



**LIVED EXPERIENCES OF FILIPINO TEACHERS  
TEACHING ENGLISH IN A BILINGUAL AND ENGLISH  
PROGRAM IN GOVERNMENT SCHOOLS OF  
THAILAND: A PHENOMENOLOGY INQUIRY**

**BY**

**MR. REX PEDROSA CABILADAS**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN  
ENGLISH LANGUAGE TEACHING  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2020  
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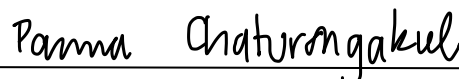
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Member and Advisor



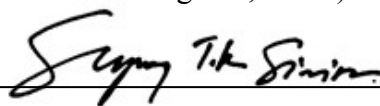
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Thesis Title	LIVED EXPERIENCES OF FILIPINO TEACHERS TEACHING ENGLISH IN A BILINGUAL AND ENGLISH PROGRAM IN GOVERNMENT SCHOOLS OF THAILAND: A PHENOMENOLOGY INQUIRY
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## ABSTRACT

Bilingual education is recognized worldwide as an effective pedagogical approach to learning a new language. The purpose of this phenomenological study was to explore the lived experiences of Filipino teachers teaching in a Bilingual and English Program in government schools of Thailand. The research employed semi-structured interviews for data collection. The participants were 26 Filipino teachers who were teaching English and other subjects under the BMA (Bangkok Metropolitan Administration) English and Bilingual Project in Bangkok. The purposive sampling technique was used to select the participants who shared common experiences of teaching in a Bilingual and English Program in both primary and secondary schools in Bangkok. The interviews were recorded, transcribed and organized into various themes based on the research purpose. The emergent results were categorized into five main themes, such as (1) positive experience, (2) negative experience, (3) sources of employment information in Thailand, (4) solutions and (5) motivations. The results revealed that those who were working in the Bilingual and English Program had various opinions mainly relating to the lack of systematic criteria of assessing students'

performance, large class size, salary issues, attitudinal and behavioral problems of Thai students, language problems, problems of teaching materials and teaching pedagogies.

**Keywords:** English and Bilingual Program, lived experiences of teachers, Filipinos, phenomenology study



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Mr. Rex Pedrosa Cabiladas

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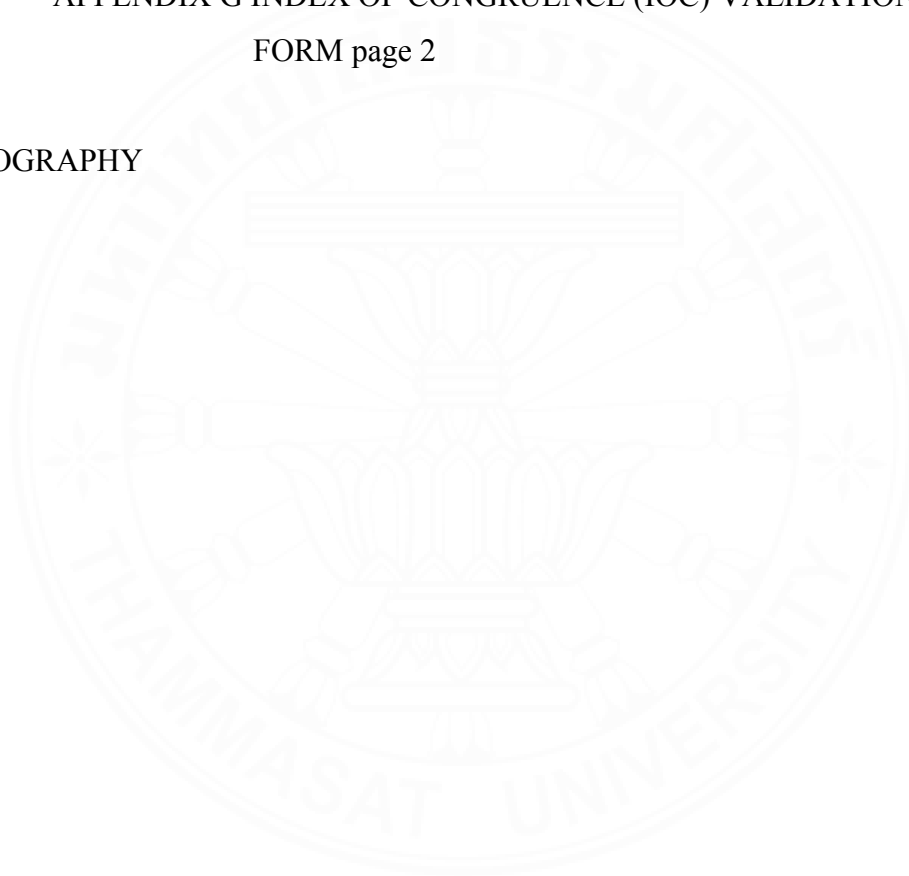
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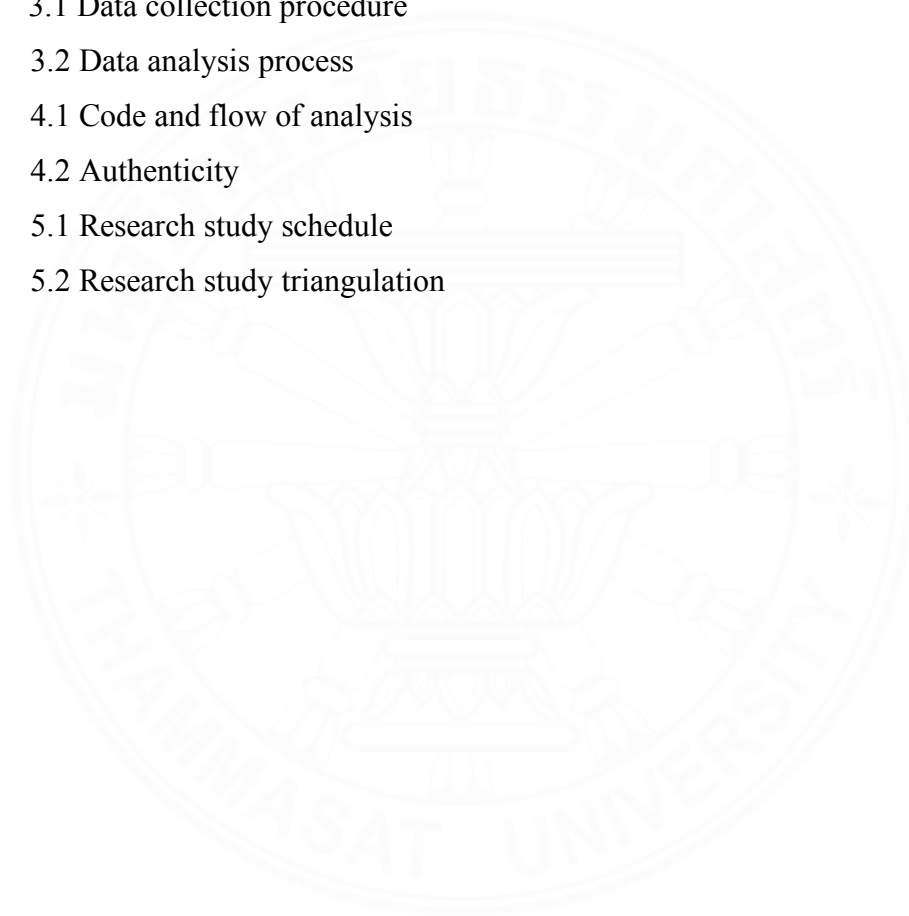
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# CHAPTER 1

## INTRODUCTION

This chapter presents the background of the study, research questions, research objectives, and statements of the problem.

### 1.1 Background of the Study

English is a widely spoken language in the world. It is used primarily in the education system (Jordan, 1997) communication, medicine, business, politics and international relations (Hammond, 2017), conducting research, (Flowerdew and Peacock, 2001) and tourism (Todd, 2006). These functions serve different purposes by giving information, expression, and direction, and can be aesthetic, phatic, (Leech, 1974) interactive and interpersonal (Berns, 1984). For these reasons, Thailand has conducted English classes for more than a century (Darasawang, 2007). Likewise, English language has been used as a lingua franca (Baker, 2011) when many foreigners visited Thailand. As can be seen, moreover, English has received the highest priority (Darasawang, 2007). This leads to the coming of teachers from different English-speaking countries such as the USA, Canada and the United Kingdom from the year 1960.

At this juncture, the Thai education system underwent several reforms during the 1996 economic recession until the implementation of the National Act of 1999. This consists of formal, non-formal and informal education. As such, English language policy offers a lens to the present system of quality improvement of the Thai people for a sustainable country (ONEC, 2000, p. 18). Baker and Jarunwatchai (2017) introduced new organizational structures which changed from centralization to decentralization of education for innovative learner-centered teaching pedagogies (Ministry of Education, 2014). As a result, the government adopted the use of CEFR (Common European Framework of Reference) as an attempt to improve the language learners using CLT (Communicative Language Teaching). This framework considered English to be the standard language to be used as the main principle for teaching and

benchmarking communicative language competence. The policy has become a strong commitment and a firm attempt to improve the English competency among Thai citizens. Since the implementation of ASEAN (Association of Southeast Nation) 2015 integration, the influx of hiring foreigner teachers both in public and private schools (Hickey, 2014) has continuously increased even up to these days. The Filipinos are on the list as non-native language speakers (Floris, 2013) as the third largest source of immigrants following China and India and the number of Filipinos is continuously increasing as immigrants in Thailand (Ulla, 2018). Novio (2018) mentioned also that Thailand struggles to meet the standards of the ASEAN community in English language proficiency. It has become a sanctuary for native and non-native English-speaking countries, including the Philippines, due to demand.

Furthermore, there are 14,910 Filipino migrant workers recorded in Thailand according to the Philippine Overseas Employment Administration POEA 2009 initial report. In 2010, it identified Filipino teachers as comprising the biggest group at 65 percent in the professional category (Overseas Workers Welfare Administration, 2011; see also Huguet, Apichat and Richter 2011, p. 10). Sciortino and Sureephon (2009) revealed that in the year 2013 the Filipino migration community had been considered to be the fastest-growing migrant community. Novio (2014) acknowledged that 20,000 Filipinos are residing in Thailand and more than 16,000 are teachers working in different schools. These numbers do not include the undocumented Filipinos. By the following year, there were a total of 17,921 Filipino migrants (Cordova, 2015). In the 2017 report of the Department of Employment, Filipinos are considered the biggest group of skilled workers in the Kingdom of Thailand. In the third quarter of 2020, the research found that the number of Filipinos living in Thailand had increased 41% between 2015 and 2020 according to FWAO (Foreign Workers Administration Office). Likewise, the more recent number of Filipinos present and currently living in Thailand as of June 30, 2021 is 31,183 according to the Embassy of the Philippines in Thailand. However, there is an absence of a labor migration agreement between Thailand and the Philippines.

Bolton and Bautista (2004) said that the Philippines is considered the third largest English-speaking nation in the world. Hence, Filipino teachers are the largest group of foreign teachers in Thailand as English as Foreign Language (EFL) teachers in public and private schools such as Anuban (kindergarten), Prathom (elementary) and Mathayom (high school/secondary) schools, followed by the groups of language teachers from the United Kingdom and the United States of America, while other Filipinos are teaching in universities (Novio, 2014), including prestigious universities, and in the deepest villages of the Kingdom (Cordova, 2018).

The Filipinos working overseas in different industries are exclusively recognized by the Philippine government as “modern day heroes” not only for their family and loved ones, but more importantly, their contributions to the Philippine economic development. Remittances from OFWs keep the economy strong and are considered the second largest source of foreign reserves (Bhatia, 2013). On top of that, Filipinos endure adverse effects working overseas away from loved ones. The number of Filipinos working overseas was estimated at 2.2 million during the period of April to September 2019 according to PSA (Philippine Statistics Office) formerly known as National Statistics Office (NSO).

## **1.2 Statements of the problem**

In Thailand, English language education has been viewed by the Ministry of Education as having an important role in national development and modernization. The government in the last several decades has been persistent in efforts to modernize the education system and major reforms have been established and put into practice. The previous education policies brought changes in the Thai education system to improve the quality of teaching and learning English language effectively. However, due to urgency, several attempts were made by the Ministry of Education to allow all schools across Thailand to employ English speaking teachers from overseas. The Ministry is convinced that employing English teachers from different countries would help the lives of Thai learners as the topmost priority by the agency (Methanonppkakhun and De Ocampo, 2016). Currently, this is more debatable and school administrators tend to hire native speaker teachers. In fact, Paikeday (1985)

pointed out the idea of the native speaker concept discriminates against qualified nonnative speakers coming from the outer and expanding circle of Kachru's circles of theory. Not only that – but he also argued that the native speaker concept was a myth by emphasizing certain questions (Paikeday, 1985, pp 95-96). Here is his important question.

