

Based upon the pilot study, the lesson plans were reviewed. It was found that the major issue was the turn taking of the two teachers. Therefore, the teacher's notes or the simplified version of the lesson plans were developed to eliminate the confusion over two teachers' roles. In order to better organize teachers' turn taking, the two teachers agreed on using the term "Over to you" and called the other person's name to indicate the shifting role to another teacher.

**Research Instruments**

The research instruments employed in this study were the English oral test together with analytical rating scale, team teaching questionnaire, and interview questions.

*Step 1: Selecting the English oral test*

**English oral test**

In the present study, two sets of parallel oral/speaking test from the Cambridge FCE (2008) were employed to identify participants' English oral communication ability at the beginning and at the end of the experiment as pretest and posttest. The Cambridge FCE is a very well-known standard test which includes communication tasks. It was selected to be used in the study based on the following reasons. First, Cambridge FCE suits the participants' age the most (15 to 17 years old). Second, according to Willis (1998), Cambridge FCE test is considered compatible with task-based instruction. Third, the content topics in the test are similar to the content topics of upper secondary school level found in The Basic Education Curriculum B.E. 2551 (2008).

All Cambridge ESOL examinations can be taken by anyone whose first language is not English. Cambridge FCE was originally offered in 1939. Regular updating has allowed the examination to keep pace with changes in language teaching and testing, and the last major revision of FCE took place in 1996. The Cambridge FCE oral/speaking test (2008) involves multiple competences including vocabulary and grammatical knowledge, phonological control, knowledge of discourse, and pragmatic

awareness, which are partially distinct from their equivalents in the written language. Since speaking or oral ability generally involves reciprocal oral interaction with others, oral/speaking test in FCE is assessed directly, through a face-to-face encounter between candidates and examiners. During the test, the examinee took the speaking exam together with aother student. The exam lasted about 8-12 minutes. The four parts of the FCE speaking tests are summarized below:

*1. Interview (2-3 minutes - about 1.5 minutes for each candidate)*

Each student was asked basic questions about his/her home town, family, work or study, leisure and future plans.

*2. Individual task (4 minutes - about 2 minutes for each candidate)*

Each student was asked to compare two color photographs and explain his/her personal feelings about them.

*3. Joint task (2-3 minutes)*

Students were shown some pictures. They were asked to discuss these with the other student and to make a decision. Sometimes they were asked to agree on the conclusion, and sometimes they were told that they might make different decisions.

*4. Three - way discussion (3- 4 minutes)*

Students were asked to discuss (together with the other student and the examiner) some ideas that were connected with the joint task.

*Step 2: Verifying the effectiveness of the English oral test*

Although the Cambridge FCE oral/speaking test has been examined for reliability and validity by British Research teams, they were validated for the appropriateness to be used with participants in the study by three experts using the evaluation form constructed by the researcher (see Appendix I). The three experts validated the tests in terms of test level of difficulty, test discrimination, appropriate sample, overlap, clarity of task, questions and text, timing, layout, bias and English oral communication. The items to be evaluated in the evaluation form were the Item-Objective Congruence (IOC) Index which was scored ranging from -1 to 1. The result was revealed that the IOC on all aspects in the English oral tests were greater than 0.50, they implied that these tests were appropriate for the study**.**

*Step 3: Adjusting and modifying the English oral test and the analytical rating scale*

The only comments that two experts similarly made was that there should be a test manual which includes test structures, and simplified rating scale provided to participants before giving the pretest. Therefore one week before the test, a test handbook which includes test structures and simplified rating scale were given to each participant. Test structures and a simplified rating scale were explained to the students. Also, students were asked to pair themselves up according to their wishes.

*Step 4: Conducting a pilot study*

After piloting the test, the reliability of the test was calculated by Cronbach's Alpha formula. The findings showed that the test reliability in the pilot study

was 0.92, which can be interpreted that the test had high reliability. The difficulty index and discrimination index were also analyzed. The criteria for the difficulty index and the discrimination index were set as based on D.R Whitney and D.L Sabers (cited in Luan Saiyos and Angkhana Saiyos, 1996).

For the difficulty index (p):

$p < 0.20$ means the item was difficult.

$p = 0.20$-$0.80$ means the item was good in terms of its difficulty.

$p = 0.81$-$0.94$ means the item was easy.

$p \geq 0.95$ means the item was very easy.

For the discrimination index (r):

$r = 0$ means the item had no discrimination ability.

$r \geq 0.19$ means the item had a low discrimination ability.

$r = 0.20$-$0.29$ means the item had a fair discrimination ability.

$r = 0.30$-$0.39$ means the item had a high discrimination ability.

$r \geq 0.40$ means the item had a very high discrimination ability.

After the calculation, it was found that the difficulty index of the English oral test was 0.25 and the discrimination index was 0.22. According to the above criteria, it is indicated that the English oral test was good in terms of difficulty, and it had high discrimination ability. This confirms that the test was acceptable and there was no need for modification.

**Analytical rating scale**

*Step 1: Selecting the analytical rating scale*

After the selection of the English oral test, the appropriate rating scale was sought to accompany the test to measure students' oral communication ability in the study. The analytical rating scale to assess FCE speaking test was available but without detailed descriptors of each scoring attribute. Therefore, the researcher sought out an analytical rating scale with detailed descriptors in each scoring level. It was found that Nakasuhara (2007) has developed such rating scale to assess English oral communication ability of Japanese high school students. The current study, thus, adapted this analytical rating scale to measure Thai upper secondary school students' oral communication ability. It has five marking categories which are similar to those of FCE analytical scale. These are pronunciation and intonation, grammar, vocabulary, fluency, and interactive communication. It consists of five levels of performance with narrative descriptions for each separate attribute (see Appendix H).

*Step 2: Verifying the effectiveness of the analytical rating scale*

After the selection of the analytical rating scale, the experts evaluated it together with the English oral tests. At least two experts agreed with the use of the scales in all aspects; and there was no major revision.

*Step 3: Adjusting and modifying the analytical rating scale*

*Step 4: Conducting a pilot study*

In step 3 and 4 the same procedures used with the English oral tests in the previous section were conducted.

**Team teaching questionnaire**

*Step 1 : Constructing team teaching questionnaire*

At the end of the course, the team teaching questionnaire was administered to find out the opinions of participants about team teaching of Thai and foreign teachers of English in task-based instruction. The questionnaire employed in the study was adapted from Tajino and Walker (1998).

Essentially, the team teaching questionnaire consists of two parts. The first part includes participants' background information (age, gender, and grade level) and participants' past experiences of team teaching of Thai and foreign teachers of English. The second part comprises 10 statements concerning learning experiences in English for communication course through team teaching of Thai and foreign teachers of English. There are three major aspects covering the 10 statements: team teaching class, students' roles and engagement, and team teachers' roles.

Each item is accompanied by a Likert scale ranging from a score of 1 to 5, with 1 representing "strongly disagree" and 5 representing "strongly agree" for positive items (and vice versa for negative items). The validity and reliability of the questionnaire was examined by three experts.

*Step 2: Verifying the effectiveness of the team teaching questionnaire*

For content validity purpose, this team teaching questionnaire was examined by three experts. They were asked to rate each item as to whether it is congruent with the objective using the evaluation form constructed by the researcher. Then, the Item-Objective Congruence (IOC) Index was calculated. The results revealed that the IOC on all aspects in the team teaching questionnaire were greater than 0.50, they implied that the questionnaire was appropriate for the study. The English versions of

team teaching questionnaire is presented in Appendix N. The experts' comments are summarized in the Table below.

Table 3.7

*Experts' Comments and Suggestions on Team Teaching Questionnaire*

| **Experts' comments on team teaching questionnaire** | |
|---|---|
| Expert A | - There should be an introductory part, instructions and questionnaire descriptions at the beginning of the questionnaire. |
| Expert B | - There should be few more questions asking students to reflect on their past experiences of learning English with foreigners and their experiences of team teaching. |
| Expert C | - There should be headings and instructions in each part of the questionnaire. |

*Step 3: Adjusting and modifying the team teaching questionnaire*

Based on the comments and suggestions from the experts, the team teaching questionnaire was modified. First, the introductory part, instructions and descriptions of the questionnaire were added. Second, the items asking students to reflect on their past experiences in team teaching were added.

*Step 4: Conducting a pilot study*

After the revision, the Thai version of team teaching questionnaire was pilot tested on 36 students who were similar to the samples in the study. Then, the quality

of the questionnaire was assessed by Cronbach's alpha coefficient (α) formula. The findings showed that the reliability of the questionnaire was 0.89 which can be interpreted that the questionnaire had high reliability. Thus it was suitable to be used in the study. The data obtained in the pilot study also revealed that the item asking students to reflect on their past experiences about team teaching are too broad. And students' responses were too general in that they did not specify which team teaching model they experienced.

*Step 5: Adjusting and modifying the team teaching questionnaire*

Based on the data gained from the pilot study, the team teaching questionnaire was modified. Instead of asking students to narrate and describe about their past team teaching experiences, the different team teaching models were added for students to select the one they had experienced before. (See Appendix M for the Thai version of the team teaching questionnaire and Appendix N for the English version of the team teaching questionnaire).

**Interview questions**

*Step 1: Constructing interview questions*

In order to collect more in-depth information from the participants, semi-structured interview was conducted at the end of the experimental period. Questions were divided into two groups of open- and closed-ended questions. The interview questions were examined by three experts in the field of language teaching for validity purpose.

*Step 2: Verifying the effectiveness of the interview questions*

To validate the interview questions, three experts were sought to evaluate interview questions by using the evaluation form developed by the researcher. The experts were asked to rate each item as to whether it is congruent with the objective using the evaluation form constructed by the researcher. Then, the Item-Objective Congruence (IOC) Index was calculated. The result was revealed that IOC on all aspects in the interview questions were greater than 0.50, they implied that it was appropriate for the study**.** And there was no revision.

*Step 3: Adjusting and modifying the interview questions*

Since there was no further comments from all experts and the results confirm the appropriateness of the interview questions, there was no modification in this stage.

To conclude all instruments employed in the study, the theoretical framework for the designing of team teaching in task-based instruction summarizes the preparation phase as shown in Figure 3.3 below.

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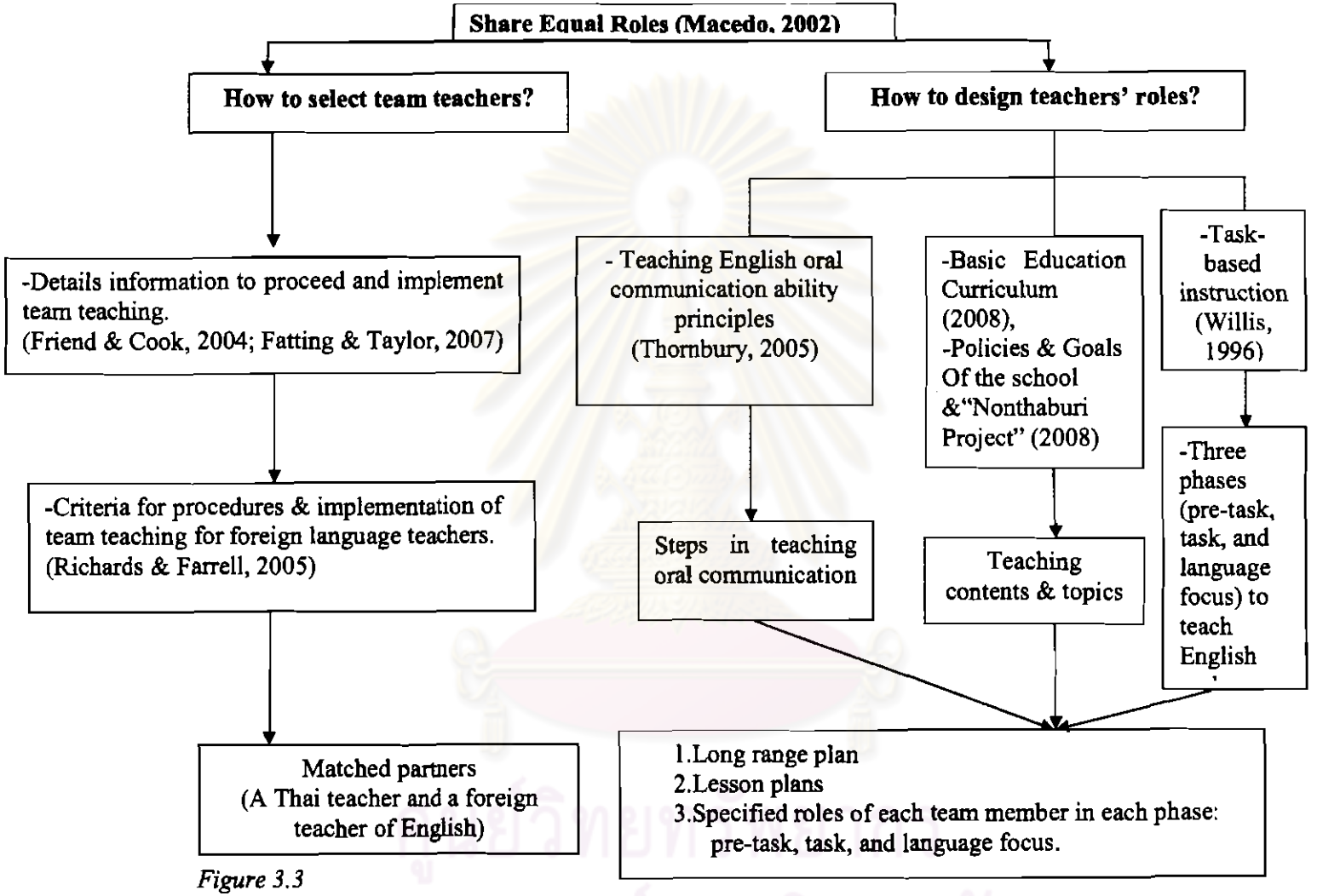


*Figure 3.3*
*Theoretical Framework for the Designing of Team Teaching in Task-Based Instruction*

**Phase 2: Data Collection Phase**

In the data collection phase, the implementation and evaluation of team teaching of Thai and foreign teachers of English in task-based instruction to enhance English oral communication ability of upper secondary school students lasted for 12 weeks. There were 4 stages to complete.

**Stage 1: Pretest**

All students were pre-tested to assess their English oral communication ability before the implementation of team teaching of Thai and foreign teachers of English in task-based instruction. To effectively incorporate the principles of team teaching, as it was clearly stated that successful team teachers plan the lesson together, teach together, and evaluate students' performances together (Richard and Farrell, 2005; Friend and Cook, 2003; Bailey et al., 1992), the researcher together with the foreign teacher graded each pair of students together. Prior to the pretest, both Thai and foreign teachers of English trained and practiced rating students' scores using analytical rating rubric. It was found that both teachers had consistency in grading students' oral ability.

The pretest scores were further tested for the Assumption of Normality. Larson-Hall (2010) highlighted that researchers particularly in Second Language field should always look at the shape of their data before conducting statistical tests. This is because the data can give researchers some idea about whether the data are normally distributed. Moreover, this will determine whether the Parametric or Non-parametric tests should be employed to conduct further data analysis (Dornyei, 2007). For these reasons, the pretest scores in this current study were tested whether they violated the Assumption

of Normality. The Table below illustrates the results of the Test of Normality of the pretest scores.

Table 3.8

*Test of Normality of Pretest Scores*

| Item | N | Shapiro-Wilk | | |
|---|---|---|---|---|
| | | Statistic | df | Sig. |
| Pretest scores | 40 | .928 | 40 | .014 |

As shown in the above table, the results from two well-known tests of normality, namely the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test (Dornyei, 2007) were employed. Larson-Hall (2010) pointed out that the Shapiro-Wilk test is considered more appropriate for small sample sizes of less than 50 samples. Thus this study employed the Shapiro-Wilk Test to assess normality. It was revealed that the Sig. value of the Shapiro-Wilk Test was 0.01 which is less than 0.05. Therefore the data of the pretest scores were not normally distributed. In other words, the data significantly deviate from a normal distribution.

Based on Dornyei (2007), when the data is not normally distributed, the non-parametric tests should be used. The Wilcoxon signed-rank test is the non-parametric test used to analyze a single sample to assess whether the means differ. In other words, the Wilcoxon signed-rank test is “the non-parametric alternative to the paired-samples t-test” (Dornyei, 2007). As a result, the means of the pre- and posttest scores in this study

were compared by the Wilcoxon signed-rank test to determine the significance of the difference in means between the pre- and posttest scores.

**Stage 2: Implementation of the instruction**

During the experimentation period, ten lessons of team teaching of Thai and foreign teachers of English in task-based instruction were employed for ten weeks in Mathayomsuksa 4 English for Communication course. In each lesson, there were three main teaching phases: pre-task, task cycle, and language focus.

**Stage 3: Posttest**

After the experimentation period, the students were given a posttest to investigate the effectiveness of team teaching of Thai and foreign teachers of English in task-based instruction. In the meantime, the team teaching questionnaire was administered and learner interviews were conducted with two pairs of students who gained the most improved scores.

**Stage 4: Evaluation of the effectiveness of the instruction**

To evaluate the effectiveness of the instruction, the data obtained from the pre- and post English oral tests were statistically analyzed using a mean and the Wilcoxon signed-rank test as mentioned in the prior section. Moreover the scores of two pairs of students who gained the most improved scores were further analyzed. Regarding the students' opinions about team teaching obtained from the questionnaire, they were analyzed by frequency, percentage, arithmetic means, and standard deviation and the results from the open-ended responses and interviews were analyzed by content analysis.

**Data Analysis**

The data collected for analysis in this study includes the pre- and posttest scores of the English oral tests and students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction.

1. To answer the first question, "What are the effects of the team teaching of Thai and foreign teachers of English on students' English oral communication ability?", the pre- and posttest scores of the students were analyzed by means of arithmetic mean and the Wilcoxon signed-rank test. Also, the scores of two pairs of students who gained the most improved scores were further analyzed

2. To answer the second question "What are students' opinions about the team teaching of Thai and foreign teachers of English in task-based instruction?", the mean score ( $\overline{X}$ ) of each item on the questionnaire was calculated to determine opinions of participants in average. The standard deviation (S.D.) of each item was calculated to determine the range of its mean score.

The data from the first section of the questionnaire, biological and educational background, were analyzed for frequency and percentage. The data from the second section, learners' opinions about the team teaching of Thai and foreign teachers of English, learners' relationship with the foreign teacher, learners' roles and engagement in the team taught class, and learners' opinions about the roles of the two team teachers, were analyzed for mean ( $\overline{X}$ ) and standard deviation (S.D.).The mean of each item was interpreted using the following ranges.

4.50 – 5.00 = Students agree with the statement at the highest level

3.50 – 4.49 = Students agree with the statement at a high level

2.50 – 3.49 = Students agree with the statement at a moderate level

1.50 – 2.49 = Students disagree with the statement at a high level

1.00 – 1.49 = Students disagree with the statement at the highest level

The responses from open-ended questions were analyzed as follows: First, the answers were categorized manually under broader categories. Then the emerging themes were translated into English and later were organized in lists. Finally, they were scanned and reorganized for relevance to the research questions.

In addition to the learner interviews, the audio-taped interviews were transcribed. The key words that appeared most frequently in the answers during the interview were coded, recorded, and translated into English. Then they were summarized and presented in frequency and percentage.

To conclude all the instruments, Table 3.9 presents the relationship between research questions, objectives, instruments and data analysis employed in the current study.

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Table 3.9

*Relationship between Research Questions, Objectives, Instruments, and Data Analysis*

| **Research questions** | **Objectives** | **Instruments** | **Data analysis** |
|---|---|---|---|
| 1. What are the effects of team teaching of Thai and foreign teachers of English in task-based instruction on English oral communication ability of upper secondary school level students? | 1. To study the effects of team teaching of Thai and foreign teachers of English in task-based instruction on English oral communication ability of upper secondary school level students. | 1.English oral tests | - Mean ( $\overline{X}$ ),<br>- S.D.<br>-The Wilcoxon signed-rank test |
| 2. What are students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction? | 2. To explore students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction. | 1.Questionnaire and open-ended responses<br><br>2.Interview questions | 1. - Frequency,<br>- Percentage<br>- Mean( $\overline{X}$ )<br>- S.D.<br>- Content analysis<br><br>2.Content analysis |

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**Summary**

This current study aims to study the effects of team teaching of Thai and foreign teachers of English in task-based instruction and to explore students' opinions about team teaching. The research was conducted with 40 upper secondary school students for twelve weeks. The study compared students' English oral communication ability scores before and after receiving team teaching of Thai and foreign teachers of English in task-based instruction. Moreover, the opinions of students about team teaching were elicited through the questionnaire and interview questions to gain insight information. The research findings for each research question will be presented in Chapter 4.

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# CHAPTER IV

# FINDINGS

This chapter presents the findings from the study on effects of team teaching of Thai and foreign teachers of English in task-based instruction on English oral communication ability and opinions about team teaching of upper secondary school students". The findings were presented in two parts based on the research questions.

**Part 1:** The comparison and analysis of the effects of team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability.

**Part 2:** The analysis of students' opinions about the team teaching of Thai and foreign teachers of English in task-based instruction.

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**Part 1: The comparison and analysis of the effects of team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability.**

**Research question 1**: What are the effects of the team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability?

**1.1 The comparison of students' English oral communication ability before and after receiving team teaching of Thai and foreign teachers of English in task-based instruction**

The first research question examined the effects of team teaching of Thai and foreign teachers of English in task-based instruction whether it helped improve students' English oral communication ability measured by Cambridge FCE oral/speaking tests with the total scores of 25 points. The five aspects of English oral communication ability used to evaluate students' abilities were pronunciation and intonation, grammar, vocabulary, fluency, and interactive communication. In order to accurately grade the tests, students' performances were video- taped for the two team teachers to collaboratively evaluate each pair of students in both the pretest and the posttest. In order to examine the improvement of students' English oral communication ability, a comparative analysis between the mean scores of the pretest and the posttest were conducted. The results of the statistical analysis are presented into two areas as follows.

**1. Descriptive statistics of pretest and posttest of English oral communication ability**

**Focusing on the total scores**

In order to clearly understand the results, descriptive statistics of dependent variables from pretest and posttest were computed. The results of the descriptive statistical calculation focusing on the whole test are illustrated in Table 4.1.

Table 4.1

*The Mean, Standard Deviation, Minimum Value, and Maximum Value from the Pretest and the Posttest Focusing on the Total Scores*

| **Descriptive statistics** | **Total scores (25 points)** | |
|---|---|---|
| | **Pretest** | **Posttest** |
| Minimum | 3 | 10 |
| Maximum | 18 | 21 |
| Mean | 8.52 | 18.5 |
| S.D. | 3.99 | 2.84 |

According to Table 4.1, the minimum pretest score was 3 and the minimum posttest score was 10. While the maximum pretest and posttest scores were 18 and 21

respectively. The data also revealed that the mean score of the pretest was 8.25 while the mean score of the posttest was 18.5. The standard deviation in the pretest was 3.99 while in the posttest it was 2.84.

**Focusing on separated aspects of English oral communication**

Not only the total scores were calculated and computed. The descriptive statistics of each aspect of English oral ability were also calculated and shown in the Table 4.2 below.

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Table 4.2

*The Mean, Standard Deviation, Minimum Value, and Maximum Value from the Pretest and the Posttest Focusing on Each English Oral Ability Aspect*

| **Descriptive statistics** | **Accuracy** | | | | | | **Fluency** | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Pronunciation and intonation (5 points) | | Grammar (5 points) | | Vocabulary (5 points) | | Fluency (5 points) | | Interactive communication (5 points) | |
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| Minimum | 1 | 2 | 0 | 4 | 0 | 4 | 0 | 5 | 0 | 5 |
| Maximum | 3 | 5 | 4 | 2 | 4 | 2 | 4 | 2 | 3 | 2 |
| Mean | 1.75 | 3.72 | 1.57 | 3.37 | 1.87 | 3.70 | 2.05 | 4.07 | 1.27 | 3.62 |
| S.D. | .74 | .59 | .84 | .62 | .93 | .60 | 1.08 | .82 | .84 | .66 |

Table 4.2 shows that participants in the study had higher scores in both accuracy and fluency aspects. In the aspect of accuracy, the scores in pronunciation and intonation, grammar, and vocabulary are taken into account. In the aspect of fluency, the scores in fluency and interactive communication are considered. The data reveals that the pretest mean score in the area of pronunciation was 1.75 while the posttest mean score was 3.72. In respect to grammar, the pretest mean score was 1.57 while the posttest was

3.37. Regarding vocabulary, the pretest mean score was 1.87 while the posttest mean score was 3.70. In relation to fluency, the pretest mean score was 2.05 and the posttest mean score was 4.07. As for interactive communication, the pretest mean score was 1.27 while the posttest mean score was 3.62.

**2. The comparison of the mean scores of the pre and the posttest of English oral communication ability**

**Focusing on the total scores**

The mean scores from the pre and posttest were compared using the Wilcoxon signed-rank test as shown on Table 4.3.

Table 4.3

*Ranks of the Pretest and the Posttest Scores*

| Item | | N | Mean Rank | Sum of Ranks |
|---|---|---|---|---|
| Pretest – Posttest | Negative Ranks | 0[a] | .00 | .00 |
| | Positive Ranks | 40[b] | 20.50 | 820.00 |
| | Ties | 0[c] | | |
| | Total | 40 | | |

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

The Ranks table above shows the data on the comparison of students' pre- and posttest scores. It was revealed that all 40 participants' posttest scores were higher than the pretest scores. There was no participant whose score was not improved. In other words, all students had higher scores after receiving team teaching of Thai and foreign teachers of English in task-based instruction. The data of the Positive Ranks reveals that the mean of the ranks of participants who gained higher scores in the posttest was 20.50.

Table 4.4

*Test Statistics[b] of the Pretest and the Posttest Scores*

| **Item** | **Posttest - Pretest** |
|---|---|
| Z | -5.519[a] |
| Asymp. Sig. (2-tailed) | .000 |

a. Based on negative ranks
b. Wilcoxon Signed Ranks Test

By analyzing the Test Statistics table above, the "Asymp. Sig". (2-tailed) value which is the *P* value for the test was examined. The Asymp. Sig. (2-tailed) value in this study was 0.00 which is less than the significance level of 0.05. It can be interpreted that there is a statistical difference between the mean scores from the pre and post English oral tests. In other words, students gained higher scores after receiving team teaching of Thai and foreign teachers of English in task-based instruction at highly significant level of $p \leq 0.05$(one-tailed).

In order to assess the magnitude or strength of the findings that occur in the study which cannot be obtained solely by focusing on a particular p-value, the effect size was calculated. The Wilcoxon Signed-rank test was employed in the study as it was pointed out by Kamol Sukamolsan (2010) and Durlak (2009) that it was an appropriate non-parametric test to calculate for an effect size. By using the effect size of Wilcoxon Signed-rank test, the data was calculated using the following formula:

$$r = Z / \sqrt{N}$$

After the calculation it was found that the effect size in this study was 0.6. As for how to interpret the result of effect size, different experts in statistics offered different suggestions. However, the most acceptable advice is that of Cohen (1998) where 0.2 is indicative of a small effect, 0.5 a medium effect, and everything around or above 0.8 is considered to be a large effect. In this study, the effect size was 0.6 which indicated a medium effect size. This can be interpreted that team teaching of Thai and foreign teachers of English in task-based instruction had a medium effect on improving students' English oral communication ability. As a result, the first hypothesis in that "the average scores of the pretest of English oral abilities of students who received team teaching of Thai and foreign teachers of English will be significantly higher than the average posttest scores at the level of $p \leq 0.05$. is accepted.

After the quantitative data was analyzed, the qualitative analysis was further conducted in the following section to confirm the results of the first research question "To what extent does the team teaching of Thai and foreign teachers of English in task-based instruction help improve students' English oral communication ability?"

**Focusing on two pairs of students who gained highest improved scores**

In order to confirm the results of students' English oral communication ability, the scores of two pairs of students who improved the most from pre- to posttest were further analyzed. The first pair consisted of Student 27 and Student 28. They gained the highest and the second highest improved scores respectively from pre to posttest. The second pair included Student 21 and Student 22. Student 22 also gained the same second highest improved scores while Student 21gained the third highest improved scores. The details of each student's scores are presented in Table 4.5.

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Table 4.5

*The Scores of Four Students Who Gained the Highest Improved Scores*

| **Aspect** | **Pair 1** | | | | **Pair 2** | | | |
|---|---|---|---|---|---|---|---|---|
| | Student 28 | | Student 27 | | Student 21 | | Student 22 | |
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post |
| Pronunciation and intonation (5points) | 2 | 4 | 1 | 4 | 1 | 4 | 1 | 3 |
| Grammar (5points) | 1 | 4 | 1 | 4 | 0 | 3 | 0 | 3 |
| Vocabulary (5points) | 1 | 4 | 1 | 4 | 1 | 4 | 1 | 4 |
| Fluency (5points) | 0 | 5 | 1 | 5 | 1 | 5 | 1 | 4 |
| Interactive communication (5points) | 0 | 5 | 1 | 5 | 0 | 4 | 0 | 4 |
| Overall (25points) | 4 | 22 | 5 | 22 | 3 | 20 | 3 | 18 |

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As shown on Table 4.5, these four students' scores on the pronunciation and intonation aspect were between 1 and 2 on the pretest. This was described by Nakasuhara (2007) (See detail in Appendix H) that, with the score of 1, the students spoke very frequently with mispronunciations and with L1-influenced sounds (without any assimilation/elision), which nearly always impeded understanding. With the score of 2, the student spoke with somewhat L1-influenced sounds with minimal assimilation/elision. Frequently put some strain on listener, and occasionally impeded understanding. After receiving team teaching of Thai and foreign teachers of English, the students gained the score ranging between 4 and 5 on the posttest. With the highest score of 5, it was described that the students spoke with appropriate word-stress/rhythm. All individual sounds were unambiguous and sufficiently well articulated for easy understanding. Only occasionally, there may be some L1-influenced sounds (e.g. l/r/th/v).

Grammar scores revealed that there were two students who had the lowest score of 0, while the other two students' scores were 1. It can be described that the students with the score of 0 spoke with no awareness of basic grammatical function. With the score of 1, the students' grammar was almost entirely inaccurate except for some stock phrases, which nearly always impeded communication. While in the posttest, their scores were between 3 and 4. With the score of 4, it can be interpreted that the students spoke with most basic structures (e.g. phrases, simple/ compound sentences). There were some inaccuracies, which however did not impede meanings, when complex structures were attempted (e.g. complex sentence).

In relation to vocabulary, all four students' pretest scores were 1. This means that students' vocabulary showed only simplest words and phrases. Lack of vocabulary made even basic communication difficult. After receiving team teaching of Thai and foreign teachers of English, all four students' scores were improved to 4. It can be described that the students generally used adequate range of vocabulary to manage most everyday topics although experienced difficulty when required to expand topics.

The results of fluency's scores showed that one student received the lowest score of 0. This means that the student's speech was so halting and fragmentary that conversation was impossible. On the contrary, the posttest revealed that three students improved their fluency to the highest score of 5. This can be defined that the three students had comfortable, nearly natural speed in most everyday contexts. There might be some natural hesitation while searching for language.

Regarding the scores of interactive communication, the students did poorly in this aspect as their scores were between 0 and 1. With the score of 0, it can be defined that the students gave simple responses only when required, but they were unable to maintain or develop the interaction. The video-recorded data also revealed that the students might show a few attempts (mostly non-verbally) to ask for repetition or paraphrasing, which were always unsuccessful. Unlike the pretest, the results from the posttest showed that two students improved their scores to 5 which is the highest while the other two gained the score of 4. With the score of 5, it can be described that the students' interactive communication was almost wholly effective at communicating both actively and

receptively in everyday contexts they also were fully sensitive to turn-taking system. The students contributed to collaborative topic development and maintenance by asking others to express/expand their opinions and by negotiating meanings both verbally and non-verbally (e.g. ask for clarification, indicate understanding, establish common ground, correct other's utterance and respond to requests for clarification).

In order to give a clearer picture of how students improved their English oral communication ability, the excerpts of students' pre and post English oral tests are presented and analyzed in the following section.