*Can the distinction between native and nonnative speaker, especially since it happens to be favoring a group of speakers of each language, become discriminatory in some of its applications such as hiring for language teaching positions – a question debated at MLA Annual Meeting. If the difference is real or legitimate, it is necessary one a kind of merely of degree as implied the expression 'educated native speaker'.*

These questions grow out of a concern on the position of employment for native speakers. Schmitz (2013) argued that being a native speaker does not account for a major criterion for teaching English, relative competence matters most.

*TESOL (Teaching English to Speakers of Other Languages) is opposed to discrimination that affects the employment and professional lives of the TESOL membership (TESOL Forward Plan, revised 1999) on the grounds of race, ethnicity, nationality, language background, disability, health/medical condition, including HIV/AIDS, age, religion, gender, gender identity and sexual orientation.*

There is no official policy which regards the hiring process and employing foreign language teachers. Nevertheless, hiring practices have remained an issue on the preference to hire Native English Speaker Teachers (NESTs) over Non-native English Speaker teachers (NNESTs). In addition, this practice has been attacked significantly (Kubota and Lin, 2006; Manhoob, 2010; Medgyes, 1992; Merino 2006; Walkinsaw and Dung, 2012), in terms of the widespread preference of hiring in terms the color of skin (Kubota and Lin, 2006). Moreover, Methanonppkakhun and Deocampo (2016) asserted that those teachers from the inner circle of Kachru's Three Circle Model 1985 should be given the opportunity of teaching English as the international language, but, teachers

also from the outer circle can also be effective English language teachers. Thus, this clearly conveys that there is a lack of substance on the on-going process of employing teachers from overseas and some are considered disadvantaged in the field of English language education.

Much empirical research (Bodycott and Walker, 2000; Romanowski and Naseer, 2014; Brock, 2006; De Villar and Jang, 2012; Ulla, 2019; Novio, 2013 and Toraman, Ozdemir and Orakci 2020) has been done to investigate the effects of teaching overseas on teachers of English which generally points to the conclusion that time spent overseas positively affects the lives of foreign English teachers. This is most clearly observable in the case of social-cultural norms (Bodycott and Walker, 2000), whereas culture dominates a driving force creating negative impact (Lippincott, 1997; Ulla, 2019 and Novio, 2013). Many studies (Brock, 2006 and De Villar and Jang, 2012) also indicate that the effect of teaching overseas goes beyond greater cultural awareness, it enhances the sociolinguistic competence in general.

Clearly, the world is changing dramatically in every aspect. Thus, this allows learners to acquire knowledge and develop skills for this radical change (Chitnelawong, 2009). The study of Serin (2017) postulated classroom management as the main element in order to increase global perspective on teaching, whereas Brinton (1999) identified classroom management as the weakness encountered by NESTs. Despite the increasing interest in research on international teacher lived experience mobility Klaichim Charumanee and Laohawiriyanon (2007) and Cordova (2013) revealed that curriculum is perceived as the reason why teachers teaching English overseas are seen as a problem. The curriculum method of Willard-Holt (2001) is a driving force in the personal lives of teachers. In spite of the necessity of foreign English teachers, this current study has revealed the complexity of problems encountered by the participants.

Focusing specifically on professional development, the study of Markoulis (2010); Lippincott (1997) and Ulla, (2019) identified the lack of professional development as the main problem experienced by international teachers.

In these studies, there is a general tendency among teachers working abroad to focus on professional development and training as vital and necessary. However, the study of Hicket (2014) on one Filipino and African teacher in Thailand revealed that racism and discrimination in the workplace and less salary were the fundamental issues for NNESTs teachers. A similar study conducted by Novio (2013) discovered that participants were experiencing depression that hampers their ability to be effective in teaching English language. Therefore, these studies show a lack of counselling for teachers that needs to be explored and investigated.

To all appearances, the study of Chapman, Wilson and Ridge (2014) revealed positive impacts to develop confidence and learn how to grow in different domains. Likewise, the investigation of Ulla (2019) yielded positive results (Frederiksen, 2014), due to good salary rates (Toraman, Ozdemir and Orakci 2020), providing for the financial needs of the family in the Philippines, widening global teaching experiences and the opportunity to work with people from different walks of life. Hence, the above-mentioned studies show a lack of investigation mainly on how these positive impacts shaped their teaching condition in the context of bilingual and English programs.

In contrast to the bulk of research in Qatar, Korea and Thailand on university teachers teaching overseas (Romanowski and Naseer, 2014; Forse, 2012; Ulla, 2018 and Novio 2013) the result emphasized the context of how determined the English teachers are in terms of working abroad. Thus, very few research studies have been conducted with experienced teachers under the Bilingual and English Program in government schools in Thailand. This current study discusses the negative and positive effects on a unique group of participants, that is, experienced English language teachers who have been teaching for more than or at least one year in a Bilingual and English program in a government school of Thailand.

### **1.3 Purpose of the Study**

The purpose of this study is to view with a wider lens Filipino teacher teaching English in a government school of Thailand. This current research aims to

explore the lived experiences of Filipino teachers teaching English in a Bilingual and English program in government schools of Thailand.

## **1.4 Research Questions**

### **1.4.1 Central Question**

What is the essence of teaching in Thailand for Filipinos?

### **1.4.2 Sub-questions**

1. What do Filipino teachers consider as a positive experience in teaching in Thailand?
2. What do they consider a negative experience in teaching in Thailand?
3. How do they find out about teaching opportunities in Thailand?
4. What problems do they have and the solutions to those problems?
5. What motivates them to continue working in Thailand?

## **1.5 Definition of Terms**

This section provides definitions of key terms utilized throughout the study. In addition, the meaning of these terms is described as the following:

**Lived Experience** - In this study, lived experience means experiences had by Filipino teachers teaching in English and Bilingual Program government schools of Thailand, both primary and secondary. In phenomenology, the experiences described by participants lead to the essence of the experience (Lichtman, 2013) and commonalities between participants' stories (Moustakas, 1994).

**Bilingual and English Programs** – refers to the program offering English as a medium immersed into five main core subjects while the rest of the subjects are in Thai language.

**Essence** – a significant feature and the most important aspect encountered by Filipino teachers teaching in English and Bilingual programs in the government schools of Thailand.

**Filipino teachers** - Filipino teachers teaching English in English and Bilingual programs in the government schools of Thailand both primary and secondary. Also, individuals holding a bachelor's degrees and who graduated from different disciplines. They have the knowledge to teach English and share it with EFL and ESL students in Thailand.

**Positive experiences** – Are the building blocks of happiness and the ability to experience happiness and make sense out of it (Kall, 2009), and learning and doing something interesting and experiencing enjoyment (OECD, 2011).

**Negative experience** – A fact situation or experience that is negative, unpleasant, depressing or harmful (Collins Dictionary)

**Problems** - refers to any kind of difficulties that the Filipino teachers have had while teaching in the English and Bilingual Program government schools of Thailand, both primary and secondary.

**Solutions** – The answers to the problem (Cambridge Dictionary) used by Filipino teachers teaching English in a Bilingual and English Program in a government school of Thailand that emerged in this research study.

**Motivation** - This study will examine what motivates the Filipino teachers to continue working in Thailand. It is also the mental process that pushes the Filipino teachers to teach English in a Bilingual and English program in government schools of Thailand and there are certain internal and external stimulations that encourage them to continue working.

## 1.6 Scope of the Study

The underlying objective for this research is to explore the lived experiences of Filipino teachers in order to find the essence of the interesting phenomenon of teaching English in a Bilingual and English Program. The researcher will be studying the lived experience of Filipino teachers with the phenomenological approach. To capture the essence of this phenomenon, the researcher will employ coding and thematic analysis techniques to get the emerging common themes and place them into categories.

The setting is at the 59 schools, both primary and secondary schools, under Bangkok Metropolitan Administration (BMA). There are 50 districts administered by BMA but only 37 districts are run independently by the Department of Education while the remaining 13 districts are run by the Ministry of Education. The key participants of the study will be twenty-five legal Filipino teachers who have recently completed a one-year teaching experience and continue to teach in Bilingual and English Program government schools in Thailand.

There are some criteria for selecting research participants for this phenomenological study. Essential criteria in a phenomenological study requires that, “the participants have experienced the phenomenon being explored and can articulate their conscious experience” (Creswell, 1998, p. 111). For this phenomenological study, the criteria for selecting the participants are: **a)** The teachers’ experience of the phenomenon of teaching in Bilingual and English program, **b)** A duly legal Philippine passport holder (in this study Filipinos holding dual citizenships were excluded, **c)** Licensed teachers under KRUSAPA - Teachers’ Council of Thailand policy, but those with a temporary issued license of two years (Teaching Assistants (TAs) were also excluded from this study, **d)** Have worked for more than one or more years, **e)** Have the willingness to be interviewed, **f)** The Filipino teachers must acknowledge the study and sign the consent form and return the form to the researcher.

### **1.7 Significance of the Study**

The results obtained from this study will be beneficial for the following purposes:

The finding of this study can be beneficial for Filipino teachers teaching in English and Bilingual Program, for students, parents, foreign language coordinators and school administrators.

In this context, the Filipino teachers who are among the main beneficiaries will be informed of the lived experiences of teaching English in a Bilingual and English program in Thai government schools under the project of Bangkok Metropolitan Administration (BMA). Besides, this will further improve their chosen professional practice to bridge professional development. Thus, this will also give a reflection on the possibility of working continually in Thailand.

Next, for the students, this study could provide a model that fosters learning in English using adapted multiple approaches by the Filipino teachers in teaching English. And more importantly, it should help students to be independent students, especially in a Bilingual and English Program under the Bangkok Metropolitan Project (BMA) of Thailand.

It will also be applicable to foreign language coordinators to identify the necessary needs of the Filipino teachers in terms of documentation mainly on visa processing, applications and teaching license renewals, work permits, and related documents for translation such as standard learning indicators in all core subjects (English, Science, Math, Health and Art), item analysis, curriculum and grading systems. It should help them also to be a competent gatekeeper among Filipino teachers in building rapport.

In addition, students with Filipino blood can understand the differences between the native and non-native English teachers in terms of character, values and attitudes towards work. To a large extent, the school administrators will benefit from

the findings of this study by revisiting the school policy on hiring foreign teachers and identifying what elements are causing negative and positive effects to the school as a whole.

Moreover, this study will fill in the research gap and add to the literature concerning the lived experiences of Filipino teachers teaching in Bilingual and English programs in government schools of Thailand. This will be a platform for other people who are going to conduct further research mainly on Filipinos teaching overseas.

### **1.8 Organization of the Study**

The research study covers five chapters. Each chapter explores important components in research methodology. The comprehensive explanations are intended to give a comprehensible and transparent picture to other writers who want to replicate this study.

*Chapter 1: Introduction.* The first chapter describes the background of the study, statements of the problems, objectives of the study, research questions, definition of key terms, significance of the study and organization of the study.

*Chapter 2: Review of Literature.* The second chapter is related literature review topics of the areas concerning the lived experiences of teachers working overseas.

*Chapter 3: Research Methodology.* The third chapter presents the research methodology, research design, participants and setting which deals with participants, instruments, data collection procedures and data analyses.

*Chapter 4: Findings and Discussion.* The fourth chapter presents the results of the study.

*Chapter 5: Summary of the Findings and Recommendations.* The fifth chapter displays a summary of the findings, discussion and recommendation for further research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

Empirical studies have shown that there is a small number of research studies concerning Bilingual and English Programs (BP and EP). Relevant literature reviews have provided information about the findings and perspectives related to the Bilingual and English program in Thailand. The examples of the topics are identity issues of expatriate American professors in Qatar, impacts of teaching in a Bilingual school in Mexico, motivational factors associated with working overseas in South Korea, problems of the government schools in Myanmar in English program implementation, employment of English language teachers in Hongkong, perceptions on teaching English by Filipino teachers as foreign language educators in Thailand, challenges that hamper teaching for international teachers in Thailand, negative and positive effects of teaching internationally, examining the impacts of social and cultural identities of American professors in Costa Rica and the effects of global experiences by teachers abroad in USA, Iraq and Canada. These findings are considered valuable to teachers, educators, and practitioners who are interested in studying and working in Bilingual and English Programs (BP and EP). All aspects involved around BP and EP are considered information and provide efficiency for the program. However, the aspect of exploring the phenomenology of studying in a Bilingual and English Program is still missing. Therefore, the researcher wants to explore the lived experience of legal Filipino teachers who are currently teaching in BP and EP schools in order to find out the essence of what it is like, teaching in BP and EP, through the lens of BP and EP teachers. Furthermore, the researcher wants to know how having studied in BP and EP at primary and secondary level helps teachers prepare for continuing in BP and EP at secondary schools.