**Excerpt 1: Students Pre English Oral Test** (Part 2 of the test)

Interlocutor : In this part of the test, I will give you two photographs. I would like you to talk about the photographs for about a minute then compare the photographs. Why do you think the music is important to the different group of people?

Tanya : Music is caring ……umm……. (pausing)…… (silence)

Interlocutor : What type of music do you play?

Tanya : ……..…(silence)…….…

Interlocutor : (Turned to Nanny) These are your pictures. They show pictures of different ages on education visits. What do you think they are learning?

Nanny : …….(Long silence and tried to avoid eye contact)……

Interlocutor : (Turned to Tanya) And you? Anything you want to share?

Tanya : History.

Interlocutor : Which of this picture would you want to learn?

Tanya : …….(Long silence)…….

Nanny : ……..(Long silence and smiled)……

**Excerpt 2: Students Post English Oral Test** (Part 2 of the test)

Interlocutor : In the second part of the test, I'm going to give each of you two photographs. I would like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Nanny, it's your turn first. Here are your photographs. They show people making music in different ways. I'd like you to compare the photographs, and say why you think the music is important to different groups of people. All right?

Nanny : This one..umm… I think outdoor activities. They are lovers. They are healthy people, and they like good weather. And this one I think they like skating and they like cold season and they like… enjoy… with my friend. Umm…I think two pictures different country make people different activity.

Interlocutor : Tanya, have you ever been ice-skating?

Tanya : Yes.

Interlocutor : Where?

Tanya : Last time…ah…this summer, at "Esplanade".

Interlocutor : It's your turn. Tanya. They show people buying and selling things in different shops. I would like you to compare the photographs and say why you think people choose to shop in places like these?

Tanya : This picture, they are buying and selling toys. This picture, they are buying vegetables. Umm…I think two pictures different, different age, and different interest. Yes, like this picture, moms have to take care their children. And these old people don't have to take care anyone, just take care their health.

Interlocutor : Nanny, do you like shopping?

Nanny : Yes, and I like shopping in Chatujak.

Interlocutor : Okay. Thank you.

As shown in the excerpts above both students clearly improved their English oral communication abilities specifically in the aspects of fluency and interactive communication. During the pretest, often times, both students responses were long silence and pausing. When asked "What type of music do you play?" Tanya was unable to respond and made no attempt to ask for repetition or paraphrasing. On the other hand, during the posttest, both students interactively and fluently communicated with each other and with the interlocutor.

When asked to discuss activities that make lives in a city more enjoyable Tanya and Nanny were able to develop and expand their ideas of their favorite activity which was watching football match. Tanya could further explain the reason why she liked watching football match by telling Nanny that her cousin was a football player of

Muangthong United football club. The details of this part is presented in an Excerpt 3 below.

**Excerpt 3 : Students Post English Oral Test** (Part3 of the test)

Interlocutor : Let's move to part 3. Now, I would like you to talk about something together for about 3 minutes. Here are some pictures of things that can make living in a city enjoyable. So, first, talk to each other about how each thing in each picture makes life in a city more enjoyable. Then, decide on two most important things.

Tanya : I think this one is most important for me because I love dance. When I dance, I don't have to care anything. And I think it is entertain activity, and enjoy. Do you like this? And do you agree with me? (Turned to Nanny)

Nanny : Ah! I don't agree with you on that. And I think teenager almost like to dance but for me I don't like it. I love watch a football match.

Tanya : Ah! Me too.

Nanny : Why?

Tanya : Because my cousin is a player in "Muangthong United"

Nanny : Oh! Really? Fan of Muangthong United! What is your cousin's position?

Tanya : He is "Center Half"

Nanny : Oh! I see.

Tanya : I always give him …ah…of an inspiration when he has a competition football match.

Nanny : Oh! You are a good sister. Okay. So we choose….umm…(pointed to the pictures) this one.

Tanya : This one and this one.

Not only the most improved scores students improved were on the aspects of fluency and interactive communication, but also in the aspect of vocabulary.

When asked to discuss about the given visual prompts, as shown in Excerpt 1, neither of the pair had adequate range of vocabulary to communicate during the pretest. The choice of words was very limited. Nanny was asked about music which is one of the most common topics. Given the pictures about different groups of people playing music, she could not talk about anything in the pictures. The only two words she produced were “music” and “caring”. Common musical instruments such as piano and violin were shown in the picture. Yet, it wasn’t mentioned or talked about.

On the contrary, as shown in Except 2, when asked to discuss in the same procedure but given different pictures, Nanny’s vocabulary significantly expanded. Given the pictures of two people biking in a big field and people skating in a city at night, Nanny had sufficient range of vocabulary as she used everyday topics words such as “outdoor activities”, “healthy people”, “lovers”, “good weather”, “cold season”, “skating”, “different country”. While Tanya’s word choices to express her opinions were, for example, “buying and selling toy”, “different interest”, “take care their children”, “take care their health”.

In conclusion, four students who gained the highest improved scores from the pretest to the posttest made progress on all aspects consisting of pronunciation and intonation, grammar, vocabulary, fluency, and interactive communication. Further qualitative analysis also supports the findings in the first research question.

The Appendix K and L illustrate the detailed excerpts from English oral pretest and posttest of the pair of students whose scores improved the most.

**Part 2:** The analysis of students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction.

**Research question 2:** What are the students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction?

**1. Results from the questionnaire**

To address to the second research question, ten questions were constructed in order to elicit participants' opinions about team teaching. The results from the questionnaire can be summarized as follows:

**Mean and Standard deviation of learners' responses**

In this section, the second part of the questionnaire was explored. There were three aspects covering the 10 statements relating to team teaching. In each aspect, the responses to the items were calculated for their mean score ( $\overline{X}$ **)** and standard deviation (S.D.). Notable scores from each aspect are described under its table.

Table 4.6

*Mean and Standard Deviation of Learners' Opinion Focusing the Whole Questionnaire*

| Item | N | | Mean | Std. Deviation |
|---|---|---|---|---|
| | Valid | Missing | | |
| 1 | 40 | 0 | 4.63 | .54 |
| 2 | 40 | 0 | 3.53 | .85 |
| 3 | 40 | 0 | 3.50 | 1.09 |
| 4 | 40 | 0 | 3.58 | 1.20 |
| 5 | 40 | 0 | 4.45 | .75 |
| 6 | 40 | 0 | 3.50 | .57 |
| 7 | 40 | 0 | 4.03 | .66 |
| 8 | 40 | 0 | 3.63 | .67 |
| 9 | 40 | 0 | 4.43 | .81 |
| 10 | 40 | 0 | 3.70 | .82 |

According to Table 4.6, the findings reveal that students' opinions are positive at the set level of ≥ 3.50 in all items. All items were valid and there was no missing data. It was shown that the mean score of the first item received the highest mean score ($\overline{X}$ = 4.63). Students agreed at the highest level that they liked team teaching class of Thai and foreign teachers of English better than the class with only one teacher.

Table 4.7

*Mean and Standard Deviation of Learners' Opinions about Team Teaching Class*

| No | Statements | $\overline{X}$ | S.D. |
|---|---|---|---|
| 1. | I like the team-taught class between a Thai teacher and a foreign teacher better than the class with only a Thai or a foreign teacher. | 4.63 | .54 |
| 2. | I think that an English class taught by only a Thai or a foreign teacher only is more useful in improving our English skills than a team-taught class between a Thai teacher and a foreign teacher. | 3.53 | .85 |
| 3. | I often ask the foreign teacher questions and / or speak with her in class. | 3.50 | 1.09 |
| 4. | I feel tense and nervous when the foreign teacher asks me a question. | 3.58 | 1.20 |
| 5. | I enjoy studying English more than I used to because we have both Thai and foreign teachers of English in our classes. | 4.45 | .75 |
| 6. | I think that studying English in team-taught classes are confusing. | 3.50 | .57 |

Based upon Table 4.7, results in general show positive opinions about team teaching class. Students showed their preference for team teaching of Thai and foreign teachers of English at the highest level ( $\overline{X}$ = 4.63). Results also revealed that the team teaching of Thai and foreign teachers of English in task-based instruction gave students a

more enjoyable English class ( $\overline{X}$ = 4.45). Students also showed their comfort in asking the foreign teacher questions or in speaking with her in class ( $\overline{X}$ = 3.50). Students agreed at a high level that they did not feel tense and nervous when the foreign teacher asked them questions ( $\overline{X}$ = 3.58). Last, students agreed at a high level that learning English in team-taught classes were not confusing ( $\overline{X}$ = 3.50).

Table 4.8

*Mean and Standard Deviation of Learners' Opinions about Students' Roles and Engagement*

| **No** | **Statements** | $\overline{X}$ | **S.D.** |
|---|---|---|---|
| 7. | I feel that I am a full member of my team-taught class, not just a spectator. | 4.03 | .66 |
| 8. | I feel that I am only a spectator in team-taught classes. | 3.63 | .67 |

According to Table 4.8, students agreed at a high level that they were full members of the team-taught class, not just spectators ( $\overline{X}$ = 4.03). They also agreed at a high level that they were not only spectators in team-taught classes ( $\overline{X}$ =3.63).

Table 4.9

*Mean and Standard Deviation of Learners' Opinions about Team Teachers' Roles*

| No | Statements | $\overline{X}$ | S.D. |
|---|---|---|---|
| 9. | Both Thai and foreign teachers of English seem to have equal roles and work together well in team-taught classes. | 4.43 | .81 |
| 10. | It seems to me that one teacher dominates the team-taught classes. | 3.70 | .82 |

Based on Table 4.9, students agreed at a high level that both Thai and foreign teachers seemed to have equal roles and worked well together in team-taught class ( $\overline{X}$ = 4.43). The results also revealed that students agreed at a high level that none of the team teachers dominated the team-taught class ( $\overline{X}$ =3.70).

**Open-ended response**

The open-ended response section of the questionnaire comprised four major aspects namely, benefits, challenges, suggestions and other comments. Overall, the comments were positive. The responses of each aspect are summarized below.

1. Benefits of team teaching of Thai and foreign teacher of English in task-based instruction.

Out of 40 students, 13 did not give comments towards the benefits of team teaching. The remaining 27 comments are summarized as follows.

Table 4.10

*Frequency and Percentage of Learners' Opinions about Benefits of Team Teaching of Thai and Foreign Teacher of English in Task-Based Instruction*

| Benefits | Frequency | Percentage |
|---|---|---|
| Help improve pronunciation and speaking skill | 15 | 55.56 |
| Entertaining classroom learning environment | 8 | 29.62 |
| More individual support from teachers | 4 | 14.82 |

The data gained from the open-ended section revealed that fifteen students (55.56%) reported on their improvements in pronunciation and speaking skill. Eight comments (29.62%) indicated students' enjoyment of the learning environment. Four students (14.82%) stated that the team taught class offered them more individual support from teachers.

2. Challenges of team teaching of Thai and foreign teacher of English in English for communication course.

Out of 40 students, 34 did not give comments towards the challenges of team teaching. The remaining 6 comments are summarized as follows.

Table 4.11

*Frequency and Percentage of Learners' Opinions about Challenges of Team Teaching of Thai and Foreign Teacher of English in Task-Based Instruction*

| Challenges | Frequency | Percentage |
|---|---|---|
| Learner's lack of vocabulary | 3 | 50 |
| Teachers' talks | 2 | 33.34 |
| Foreign teacher' pronunciation | 1 | 16.66 |

The results gained from the open-ended section showed that three students (50%) reported on their lack of vocabulary background knowledge to complete the task. Three students (33.34%) indicated that teachers' talks frustrated them. And one student (16.66%) stated that foreign teacher's pronunciation was more difficult to understand when comparing to the Thai teacher s' pronunciation.

3. Suggestions on team teaching of Thai and foreign teacher of English in task-based instruction.

Out of 40 students, 28 did not give comments towards the suggestions on team teaching. The remaining 12 comments are summarized as follows.

Table 4.12

*Frequency and Percentage of Learners' Opinions about Suggestions of Team Teaching of Thai and Foreign Teacher of English in Task-Based Instruction*

| Suggestions | Frequency | Percentage |
|---|---|---|
| Increase time limit in task-cycle phase | 4 | 33.33 |
| Improve classroom and projector | 5 | 41.67 |
| Increase games | 3 | 25 |

Based on the open-ended section, it was found that four students (33.33%) expressed that they need more time allocation to complete the task in task-cycle phase. Five students (41.67%) reported that classroom environment and the projector needed to be improved. And three students stated that there should be more games.

4. Learners' other comments about team teaching of Thai and foreign teacher of English in task-based instruction.

There were seven responses out of 27 responses on this item. The comments were mainly positive and indicated that students had enjoyment learning English in the team-taught class. Four students explicitly expressed that they wanted to learn more English team-taught class in the future. Lastly, one student expressed that he expected the Thai teacher to help more in translation.

**2. Results from the learner interview**

At the end of team teaching of Thai and foreign teachers of English in English for communication course, four students (two pairs) who were the same samples with those analyzed in English oral communication ability in the previous section were interviewed. The findings are summarized below:

Table 4.13

*Results of Interviews from Four Learners Focusing on the Instruction*

| Aspects | Learners' opinions |
|---|---|
| Classroom environment | - Fun, enjoyable, and entertaining<br>- Well-organized |
| Teaching materials | - Realia and contents relating to celebrities brought enjoyment to the class. |

From the interview, it was revealed that learners found team- taught class enjoyable and fun. Student 2 further expressed that she liked the way the teachers use celebrities and video clips from "YouTube" as teaching media (See Excerpt 1).

**Excerpt 1**

Interviewer : What do you like about the team taught classes?

Student 2 : It was such a fun and enjoyable class. I can learn better this way. Especially when the teachers incorporated celebrities in the lessons, this interests me the most. The class was managed well. There are clear sets of class rules and regulations.

Student 4 : I really love learning from video clips. It was entertaining and interesting. YouTube is also good. I wish we could watch clips from YouTube in every English class.

Student 1 : I like the activities. I like that we can talk in English in this class more than other classes. The shopping task with “Big C” brochure was very fun. I love the school magazine activities too.

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Table 4.14

*Results of Interviews from Four Learners Focusing on Learners*

| **Aspects** | **Learners' opinions** |
|---|---|
| Involvement | - Increase learner involvement |
| Motivation | - Having a foreigner in the classroom highly motivated learners to communicate<br>- Thai teacher modeled a successful language learner. |
| English oral ability | - More exposure to different English accents<br>- Improve pronunciation, vocabulary and confidence |

With regard to the learners, the data gained from the interview revealed that learners had more involvement in performing activities. It was explicitly explained by Student 4 that the tasks offered a variety of responsibilities among members within the group. Thus she had more engagement in the lesson. She was not just a listener like in other classes. In team-taught class different roles (planner, script writer, spokesperson, and voter) were assigned to everyone. Therefore learners were all engaged in specific task (See Excerpt 2).

**Excerpt 2**

Interviewer : What do you like about the team taught classes?

Student 4 : I think I like the tasks. The task gave me more involvement in the lesson. I used to feel left alone in the class that has one teacher because all I have to do was to listen. But in this class I was assigned specific role. In some days, I was responsible for planning an oral report script sometimes I was selected as a spokesperson.

In relation to motivation, findings from the interview showed that learners were highly motivated to communicate in English. Based on Student 2, it can be implied that the foreign teacher attributed to the authentic needs. The double encouragement from both teachers also increased learners' motivation. Moreover, Student 1 clearly stated that she wanted to speak English fluently like the Thai teacher (See Excerpt 3).

**Excerpt 3**

Interviewer : How do you feel about having two teachers in one class?

Student 2 : I think that having one foreign teacher and one Thai teacher in the same classroom is very useful. I love talking to the foreign teacher. I don't think it's normal to speak English with a Thai person. But I need the Thai teacher too. She told me to speak freely not to worry about grammar or anything. I am less nervous.

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Student 1 : I like it. Two teachers can help me develop my speaking skill better. If the Thai teacher is busy talking to others I still have another teacher to help me. Though it is more difficult to ask the foreign teacher, I think it is useful. I can practice with her and one day I will be fluent in English like the Thai teacher. I wanted to speak like her. I like her accent. It is easy to understand.

Regarding learners' English oral communication ability, three students valued the more exposure to different English accents. They also asserted that the team teaching of Thai and foreign teachers of English help develop their English pronunciation and vocabulary (See Excerpt 4).

**Excerpt 4**

Interviewer : What do you like about the team taught classes?

Student 1 : I like having two teachers in this class I have heard two different style of speaking. I think now I understand better the way the Filipinos talk. Anyway I think American accent like Angelina Jolie's is more comprehensible. What else? I think my pronunciation improved too. I had more chance to speak English in this class more than in other English classes.

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Student 3 : I have learned a lot of new vocabulary. When I first heard those new words I don't remember but when we found them repeatedly I remembered what they mean automatically. I think when I use those new words in the report phase is when I remember their meanings the best.

Table 4.15

*Results of Interviews from Four Learners Focusing on the Team Teachers*

| **Aspects** | **Learners' opinions** |
|---|---|
| Roles | - Good team work |
| Personality | - Likable, had sense of humour, and well-prepared |

In relation to students' opinions about the team teachers, students reported on the three main aspects: the roles of the team teachers, the personality, and the support students received from the team teachers.

Regarding the roles of the team teachers, student 3 and student 4 reported that the two teachers worked well together. Both students pointed out that both teachers prepared themselves a lot before every class.

As for the team teachers' personality, both student 3 and 4 perceived the teachers as likable, well prepared and had sense of humour (See excerpt 5 and 6).

**Excerpt 5**

Interviewer : What are the differences that you can perceive between this English team-taught class and other English classes?

Student 3 : I think it's very interesting. The two teachers collaborate well unlike other classes. In other English classes, I used to attend, the Thai co-teacher just sat in with us. Sometimes, the Thai teacher helped with the translation and told us to behave well and be quiet. I think the foreigner was the one who prepared all of the worksheets. And only the foreigner graded us and evaluated us. The Thai teacher never showed up during the examination. They didn't work together like in this team taught class. I think both teachers prepared themselves a lot before coming to class. I never learned this way before. I like it like this. I think the two teachers are very likable and funny.

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**Excerpt 6**

Interviewer : What are the differences that you can perceive between this English team-taught class and other English classes?

Student 4 : I think we learned English in a different way. I used to study English with two foreign teachers in the same class. They worked well together but I didn't understand much. It was fun but I wasn't sure what I thought was correct or not. Sometimes only one foreign teacher showed up. And the class was really loud. But in this course, both Thai and foreign teachers are always together. I think they prepared a lot and they both work hard together in the class. Both of them are very funny too.

**Summary**

This chapter reported the findings in order to investigate two research questions. The obtained data were statistically analyzed and tested the hypotheses. The first hypothesis relates to the effects of team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability. It was revealed that the upper secondary level students earned higher scores on the posttest than the pretest scores. Therefore, the hypothesis stating that the team teaching of Thai and

foreign teachers of English in task-based instruction improved students' English oral ability was accepted. The second hypothesis involves students' opinions about team teaching. Questionnaire was used to explore student's opinions. It was found that students' opinions were positive at ≥ 3.50 in all items. As a result, the second hypothesis stating that students' opinions were positive was also accepted.

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# CHAPTER V

# CONCLUSION, DISCUSSION AND RECOMMENDATION

This chapter concludes the present study with five parts. The first part begins with a brief summary of the study. The second part reveals the results of the study. The third part relates to the results which discuss the findings. The forth part provides the pedagogical implications drawn from the findings. The fifth part presents recommendations for further research and studies.

## Summary of the Study

This study aims to investigate the effects of team teaching of Thai and foreign teachers of English in task-based instruction on English oral communication ability of upper secondary school students. The study also explores students' opinions about team teaching.

The study attempts to answer the following questions:

1. What are the effects of team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral communication ability?

2. What are students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction?

The design of the study was a single group pretest/posttest experimental design. The study compared the English oral communication ability of students before and after

receiving team teaching of Thai and foreign teachers of English in task-based instruction by analyzing the mean scores of pre and posttests. The samples of this study were forty of Mathayomsuksa 4studying in Room six (Math-English track) students who studied in English for Communication course in the academic year 2010 at Nawamintharachinuthit Horwang Nonthaburi School. The English for Communication course was a school elective course provided for Math-English track students in upper-secondary level.

The instruments employed in the study consisted of two parallel sets of English oral tests, team teaching questionnaire, and learner interview questions. All the instruments and team teaching models were validated by three experts and piloted to a group of students whose characteristics were similar to the samples.

The data acquired in the review of the literature revealed that the team teaching of local and foreign English teachers has been commonly implemented in Asian countries. Yet, there was no research study merging the task-based teaching and team teaching. Therefore, this present study assigned team teachers' roles in team teaching model based on Macedo (2002) and Richards and Farrell (2005) in task-based instruction proposed by Willis' (1998).

The study was divided into two major phases: Preparation Phase and Data Collection Phase.

In the preparation phase, there were 3 major stages to complete. In the first stage, the team teaching model in task-based instruction was designed based on the SER model of Macedo (2002) and team teaching principles of Richards and Farrell (2005). In the

second stage, the process of finding the matched foreign partner was conducted by adapting team teaching discussion topic and checklists for establishing team teaching expectations (Fatting and Taylor, 2007) as guidelines.

In the third and final stage of the preparation phase, the instruments were selected and constructed. Then all instruments were validated, pilot tested, and modified.

In the data collection phase, there were four stages to accomplish: 1) pretest; 2) implementation of the instruction; 3) posttest; and 4) evaluation of the effectiveness of the instruction.

**Summary of the Findings**

The findings of the study were summarized in two major areas: improvement of students' English oral ability and students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction.

**Improvement of English Oral Communication Ability**

In order to investigate the effects of team teaching on students' English oral ability in task-based instruction, the mean scores of the pre- and post tests were compared. It was revealed that the posttest mean scores were significantly higher than that of the pretest at the significant level of $p \leq 0.05$. Thus, it can be concluded that the team teaching of Thai and foreign teachers of English in task-based instruction significantly improved students' English oral ability. In other words, Mathayomsuksa four students of Nawamintharachinuthit Horwang Nonthaburi School gained higher

scores after receiving team teaching of Thai and foreign teachers of English in task-based instruction. Moreover, it was found that the posttest mean scores of both accuracy and fluency aspects were significantly higher than those of the pretest.

Additionally, the further in-depth analysis was carried out with the scores of two pairs of students who improved their English oral abilities the most based on the different scores between pretest and posttest. From the analysis, it can be concluded that students' oral abilities improved in both aspects of English oral communication: accuracy and fluency.

**Students' Opinions about Team Teaching**

In order to explore students' opinions about team teaching of Thai and foreign teachers of English in task-based instruction, the team teaching questionnaire along with learner interview were used to elicit students' opinions at the end of the course.

*Results from the team teaching questionnaire*

The data gained from the questionnaire and learner interview were summarized and reported in four parts: students' opinions about team teaching class, students' roles and engagement, team teachers' roles and open-ended responses.

1. Opinions about team teaching class: Students showed their preference for English team teaching class. They also reported that the team teaching class gave a more enjoyable English class and that they were comfortable in asking the foreign teacher or speak with her in class.

2. Opinions about students' role and engagement: Students reported that their roles were as full members of the class not just spectators.

3. Opinions about teachers' roles: Students reported that the roles of the two teachers seemed to be equal and that the team teachers worked well together.

**Discussions**

The purposes of this study were to study the effects of team teaching of Thai and foreign teachers of English in task-based instruction on students' English oral abilities and to explore students' opinions about team teaching. Therefore, the findings were examined in relation to the students' English oral communication ability, and students' opinions about team teaching. Also, the researcher‘s reflections on the study was discussed to share the views of the team teachers.

**Improvement of English Oral Communication Ability**

Based on the students' scores on the pretest and the posttest, it was revealed that team teaching of Thai and foreign teachers of English in task-based instruction helped students improve their English oral communication abilities both in the accuracy and fluency aspects. It can be concluded that the improvement of English oral abilities resulted from three main aspects: the extensive language input, the authentic needs to communicate, and feedback.

*Extensive language input*

Regarding the extensive language input, the merits of both team teaching of Thai and foreign teachers of English and task-based instruction resulted in the extensive English language input.

In addition to the team teaching of Thai and foreign teachers of English, the two team teachers provided to the students more language input than in a class with only one teacher in that learners are exposed to two proficient speakers interacting in English. This language input includes, for example, attention getting, turn-taking, negotiation for meaning, and disagreements in the target language of the team teachers. Although some of the interactions may be scripted dialogues or planned demonstrations, at least some are spontaneous discourse, and will be delivered more naturally than most tape-recorded excerpts of interaction used in the class with only one teacher. Taken for example in the English language use to negotiate for meaning and disagreements, the phrases and sentences often used by the teachers such as “How about…?”, “Let me think…”, “Really?”, “I disagree with you on that.”, “I don’t think so.” were frequently used by the students in the post- English oral test. Specifically when comparing to the language use in the pre- English oral test, language use by the students to negotiate for meaning and disagreements were simply the hand gestures of pointing to the visual prompts, nodding, or shaking their heads. This extensive language input found in team teaching of Thai and foreign teachers of English might contribute to the improvement of students’ English oral abilities as supported by many previous studies (Anh and Chi, 2007; The Japanese

Ministry of Education, Science, Sports and Culture, 1996; Bailey et al., 1992). This is also in line with the responses from student interview. One student reported that “I like the activities. I like that we can talk in English in this class more than other classes.” Another student expressed that “I like having two teachers in this class I have heard two different style of speaking. I think now I understand better the way the Filipinos talk.”

In addition to task-based instruction, since the lessons were designed based on the principles of task-based instruction (Willis, 1996) in which the students were assigned with specific roles to complete the real world tasks by using English as a means of communication, this also gave the students more language input than in a typical classroom when the lessons are not centered on the real world task. In this study, every lesson had concrete outcomes to achieve. Taken for example in the second unit namely “Lifestyle”, students were given the roles of celebrities’ managers. Using the visual prompts, the managers knew well their celebrities’ lifestyles. The goal was to select one celebrity who had the healthiest lifestyle to be on the cover of “Shape” magazine. As students worked in group of four to five, one student would be responsible for writing the script the other would be responsible for the oral report in front of the class, while they all work collaboratively to find out whether their celebrity had a healthy lifestyle based on the visual prompt. During the report stage, all students had the specific purpose to listen to the report. They had to reach the decision on the celebrity who had the healthiest lifestyle. English language was used extensively throughout the three phases of the instruction. The use of task-based instruction might also contribute to the improvement of English oral communication ability. The findings were consistent with the previous

studies conducted by Thornbury (2005), Uraiwan Sae-Ong (2010) and Chinnapen Rattanawong (2004).

*Authentic needs to communicate*

In this study, the presence of the foreign teacher and the real world tasks contributed to the authentic needs for Thai students to communicate in English. This finding was supported by many studies in the past (Carless, 2006; Macedo, 2002; Tajino and Walker, 1998; Bailey et al., 1992).

Regarding team teaching, the team teachers' interaction makes it prominent to students that English is a real language of communication not just something needed for examination purposes. This can be supported by the students' opinions as one student mentioned during the interview that "I think that having one foreign teacher and one Thai teacher in the same classroom is very useful. I love talking to the foreign teacher. I don't think it's normal to speak English with a Thai person in English". This means that having a foreign teacher in the classroom creates real needs for Thai learners to use English for communication.

In addition to task-based instruction, the use of real world and meaningful tasks based stimulated English language use and provided more opportunities for students to work in pairs and in groups. Many different task types were incorporated such as problem solving tasks, ordering and sorting tasks, information gaps, creative tasks, role plays, and surveys. Also, in every lesson, students were assigned to take turn to present their group oral reports to the whole class. According to Willis and Willis (2007), an

activity in which students use language to achieve a specific outcome promote communication abilities. As the activities reflect real life and learners focus on meaning, they are free to use any language they want, play games, solve the problems, and share information or experiences. Therefore, the use of task-based instruction also created the authentic needs to communicate in English which then help improved English oral communication ability. The findings were supported by the researchers who employed task-based instruction such as Uraiwan Sae-Ong (2010) and Chinnapen Rattanawong (2004). These findings are consistent with the results from the interview. A student expressed that “In this class, I was assigned with different specific roles. Some days, I was responsible for planning an oral report script. Sometimes I was selected as a spokesperson. I had many chances to speak in English with both my friends and my teachers.”

*Feedback*

In the study, students received two sets of written comments and feedback from both teachers. Both team teaching and task-based instruction contributed to more feedback students received which might help improve their English oral communication ability.

In addition to task-based instruction, task-based framework provides language focus phase to address language features and give feedback to students. In this study, during language focus phase, as the foreign teacher has stronger background in teaching pronunciation, she is responsible for teaching and giving feedback on pronunciation and

intonation. On the other hand, the Thai teacher of English who shared the first language with the students was assigned to teach and give feedback on the grammatical features and vocabulary. In this phase, feedbacks were carefully given from the combined expertise of the team teachers.

Regarding team teaching, the collaboration of two teachers provide twice over feedback for students in that they received two sets of written feedback and comments on their worksheets after every class from both teachers. After every class, students' worksheets were collected and both teachers checked students' works together, signed their names, and gave written feedbacks or comments for each individual. As for students' oral performances in the past lesson, the two teachers collaboratively compared notes and discussed students' strengths and weaknesses. Usually, this resulted in providing more worksheets for students to practice and revise both fluency and accuracy aspects at home. Often times, more feedbacks on their problem sounds (s-ending, r/l) and grammatical features were included in the next lesson.

**Students' Opinions about Team Teaching**

The result from the students' questionnaires and learner interviews revealed that the team teaching of Thai and foreign teachers of English appeared to be pleasant and entertaining to them. It engaged learners as they perceived their roles as a full member of the class, and provided more individual support from the teachers.

*Lively and enjoyable classroom environment*

In relation to lively and enjoyable classroom environment, the findings are consistent with Carless (2006) in that the real world tasks were incorporated and the multimedia (audio files, video clips, and power point presentation) and realia (brochure, magazines) were used. Students found it very interesting and enjoyable because it matched their needs and interests. Also multimedia and realia motivated them to learn. PowerPoint presentation provided students clear steps to follow in each phase. During the pre-task, video clips from "YouTube" were often used to grab students' attention. While during the task cycle phase, colorful pictures and realia were always used. One student reported that she liked learning about celebrities. And another student revealed that she enjoyed food and drink unit in which the real shopping brochures were used in the task. "It was such a fun and enjoyable class. I can learn better this way especially when the teachers incorporated celebrities in the lessons". "I really love learning from video clips. It was entertaining and interesting. YouTube is also good. I wish we could watch clips from YouTube in every English class".

*More learners' involvement*

Students also revealed that the team teaching of Thai and foreign teacher of English in task-based instruction promoted students' engagement. This is because the lessons were designed based on the principles of task-based instruction (Willis, 1996). The tasks generate their own language and create an opportunity for learners to communicate while completing the tasks. If the focus can be taken away from form and

structures teachers can develop students' ability and at the same time learners are highly engaged in the lessons to do things in English. It is to say that there will be no attention paid to accuracy during the task cycle phase. However language analysis and feedback have their places in the lesson plans as they are incorporated in the end of the language focus phase. Teachers who implement task-based instruction were assigned the roles of facilitators. Their responsibility was to enrich their students' language when they see it is necessary but students were given the opportunity to use English in the classroom as they use their own languages in everyday life to accomplish real world tasks. In so doing, students were actively involved. The findings were supported by the previous studies (Uraiwan Sae-Ong, 2010; Willis and Willis; 2007; Chinnapen Rattanawong, 2004). These findings were in line with the results from students' interview. One student mentioned that "I think I like the tasks. The task gave me more involvement in the lesson. I used to feel left alone in the class that has one teacher because all I have to do was to listen. But in this class I was assigned specific role".

*Equal roles team teachers*

In relation to the team teachers, the students reported that they perceived team teachers as equal. In other words, the two teachers seemed to work well together. In the study, it was apparent to all of the students that the two teachers were always present at the same time. The team teachers evaluated and rated the students' proficiency together. Both had equal amount of time to lead the instruction while the other supported and facilitated the instruction. More importantly, both teachers' judgments towards classroom

rules and grading were consistent. Also, both teachers demonstrated mutual respect both inside and outside of the classroom environment. These have shown the students the high level of collaboration of the two teachers. This is in line with the students' opinions as one student expressed that "In this course, both Thai and foreign teachers are always together. I think they prepared a lot and they both work hard together in the class. Both of them are very funny too".