In this chapter, the literature topics will be categorized into two parts. The first part will be about the different models behind the Bilingual and English Program (BP and EP) in Thailand. The second part of the literature will be about

phenomenological research based on NESTs and NNESTs experiences teaching overseas.

## **2.1 Different Models of Bilingual and English Programs**

In Thailand, Filipino teachers used in teaching under the Bilingual and English Program use mixed models. In order to achieve communication in the English as lingua franca context, here are the different models of Bilingual Education in Thailand: English for Integrated Studies (EIS), English as Second Language (ESL), English as Second Language Pullout (ESL Pullout), Enrichment, Two-way, or Developmental Bilingual, Maintenance Bilingual Education (MBE), Submersion Education (SE), Structured Immersion (SI), The Canadian Immersion Model (TCI) or French-Canadian Model (FCM) and Transitional Education (TE).

### **2.1.1 English for Integrated Studies (EIS)**

This is a model of Bilingual Education in which students study core subjects (Math and Science) in English. In other words, English is used as a medium of teaching in Math and Science. Students who have basic knowledge (prior knowledge) of math and science will be adapted to the use of English as a medium of instruction and teaching which will lead to better understanding and enhance second language acquisition (Ngamsorn, 2004).

### **2.1.2 English as a Second Language (ESL)**

This is a bilingual education program that places students in specific classes that teach them to speak and write English. These students may take classes in other subjects, but the majority of their day is spent in ESL classes. Some programs have students attend only ESL classes for a certain period of time, possibly for up to one year, before beginning the academics.

### **2.1.3 English as a Second Language (ESL Pullout)**

This is often called **language intensive** and is commonly found in areas with diverse backgrounds where it is difficult for the teachers to provide teaching aides supplementary materials due to limited financial budgets. The students in this

model may receive only twenty-five minutes or as much as several hours or more of instruction as they struggle to learn the English language.

#### **2.1.4 Enrichment, Two-way, or Developmental Bilingual**

These are commonly used in the USA and they involve native English speakers and non-native English speakers. There are many possibilities for how to practice this model, for example; classes taught in the morning might be taught in one language, while classes taught in the afternoon might be taught in another.

#### **2.1.5 Maintenance Bilingual Education (MBE)**

This is sometimes referred to as enrichment immersion bilingual education (Baker, 2011). In a general enrichment program, the two languages are used for instruction at separate times, not neglecting the native language and at the same time enhancing the use of the second language, English, as well.

#### **2.1.6 Submersion Education (SE)**

This is a label used to describe language education for minority children who are placed in mainstream education” (Baker, 2011, p. 216). English language learners are placed alongside mainstream students. Students and teachers do not use the ELLs’ native language for classroom instruction. ELLs do not receive any kind of language support, as they have to pick up a new language on their own. Crawford (1989) called this type of approach to bilingual education as the “sink or swim” approach to learning the second language.

### **2.1.7 Structured Immersion (SI)**

This a type of program where English language learners are placed alongside other English language learners in the classroom. The instruction language is English; however, the students are allowed to use their native language at the beginning in order to make a smooth adjustment into the mainstream classroom. According to Baker (2011), the goal of structured immersion program is a quick transition into the English language classroom.

### **2.1.8 The Canadian Immersion Model (TCI) or French-Canadian Model (FCM)**

These terms are commonly used in Canada to learn English and French in order to promote bilingualism. This model helps to become competent in written and spoken French, to allow students to learn the content appropriately and understand the French cultural norms while retaining their own identity.

### **2.1.9 Transitional Education (TE)**

This term refers to a type of bilingual education program where non-English-speaking students are taught some subjects in their native language for instructional support (Baker, 2011). The goal of the transitional program is to develop proficiency in English. ELLs are taught in their native language for instructional support. Native language usage for instruction serves only as a waiting period until students are proficient enough in English to be in the mainstream classroom. The aim of transitional bilingual education is assimilation (Baker, 2011, p. 215). Bilingual education was originally intended to be only a transitional program, but in some cases, students remain in this program for an extended period of time.

In conclusion, the above-mentioned models used by different institutions across the globe play a significant role in teaching EFL and ESL students. However, there is no such specific model used in Thailand's education system. The term bilingual education refers to a program that uses more than one language when teaching, other than the native language, as a medium of instruction, particularly in Thailand. Moreover, according to Chantarasiri (2014), all bilingual education programs are

not created equally. The program for educating the students varies from place to place depending on the school's region, curriculums and goals.

## 2.2 Related Studies

### 2.2.1 Native English Speaker Teachers Experiences

In **Hong Kong**, a narrative inquiry study showed that there is difficulty in getting the students participation in open and critical discussions in a classroom setting due to language and communication barriers (Bodycott and Walker, 2000). Apart from that, it has been identified that social and cultural norms play a role in the institutional levels. This is similar to a study in Thailand on the problems and needs in English language teaching and learning. Klaichim, Charumanee and Laohawiriyanon (2007) unveiled that the students and teachers considered that there were problems of students' learning behaviors, students' language skills, curriculum, (Ulla, 2018) and teaching pedagogies.

In a research conducted on the identity issues of expatriate professors, Romanowski and Naseer (2014) perceived that the professors of the health and sciences might be able to produce satisfactory research under authoritarian governance whilst professors in the social sciences might be inhibited to raise social issues due to power and culture. However, the study overlooked the connection of motivation to the cultural norms of the two countries associated with the performance of expatriate professors teaching and doing research in American universities and universities in Qatar. In addition, Suutari and Brewster (2000) expanded the study by looking with a wider lens to explore Finnish engineer professionals. Likewise, Al Ariss and Crowley-Henry (2013) comprehensively extended the study by including self-initiated expatriate academic experiences. Therefore, there is conclusive evidence of the origin of academic expatriates as a current gap in the literature.

In terms of motivational factors associated with working overseas, a study conducted on the motivation and adjustment of self-initiated expatriate academics in **South Korea**. Frose (2012) detected various reasons for them to work overseas, namely international experience, attractive job conditions, family, and labor market

conditions. This study gives importance to the study of what types of motivation exist among expatriates, mainly in a new working environment. However, it appears that language has not been given attention as a factor affecting communication. A similar study conducted in UAE by Chapman, Wilson and Ridge (2014) found out that expat academics in the UAE enjoyed assisting students to develop confidence, learn and grow.

Apart from this, the study of English teaching skills of teachers in a government school high school in Myanmar by Suriya (2019) presented evidence on numerous problems of the government schools, particularly the secondary schools, due to the quality of English teachers, uncontrolled syllabus management, lack of educational tools, and poor management techniques. In addition, Suriya (2019) postulated very alarming issues of bribery and nepotism in the recruitment process, corruption, and sexual exploitation. However, there might be a preconceived idea on the part of the researcher due to the assumption that English teachers are not compensated well for their time and lack of professional development.

In **Turkey**, a research was conducted on the employment of English language teachers in an EFL (English as a Foreign Language) context using open-ended questionnaires. Tatar (2019) showed that local teachers are more knowledgeable in teaching methods, whereas expatriate teachers were good at language use. Brinton (1999) said that non-native English speakers (NNEST) fluency in the language is the main weakness. On the other hand, non-native English speakers (NNEST) have the ability to teach grammar and are good in classroom management and these are the important points. Whereas, Ma and Ping (2012) argued that classroom management is a problem to native English speakers (NEST) in Hong Kong. This finding seems to suggest that pronunciation plays an important role in teaching rather than the experience and educational attainment of teachers.

Moreover, Brock (2006) investigated six in-service American teachers sent to Costa Rica to study “Literacy Across Languages and Cultures” (LALC) regarding teaching students from diverse cultural and linguistic backgrounds by

examining the impact of social contexts and cultural identities of the teachers. The findings revealed that the teachers' positions are not fixed due to the host culture in which the participants live, act and interact. Thus, the study suggests to use the term "teacher positioning" as an ideal framework in a diverse cultural and linguistic background. Davies and Harre (1990) suggested that the notion of positioning can be seen as the construction of teacher and student as they both engage in a conversation to negotiate new ideas and concepts.

In the same way, De Villar and Jiang (2012) conducted a study in the US on the effects of global experiences by teachers abroad. It has been seen that international experience in teaching will enable the school to understand the cultural aspect in the environment, adjust and accept cultural norms, help teachers develop abilities for professional development, help curriculum understanding, and allow and adapt new teaching strategies. Teachers have been seen to be curious about the complexity and richness of culture. In particular, it has become a significant notion to teach in a diverse world and is seen as difficult for international teachers. In contrast, De Villar and Jiang (2012) noted that international teaching experience develops cultural empathy and improved teaching abilities (Rodriguez, 2011). Likewise, Merryfiled (1997) states that international teaching experience strengthens building rapport, communication with the students and learning to understand oneself and others (Willard-Holt, 2001).

A similar study conducted by Serin (2017) investigated "The Effects of Teaching Abroad on Personal and Professional Development" in Iraq. The findings revealed negative and positive reflections; that international teachers teaching in a diverse environment need to increase their cultural awareness and develop new innovative teaching techniques for them to be well respected by the students. In addition, Serin (2017) believed that teachers who work overseas have a global perspective about teaching, increase the quality of education, evaluate the educational system and successfully establish effective classroom management.

In **Canada**, Markoulas (2010) explored the teaching experience of teaching abroad based on interviews with seven Montreal based teachers who worked abroad teaching English. The findings revealed that international teaching exposure contributed a positive impact on their lives, mainly on personal growth, and empowered personal and professional development despite difficulties. On the other hand, Ma and Lippincott (1997) argued that international teachers experience culture shock upon moving to the other country and never adapt to the new culture and become isolated (Anderson, 2002). In addition, Oberg (1960) coined the term “culture shock” when encountering a new dimension of culture. Later on, Ward, Bochner and Furnham (2001) asserted that the term has a negative impact on nature.

The majority of the researchers who addressed the issue of personal and career development have illustrated the importance of other cultures allowing the international teachers to be flexible in terms of culture, students and classroom setting.

### **2.2.2 Non-Native English Speaker Teachers’ Experiences**

In comparison, an in-depth qualitative study was conducted on the lived experiences of Filipino teachers’ experiences and perspectives in Thailand. This study highlighted 9 Filipino university and college English teachers and their perceptions on teaching English as a foreign language. Ulla (2018) discovered that Filipino teachers were positive and determined about teaching Thai students. However, it was then considered a challenging profession due to unclear and unsuitable English language curriculum. On the contrary, Weiyu-Chen and Cheng (2009) documented many challenges of three African teachers working overseas in Taiwan. The result revealed various problems including the accents of the teachers and the attitudes of the students towards foreign teachers.

Ulla (2019) explored the experiences of 56 Filipino teachers about the conditions and challenges of being EFL teachers in Bangkok, Thailand by employing modified questionnaires and individual follow-up interviews. The result yielded positive perspectives from the EFL teachers in Bangkok such as good salary rates,

providing for the financial needs of the family in the Philippines, widening global teaching experience and an opportunity to work with people from different walks of life. However, some Filipino teachers perceived a lack of professional training, cultural differences, language problem and the absence of family presence in terms of special occasions.

Similarly, Novio (2013) explored the lives of five Filipinos working in elementary and university levels employing the life story method. The study revealed that the push and pull factors are considered the main reasons why the participants are continually working as EFL teachers. Indeed, the participants perceived a lack of cultural understanding and experienced depression that hampers the ability to be an effective teacher. Most of the Filipinos who migrated to Thailand are tourists and turned to be legal workers after a few months of stay in the Kingdom of Thailand.

Hickey (2014) conducted a fieldwork study where she interviewed African and Filipino foreign teachers teaching English in rural schools in the Eastern and Northeastern regions of Thailand. She revealed that teachers deciding to teach in the metropolitan city of Bangkok were challenged in getting a job due to their non-native identity in the English language. Furthermore, she noticed that racism and discrimination in the work place and lower salaries were the fundamental issues faced by the NNESTs in Thailand.

Frederiksen (2014) explored the lived experiences of Filipino teachers working overseas in Thailand using interviews as her primary research method. She found negative and positive results in the study. Filipino teachers prefer to teach in Thailand due to a good salary package and the working environment is very pleasing. While on the other hand there are language barriers and low salary rates for NNESTs compared to the NEST.

In the same way, Willard-Holt (2001) conducted qualitative research on the impact of a short-term international experience for teachers in Mexico teaching in a bilingual school. It was found that there was an effect on their personal lives and a lasting influence upon their teaching. Also, regarding the international experience of

teachers, curriculum methods, effective teaching demonstrations and personal values are valuable by means of experience and how to be a global educator in the future.

Furthermore, Toraman, Ozdemir and Orakci (2020) conducted research on the “Experiences of Turkish Teachers Working Abroad” through 25 interviews with Turkish teachers teaching in Germany and France. The result of the study showed that there were dominant forces that drive teachers to work internationally such as money, love of culture, privilege and satisfaction from success. However, there were also negative impacts that are embedded on this study.