**Teacher's Reflection on the Team of Thai and Foreign Teachers of English**

The two team teachers in this study joined their effort to plan the lessons, deliver in-class instruction and do the follow-up work in Mathayomsuksa four English for communication course. Along the process the two teachers required the great amount of mutual understanding, negotiation, and flexibility.

Based on the observation of the researcher, it was revealed that the most difficult part was the process of finding the matched team teachers. The researcher held many discussions with all foreigners currently working at the school. The discussion topics proposed by Fatting and Taylor (2007) were age, gender, educational background, and teaching experience. It was found that there was no matched foreign teacher for the researcher. Until the first semester of the year 2010, there were two new foreign teachers and the researchers held the discussions with both of the foreigners. Finally, the researcher found out that Ms.Zenaida and the researcher were matched. Then the checklist for establishing team teaching expectation was used to confirm the compatibility of the two teachers. The two teaching styles were merged and negotiated.

Gradually, the two teachers become friends and develop mutual respects for one another. The comparable age and the same gender yield to a comparable lifestyle. In this study, both teachers usually used emails as the key component to share and exchange ideas and lesson plans as well as being comfortable with incorporating multimedia in the lessons. As both are female teachers, they expressed concerns over any topics ranging from professional issues to personal issues. Both teachers have degree in teaching English and had prior teaching experiences. This made it more achievable to design the lessons using Willis (1996)' task based framework.

Once the comparable partner is found, any challenges emerged could be solved. The teaching workload, the lack of stationeries supply, booking the room, computer and microphone's break down, and students' disciplines, were some of the commonly found challenges along the semester. With your comparable partner, these obstacles could be easily tackled as you have two language teachers' expertise, two sources of teaching supply to share, two phones to contact the multi-media laboratory, and a presence of two teachers.

In conclusion, the implementation of the team teaching of Thai and foreign teachers of English required full collaboration and open-mindedness of the team teachers. It might seem that the preparation phase was complicated and finding the matched partner was challenging, but once achieved, it might result in successful and enjoyable class for both teachers and students.

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**Pedagogical Implications**

The findings from this study can be applied to team teaching in English instruction. The objective of team teaching of Thai and foreign teachers of English in task-based instruction was to help Mathayomsuksa 4 students develop English oral communication ability. Several suggestions for teaching English as a Foreign Language can be made on the basis of the findings of the study.

1. First, prior to employing team teaching, both teachers should be certain that they shared comparable characteristics in terms of age, gender, educational background, teaching experience, and classroom policies.

2. Second, in an EFL class where there already are one local teacher and one foreign teacher present at the same time, the team teaching which can be defined as a shared and collaborative approach of two teachers to plan the lessons, deliver in-class instruction and do the follow-up work should be attempted.

3. Third, to teach oral ability, teachers should design the lessons based on the real world tasks and choose the topics relating to students' experiences and interests since it is salient that students can learn better when the lesson activates student s' schema (Richards and Rodger, 2001).

**Recommendations for Future Research Studies**

The findings from the study created some recommendations for further study.

1. First, it is suggested that the future study should investigate a wider sample of students to confirm the effectiveness of the team teaching of Thai and foreign teachers of English in task-based instruction.

2. Second, it is recommended that the future study should examine students in different level. For instance, the future study may investigate effects of team teaching of Thai and foreign teachers of English in task-based instruction on lower secondary students' English oral ability.

3. Third, it is recommended that the future research should incorporate team teachers' opinions to get a more insight on how to implement team teaching in the English instruction.

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# APPENDICES

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## Appendix A

### Team Teaching Discussion Topics (Fatting and Taylor, 2007)

Discuss with your team teacher how each of you would respond to these scenarios. Keep in mind there are no right or wrong answers; this is meant to address realistic classroom situations. Use these three questions to guide your discussion for each scenario:

1. How would each teacher respond to this situation?
2. What happens with the rest of the class?

**Classroom Policies and Procedures**

- Bathroom policy
- Drinks of water
- Collecting and returning papers
- Asking for help when needed

**Teaching Styles and Preferences**

- Acceptable noise level in the room during:
    - Teacher instruction
    - Small group work
    - Independent work time
- Transition strategies:
    - Countdown (five to one)
    - Sound cue
    - Light cue
- Allotting time for student completion of work
    - Having enrichment work ready for students finishing early
    - Providing additional time for students who need it
    - Accepting partially complete assignments

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**Team Teaching Discussion Topics (Fatting and Taylor, 2007) (Continued)**

**Behavior Management**

- How do you handle wanderers and other off-taskers?
- How do you handle vocal refusers?
- How do you handle passive refusers?

**Academic Goals**

- Before class

  ( Lesson plans were constructed before the school starts)
  - Professional and teaching goals for student achievement
  - Quality of student assignments
  - Who will prepare teaching materials?

- During class
  - Who will greet students first?
  - Speaking Thai is acceptable?
  - How to process in each stage: pre-task, task cycle, and language focus?
  - How? (Dialogue / monologue/ )
  - How to check students' attendance? Who will do that?
  - When to give feedback on content / form?

- After class
  - Place for students' homework and assignment
  - Time for discussions over concerns and planning materials for each lessons
  - How to evaluate students' works and assignments?

**Appendix B: A Sample of Checklists for Establishing Team Teaching Expectations Adapted from Fatting and Taylor (2007)**

| Expectation | Mine | My Partner's | Our Classroom |
|---|---|---|---|
| Classroom policies and procedures | | | |
| Teaching styles and preferences | | | |
| Behavior management | | | |
| Academic goals | | | |
| Time for discussions over concerns and planning materials for each lesson | | | |
| Technology & Computer skill | | | |

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## Appendix C

## English for Communication Course Syllabus

**1. Course Title:** English for communication

**2. Credit Hours:** 1.0 credit

**3. Semester:** First semester

**4. Academic Year:** 2010

**5. Instructor's Name:** Ms.Pattaranee Vega and Ms.Zenaida Aguilar

**6. Course level:** Matthayomsuksa 4

**7. Course Description:** In this course, the priority is given to conducting language-use activities in speaking together with teaching pronunciation. The language elements will be graded from easier to more difficult ones. With regard to teaching materials, a variety of suitable topics are chosen based on the Basic Education Core Curriculum (A.D.2008) from among those concerning daily life, manner and customs, stories, geography, history, science and environment of people throughout the world, especially of those who use English language and of Thai people as well. Students who study in this course will gain meaningful and authentic exposure to the language use through collaboration of Thai and foreign teacher of English, who work together as a team in a classroom.

**8. Course Goal and objectives**

**Goal: To enhance learners' oral communication ability.**

- **Objectives:**
    1. The students will be able to gain communication skills to exchange news and information, express thoughts and opinions by using the proper technology and management for lifelong learning.

2. The students will be able to understand the speaking and writing process, gain communication skills to present information and express opinions.
3. The students will be able to communicate in a foreign language in various situations such as school, community, and society.
4. The students will be able to use foreign language applications as a learning tool for higher studies, career, and cooperation, and harmony in society.
5. The students will be able to talk about people, things, events, lifestyles, food and drink, work, personalities, environment, people's appearances, places, travel, and robbery and crime.

**9. Evaluation:**

| | | |
|---|---|---|
| 1. | Group work Assignment | 25% |
| **2.** | Pair-Work Assignment | 25% |
| **3.** | Class Participation | 25% |
| **4.** | Final Examination | 25% |
| **5.** | Total | 100% |

**Weekly Plan**

| Week | Unit | Speaking | Speaking Task | Outcome |
|---|---|---|---|---|
| 1 | **Class Introduction – Pretest** | | | |
| 2 | **Unit 1** Family "A wedding photo" | -Asking and saying who someone is.<br>-Asking and saying where someone is. | *Problem solving task: Group discussion*<br>- Discuss on logic problems. | - Oral reports on solutions to the logic problems. |
| 3 | **Unit 2 Lifestyles** "The healthiest lifestyle" | -Describing routines and habits.<br>-Expressing likes and dislikes | *Sharing Personal Experiences Task: Group discussion* – Discuss celebrity's lifestyle. | -Oral reports on the healthiest celebrity's lifestyle. |

| | | | | |
|---|---|---|---|---|
| 4 | **Unit 3 Food and drink** “ Let’s have a party!” | - Asking about quantities. -Asking about needs. | *Comparing Task: Information gap* Exchange information about the two pictures of how to set dinner table. *Problem solving task: Group discussion*- Plan a dinner menu for exchange students from overseas within a given fixed budget. | -Oral reports on how to set dinner table. - Oral reports on dinner menus |
| 5 | **Unit 4 Work:** “Chores kids hate doing” | - Talking about things you like and hate doing | - *Listing task: Survey* - Survey on “Chores kids hate doing”. - *Comparing Task* -Discuss and find similarities and differences. | - A complete list of “Chores kids hate doing”. -Oral reports on “The differences between Thai and American kids about chores they hate doing” |
| 6 | **Unit 5 Personalities** “Radio host” | - Expressing feelings -Asking for and giving reasons -Asking for advice. -Making suggestions | *Problem solving task: Productions of radio shows.* -Produce radio shows in an advice program. | - Audio files of radio shows. |
| 7 | **Unit 6 Environment** “Let’s go camping !” - Making suggestions. | - Making suggestions - Offering to do things | *Problem solving task: Group discussion* -Discuss environmental problems. | - Role-play on solution to the problems. |
| 8 | **Unit 7 People’s appearances** “Who changed the most ?” | -Describing people. -Talking about past events. | *Sharing Personal Experiences Task: Group discussion* - Discuss and find out who changed the most in the past years. | - Oral reports on “Who changed the most in the past years?” |

| | | | | |
|---|---|---|---|---|
| 9 | **Unit 8 Places**: "My dream city" | -Talking about directions and locations.<br>-Giving and sharing opinions.<br>-Giving suggestions. | *Creative task: Productions of audio files campaigning for Bangkok governor*<br>-Design, produce and record a short audio file campaigning for Bangkok governor. | -Audio files of campaigning for Bangkok governor. |
| 10 | **Unit 9 Travel** "Let's go to Florida" | -Talking about a trip abroad.<br>- Giving suggestions.<br>-Talking about preferences.<br>-Giving reasons for choosing things.<br>- Talking about the weather. | *-Problem Solving Task***:** *Ranking*<br>-Decide on items taking with you in your backpack for a 3-week trip to Florida in April. | - Oral reports on lists of items and reasons. |
| 11 | **Unit 10 Robbery and Crime:** "Are you going to help me or not?" | -Describing people, things and events.<br>- Talking about robberies and crimes. | *Comparing Task: Information gap*<br>-Exchange information about the crime scene. | -Oral reports on descriptions of crime scene. |
| 12 | **Posttest , Questionnaire and Learner Interview Administration** | | | |

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**Appendix D**

**The Result of Lesson Plans Evaluation Obtained from Three Experts**

| ***Item*** | | ***Experts*** | | | $\bar{X}$ | ***Meaning*** |
|---|---|---|---|---|---|---|
| ***1. Team teaching model between Thai and foreign teacher of English to enhance students' English oral communication ability.*** | | *A* | *B* | *C* | | |
| *1.1* | *Teacher's roles*<br>*1.1.1The roles of two team teachers are equally assigned based on the amount of the leading role each takes in each lesson.* | *+1* | *+1* | *+1* | *1* | *Reserved* |
| | *1.1.2The different roles of the two team teachers support one another effectively.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *1.1.3The combined expertise of the two team teachers supports the lesson and the learners effectively.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| *1.2* | *Turn taking process*<br>*1.2.2The turn-taking process of the two team teachers is appropriate and clear.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *1.2.3 The verbal signal is natural and appropriate.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |

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**The result of lesson plans evaluation obtained from three experts (Continued)**

| ***Item*** | | ***Experts*** | | | $\bar{X}$ | ***Meaning*** |
|---|---|---|---|---|---|---|
| ***2. Task-based instruction employed to enhance students' English oral communication ability.*** | | *A* | *B* | *C* | | |
| ***2.1*** | ***Lesson plan's preparation*** | | | | | |
| | *Lesson plan's preparation 2.1.1The objectives are clearly stated.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.1.2The objectives are relevant and consistent with the concept of the lesson.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.1.3There is an appropriate estimate time frame provided to implement the lesson.* | *+1* | *+1* | *+1* | *1* | *Reserved* |
| ***2.2*** | ***Teaching procedures*** | | | | | |
| | *2.2.1 The teaching procedures are clearly stated.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.2.2The lesson stimulates oral language use effectively and authentically.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.2.3 The task outcome is based on the real world speaking activities.* | *+1* | *+1* | *+1* | *1* | *Reserved* |
| | *2.2.4 Learning outcomes in each phase is clear and proper.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.2.4In pre-task phase, students' attention is engaged effectively.* | *+1* | *+1* | *+1* | *1* | *Reserved* |
| | *2.2.5In task cycle phase, students are given opportunities to perform task orally.* | *+1* | *+1* | *+1* | *1* | *Reserved* |
| | *2.2.6 In language focus phase, students' awareness of the target language is raised appropriately and effectively.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.2.7The teaching materials and worksheets are appropriate for the lesson.* | *+1* | *+1* | *+1* | *1* | *Reserved* |

| | | | | | | |
|---|---|---|---|---|---|---|
| ***2.3*** | ***Assessment*** | | | | | |
| | *2.3.1 The clear checklist or rubric is provided.* | *+1* | *+1* | *+1* | *1* | *Reserved* |
| | *2.3.2 Feedbacks are properly handled in language focus phase.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.3.3 Given feedbacks are suitable for the task .* | *0* | *+1* | *+1* | *0.66* | *Reserved* |
| | *2.3.4 The assessment is in line with the objectives.* | *0* | *+1* | *+1* | *0.66* | *Reserved* |

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**Appendix E: A Sample of Lesson Plans**

**Topic:** People's Appearances **Time:** 2 periods of 50 minutes

**Type of Task:** Sharing personal experiences (Group discussion)

**Outcome:** Students select one person who changed the most.

**Terminal Objective:** Students will be able to present their oral reports on the person who changed the most.

**Enabling Objectives:**

1. Students will be able to use correct vocabulary to describe and discuss past events and people's appearances.
2. Students will be able to select and write notes to report orally on the person who changed the most.
3. Students will be able to present their oral reports on the person changed the most.
4. Students will be able to listen to the oral reports and answer the questions from what they have heard.
5. Students will be able to induce rules of the form "used to" and to pronounce a reduction form "didn't" and a rising tone in asking questions.

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**Background knowledge:** -The use of "Wh" question with present simple and frequency adverbs

- Comparative form: thinner, younger, longer, and shorter

- Describing past events with past simple tense (regular and irregular verbs)

- Expressing likes and dislikes (Like/hate doing something)

**Materials:** - PowerPoint presentation, school magazines, video clips.

**Evaluation:** - Students will be evaluated upon their outcomes which are oral reports on the person who changed the most. In doing this, students must be able to discuss, in small groups of three or four how they were different in terms of their appearances by using "Wh" questions with past simple, past simple tense in positive and negative form, and the form "used to" + infinitive / didn't used to + infinitive. The analytical rating scale constructed by the researcher will be used to evaluate the oral reports. The criteria set are based on Nakasuhara (2007) as follows: pronunciation and intonation, grammar, vocabulary, fluency, and interactive communication.