Perez-Amurao and Sunanta (2020) conducted ethnographic research on a large group of Filipino teachers in the Kingdom of Thailand who were English language educators. The findings uncovered discrimination in terms of benefits over Native English Speakers (NES) and experiences of body shaming. In addition, Cordova (2013) revealed that teaching abroad posed a challenge in terms of attitudes of the students in learning English as a foreign language. Likewise, English language curriculum in Thai schools are not meeting the demand in the working environment because of the inability to speak and understand English (Cordova, 2013).

A great deal of research on the impacts of culture in teaching has been conducted with international teachers, and the general finding is that the major reasons underlying the decision to teach can be classified as positive (Manik, 2014 and Evans, 2004). The literature suggests that cultural knowledge acquired contributes to promoting an understanding of one’s own valuable cultural diversity and improved their cultural awareness to perform better in the classroom setting. The research strongly suggests that knowing other cultures contributed to international teachers’ way of life.

In the Ethiopian context the study of Getie (2020) showed that factors affecting English language learning were positive. In addition, students showed positive attitudes towards learning other subjects in the English language. In the Malaysian context, the study by Ahmed (2015) revealed positive attitudes towards learning English and its use in various domains. This indicates a positive atmosphere for learning the second language

and teaching English. However, the English language situations had negative impacts to student's way of learning English. Because of this situation students have negative attitudes towards their foreign English teachers.

Within the Cambodian, Laos, Malaysian and Thai context, Mullock (2009) studied motivations and rewards in teaching English overseas in Southeast Asia. The result showed that that a complex variety of motives lay behind teachers' fulfilment, like desire to travel and desire for a change in their career. In other cases, the participants found negative experiences in teaching, however they also found it rewarding and fulfilling.

Nomnian (2009) examined a Filipino teacher teaching EFL in a secondary school in Kanchanaburi, Province of Thailand employing the concept of "positioning" to further understand particular positions through semi-structured interviews. The findings showed that the participant manifested a negative attitude towards the Thai student' classroom behavior. Thus, it conveyed the implication and recognition of the necessity to study a student's culture of learning especially in English, classroom behavior, attitudes, values and expectations of each student to promote a positive space. Moreover, this leads to facilitating cultural diversity and creating a linguistic background in the Thai EFL context.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter provides a detailed description of the methodology regarding the design of the study in order to answer the research questions.

#### **3.1 Overview**

The purpose of this qualitative research was to explore the lived experiences of Filipino teachers teaching in Bilingual and English Programs in government schools of Thailand. This chapter outlines the methodology through which the study's purpose was reached, beginning with a discussion of the design of the study and the research questions. Then, locations, participants, and data collection procedures are described, as is the role of the researcher. Afterwards, the instruments for data collection and the system for data analysis are then detailed. Finally, the chapter concludes with the procedures used to establish trustworthiness and tackle ethical considerations.

#### **3.2 Research Design**

A phenomenology design was utilized in this qualitative research study. Conrad (1987); Packer and Addison (1989); Palmer (1969); Denzin (1995); Smith and Osborn (2007) and Fiske and Taylor (1991) have been credited with providing the philosophical foundations for the interpretative phenomenology paradigm. Nowadays, phenomenology is an approach looking at the lived experiences of those who lived with or experienced a particular essence of the phenomenon (Lichtman, 2013, p. 85). This approach was employed in this study because the main objective is to understand the lived experiences of Filipino teachers teaching in a Bilingual and English Program in government schools of Thailand.

#### **3.3 Site and Participants**

### **3.3.1 Sites**

The current study took place in 59 schools, both primary and secondary government schools, around the city of Bangkok comprising 37 districts out of 50 districts, under the Bangkok Metropolitan Administration (BMA) project in Thailand. It is difficult and almost impossible to obtain data from all the schools of the Ministry of Education (MOE) due to accessibility, it is time-consuming and limited by the researcher's involvement in the BMA organization. Thus, the remaining 13 districts were excluded.

Since, there are a lot of schools the researcher will select representative schools from the groups of schools that have similar characteristics. For example, the type of school, size of school and schools that are situated in the same district. This mean that the researcher will randomly select one school and one participant from that school to represent it. However, for schools that are not sharing the same characteristics as mentioned, the researcher will randomly select the participants in every district.

### **3.3.2 Participants**

A purposeful sample of participants for this research was drawn from each site's population of Filipino teachers who shared the experiences of teaching in a Bilingual and English program in both primary and secondary schools in Thailand. Patton (2002) believed that purposeful sampling aims to obtain the richest information from those who have experienced the central phenomenon. Following an approval from the Department of Education under Bangkok Metropolitan Administration (BMA) (see Appendix A), this purposeful sample began with contacting the heads of the Bilingual and English program at primary and secondary schools across the metropolitan city with information about the proposed study. Those heads granting permission were asked to list all licensed Filipino teachers with approximately one year of experience teaching in the English and Bilingual program school academic setting.

Subsequently the heads of schools created the final lists of the licensed Filipino teachers suitable for the study's criteria and they sent emails for

participation. The email (scripted by the researcher - see Appendix B) contained a short introduction to the researcher, a brief description of the research, and an invitation for the prospective participants to consider taking part in the study by clicking on a link to a Google Form. The Google Form included multiple sections, opening first with the following components: (1) introduction about the study, (2) background information, (3) risks and benefits of the study, (4) compensation, (5) confidentiality, (6) voluntary nature of the study, (7) contacts and questions, (8) consent statement and (9) to verify the participant's interest.

The criteria for selecting participants are as follows:

- They are currently teaching in a primary or secondary Thai government school under Bilingual or English Program
- A duly legal Philippine passport holder (in this study Filipinos holding dual citizenships were excluded)
- A licensed teacher under KRUSAPA - Teachers' Council of Thailand policy, two-year temporary issued licensed teaching assistants (TAs) were excluded from this study
- Have worked for more than one year or more
- Have the willingness to be interviewed

Fifty-nine participants were selected from the potential pool. The data are shown below. Figure 3.1 *Group of Filipino teachers teaching English in 37 districts of Thailand and the level of teaching under the Bangkok Metropolitan Administration (BMA).*

<i>No</i>	<i>Districts</i>	<b>LEVEL OF TEACHING</b>	
		<i>(Pri.)</i> <i>Primary</i>	<i>(Sec.)</i> <i>Secondary</i>
1	Dusit	2	0
2	Pranakorn	1	0
3	Wattana	3	1
4	Sathorn	1	0
5	Sai Mai	1	1

6	Bangbon	1	1
7	Taweewattana	3	1
8	Ladkrabang	3	2
9	Bangkhuntian	1	0
10	Huaykwang	1	0
11	Chatuchak	1	1
12	Bangkhen	2	2
13	Ratburana	2	1
14	Dindaeng	3	1
15	Minburi	1	0
16	Ladprao	2	0
17	Don Mueang	1	1
18	Patumwan	1	0
19	Nongchok	2	0
20	Klongsamwa	2	2
21	Prawet	1	0
22	Sapansung	1	0
23	Bang Khen	2	1
24	Suan Luang	1	1
25	Chomthong	2	1
26	Talingchan	1	0
27	Phasi Charoen	1	1
28	Bangkoknoi	2	0
29	Ratchathewi	1	1
30	Bangplad	1	0
31	Klongsan	1	1
32	Laksi	1	1
33	Bangkapi	2	1
34	Nongkham	1	0
35	Kannayao	1	0
36	Bangna	1	0
37	Yanawa	1	0
	<b>TOTAL</b>	<b>52</b>	<b>10</b>

As mentioned above, this purposeful sample of participants was selected for schools under the BMA Bilingual and English Program, type of school and

grade level taught. The reason for seeking maximum variation among the participants was to enhance transferability of study findings (Lincoln and Guba, 1985). Each participant selected a pseudonym to maintain confidentiality and privacy throughout the research process. The following tables below indicate participant demographics, gender, highest educational attainment and age.

Figure 3.2 The table below shows the demographic data in terms of gender. As can be seen below, there are 15 females and 12 males who participated on the study. (N=27)

Participant's Demographic Data

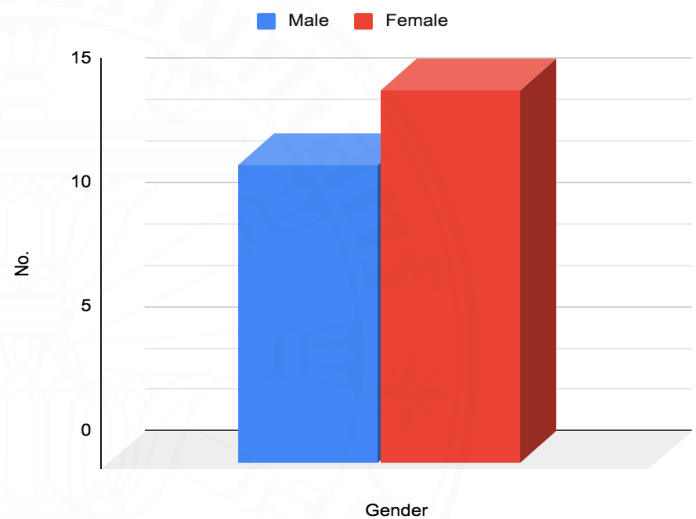


Figure 3.3 The table shows the demographic data in terms of highest educational attainment. As can be seen below, there are 25 participants with a bachelor's degree, 1 participant with a master's degree and 1 participant with a doctoral degree who participated in the study. (N=27)

Participant's Demographic Data

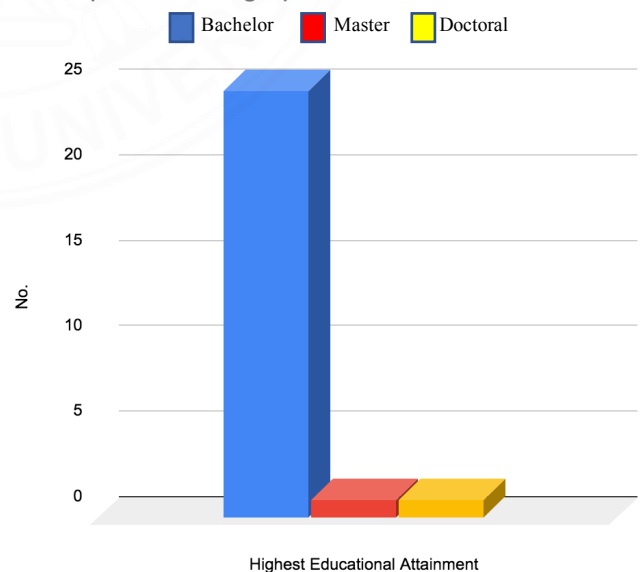
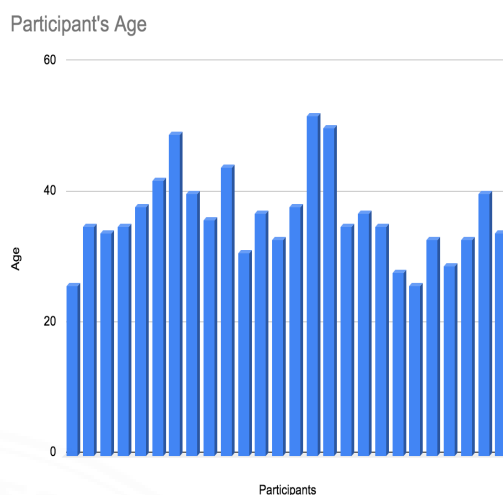


Figure 3.4 The table on the right shows the demographic data in terms of the age of the participants. As can be seen majority of the participants range from 20 to 40 years old in the study while the rest range from 40 to 50 years old. (N=27)



### 3.4 Research Instruments

Data collection methods reflected the qualitative paradigm within which the research project is situated. The majority of this project is based on the interpretative phenomenology approach with elements of in-depth semi structured interviews (Smith, Flowers and Larkin, 2009) as an ideal approach in supporting lots of clear and accessible examples in constructing questions and interviews. Hence, this study contains different sources of data and multiple collection methods.

Data collection methods in qualitative research include interviews (Moustakas, 1994; (Creswell, 2008), observations (Basit, 2010), and online questionnaires (Lodico et al, 2010; and Punch, 2009). These instruments and their specific purposes will be described in the order the participants received them.

The present study uses one-on-one interviews, with the data being collected in three major phases. The first phase incorporated online questionnaires while the second phase included further interviews. Lastly, are follow-up interviews for member checking and prolonged participation at the site. This prolonged participation could guide the initial process in the second and third phase of the data collection process.

#### 3.4.1 Online Questionnaires

The purpose of this online questionnaire is to get the demographic data of Filipino teachers teaching in a Bilingual and English program as a primary

tool in the selection process of the participants. Then after getting the demographic data of the participants the researcher will reconsider the data collection technique by employing one-on-one interviews. See Appendix A.

### **3.4.2 Interview Questions and Interviewee's Identification**

Mischler (1986) mentioned that interviews are a major source of data collection yet difficult to get done. Patton (1990) found out there are things we cannot directly understand or observe the inner perspective of the interviewees. The interviews were developed using Creswell's (2008) interview model. The interviewees include 25 Filipino teachers under the Bilingual and English program (10 males and 15 females) within the vicinity of Bangkok.

#### **3.4.2.1 Type of Interview and Questions Employed**

Semi-structured interviews were adopted as the type best matched to this study (Creswell, 2018). In addition, semi-structured interviews allow researchers to develop in-depth interpretations of perceptions of the participants (Cousin, 2009, p71). The use of both open-ended and close ended questions explores the interviewee's position with more flexibility and pliability (Fontana & Frey, 2000). The study utilized one-on-one interviews as the platform of investigation (Creswell, 2008) and these were administered in one single phase. The data collection involved one-on-one interviews with the Filipino teachers. The key element to the interview plan incorporated six types of questions; background, knowledge, experience, opinion, feeling, and sensory to gain a rounded perspective (Patton, 1990). See Appendix D

#### **3.4.2.2 Location for the conduction of the interview**

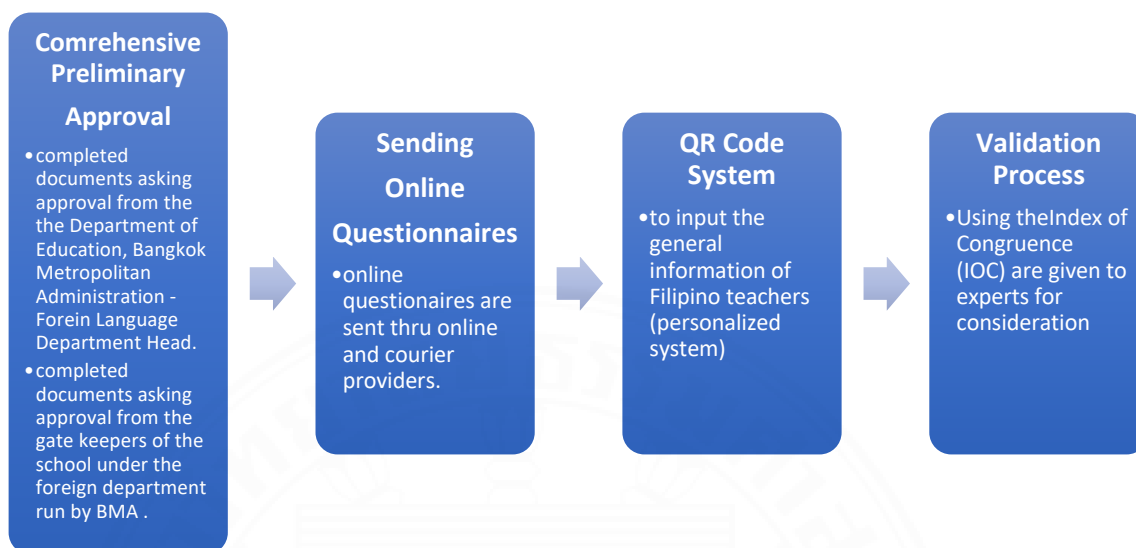
A natural setting allows the researcher to directly observe the subject in a natural setting (Cherry, 2019). Moreover, it also allows the researcher to study things that cannot be manipulated in a laboratory due to ethical considerations and it supports the external validity of the research. In other words, allowing privacy and confidentiality in conducting an interview holds the premise of a good location and

environment that is free from distractions and sound (Creswell, 201x8). The interviews were conducted in a ventilated, quiet area and free from noise disruptions. However, due to COVID-19 and to practice social distancing protocol the researcher then employed online interviews via ZOOM, Google Hangouts, Skype, Facebook, Line and other software applications.

### **3.5 Data Collection Procedures**

The procedures for this study's methodology progressed through a series of phases. In Phase 1, I obtained an overall comprehensive preliminary approval from the foreign head department program coordinator of the Department of Education under Bangkok Metropolitan Administration (BMA) piloting 59 schools with English and Bilingual programs in 37 districts around the metropolitan city of Bangkok. See Appendix B. In addition, during this phase, I have completed the documents requesting an approval for research. In Phase 2, after obtaining an approval, I began sending another set of online letters of approval for the 59 schools through email and EMS. In phase 3, after receiving the letter of confirmation stating the willingness to participate in the research study, the researcher sent the QR (Quick Response) code to input the general information of Filipino teachers. Next, once information was received, the researcher contacted the Filipino teachers directly asking for approval to send the individual consent questionnaire (see Appendix C) and thank you email (see Appendix E) through their personal emails using Google Form.

Figure 3.5 indicates the Data Collection Procedure



### 3.5.1 Validation Process of the Interview Questions

All of the interview questions were sent to experts in the field of English language teaching for content validity. There were three experts. They validated the interview questions using IOC (Index of Congruence) and gave scores of 1 (congruent), 0 (questionable or unclear), or -1 (incongruent). Also, an open-ended section was provided for additional comments and suggestions that the experts had. The scores of each item from the three experts were added and calculated for mean. Only items that received the mean between 0.5-1.00 were considered valid. In contrast, items with the mean below 0.5 were invalid and were revised. The validity of the interview questions is provided in Appendix G.

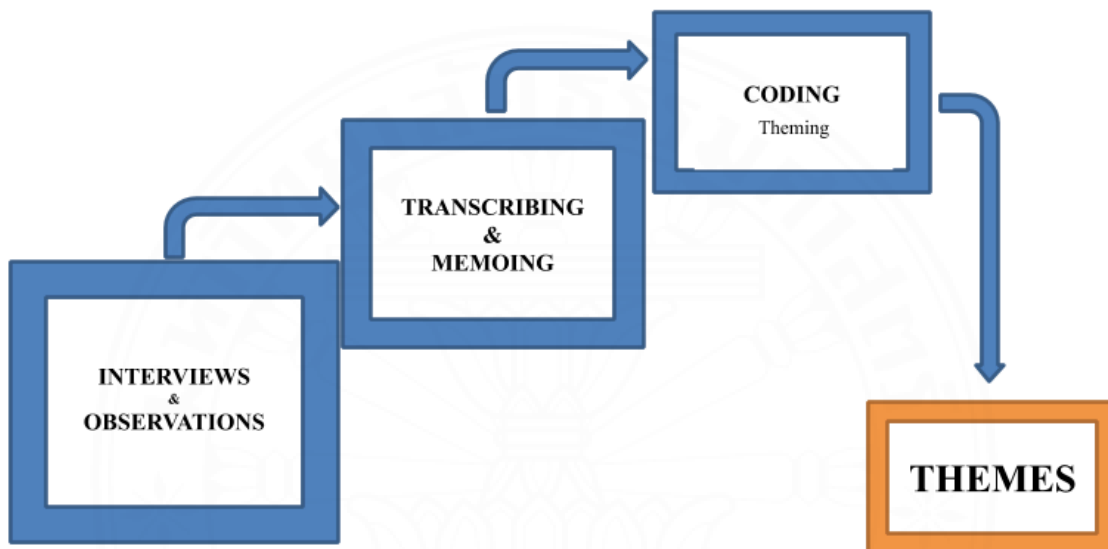
After the revision based on the experts' comments and suggestions, the pilot study was run to confirm the viability of the interview questions for the participants of this study.

### 3.6 Data Analysis and Interpretation

The next phase in the methodology outlines the analysis of the data. Tesch (1990) assumed that the end goal of qualitative data analysis is to subdivide the data

with the final goal of producing a bigger combined representation. Whereas, Miles and Huberman (1994) focused on several guidelines with no single approach to analyze data quantitatively. The data analysis procedure for this research study employed a diagram as an explanation to support the complex procedure, while some other elements are also explored.

*Figure 3.6 Data Analysis Process*



### 3.6.1 Onsite and Post Analysis

The first step in the analysis is taking in the large amounts of data collected (Creswell, 2008). Gay et al (2009) revealed that research study, observations and dissecting data analysis begin concurrently. The strength of this approach is to compare and examine prior data trustworthiness and authenticity. Gay et al. (2009) warns against premature actions analysis based on an early exploration, however, it eliminates less useful data. The data analysis commenced in the first interview and field notes were taken into action. Right after the interview, transcribing and memoing were included. Post analysis emerged when the data collection culminated. These lead to the final step of data analysis, the coding process.

### 3.6.2 Transcribing

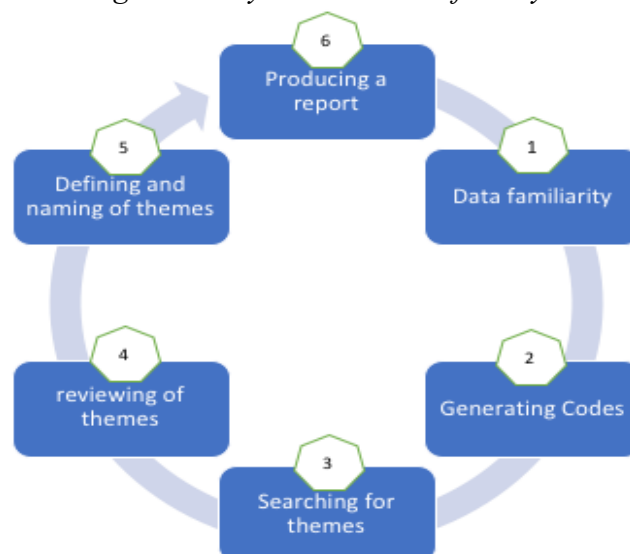
Transcription is the action of providing a written account of spoken words verbatim. It is a time-consuming process but influential to coding and memoing (Creswell, 2008). Transcription transpired and note taking (Ary et. al (2010) were integrated during phase two and were transcribed straightforwardly to avoid potential bias and interpretation. See Appendix F.

After transcribing, the memoing process begins. Reading the data several times starts the development of a coding pattern (Bogden and Biklen, 2007). Creswell (2008) stated that initial impressions are useless, but others will remain indicating new patterns of data. At the start of this research study initial impressions were written in the margins of transcriptions, whilst looking for recurring themes.

### 3.6.3 Thematic Analysis

The final step in the data analysis is coding the interview transcriptions. Ryan and Bernard (2000) stated that thematic analysis is a tool to use different methods relatively. It is widely used according to Rubin and Rubin (1995) as an exciting tool to describe and discover embedded concepts during the interviews and gives experience primacy (Holloway and Todres, 2003). There are different levels of theming and the following theming process were employed as they are widely accepted; (1) *data familiarity*, (2) *generating codes*, (3) *searching for themes*, (4) *reviewing of themes*, (5) *defining and naming of themes* and (6) *producing a report* (Braun and Clarke, 2006, pp. 16-23). Tucket (2005) supported the idea of Clarke and Braune (2006) that sensitizing data sets enhances the literature engagement prior to analysis.

Figure 3.7 Cycle and Flow of Analysis



**1. Data Familiarity**

A thorough overview of the data collected is the first step. This involves transcribing the audio data to a written text and initial notes were taken into consideration while looking through the data for familiarity.

**2. Generating Codes**

After data familiarization, coding has been employed in highlighting different sentences and phrases of the transcribed collected data.

**3. Searching for themes**

Next, looking over the codes created to identify the patterns to start coming up with themes. The codes created were combined together into a single theme.

**4. Reviewing of themes**

At this stage the themes created are useful in assessing the accuracy of the data represented. Thus, if problems occur, themes will be separated or be integrated while other themes are disregarded if proven and used to create a new theme.

**5. Defining and naming of themes**

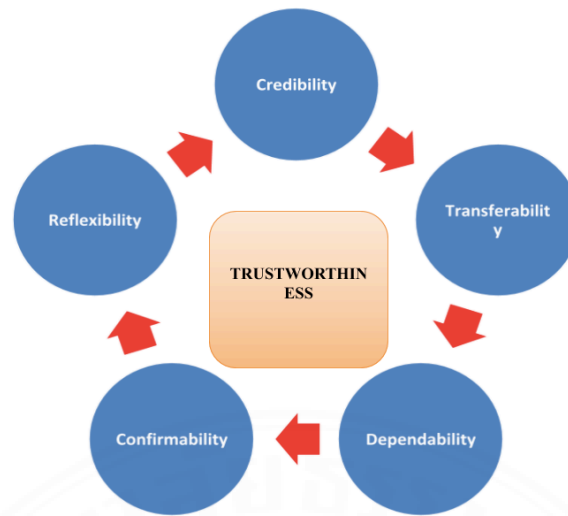
At this juncture, if final themes are enlisted, this is where the researcher will formulate meanings to figure out the concise data that is easy and understandable.