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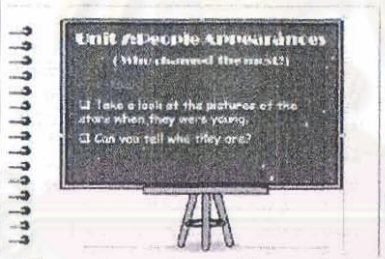
| Procedures | Activities | | | Learning Outcomes |
|---|---|---|---|---|
| | **Teacher1** | **Teacher2** | **Students** | |
| **Pre-task**<br>(10-15 minutes)<br><br>Purpose: To prepare students for the task, to engage their attention. | -Tell the students that the team teachers are going to show a video clip from "YouTube" about how these celebrities looked in the past. Students have to try to justify who that person is.<br><br>*(Greetings)*<br><br>*(Example:*<br><br>*- Here , I will show you all how the movie stars and singers that you like looked in the past.*<br><br>*- Ajarn Preaw, who is your favorite celebrity?*<br><br>*-My all time favourite is Bernard Palanca. He is a filipino actor.* | *(Greetings)*<br><br>  <br><br>(Controls the PowerPoint presentation and the video clip)<br><br>*- (Example:*<br><br>*-Oh! I like Brad and Angelina.*<br><br>*-How about you?* | *(Greetings)* | -Students are prepared for the task.<br><br>- Students' attention is engaged.<br><br>- Students can use correct vocabulary to describe people's appearances.<br><br>-Students can use useful phrases and other language features to talk about the way people looked like in the past. |

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|---|---|---|---|
| | *Do you know him?*<br><br>*- How about you , students? Do you know Palanca?*<br><br>*- Okay! Let's take a look at this clip and tell me who do you think they are?* | *-No. I don't*<br><br>- Shows the PowerPoint slideshow on the projector. | *(Expected answers:*<br>*-Yes/-No/-Why not?)* | |
| | -Asks students some questions about the picture. | | -Look at the picture and answer the questions to identify the two teachers. | |
| | *(Example: )*<br><br>*-Are you ready, class?*<br><br>*- Let's start with this picture. Who is he?*<br><br>*-Class, can you tell who is that?* | | *(Expected answers: )*<br>*- Robert Pattison*<br>*- I don't know*<br>*- I'm not sure* | |

| | | | | |
|---|---|---|---|---|
| | *-Yes, well done, class-Do you think they all changed?*<br><br>*-How? What are the changes?*<br><br>*- Look at Robert Pattinson. He used to have blonded hair. Right?*<br><br>*- How about Beyonce in the past?*<br><br>*- Was she thin?* | - Shows the pictures from the slideshow. Goes through the pictures mentioned by the foreign teacher<br><br> | - *Yes. / A little / Maybe*<br><br>*-She was not.*<br><br>*-No.*<br><br>*-She was fat.* | |

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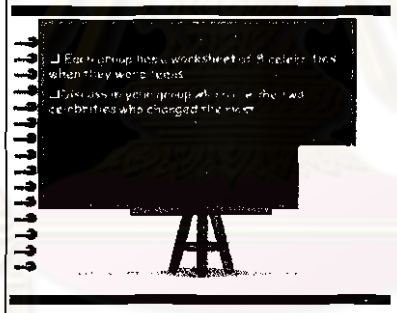
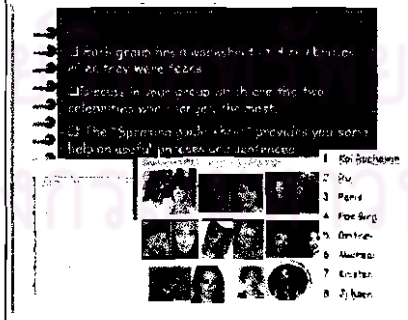
|---|---|---|---|---|
| | -Defines and introduces the topic. | -Shows the instruction from PowerPoint presentation. | | |
| | *(Example: )*<br><br>*-Class, after we looked at old pictures of some celebrities, can you guess what is going to be our task in this lesson?*<br><br>*-Right! Class! In this lesson, you will get pictures of Thai and foreign celebrities. Their pictures in the past and their picture now.*<br><br>*- You are going to discuss in small group of three or four and report on how the appearances* |  <br>  | *(Expected answers: )*<br><br>*-Talking/ Discuss/*<br><br>*- Movie stars*<br><br>*-Change/ The past*<br><br>*-The way we looked* | |

| | | | | |
|---|---|---|---|---|
| | *of each star changed over the years*<br><br>*- After that, you must decide who changed the most. As a group, you must help each other prepare an oral report by writing some notes describing how he/she looks like now and how he/she looked like in the past.*<br><br>*-During the report you must listen carefully to each group's decision. This is because after that, we will decide again as the whole class that of all ten people from ten groups whose appearances changed the most.*<br><br>- Ensures that students understand the task and the instructions.<br><br>*(Example: )*<br><br>*-Class, are we clear on that?* | | *(Expected answers: )*<br>*- Yes/ Sure*<br><br>-Spend a few minutes preparing for the task individually.<br>- Note down useful words and phrases | |

| | | | | |
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| | *-Good. Now , we are going to give you few minutes to prepare for the task individually.*<br>*-And if you have any question you still can ask me or Ajarn Preaw before we start doing the task in the next stage.* | | | |

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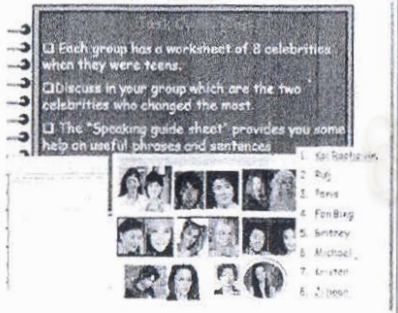
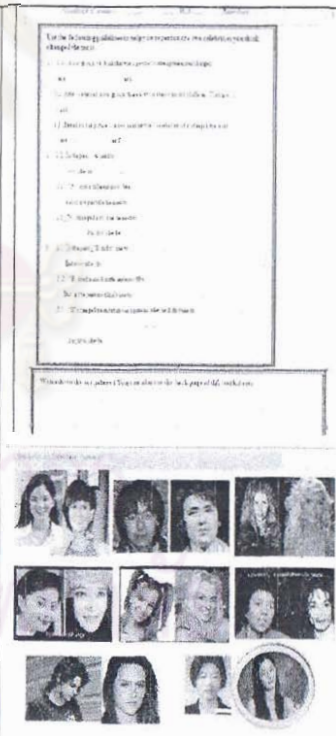
| Procedures | Activities | | | Learning Outcomes |
|---|---|---|---|---|
| | Teacher1 | Teacher2 | Students | |
| **Task Cycle**<br>(30-35minutes)<br>-Task<br>( 7 minutes )<br>Aim: For students to discuss how their appearances were different five years ago. | - Shows the slideshow. And distribute worksheets and visual prompts.<br>  <br> | -Asks students to work in group of three or four.<br>*(Example: )*<br>*- After we discussed about how we the celebrities are different in the past years, it's now your turn to discuss about the celebrities in the pictures*<br>-Explains that the questions are to help them start talking.<br>*(Example:* | -Receive speaking guide sheets and visual prompts.<br>  | - Students can discuss how celebrities changed over the years.<br>-Students can select one person who changed the most. |

| | | | | |
|---|---|---|---|---|
| | | - *On the board and in your speaking guide sheets, you will see some questions and sentences which will help you start the discussion.*<br>-Gives students a time limit of three to five minutes to discuss this. | | |
| | | - Circulate and listen to the students doing the task.<br>- Take some notes on the repeated errors.<br>- Provide help only when asked for.<br>-The Thai teacher starts monitoring and observing on the left side of the room while the foreign teacher is on the right side. Then the two teachers alternate. | - Discuss in small groups. | |

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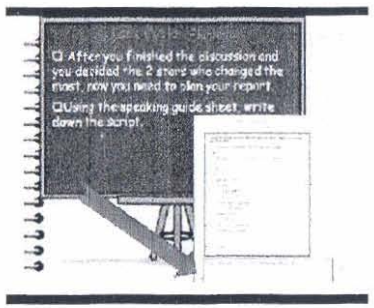
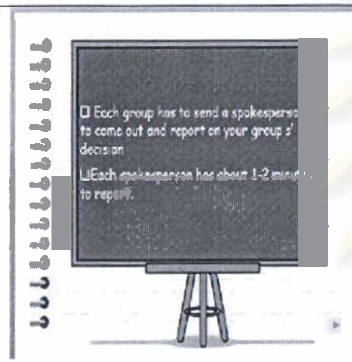
| Procedures | Activities | | | Learning Outcomes |
|---|---|---|---|---|
| | Teacher1 | Teacher2 | Students | |
| -Planning<br>( 7 minutes )<br>Aim: For students to prepare oral reports. | - Shows the slideshow.<br>  <br> | -Stops the task<br>-Tells the students that they must work together to prepare a summary of their discussion to report to the whole class.<br>- Sets a time limit of five minutes for them to do this.<br>*(Example: )-Everyone, it's now time to prepare what you are going to report to the class. In each group, you will have five minutes to write a note telling us who in your group changed the most.* | -Stop discussing.<br>-Write notes for the summary and prepare to report orally to the rest of the class. | -Students can write notes reporting on the person who changed the most.<br>-Students are prepared for oral reports |

| Procedures | Activities | | | Learning Outcomes |
|---|---|---|---|---|
| | Teacher1 | Teacher2 | Students | |
| -Report<br>(20 minutes)<br>Aim: For students to present their reports and find out whose appearance was the most different over the years. |  | - When the students are ready, asks a spokesperson from each group to report the group's summary.<br>*( Example: )*<br>*-Everyone, now it's time to report your group decision to the rest of the class. Are you ready?*<br>*-Good*<br>*-. And in this report stage each spokesperson has about 1-2 minutes to speak. Alright?* | *Expected answers:*<br>*-Yes*<br>*-Right/Yes* | -Students can report orally on the person whose appearances changed the most. |

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| | | - Tells the students that they must listen to each group's report and decide at the end of all the reports which one among the ten has changed the most as the decision of the whole class. | |
| | | *-All of you are going to listen carefully to your friends' reports because you will get to select the person that changed the most. Right?* | -Yes.<br>*-OK* |
| | -Observe and take some notes on the errors. | | |
| | After all of the presentations, sum up and give feedback. | | The spokesperson of each group reports orally. |

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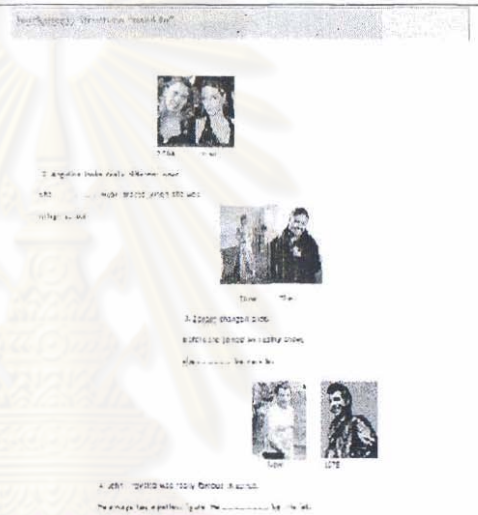
| Procedures | Activities | | Learning Outcomes |
|---|---|---|---|
| | **Teacher1** | **Teacher2** | |
| **Language focus**<br>(20-25 minutes.)<br>-Analysis<br>(10-15 minutes)<br><br>Aim: To raise students' awareness about the target language. | -Now, I will divide you into 2 halves. Number 1-20, you are group 1 and you will be studying here in this room with me.<br>-Number 21 -40, you are group 2. You will go to the English library on the six floor to study with Ajarn Preaw.<br>-Then you will switch, group 1 will go to the English library and group 2 will come down here.<br>-Pronunciation: a rising tone and reduction form "didn't".<br>*(Example:*<br>*-Listen to the following questions. Pay attention to the intonation used with each question.* | Form: "used to"<br>-Gives new worksheets to students. Asks students to induce the rules of form "used to" | - Students' awareness about the target language is raised.<br>-Students can induce rules of the form "used to".<br>-Students can pronounce a reduction form "didn't" and a rising tone in asking questions.<br>-Students can use useful phrases and other language features to describe past events. |

| | | | |
|---|---|---|---|
| | *-Tell me whether these questions end with the rising tone or falling tone?*<br><br>*-Was I d, ferent?*<br><br>*-Was it black?*<br><br>*-Was it long?*<br><br>*-Rising or falling tone, class?*<br><br>*-Good now practice asking the questions after me.*<br><br>*-Was I d, ferent?*<br><br>*-Was it black?*<br><br>*-Was it long?*<br><br>Models the reduction form "didn't"<br><br>*(Example:*<br><br>*-Now let's listen to the form "didn't".*<br><br>*-I didn't used to have my hair colored.* |  <br><br>*(Example:*<br><br>*- Class, now that all of you get a new worksheet , look at the text.*<br><br>*-Let's find out how to use the form "used to.*<br><br>*- After the form "used to", which words can you see?*<br><br>*-Good.* | |

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|---|---|---|---|
| | *-I didn't wear eyeglasses.*<br><br>*-I didn't have black hair.*<br><br>*-Can you hear that we reduced one syllable of the form "did't"?*<br><br>*-We reduced the first or the second syllable of the form "didn't"?*<br><br>*- So, you know that in the form "didn't", the second syllable is reduced.*<br><br>*-Now, let's try. Repeat after me.*<br><br>*(Model the sentences)*<br><br>*-I didn't used to have my hair colored.*<br><br>*-I didn't wear eyeglasses.*<br><br>*-I didn't have black hair.* | *- "have" and "wear", these are verbs or nouns?*<br><br>*-Do you have to change "have" to "has"? "wear" to "wore"?*<br><br>*-Good*<br><br>*- Class. Now you know that the form "used to" must be followed by.... ?*<br><br>*-We use this form to talk about things we do now or things we did in the past?*<br><br>-Gives another worksheets to students in which the rules were summarized to students. Ask them to do more practice.<br><br> | |

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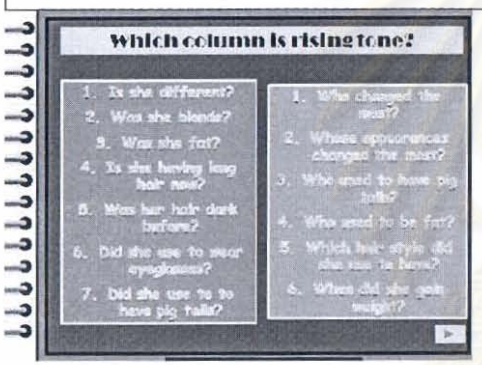
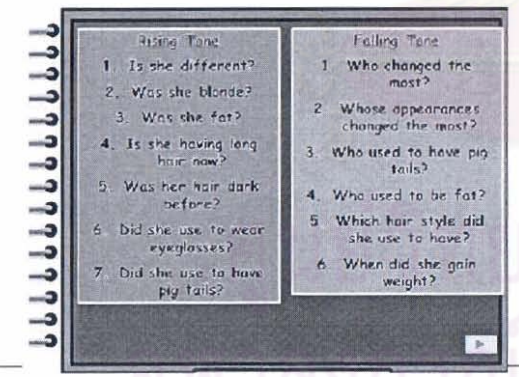
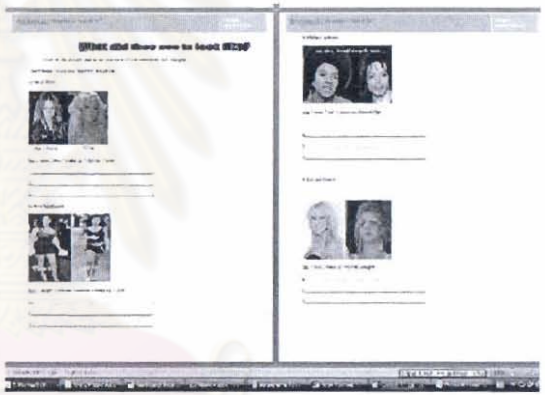
| | | | |
|---|---|---|---|
| -Practice<br><br>(5-10 minutes.)<br><br>Aim: To give the students some restricted written practice in the target language. | -Listening practice: Students will listen to the teacher and they will have to identify whether it's the rising or falling tone.<br><br>  <br><br><br>  <br> | -Provides another worksheet of the form "used to".<br><br>  <br><br>-Points out and discuss repeated errors occurring during the task.<br><br>- Gives other feedback on both the tasks and language features. | |

| | | | |
|---|---|---|---|
| | -Points out and discuss repeated errors occurring during the task.<br>- Gives other feedback on both the tasks and language features. | | |
| | **(Teaches the same content to group 2 )** | **(Teaches the same content to group1)** | |
| | **Get back to one big class.** | | |
| | **-Points out and discuss repeated errors occurring during the task.**<br>**- Gives other feedback on both the tasks and language features.** | | |

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**Handout**

# Used to

*used to + infinitive* = *Simple past*

Used to + infinitive(something you did in the past but don't do any more)

*Used to* describes past habits and routines.