**6. Producing a report**

This is the final stage; the researcher will write a thematic analysis which entails an introduction to determine the research questions and approaches.

**3.7 Evaluation Criteria**

The terms employed for examination rigor vary but nevertheless include, credibility, reliability, validity, transferability, dependability, confirmability, authenticity and trustworthiness (Lincoln and Guba, 1985; Ary et al., 2010). The terms validity and reliability in quantitative research have often been associated with rigor (Ary et al., 2010). Meanwhile, this research study is framed within the qualitative research paradigm terms credibility, transferability, dependability and confirmability.



### 3.7.1 Credibility

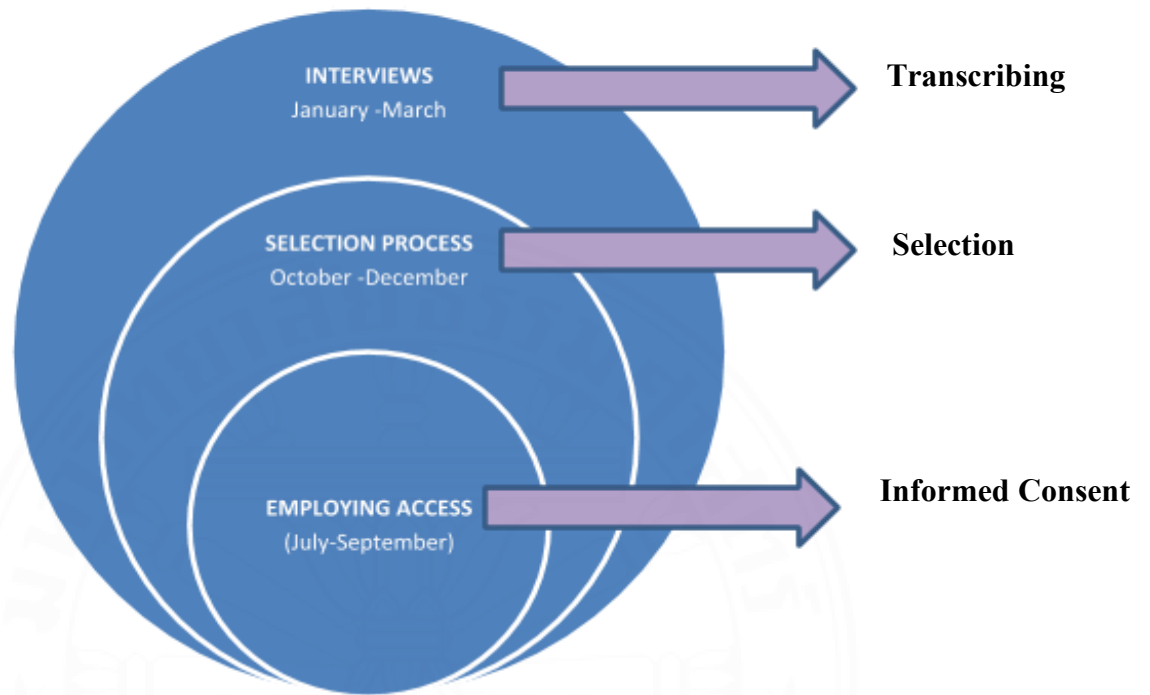
The evidence of credibility can take various forms and they include: (1) prolonged and frequent participation, (2) triangulation, (3) member checking, (4) peer debriefing (Guba, 1981; Ary et al., 2010 and Lodico et. al 2010) and reflexivity (Moser and Korstjens, 2017). This also entails the veracity of the research findings relating to the research design, participants and context (Ary et. al, 2010).

This research study included all the methods mentioned above and will be explained further in the following subsections.

### 3.7.2 Prolonged and Frequent Participation

Guba (1981) listed prolonged and frequent participation as the main research criteria for assessing the trustworthiness of naturalistic investigations. This is to establish the correct interpretation of participants point of view (Moser and Korstjens, 2017). This research over a prolonged time is shown below

Figure 3.9 Research Study Schedule



### 3.8 Validity

Creswell (2008) believed that triangulation ensures the theory from several perspectives, developed and observed. Similarly, Lichtman (2013) considered the use of triangulation with the purpose of increasing the credibility of the findings. Gay et al. (2010) added that triangulation is the process of employing multiple methods, data collection and data sources in obtaining a comprehensive image of the study squarely in terms of information.

The researcher may not assume and presume to share identical perspectives within a qualitative framework. But rather, presenting a balanced viewpoint is utmost to consider. Lichtman (2013) mentioned a method similar to inter-reliability, for the result it confers to triangulate the data. Lodico et. al, (2010) suggested that member checking technique ensures a researcher's personal biases don't influence how the viewpoints are interpreted. In addition, members check the transcribed interviews with the participants for evaluation on a regular basis based on prompts and questions or

themes that will emerge. Then shared data and findings are given feedback on interpretations. Lodico et. al, (2010) considered peer debriefing helps also to discover firsthand views and beliefs that weren't seen.

This research study incorporated triangulation in three dimensions: (1) methodology, (2) data collection and (3) data sources as shown below.

*Figure 3.10 Research study Triangulation*



This research study member checking process materialized in the final interview to where the participants were asked to about the interpretation of the findings.

### **3.9 Transferability**

This is considered as one of the alternative criteria for judging a qualitative research study (Lichtman, 2013). In quantitative research the term “generalizability” is a major criterion for evaluating the quality of the study (Kerlinger and Lee, 2000; Polit and Beck, 2008). On the other hand, in qualitative research the goal is different from the previous statement. The primary goal of qualitative research study is to provide a rich and thick description (Geertz, 1973 and Lincoln and Guba, 1985); (Firestone, 1980) and contextualized understanding of human viewpoints through rigorous studies (Beck and Polit, 2010).

In this research study, the rich and thick descriptions and detailed descriptions can be found in the background acquired from the site and the participants from the in-depth questions asked during the interviews.

### **3.10 Confirmability**

Lichtman (2013) said that confirmability is one of the four alternative criteria as it is similar to credibility, dependability and transferability. This term deals with the researcher's objectivity, neutrality and impartiality. In addition, Lichtman (2013) noted that it implies an attempt to describe the objective reality of the research study. This confirms the results or is corroborated by others. The evidence for confirmability is predominantly found in the audit trail and can be improved by triangulation and peer review and has been demonstrated and mentioned in this research project and hence it is confirmable.

### **3.11 Conclusion**

The methodology has now been explained in a comprehensive way and the results from the data collection process will be shared to reinforce the codes developed in the analysis stage. Chapter 4 will begin to craft a representation of what is the essence of Filipino teachers experience teaching in an English and Bilingual Program government school in Thailand.

### **3.12 Ethical Considerations**

In this particular study, the researcher was concerned about the ethical issues of the participants. Ethical concerns must be addressed prior to the study, at the beginning of the study, during data collection, analyzing data, data reporting and when the study is published (Creswell, 2013).

The following were used to protect the participants' rights.

First, all of the participants received a consent letter before they participated in the research study. They could decide whether to take part in the study or not. Second, the participants were informed not to be involved in any situation in which they might be harmed. Next, the participants were clearly informed about the nature of the study,

the objectives, the data collection and the instruments. Lastly, the privacy of the participants was guaranteed and the participants' confidentiality was also considered.



## CHAPTER 4

### RESULTS AND DISCUSSION

This chapter presents the findings which were analyzed with phenomenological research methodology. The data was collected through open-ended interviews with participants who are in the following criteria: (1) currently teaching in a primary or secondary Thai government school under Bilingual and English program, (2) a duly legal Philippine passport holder, (3) a licensed teacher under KURUSAPA – Teachers’ Council of Thailand policy of both temporary issued license (two years) and five years license and (4) have worked for more than one year or more. The interviews were documented systematically, transcribed and organized according to the sequencing of the research questions. The results from analysis of the primary data were answered using the research questions of this study.

#### **Research Question 1 *What do Filipino teachers consider as a positive experience in teaching in Thailand?***

##### **4.1 Positive Experiences in Teaching Under Bilingual and English Program**

The participants of this study mentioned positive experiences in teaching under the EP program. The participants’ personal point of view about the experiences encountered in teaching were separated into five separate categories: *1) positive attitudes of the students to learn English, 2) teachers’ fulfilment and feelings to students, 3) teaching overseas experience positively impacted teachers’ future plans, 4) opportunity to learn about Thai culture which has a positive impact on their life, and 5) satisfactory salary package. These five categories contribute to a positive experience.*

#### 4.1.1 Positive Attitudes of Thai students to Learn English

Filipino teachers agreed that Thai students, as seen in the classroom, had positive attitudes towards learning English and Filipino teachers. They thought that Thai students were well behaved and respectful to teachers.

*“Students are very polite, they respect you as a teacher and you are a figure to them. That’s a good thing plus they are very kind and yeah.”* (Minburi)

*“...the students are not so naughty since we are in the outskirts of Bangkok. All of my students are respectful compared to the students in the metropolitan city of Bangkok”* (Taweewattana)

*“On the positive note most of the Thais really love to smile so sometimes even in the hardest situations we just laughed it off, be it lessons to students having tantrums.”* (Chatuchak)

Filipino teachers also thought that Thai students were active learners. They were enthusiastic about learning, participating in activities very actively and not hesitant to speak English with teachers.

*“In the EP program the students are very participative, competitive and have this confidence especially talking to their English foreign teachers...”* (Bangkhen)

*“The positive is that some students are willing to learn the lessons....” (Lad Krabang)*

These behaviors of Thai students implied that they have a positive attitude toward English classes. This makes Filipino teachers happy to teach in Thailand.

*“The attitudes of the Thai students make me happy working in Thailand” (Bangbon)*

#### **4.1.2 Teachers’ Fulfilment**

Filipino teachers found that teaching in EP gave them a sense of fulfilment. They were happy when they found that their students learned something and were able to speak, read or write English.

*“The more challenging the students to be taught, the more rewarding it will be for the teacher when they learn.” (Ratchathewi)*

*“The improvement of the students from 1<sup>st</sup> year to 3<sup>rd</sup> year is very rewarding. It is because we met students almost everyday teaching them five subjects in English as a medium.” (Bangkoknoi)*

*“Ok! I will start with a positive experience, if teaching Thai students is really challenging and fulfilling and there’s a sense of fulfilment when they see and absorb your lesson.” (Bangbon)*

*“The positive part is that whenever you can see the students being able to speak English with you (though not perfect in grammar but there is a sense of it).” (Dindaeng)*

*“The positive experience is the fulfilment caused when students can read, understand and speak even just basic words. It just really takes perseverance in teaching and understanding your students.”*  
(Klongsamwa)

*“Theirs is nothing more rewarding for a teacher than to see his or her students manifest learning.”* (Ratchathewi)

*“The learning of my students, they are getting more advanced due to the language itself being pure English with us.”* (Kannayao)

*“...satisfying feeling when you see the students learn and work hard.”* (Ratchathewi)

Filipino teachers were fulfilled when they found that students sought opportunities to practice their English and became autonomous learners.

*“We join contests and it makes me happy to see them persevere be it in class performances or competition outside.”* (Sai Mai)

*“It’s fulfilling because the students can read and speak English and even tried to practice and English-speaking zone in the classroom.”*  
(Bangkae)

*“I have always enjoyed teaching English and seeing my students practice and apply what they have learned in real life situations.”* (Sai Mai)

Filipino teachers were satisfied when they found that Thai students had some concrete achievements such as passing the national test or moving up to higher education.

*“In teaching under the bilingual Thai-English program are when my students passed and got a high score in the O-NET (Ordinary National Education Test) especially in any subjects, also by winning in and off campus competitions and most of all when my students were able to express themselves in English.” (Pranakorn)*

*“The positive part in teaching when I saw my students finishing the Grade 6 (primary level) and seeing them in Mathayom 1 (junior high).” (Taweewattana)*

Filipino teachers were happy to be part of the development of English education in Thailand.

*“The positive part of teaching under this program is that teachers are the molders of the future of Thailand. Being part of this history made me proud of myself.” (Lad Krabang)*

*“The positive part of teaching under the bilingual program is that I am contributing to the improvement of the Thai students as a teacher (educator).” (Kannayao)*

*“When I see my students happy while learning. I think that’s the greatest reward after all.” (Laksi)*

With all of these feelings of fulfilment derived from students’ achievements, Filipino teachers felt that they achieved their career goals and became better teachers.

*“Yes, it’s indeed fulfilling. It boosts my spirits and it gives me the feeling of being an effective one.” (Dindaeng)*

*“... made me a better teacher.” (Ratchathewi)*

*“I was able to accomplish my goal as a teacher.” (Pranakorn)*

#### **4.1.3 Teaching Overseas Experience Impacted Teachers’ Future**

##### **Plans**

Filipino teachers affirmed that working in Thailand gave them a positive outlook on their future plans.

*“...it broadens career opportunities in the future.” (Ratburana)*

*“...will be a big part of my portfolio soon as I build my career.”  
(Sathorn)*

Thus, teaching overseas shaped the future personal profile for Filipinos.

#### **4.1.4 Thai Cultural Impacts to Teachers’ Way of Life**

Filipino teachers agreed that cultural immersion using Thai language had helped define their teaching philosophy and cultivated creative pedagogies that engage students and enrich learning.

*“...to learn something from other people who have different cultures and beliefs.” (Wattana)*

*“... you have a chance to learn new language which is PasaThai you will also improve your English communication skill because you have to push yourself to speak almost all the time in English.”  
(Wattana)*

*“The positive part is that you got a chance to immerse yourself with the locals. (Sapansung)*

Also, the participants said that infusing different teaching styles enabled them to persevere further and bring awareness as well.

*“Learning their teaching style and approaches to teaching. In which you can apply it as well or improve for the greater good.”*  
(Sapansung)

*“For example, it increases awareness of other cultures.”* (Ratburana)

In conclusion, the Filipino teachers reported immersing themselves in culture with the locals molded them to increase cultural awareness and fostered various teaching pedagogies.

#### **4.1.5 Attractive Salary Package and Reduced Workload**

Filipino teachers agreed that good earnings while working in Thailand had a positive effect to continue working in Thailand under the EP and Bilingual Program.

*“The higher paid salary...”* (Sathorn)

*“... having a reasonable salary, you have.”* (Wattana)

*“First, for my entire years of teaching here in Thailand, compensation under the bilingual program is imaginable for local educators like us.”* (Laksi)

*“Teaching in Thailand is truly rewarding because aside from having a reasonable salary you have a chance to learn...”*  
(Wattana)

Filipino teachers also considered that shortened workloads, as seen in the teacher's schedule, had a beneficial effect on them psychologically. They were satisfied with the amount of work.

*“The positive experience for the BMA-EP is the working load is not heavy and it's really fine...” (Taweewattana)*

*“The positive part is that the workload is just light compared to the Philippines.” (Nongchok)*

*“I am happy with the program in terms of workload.” (Bangkoknoi)*

In summary, these satisfactions of Filipino teachers inferred confidence, pleasure and security while working in Thailand in terms of a lightened workload and an attractive compensation package.

## **Research Question 2 *What do Filipino teachers consider a negative in teaching in Thailand?***

### **4.2 Negative Experiences**

The participants of this study mentioned positive experiences in teaching under the EP program. The participants' personal points of view about the experiences encountered in teaching were separated into eight separate categories: 1) *lack of systematic criteria of assessing students' performance* 2) *problems with large class size*, 3) *salary problem*, 4) *problems on attitudes and behavior of Thai students*, 5) *problems in students' language*, 6) *problems of teaching materials*, and 7) *problems of teaching strategies*.

#### 4.2.1 Lack of Systematic Criteria of Assessing Students

##### Performance

The systematic program of assessing students provides a decision to ensure that educational institutions have executed best quality practices. Filipino teachers had difficulty passing the ineligible students.

*“On negative experiences I guess it was and will always be hard for me to give a passing mark for an unworthy student.”* (Chatuchak)

*“...the system of assessing the students, since all students, even those who show no interest in studying, must pass whether they comply with all the requirements or not.”* (Wattana)

The Filipino teachers were concerned about the inaccuracies of conferring an undeserved passing grade which undermines the rational and objective system in evaluating students.

*“I have encountered the poor system of evaluating students.”*  
(Wattana)

*“Plus, the fact that you cannot fail students makes us so frustrated.”* (Sai Mai)

In summary, the problems of evaluating students were crucial issues for Filipino teachers in their chosen profession. They had difficulty passing the undeserving students. But due to the “No failing grade policy” in Thailand participants were granted passing scores.

### 4.2.2 Problem with Class Size

Filipino teachers agreed that large classes are difficult to manage in teaching. In addition, teachers made courageous effort to reach students' needs but encountered uphill battles in overcrowded classes.

*“I would say that my experience handling a huge class with a number of students with difficulty in behavior has also challenged me as a teacher.”* (Lad Phrao)

*“I have seen overcrowded classes as the problem in my school.”*  
(Bangkhuntian)

On the other hand, one Filipino teacher's alarming concern on large class size had often been overlooked and caused teachers to be more authoritative inside the classroom.

*“Most Thai schools have a class size of 35 to 50 students, which necessitates the teacher to be authoritative.”* (Bangkhuntian)

### 4.2.3 Salary Problem

The Filipino teachers said that delayed salary has been considered as the crucial issue. However, some participants agreed that this experience should be discussed before signing the contract.

*“First, the salary is so late to be released even though we all know already but still the old ways never change which makes me sometimes frustrated.”* (Laksi)

*“Salary is always delayed, no health insurance and nothing more.”* (Dusit)

*“...the salary may be received later than expected.”*

(Pranakorn)

*“The negative experience is not really negative but the downside of BMA because of the delayed salary.”* (Taweewattana)

On the other hand, some Filipino teachers had problems with the early termination of classes. Therefore, Filipino teachers expressed disappointment due to the “No work, no pay” policy of BMA.

*There is also the issue of early closing of classes in our school.”*

(Ratchathewi)

*“...No work, no pay system, every possible teaching day is important.”*

(Ratchathewi)

*“I have encountered this problem wherein my school asked me not to work before the end of the semester.”* (Bangbon)

One Filipino teacher explicitly expressed dissatisfaction working under the agency as opposed to Filipino teachers who were directly hired by the BMA office.

*“Teachers working in an agency are underpaid teachers.”*

(Bangkhuntian)

In conclusion, Filipino teachers reported that the “No work, no pay” policy and early school closure caused disappointment. Some BMA Filipino teachers are experiencing the same practices. Moreover, other teachers working for a private agency received less than teachers directly hired by BMA. Furthermore, Filipino teachers should be more conscious of what they should be doing to feel prepared.

#### 4.2.4 Problems on Attitudes and Behavior of Thai Students

Filipino teachers identified characteristics of students who were often hard to control inside the classroom. In addition, they were still afraid of speaking with the Filipino teachers.

*“The negative experiences I’ve encountered is that Thai students inside the classroom are very noisy.” (Wattana)*

*“They are afraid to commit mistakes, they prefer to talk and talk with their classmates and the whole class started to get noisy.” (Bangkae)*

The Filipino teachers had difficulty controlling students’ behavior inside the classroom. These behaviors of students impacted their own ability to learn.

*“...when it comes to discipline I have had several encounters where some students openly refuse to listen to teachers’ instruction during classwork activity.” (Minburi)*

*“Some students become physically violent if bullied by friends inside the classroom.” (Bangbon)*

To conclude, the problems of Filipino teachers toward the manners of students inside the classroom were complex; for instance, being noisy in the classroom and hard to discipline, so teachers were having difficulty in teaching.

#### 4.2.5 Problem of Students’ Language

Filipino teachers determined that Thai students had serious problems in understanding English, especially students with lack of English language skills. In some circumstances, the participants were bothered by their inability to speak with the students, especially in terms of conveying different perspectives in life.

*“The major challenge I experienced as a teacher in an English Program is the language barrier. Looking at the students without understanding anything in your class discussion is frustrating sight” (Ratchathewi)*

*“My first year was challenging one because of the language barrier.” (Lad Phrao)*

*“The negative experience I had, which I still experience from time to time, is “language barrier” expressing once an opinion/thought is quite challenging...” (Sathorn)*

*“Well it’s quite frustrating to teach students who have zero knowledge with the English Language.” (Dindaeng)*

*“As a teacher, the negative experience of course during my first time teaching in Thailand made me feel nervous because not all students can’t understand the language...” (Huaykwang)*

The participants encountered hardships in teaching English to Thai students, especially in public schools. In some cases, the students in Thai schools had limited opportunity to learn English as a foreign language.

*“The negative experience is the difficulty itself in teaching English language to students, especially in public schools.” (Klongsamwa)*

*“Some of the students in Thai schools lack motivation to learn English.” (Bangkhunthian)*

In some cases, Filipino teachers encountered a degree of anxiety in students who had less opportunity to comprehend the lesson.

*“It requires more time to learn a certain language, may increase the stress level of students and have some difficulties to understand certain topics.” (Ratburana)*

Moreover, some Filipino teachers had difficulty in dealing with the people in the school because of the problem in language.

*“Due to language this hamper teaching overseas. It is not easy to deal with people mainly with your workmates, colleagues and especially with your co-Thai teacher and the Thai people and the background. Communication is very difficult.” (Bangkhae)*

On the other hand, one participant had no chance to speak Thai due to its complexity.

*“Here in Thailand it is difficult to speak the language because its complicated. In the Philippines we can use Tagalog.” (Huaykwang)*

In conclusion, the participants argued that language was crucial in learning English as a foreign language. Similarly, students from Thai public schools had less opportunity and motivation to understand the lesson. One added important reason is that some Filipino teachers had poor Thai communicative skills. Thus, they had a language problem with the people in school.

#### **4.2.6 Problems of Teaching Materials**

There is a significant effect on students’ academic performance compared to those taught without instructional teaching materials. In addition, there is limited access to educational materials.

*“Also, the limited teaching resources in school makes me find alternative ways on my own. I even bring my own speaker and projector.” (Ratchathewi)*

*“Sometimes the content in the book is different from the curriculum being followed in my school. The standard learning indicators are not parallel.”* (Bangkhuntian)

On the other hand, Filipino teachers mentioned problems due to the complexity of difficult content and because the vocabulary used in the materials are very different from the student’s native environment.

*“There is this scenario that textbooks and workbooks do not much the content and it’s difficult for the students to understand.”* (Bangkae)

*“In my school I don’t have projector, television and other technologies used in teaching. Instead I use only the conventional way chalk and board.”* (Bangbon)

#### **4.2.7 Problem of Teaching Strategies**

The Filipino teachers mentioned the problem in teaching Thai students due to limited ideas on teaching approaches.

*“... it gives me difficulty in teaching and looking for the best strategies in teaching.”* (Huaykwang)

In summary, the Filipino teachers argued that the educational resources in school are limited. Some Filipino teachers had difficulties identifying techniques to support teaching English and other subjects.

### **Research Question 3 What are the solutions to those problems?**

#### **4.3 Solutions**

The participants indicated that they arranged solutions wherever they had to solve challenging problems which influenced their teaching in the EP program. This main theme was distributed to five categories, such as: 1) solutions to lack of systematic criteria in assessing students' performance, 2) solutions to large class size, 3) solutions to salary problem, 4) solutions to attitude and behavior problems of Thai students, 5) solutions to Thai students' language problems, 6) solutions to problem of teaching materials, and 7) solutions to problem of teaching strategy.

#### **4.3.1 Solutions to Lack of Systematic Criteria in Assessing Students Performance**

The Filipino teachers decided to be quiet when they did not agree with the criteria of assessing students and go with the flow to secure their position at work.

*“Sometimes you have to forget your principles and philosophy and remain silent in exchange for your duty because that is what the employer demands from you.” (Sai Mai)*

*My work is precious because I earned a living. To assess students' performance, I certainly follow the instruction of my co-teacher.” (Bangkae)*

Filipino teachers suggested creating new learning opportunities where learners can progress at their own improvement.

*“If the students failed during the summative test, I designed a new assessment tool by gathering from his/her previous performance.” (Bangkapi)*

*“Giving passing scores to students without criteria of assessing student's performance is difficult at my end. As a solution, I asked students to compile their previous in-class activities and make a portfolio. Because this will demonstrate growth and competence.” (Bangkhuntian)*

On the other hand, one Filipino teacher mentioned that due to the absence of learning criteria in assessing students' performance, designing personalized rubrics help discourage complaints about grades.

*"I have the freedom to personally craft my own rubric in assessing students. In this regard this will help me minimize the questions of parents why students have low scores."* (Bangbon)

Furthermore, Filipino teachers identified oral exit interviews as a solution to re-assess students' performance during one full academic year.

*"At the end of every semester, I always conduct interviews with students in order to obtain a passing mark. I believed that non-readers have the potential to answer questions through speaking."* (Ratchatewi)

However, one Filipino teacher argued that conducting pre and post-interviews with students is considered an effective tool in assessing student performance at the end of the academic year.

*"Wow! It is really true that assessing students' performance is quite challenging for me as a teacher overseas. In order for me to solve this problem, I always ask questions to students before and after the semester for me to pass them. At the end, students become compliant."* (Lad Phrao)

#### **4.3.2 Solutions to Large Class Size**

Filipino teachers identified overcrowded classrooms as a problem. Filipino teachers, however, can succeed in teaching by generating different techniques to deal with large class sizes.