It has the same meaning as *past simple*.

I used to live in the country but now I live in the city. (= I lived in the country)

She used to have long hair but now she has short hair. (= she had long hair)

Didn't use to + infinitive (negative)

He didn't use to drink coffee but now he drinks 5 cups a day!

(=He didn't drink coffee in the past)

My friend didn't use to study hard but now she's the best pupil in her class.

Did you use to + infinitive? (questions)

Did your mum use to walk with you to school when you were in 1st grade?

Did Maradona use to play basketball or football?

(= Did Maradona play basketball or football?)

**Complete the sentences describing the following pictures of these famous Thai and Hollywood stars by using "used to" or "didn't used to"**

1. **When Koi studied at Silpakorn university, she ……have long hair**

**2004** **Now**

**2. Angelina looks really different now.**
**She ……..wear braces when she was in high school.**

**3. Zenam changed a lot.**

**Before she joined AF reality show, she …….be very fat.**

**Now** **Then**

**Now** **1978**

**3. John Travolta was really famous in 1970.**
**He always has a perfect figure.**
**He …….. be this fat.**

*NOTE:*

……

……

……

……

# What did they use to look like?

**Look at the pictures and write how each of the celebrities has changed.**

**Don't forget to use the "used to" structure!**

**1. Paris Hilton**

As a teen Now

**hair / eyes / skin / make up / clothes / nose**

**1.**_____.

**2.**_____.

**3.**_____.

**2. Amy Winehouse**

**hair / weight / clothes / tattoos / make up / skin**

**1.**_____.

**2.**_____.

**3.**_____.

**3. Michael Jackson**

**skin / nose / hair / make up / beard / lips**

**1.**_____**.**

**2.**_____**.**

**3.**_____**.**

**4.**_____**.**

**4. Britney Spears**

**hair / skin / make up / hairdo /weight**

**1.**_____**.**

**2.**_____**.**

**3.**_____**.**

**4.**_____**.**

**Appendix F**

**Samples of Scope and Sequence of English for Communication Course**

| Week | Unit | Objectives | Speaking Task | Outcome | Language Focus | | |
|---|---|---|---|---|---|---|---|
| | | | | | Grammar | Pronunciation | Vocabulary/ Phrases |
| 1 | **Unit 1**<br>**Family**<br>"A wedding photo" | -Asking and saying who someone is.<br>-Describing who someone is.<br>-Asking and saying where someone is. | ***Listing task : Group discussion***<br>- Discuss on logic problems.<br>(The bride is my older sister. In the middle row, there are three women. The middle one is my sister in law. The boy in front of her is her son. The man in the back row is my older brother, and the woman next to him is his mother. You can see the woman next to her, that is her younger sister. There is a boy in front of my aunt, that is her son and I stand next to him. I am standing between my aunt's son and my sister in law's mother. My father is in the middle row and next to him is his mother and the girl in front of her is my younger sister. *Now can you tell who my two cousins are? Where are they?* ) | - Oral reports on solutions to the logic problems. | **-Wh-questions with present simple**<br>**- Prepositions of places** | **-"TH"sound:** *Family Members* (mother, father, brother)<br>**--Falling tone:**<br>Wh-questions | -wavy hair<br>-dyed hair<br>-have her/his hair colored<br>-wear braces<br>-wear make up<br>-beard, moustache<br>-skinny, chubby<br>-groom's mate<br>-bride's mate<br>-extended/single family-next to |

| Week | Unit | Objectives | Speaking Task | Outcome | Language Focus | | |
|---|---|---|---|---|---|---|---|
| | | | | | **Grammar** | **Pronunciation** | **Vocabulary/ Phrases** |
| **2** | **Unit 2**<br>**Lifestyles**<br>"Who has the healthiest lifestyle? | -Describing routines and habits.<br>- Expressing likes and dislikes | **Sharing Personal Experiences Task:**<br>*Group discussion* – Discuss celebrity's lifestyle. | -Oral reports on the healthiest celebrity's lifestyle. | **-Present simple**<br>*-She likes going shopping*<br>**-Frequency adverbs and expressions**<br>*- How often...?*<br>*-Every day, every week-end, once a month, never*<br>**- Gerunds as objects of verbs (like/dislike doing something)**<br>*-I like singing karaoke.* | **-Rising tone:** Yes/No questions.<br>**-Falling tone:** Wh-questions | -hang out<br>-the mall<br>-chat on-line<br>-surf the internet<br>-go shopping<br>-go hiking<br>-sing karaoke<br>-on the phone |

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| Week | Unit | Objectives | Speaking Task | Outcome | Language Focus | | |
|---|---|---|---|---|---|---|---|
| | | | | | **Grammar** | **Pronunciation** | **Vocabulary/ Phrases** |
| 3 | **Unit 3**<br><br>**Food and drink** | - Asking about quantities.<br><br>- Asking about needs. | **-Comparing Task: Information gap**<br><br>Exchange information about the two pictures of how to set dinner table.<br><br>**Problem solving task: Group discussion**<br><br>-Discuss and plan a dinner menu for exchange students from overseas within a given fixed budget. | -Oral reports on how to set dinner table.<br><br>- Oral reports on dinner menus | **-Future simple**<br><br>*-We will need to buy more cookies.*<br><br>**- Count and non-count nouns**<br><br>**- Expressions of quantity:** some, any, a few, a little, a lot<br><br>- How much?, How many? | **-Homophones**:<br><br>( -to, too, two, and there, their, they're )<br><br>**-Rising tone:**<br><br>*-How about pizza company?* | -yum/yummy<br><br>-serving<br><br>-pizza topping<br><br>-veggie<br><br>-dessert<br><br>-cookies<br><br>-diet<br><br>-vegetable oil<br><br>-a few of/ a little of |

## Appendix G

## English Oral Test Specifications (Cambridge, 2006)

| Part | Time/Length | Task Types and Format | Test Focus |
|---|---|---|---|
| 1 | 2-3 minutes | Conversation between the interlocutor and each candidate (spoken questions) | General interactional and social language |
| 2 | 4 minutes | Individual one-minute 'long turn' for each candidate with a brief response from the second candidate (each candidate is given two photographs with a question) | Organizing a larger unit of discourse; comparing, describing, expressing opinions |
| 3 | 2-3 minutes | Two-way conversation between the candidates (visual and written stimuli, with spoken instructions) | Sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc. |
| 4 | 3-4 minutes | Discussion on topics related to Part 3 (spoken questions) | Expressing and justifying opinions, agreeing and/or disagreeing |

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**Appendix H: Analytical Rating Scale adopted from Nakasuhara (2007)**

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|---|
| ***Pronunciation & intonation*** |
| **5** Mostly speaks with appropriate word-stress/rhythm. All individual sounds are unambiguous and sufficiently well articulated for easy understanding. Only occasionally, there may be some L1-influenced sounds (e.g. l/r/th/v). |
| **4** Thai language interference of prosodic features and individual sounds are noticeable. However, constant attempts at assimilation/elision and to use appropriate rhythm make utterances reasonably easy to understand. |
| **3** Thai language interference in prosodic features and individual sounds is marked. Some attempts at assimilation/elision and to use appropriate rhythm are shown. Occasionally puts some strain on the listener, but does not really impede understanding. |
| **2** Speaks with somewhat Thai-like pronunciation/rhythm with minimal assimilation/elision. Frequently puts some strain on the listener, and occasionally impedes understanding. |
| **1** Speaks very frequently with mispronunciations and with Thai-like pronunciation/rhythm (without any assimilation/elision), which nearly always impedes understanding. |
| **0** Gross errors and a very heavy Thai-like pronunciation/rhythm make understanding impossible. |
| ***Grammar*** |
| **5** Uses a wide range of structures (e.g. simple, compound and complex sentences with different tenses) to deal with most everyday topics and to express opinions. There are no obtrusive inaccuracies. |
| **4** Most basic structures (e.g. phrases, simple/ compound sentences) are sound. There are some inaccuracies, which however do not impede meanings, when complex structures are attempted (e.g. complex sentence). |
| **3** Basic structures (e.g. phrases, simple/ compound sentences) are occasionally inaccurate. Has just enough grammar to manage to get meaning across in everyday topics. More complex structures (e.g. complex sentence) are not attempted or not intelligible. |
| **2** Basic structures (e.g. phrases, simple/ compound sentence) are frequently inaccurate. Occasionally impedes communication. Does not have enough grammar to get meaning across in everyday-topics. |
| **1** Grammar is almost entirely inaccurate except for some stock phrases, which nearly always impedes communication. |
| **0** No awareness of basic grammatical functions. |
| ***Vocabulary*** |
| **5** Uses appropriate, sufficient range of vocabulary that allows for flexibility in dealing with most everyday-topics by conveying information and expressing opinions. |
| **4** Generally, uses adequate range of vocabulary to manage most everyday topics, although experiences difficulty when required to expand on topics. |
| **3**Choice of words is occasionally inaccurate in everyday-topics. Limitation of vocabulary may prevent discussion at some stages of the interaction (as he/she cannot express opinions properly), but does not really impede communication. |

| |
|---|
| **2** Choice of words is frequently inaccurate, and the vocabulary range is not adequate to deal with everyday-topics. Lack of vocabulary occasionally impedes communication. |
| **1** Shows only simplest words and phrases. Lack of vocabulary makes even basic communication difficult. |
| **0** Vocabulary is inadequate for even the simplest conversation. |
| **Fluency** |
| **5** Has comfortable, nearly natural speed in most everyday contexts. There may be some natural hesitation while searching for language. |
| **4** Hesitation while searching for language may be noticeable and speech may be slow, which, however, does not demand unreasonable patience of the listener. |
| **3** Speech is slow and hesitant (e.g. with some unevenness and long pauses caused by rephrasing and searching for language). It occasionally demands unreasonable patience of the listener, but does not really impede communication. |
| **2** Speech is very slow and hesitant. It frequently demands unreasonable patience of the listener and occasionally impedes communication. |
| **1** Speech is very slow and disconnected. Almost impossible to follow, except for short or routine phrases. |
| **0** Speech is so halting and fragmentary that conversation is impossible. |
| ***Interactive communication*** |
| **5** Almost wholly effective at communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/expand their opinions and by negotiating meanings both verbally and non-verbally (e.g. ask for clarification, indicate understanding, establish common ground, correct others' utterance and respond to requests for clarification). |
| **4** Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/disagree), asks questions, negotiates meanings verbally and non-verbally and develops the interaction in some but not all the occasions. |
| **3** Communicates adequately in most everyday contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction. |
| **2** Interaction is ineffective because it is too passive (talks only if required), it lacks coherence or it is monologue only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful. |
| **1** Gives simple responses only when required, but is unable to maintain or develop the interaction. May show a few attempts (mostly non-verbally) to ask for repetition or paraphrasing, which are nearly always unsuccessful. |
| **0** Gives simple responses only when required, but is unable to maintain or develop the interaction. May show a few attempts (mostly non-verbally) to ask for repetition or paraphrasing, which are nearly always unsuccessful. |

## Appendix I

### English Oral Test Evaluation Form For Experts

Please rate (X) these following items according to your opinions.

1 = Congruent 0 = Questionable -1 = Incongruent

| No | Topics | 1 | 0 | -1 | Comments |
|---|---|---|---|---|---|
| 1 | **Level of difficulty** | | | | |
| | - Are the tasks set at an appropriate level of difficulty? | | | | |
| | - Are the easier tasks put first? | | | | |
| 2 | **Discrimination** | | | | |
| | - Will the test discriminate adequately between the performances of candidates at different levels of attainment? | | | | |
| 3 | **Appropriate sample** | | | | |
| | - Does the test assess the full range of appropriate skills and abilities as defined by the objectives of the syllabus and course book units? | | | | |
| 4 | **Overlap** | | | | |
| | - Is each part of the test well separated in structures, skills or communication tasks being assessed? | | | | |
| 5 | **Clarity of task** | | | | |
| | - Are the tasks unambiguous, giving a clear indication of what the examiner is asking? | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **6** | **Questions and text** | | | | |
| | - Do the pictures or prompts relate to the questions? | | | | |
| **7** | **Timing** | | | | |
| | - Can the tasks be answered satisfactorily in the time allowed? | | | | |
| **8** | **Layout** | | | | |
| | - Are the format and layout of the question papers candidate friendly? | | | | |
| | - Are the format and layout of the question papers examiner friendly? | | | | |
| | - Is the test clearly printed? | | | | |
| **9** | **Bias** | | | | |
| | - Are the test takers familiar to topic in the tasks? | | | | |
| | - Is the analytical rating rubric appropriate to use with the test? | | | | |
| | - Is the scoring sheet appropriate to use with the test? | | | | |
| **10** | **English Oral Communication** | | | | |
| | Part 1: A conversation between the interlocutor and each candidate (spoken questions).<br><br>- Is the task focused primarily on making meaning and achieving practical purposes rather than form? | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Part 2: An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions).<br><br>-Is the task focused primarily on making meaning and achieving practical purposes rather than form? | | | | |
| | Part 3: A two-way conversation between the candidates (visual and written stimuli, with spoken instructions).<br><br>-Is the task focused primarily on making meaning and achieving practical purposes rather than form? | | | | |
| | Part 4 :A discussion on topics related to Part 3 (spoken questions).<br><br>-Is the task focused primarily on making meaning and achieving practical purposes rather than form? | | | | |

**Comments:**

**……**

**…….**

**Is this test appropriate?** ☐ **Yes** ☐ **No**

**……**

**(……)**

**Assessor**

## Appendix J

### Results of Pre and Posttest Scores of Individual Student

| Student | Pretest (Total = 25) | Posttest (Total = 25) |
|---|---|---|
| 1 | 9 | 20 |
| 2 | 10 | 21 |
| 3 | 4 | 19 |
| 4 | 5 | 13 |
| 5 | 7 | 20 |
| 6 | 12 | 15 |
| 7 | 12 | 18 |
| 8 | 11 | 18 |
| 9 | 10 | 15 |
| 10 | 10 | 21 |
| 11 | 11 | 21 |
| 12 | 11 | 19 |
| 13 | 10 | 11 |
| 14 | 5 | 19 |
| 15 | 4 | 16 |
| 16 | 5 | 17 |
| 17 | 13 | 21 |
| 18 | 9 | 21 |
| 19 | 14 | 20 |
| 20 | 13 | 21 |

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**Results of Pre and Posttest Scores of Individual Student (Continued)**

| Student | Pretest | Posttest |
|---|---|---|
| 21 | 3 | 20 |
| 22 | 3 | 18 |
| 23 | 14 | 21 |
| 24 | 7 | 17 |
| 25 | 6 | 18 |
| 26 | 14 | 22 |
| 27 | 4 | 22 |
| 28 | 5 | 22 |
| 29 | 4 | 17 |
| 30 | 5 | 17 |
| 31 | 18 | 21 |
| 32 | 14 | 20 |
| 33 | 14 | 20 |
| 34 | 8 | 20 |
| 35 | 5 | 18 |
| 36 | 3 | 16 |
| 37 | 5 | 17 |
| 38 | 11 | 19 |
| 39 | 5 | 10 |
| 40 | 8 | 18 |

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## Appendix K

### Excerpts of Students Who Gained the Most Improved Scores' Pretest

*Part 1*

Interlocutor : Good morning! I'm Ajarn Zen and you are?

Tanya : My name is Tanya.

Nanny : My name is Nanny.

Interlocutor : First of all, where do you come from?

Tanya : I come from Bangkok.

Nanny : I come from Nonthaburi.

Interlocutor : What do you like about living in Bangkok.

Tanya : Location.

Interlocutor : How about you? What do you like living in Nonthaburi.

Nanny : I like fruits.

Interlocutor : Fruits! Okay. Very nice. Do you like cooking?

Tanya : Sweets.

Interlocutor : And you? Do you like cooking?

Nanny : No!

Interlocutor : You don't like? Okay. You don't like.

Interlocutor : Now, what is your favorite food?

Tanya : Noodles.

Interlocutor : Okay. Why do you like?

Tanya : Because my mom..um..she always eats noodles so I like.

Interlocutor : What is your favorite food?

Nanny : Khao-Man-Kai (ข้าวมันไก่)

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Interlocutor : Why do you like it?

Nanny : My mother always serve.

Interlocutor : Do you find it easy to study where you live? Why?

Tanya :My home near school.

Interlocutor : (Turned to Nanny) Do you find it easy?

Nanny : (Long silence)…..ah….. easy.

Interlocutor : Do you prefer working alone, by yourself or you prefer working with other people?

Tanya : Other people.

Interlocutor : Other people? Why?

Tanya : (Long silence)

Interlocutor : Do you think it's easy that some friends are helping us?

Tanya : (Long silence and smiling)

Interlocutor : So you like to work or study with other people?

Tanya : People? Ah! No! I want to work alone.

Interlocutor : Why do you want to work alone?

Tanya : Easy…..because….umm…just (pausing)…….I think I work confident….umm…I don't want to work together with friends.

Interlocutor : (Turned to Nanny) Do you prefer working on your own or with other people?

Nanny : ( Long silence)

Interlocutor : Alone?

Nanny : (Shook her head)

Interlocutor : With other people?

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Nanny : Yes.

Interlocutor : Why?

Nanny : Because my friends help me.

Interlocutor : Okay. What kind of work would you really like to do in the future?

Tanya : Air hostess.

Nanny : A teacher.

*Part 2*

Interlocutor : In this part of the test, I will give you two photographs. I would like you to talk about the photographs for about a minute then compare the photographs. Why do you think the music is important to the different group of people?

Tanya : Music is caring ……umm……. (pausing) (silence)

Interlocutor : What type of music do you play?

Tanya : ……(silence)……

Interlocutor : (Turned to Nanny) These are your pictures. They show pictures of different ages on education visits. What do you think they are learning?

Nanny : (Long silence and tried to avoid eye contact)

Interlocutor : (Turned to Tanya) And you? Anything you want to share?

Tanya : History.

Interlocutor : Which of this picture would you want to learn?

Tanya : (Long silence)

Nanny : (Long silence and smiled)

*Part 3*

Interlocutor : I would like you two to talk about something together for about three minutes. I'd like you to imagine that a local café wants to attract more people. Here are some of the suggestion they are considering. First talk to each other about how successful these suggestions might be. Then decide which two would attract most people. What are the things you want to put in your café.

Nanny : (smiled, long silence)

Tanya : umm…. ( silence) …….This ….(pointed to a picture)

Nanny : (pointed to a picture)

Interlocutor : Outdoor?

Nanny : Yes.

Interlocutor : Do you like to work in a café like this?

Tanya :No.

Nanny : No.

Interlocutor : Why?

Tanya : It's hard for me.

Nanny : (smiled, long silence)

Interlocutor : Okay. That's the end of the test.

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## Appendix L

### Excerpts of of Students Who Gained the Most Improved Scores' Posttest

*Part1*

Interlocutor : Hi! I'm Pattaranee. I will test your speaking skill and what are your names?

Tanya : My name is Tanya

Nanny : My name is Nanny.

Interlocutor : Tanya, where are you from? Which part of Thailand?

Tanya : I come from Bangkok.

Interlocutor : And you?

Nanny : I come from Nonthaburi.

Interlocutor : So, I will start with you Nanny. What do you like about living in Nonthaburi.

Nanny : Umm.. I like fruit in Nonthaburi.

Interlocutor : And you?

Tanya : I like food.

Interlocutor : Talking about likes and dislikes. Start with Tanya. What kind of music do you listen to and when do you listen to music?

Tanya : I always listen …. Umm… pop music, rock and "Hip Hop" and when I listen? Umm… before I sleep.

Interlocutor : And how about you Nanny? What kind of music do you listen to and when do you listen to music?

Nanny : I like "Hip Hop" when I have free time.

Interlocutor : Do you also enjoy watching films?

Nanny : Yes! I just watch the film “Sing Lek Lek Tee Riek Wa Rak” (สิ่งเล็กเล็กที่เรียกว่ารัก)

Interlocutor : And you? (Turned to Tanya) Do you enjoy watching films?

Tanya : No!

Interlocutor : Okay. You don’t like. Then, let’s talk about work and education. Nanny, do you think you will use English a lot in the future? In what ways?

Nanny : Yes, I’m sure. (Nodded her head) I think English is very important language. And I think I will use English in my career.

Interlocutor : And you? (Turned to Tanya)

Tanya : Yes, because I want to be a flight attendant. I’m sure that I will use English a lot in the future.

Interlocutor : Okay. And any other languages you would like to learn? And why?

Tanya : Yes. I would like to learn Arab because I want to be working at “Arab Emirates”.

Interlocutor : Ah! I see. And you? (Turned to Nanny) Other languages?

Nanny : No, I don’t want to learn other language anymore because I don’t understand. (Laughing)

Interlocutor : Alright! Then, let’s talk about travel and holiday. What is your favorite place for a holiday?

Tanya : Siam square…umm…because a lot of clothes for shopping and hang out with my friends.

Interlocutor : How about you? (Turned to Nanny)

Nanny : Umm…. My favorite place is Chatujak. I can eat out and I can shopping.

*Part 2*

Interlocutor : In the second part of the test, I'm going to give each of you two photographs. I would like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs. Nanny, it's your turn first. Here are your photographs. They show people making music in different ways. I'd like you to compare the photographs, and say why you think the music is important to different groups of people. All right?

Nanny : This one..umm… I think outdoor activities. They are lovers. They are healthy people, and they like good weather. And this one I think they like skating and they like cold season and they like… enjoy… with my friend. Umm…I think two pictures different country make people different activity.

Interlocutor : Tanya, have you ever been ice-skating?

Tanya : Yes.

Interlocutor : Where?

Tanya : Last time…ah…this summer, at "Esplanade".

Interlocutor : It's your turn. Tanya. They show people buying and selling things in different shops. I would like you to compare the photographs and say why you think people choose to shop in places like these?

Tanya : This picture, they are buying and selling toys. This picture, they are buying vegetables. Umm…I think two pictures different, different age,

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and different interest. Yes, like this picture, moms have to take care their children. And these old people don't have to take care anyone, just take care their health.

Interlocutor : Nanny, do you like shopping?

Nanny : Yes, and I like shopping in Chatujak.

Interlocutor : Okay. Thank you.

*Part 3*

Interlocutor : Let's move to part 3. Now , I would like you to talk about something together for about 3 minutes. Here are some pictures of things that can make living in a city enjoyable. So, first, talk to each other about how each thing in each picture makes life in a city more enjoyable. Then, decide on two most important things.

Tanya : I think this one is most important for me because I love dance. When I dance, I don't have to care anything. And I think it is entertain activity , and enjoy. Do you like this? And do you agree with me? (Turned to Nanny)

Nanny : Ah! I don't agree with you on that. And I think teenager almost like to dance but for me I don't like it. I love watch a football match.

Tanya : Ah! Me too.

Nanny : Why?

Tanya : Because my cousin is a player in "Muangthong United"

Nanny ; Oh! Really? Fan of Muangthong United! What is your cousin's position?

Tanya : He is "Center Half"

Nanny : Oh! I see.

Tanya : I always give him …ah…of an inspiration when he has a competition football match.

Nanny : Oh! You are a good sister. Okay. So we choose….umm…(pointed to the pictures) this one.

Tanya : This one and this one.

*Part 4*

Interlocutor : Nanny first, what do you think are the disadvantages of living in a big city?

Nanny : Traffic jam, messy, noisy.

Interlocutor : And you? (Turned to Tanya)

Tanya : Security system is low….um…and crowded…umm..and pollution. And it's noisy.

Interlocutor : Thank you. That's the end of the test.

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**Appendix M**

**Team Teaching Questionnaire (Students' form)**

**แบบสอบถามความคิดเห็นเกี่ยวกับการสอนแบบร่วมมือ**

**ของครูภาษาอังกฤษชาวไทยและชาวต่างประเทศ (ฉบับนักเรียน)**

*คำชี้แจง*

1. แบบสอบถามนี้สร้างขึ้นเพื่อสอบถามความคิดเห็นของนักเรียนต่อการสอนแบบร่วมมือของครูภาษาอังกฤษชาวไทยและชาวต่างประเทศ คำตอบของนักเรียนจะมีประโยชน์อย่างยิ่งต่อการปรับปรุงการเรียนการสอนภาษาอังกฤษ ให้มีประสิทธิภาพมากขึ้น กรุณาตอบคำถามให้ตรงกับความรู้สึกของนักเรียน การตอบแบบสอบถามนี้ไม่มีผิดหรือถูกแต่ประการใด และไม่มีผลใดๆต่อวิชาภาษาอังกฤษเพื่อการสื่อสารทั้งสิ้น

2. แบบสอบถามนี้มีทั้งหมด 2 ตอน คือ

   ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน

   ตอนที่ 2 ความคิดเห็นของนักเรียนต่อการสอนแบบร่วมมือของครูภาษาอังกฤษชาวไทยและชาวต่างประเทศ

3. โปรดตอบคำถามทุกข้อ

**ตอนที่ 1 ข้อมูลทั่วไปของนักเรียน**

1. ชั้นมัธยมศึกษาปีที่ _____ / _____

2. เพศ ( ) ชาย ( ) หญิง

3. อายุ _____ ปี

4. ประสบการณ์ในการเรียนภาษาอังกฤษโดยการสอนแบบร่วมมือ

   ( ) มีประสบการณ์

   ( ) ไม่มีประสบการณ์

   - หากเคยมีประสบการณ์ โปรดระบุรูปแบบของการสอนแบบร่วมมือ

     ( )การสอนแบบร่วมมือของครูชาวไทยและชาวต่างประเทศ

     ( )การสอนแบบร่วมมือของครูชาวต่างประเทศ

     ( )ทั้ง 2 รูปแบบ

**ตอนที่ 2**: ความคิดเห็นของนักเรียนต่อการสอนแบบร่วมมือของครูภาษาอังกฤษชาวไทยและชาวต่างประเทศ

*คำอธิบายในการตอบแบบสอบถามตอนที่ 2*

ให้นักเรียนพิจารณาเลือกคำตอบจากข้อความทางซ้ายมือ โดยทำเครื่องหมายกากบาท (x) ลงใน ช่องที่ตรงกับความคิดเห็นของนักเรียนมากที่สุด

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ไม่มีความคิดเห็น

2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

| ข้อความ | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1. | ข้าพเจ้าชอบการสอนแบบร่วมมือของครูภาษาอังกฤษชาวไทยและชาวต่างประเทศมากกว่าการสอนโดยครูชาวไทยหรือชาวต่างประเทศเพียงท่านเดียว | | | | | |
| 2. | ข้าพเจ้าคิดว่าในการพัฒนาทักษะภาษาอังกฤษนั้น การเรียนในชั้นเรียนที่มีผู้สอนเพียงท่านเดียว(ไม่ว่าจะเป็นครูชาวไทยหรือชาวต่างประเทศ) มีประโยชน์มากกว่าชั้นเรียนที่มีผู้สอนสอนสองท่านคือครูชาวไทยและชาวต่างประเทศสอนแบบร่วมมือกัน | | | | | |
| 3. | ข้าพเจ้ามักจะถามคำถามต่างๆและหรือพูดสนทนากับครูชาวต่างประเทศ | | | | | |
| 4. | ข้าพเจ้ารู้สึกเครียดและประหม่าเมื่อถูกครูชาวต่างชาติถามคำถามในชั้นเรียน | | | | | |
| 5. | ข้าพเจ้าเรียนภาษาอังกฤษอย่างสนุกสนานมากกว่าที่เคยเพราะมีทั้งครูชาวไทยและชาวต่างประเทศในชั้นเรียนภาษาอังกฤษของพวกเรา | | | | | |
| 6. | ข้าพเจ้าคิดว่าการเรียนภาษาอังกฤษโดยการสอนแบบร่วมมือของครูชาวไทยและชาวต่างประเทศทำให้เกิดความสับสน | | | | | |
| 7. | ข้าพเจ้ารู้สึกว่าข้าพเจ้าเป็นสมาชิกผู้มีส่วนร่วมอย่างเต็มตัว ของชั้นเรียนภาษาอังกฤษโดยการสอนแบบร่วมมือของครูชาวไทยและชาวต่างประเทศ มิใช่แค่ผู้ชม | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8. | ข้าพเจ้ารู้สึกว่าข้าพเจ้าเป็นเพียงผู้ชมของชั้นเรียนภาษาอังกฤษโดยการสอนแบบร่วมมือของครูชาวไทยและชาวต่างประเทศ | | | | | |
| 9. | ข้าพเจ้ารู้สึกว่าทั้งครูชาวไทยและชาวต่างประเทศดูเหมือนจะมีบทบาทเท่าเทียมกันและทำงานร่วมกันได้ดี | | | | | |
| 10. | ข้าพเจ้ารู้สึกว่ามีครูหนึ่งท่านมีอำนาจควบคุมชั้นเรียนภาษาอังกฤษโดยการสอนแบบร่วมมือของครูชาวไทยและชาวต่างประเทศ | | | | | |

ความคิดเห็นอื่น / ข้อเสนอแนะอื่นๆ

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## Appendix N

## Team Teaching Questionnaire (English Version)

**Directions:**

1. The purpose of this questionnaire is to investigate learners' opinions about team teaching of Thai and foreign teachers of English in task-based instruction. Your responses will be beneficial to improving English language instruction and will not affect your performance or achievement in English communication course.

2. The questionnaire comprises 2 parts:

Part 1: General information

Part 2: Opinions about team teaching of Thai and foreign teachers of English in task-based instruction

3. Please express your opinions in all items.

**Part1: General information**

- Please fill in your general information

1. Mathayomsuksa …… room ……..
2. Gender: ( )Male ( )Female
3. Age …….years
4. English Team teaching experience:

( ) No experience

( ) Prior experience

( ) Team teaching of Thai and foreign teachers

( ) Team teaching of foreign teachers

( ) Both teams

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**Part2:** Opinions about team teaching of Thai and foreign teachers of English in English for communication course.

- Please put an X to express your opinions about each item below.

(5 = strongly agree, 4= agree, 3= neutral, 2= disagree, 1 =strongly disagree)

| Item | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1. | I like team teaching of Thai and a foreign teacher of English better than the class with only a Thai or a foreign teacher. | | | | | |
| 2. | I think that an English class taught by only a Thai or a foreign teacher only is more useful in improving our English skills than the team teaching of Thai and foreign teacher of English. | | | | | |
| 3. | I often ask the foreign teacher questions and / or speak with him or her in class. | | | | | |
| 4. | I feel tense and nervous when the foreign teacher asks me a question. | | | | | |
| 5. | I enjoy studying English more than I used to because we have both Thai and foreign teachers of English in our classes. | | | | | |
| 6. | I think that studying English in team-taught classes are confusing. | | | | | |
| 7. | I feel that I am a full member of my team-taught classes, not just a spectator. | | | | | |
| 8. | I feel that I am only a spectator in team-taught classes. | | | | | |
| 9. | Both Thai and foreign teachers of English seem to have equal roles and work together well in team-taught classes. | | | | | |
| 10. | It seems to me that one teacher dominates the team-taught classes. | | | | | |

Other comments and suggestions:

……

**Learner interview questions: (Semi-interview)**

1. What do you like about the team-taught classes?
2. What don't you like about the team-taught classes?
3. What are the differences that you can perceive between the English team-taught class and the other English class?
4. How do you feel about having two teachers in one class?
5. Do you think that there is one teacher dominates the English team-taught classes?

## Appendix O

## List of Experts

1. Assistant Professor Chansongklod Kajaseni, Ph.D.

   Faculty of Education, Chulalongkorn University

2. Associate Professor Jamie Wallin, Ph.D.

   Faculty of Education, Rangsit University

3. Ms. Somprasong Tintamora

   Nawamintharachinuthit Horwang Nonthaburi School

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## BIOGRAPHY

Mrs. Pattaranee Vega was born on the 07th June 1977 in Nonthaburi, Thailand. In 1997, she received a Bachelor's Degree of Education majoring in English-French from Chulalongkorn University. After her graduation, she started her teaching career as a government official English teacher at Nawamintharachinuthit Horwang Nonthaburi School. In 2007, she came back to Faculty of Education, Chulalongkorn University to continue her Master's degree in Teaching English as a Foreign Language.

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