*"I have 45 students to handle and it is difficult to manage resulting classroom discipline issues. As a classroom teacher I*

*engage my students by creating fun learning and energetic activities.” (Ratchatewi)*

*“This is real, that class size is one of the main problems of my school. In return, students suffer from getting a good score from the BMA standardized test. I take advantage personally of grouping the students.” (Lad Krabang)*

Some Filipino teachers suggested that teachers spend more time handling overcrowded classrooms.

*“Not all students are catered for due to the large number of students. However, for me as a single teacher spending beyond your time of working hours guarantees to spend more time with each student every day.” (Minburi)*

Moreover, to solve problems related to overcrowded classrooms, Filipino teachers, joined efforts to look for sponsors and solicited local/international donations to build more classrooms in order to make a significant difference.

*“In our school every fundraising activity I joined often to raise funds in building a new classroom for the students to learn. Through this, I can help the school in making a difference.” (Taweewattana)*

Similarly, one participant considered hiring more teachers. As a result, there can be more classes and fewer students.

*“I have taught in Thailand for many years and I have seen this as a problem. As a teacher, I requested from our department to employ more qualified teachers to avoid overcrowding.” (Klongsamwa)*

Consequently, the Filipino teacher categorically identified the use of school facilities as a potential alternative for avoiding large class size.

*“Sometimes I use the school library and the canteen If I teach 40-45 students. This will help me easily manage students.” (Lad Phrao)*

### **4.3.3 Solutions to Salary Problem**

The Filipino teachers mentioned delayed salary as a problem but decided not to complain. They try their best to find another source of income. Some Filipino teachers are selling things to cover their daily expenses and to earn more money.

*“While waiting for the delayed salary, what I do is to buy rare plants in Bangkok and sell to my family and friends in the Philippines”*  
(Dusit)

*“For two months of delayed salary, I decided to sell Thai beauty products in the Philippines. I also make Filipino delicacies to earn more money to sustain the needs of my family, since I have two kids.”*  
(Bangkhuntian)

In addition, the Filipino teachers worked as part-time teachers as an alternative solution to solve salary concerns.

*“In order for me to cope up this salary problem, I decided to apply as a part-time teacher in one of the learning centers in Lad Phrao to cover my monthly bills and of course to earn more.” (Lad Phrao)*

*“For me to earn more, I work as a company teacher during weekends. In this way, I can pay my monthly dues and send money on-time in the Philippines. There is no fixed date when the salary will come.” (Bangbon)*

#### 4.3.4 Solution to Attitudinal and Behavioral Problems of Thai

##### Students

The Filipino teachers found out that Thai students have behavioral problems in the classroom. The teachers said that patience is a solution in solving the attitude problems of Thai students.

*“Sometimes students are very noisy and difficult to handle the class. Instead of shouting, it’s better to be patient and understand students’ attitude.”* (Bangkapi)

*“In English and Bilingual Program, the students are diverse. I even encountered lazy students passing her projects and assignments not on time. As a way for me not to be upset, I always practice patience as a virtue in teaching.”* (Lad Phrao)

In addition, they designed various in-class activities like games and they found out they work well.

*“I always encounter problems with having low proficiency in learning English. Students are very impolite to the teacher if they don’t like the lesson. As a solution, innovating a new teaching style helps me get rid of this problem. Even up to now, I find it very helpful.”* (Huaykwang)

*“Students who are not respecting you as a teacher, you need to have enough patience to keep you going. Aside from that I need to design materials that will help students to engage with the discussion.”* (Taweewattana)

Furthermore, the participants set good examples of a good reader. The teacher tries to set good examples of a good learner.

*“You have to set an example and show your students how important it is for them to participate in the class.”* Wattana)

In order to solve the attitudinal problems of Thai students, Filipino teachers tried to use empathy as a solution.

*“Dealing with the attitude problems of Thai students, you need to show your big heart to help you lessen the problem.”* (Bangkhen)

*“As a teacher you need to understand the attitudes of Thai students by showing compassion.”* (Wattana)

On the other hand, some Filipino teachers also suggested that enthusiasm was the effective way to redirect your focus.

*“Just focus on the positive side of teaching rather than thinking of the negative vibes.”* (Kannayao)

*“Instead of making any reactions, just think positively. This is an effective way to alleviate this problem.”* (Bangkhunthian)

Also, Filipino teachers identified that teaching with a purpose could lead to flexibility.

*“Strong determination and perseverance are the keys to cope up with all those challenges in teaching.”* (Nongchok)

*“As a teacher, we need to be flexible in teaching and we should always find ways in order to cope up with the challenges that we are facing.”* (Kannayao)

Moreover, as the abovementioned problems concerned Filipino teachers, they believed in the power of prayers as an alternative in coping with the problems of Thai students.

*“Asking help from the Almighty God is still the best weapon to solve everything.”* (Lad Phrao)

*“If I’m worried about teaching I seek guidance from the Lord to give me wisdom to cope up with my worries in teaching Thai students.”*

(Bangbon)

#### **4.3.5 Solution to Thai Students’ Language Problems**

Filipino teachers said not knowing the Thai language affects teaching Thai students. They solve this problem by learning basic Thai and finding other ways to communicate with the students.

*“I want to practice learning Thai, however, it challenged me to learn more and more the basic of Thai language for me to be able to convey the message clearly.”* (Ratchatewi)

*“As a teacher I tried my best as possible by showing gestures a lot to clarify instructions and to convey meaning and comprehensibility for them.”* (Bangkoknoi)

Since students' language skills are weak and poor, they cannot understand and catch English at the normal speed. Filipino teachers responded by teaching them slowly until they fully grasped the message conveyed.

*“Aside from learning the basic Thai language, I tried to speak with them slowly, really slow! So that they must be able to get what I am saying.”* (Lad Phrao)

Furthermore, some Filipino teachers mentioned using Google translation and other apps as a solution to engage students continuously.

*“Language is always my problem as a teacher. I always use online applications to translate English words to Thai for them to understand very well.”* (Bangbon)

*“For me, I use Google translate and Google lens to manage language concerns, especially translating difficult English and Thai words. (Lad Phrao)*

In summary, many solutions were adopted to reduce language problems. Filipino teachers were considerate to engage students’ attention. Also, they provided positive reinforcement by using different online translation platforms as seen as a solution to learn English.

#### **4.3.6 Solution to the Problems of Teaching Materials**

Filipino teachers said that teaching materials are not interesting enough to catch students’ attention, such as books, and other online educational materials. So, employing innovative teaching materials is seen as an alternative way to get students’ attention.

*“I think creating modern teaching materials, like using PowerPoint and sorting out helpful techniques like classroom games and activities will help ignite students’ interest.” (Dindaeng)*

*“I see it sometimes as a challenge but I have to find ways by using online educational games to overcome this problem in teaching materials. Other than that, I used an interactive worksheet that is free and available on the internet.” (Wattana)*

*“Considering the teaching materials in my school is limited. To solve this problem, I modify available teaching materials online to align students’ needs and interest” (Lad Phrao)*

One Filipino teacher mentioned that creativity in producing teaching materials is seen as a way to make the lesson fun and interesting.

*“It brought out my imagination to find ways in making the lesson easy for students to understand. Using animated texts and applying sound*

*effects were my routine in teaching as my strategy in coping up teaching strategy concerns.” (Ratchatewi)*

#### **4.3.7 Solution to the Problems of Teaching Strategies**

Due to problems in teaching techniques, the Filipino teachers utilized various teaching strategies to engage students. They mentioned the use of collaborative learning to provide deeper understanding and to increase confidence and proficiency as an effective solution to the problems of teaching strategies.

*“I need to learn more teaching strategies that will catch the students’ attention without compromising disciplinary actions.”*  
(Bangkapi)

*“As part of my daily activity with my students, I teach them vocabulary words to be able to create words and confidently speak in front of their classmates.” (Lad Phrao)*

Also, when having noisy students with poor communication skills, Filipino teachers applied written and cooperative learning tasks to minimize their noise which were then identified as a positive result.

*“Giving them written work or reading comprehension exercises instead of having an uncontrollable activity. Keeping your students busy writing would lessen the noise and remain focused.”*  
(Pranakorn)

*“I used role play to let my students develop and enhance creativity. Reading scripts will give them the opportunity to develop communication skills.” (Bangbon)*

One Filipino teacher mentioned that inductive teaching improved critical thinking skills of the students.

*“When I was teaching in the Philippines using particular examples which helped develop higher-order thinking skills and to arrive at a conclusion which requires analytical thinking. Now, I’m teaching in Thailand. I do the same thing and it’s effective.” (Lad Phrao)*

the other hand, one Filipino teacher argued that using a bottom-up approach enhanced the quality of teaching.

*“I am always in the authority most of the time to control the class. Providing specific general rules allows students to engage in participation. For example, teaching in Mathematics allows more time and practice. Unlike using examples and rules this will help me use a lot of time and find it practical. I’m just saying. (Bangkae)*

#### **Research Question 4 How do they learn about teaching opportunities in Thailand?**

#### **4.4 Sources of Employment in Teaching**

The participants of this study stated different ways to learn about teaching in Thailand under the EP and Bilingual Program. The participants’ personal opinions about various methods were separated into three main categories: 1) *relatives*, 2) *friends and colleagues at work*, and 3) *manpower agency*.

##### **4.4.1 Relatives**

The Filipino teachers agreed that family members working overseas as teachers encouraged them to work in Thailand.

*“It was my elder sister who invited me and encouraged me to teach here in Thailand way back 2017. Because she wants me to earn money and to help our family in the Philippines. She used to teach at Assumption College, Thonburi then.” (Bangkhuntian)*

*“My brother helped me to come overseas and to find available teaching positions recommended me to be hired directly to his school even before I arrived in Thailand. He believed that working in Thailand will give more opportunities and to help rebuild our home after typhoon Haiyan. Above all he told me the salary is very appealing.” (Yanawa)*

*“I came to Thailand because of my cousin who is ministering in Northern part of Thailand. She invited me to teach in the school which is near to their school and I grabbed the opportunity. My cousin wanted me to experience the opportunity to travel and to earn extra money.” (Lad Krabang)*

*“Uhhmm I came here with my cousin because he told me that the salary is bigger than what I earn in the Philippines and to save money for my planned business.” (Kannayao)*

*“I have a cousin living in Ayutthaya and she said she will help me to stay first in her place for a moment while searching for a job. What I like her is that she keeps on telling me that you will have the opportunity to save money for yourself and invest a business while working in Thailand.” (Laksi)*

*“Because of my wife, I have decided to finish my contract in the Philippines (private school) then after a year I have decided to come to Thailand together with my son for the purpose of building our dream house and save money too.” (Huaykwang)*

*“My sister-in-law came to Thailand right a month after my wedding last April 2013. Then, by 2016 she went home for a vacation which triggered my husband and I to resign because of the salary and the*

*cost of living is not that high as compared in my home province.”*  
(Nongchok)

*“My sister-in-law tried to motivate me to give a try here and made it through. She told me that the salary is high and the food is delicious. In addition, she mentioned that Thai students are easy to teach.”*  
(Lad Phrao)

In summary, a majority of the Filipino teachers believed that salary, food and cost of living became attractive to them. In addition, the participants mentioned that the cultural aspect also seemed to have been a co-contributor to their teaching career in Thailand. In spite of these pulling factors, attitudes of Thai students might play an important role in the adaptation process of the Filipino teachers to the government schools under the EP and Bilingual program of BMA in Thailand.

#### **4.4.2 Friends and Colleagues at Work**

The Filipino teachers revealed that friends and colleagues had influenced them to work in Thailand. In addition, some participants stated that their former workmates brought them to Thailand for a holiday, but at the end they landed a teaching job.

*“I came here last, 2008, through my co-teacher in Korean Language Center in Cebu. He encouraged me to work in Thailand because the food is great, the culture is amazing and the attractive salary.”* (Sai Mai)

*“I was invited by a former colleague. She told me to prepare documents in coming to Thailand because her school is looking for work and the benefits are quite good plus free accommodation as well.”* (Bangbon)

*“Actually, it was the invitation of my friend, supposed to leave a school here in Thailand and asked me to replace him, because the salary is*

*doubled what I'm earning in the Philippines. That time she's about to relocate to New Zealand.*" (Bnagkae)

*"I was encouraged by some Filipino friends, who were already teaching in a private school to start my career as teacher. The quality of life is affordable."* (Pranakorn)

*"My close friend told me to teach in Thailand because the salary is better than working in the Philippines."* (Ratchathewi)

*"I heard it from a friend. So, I took a leap of faith because the salary is nice and luckily landed a teaching job in Bangkok."* (Klongsamwa)

*"Last, 2006, a friend of mine invited me to come to Thailand to work as a teacher. That time their school needed foreign teachers and the offer is attractive."* (Ratburana)

*"My friend invited me to come here because the cost of living is not expensive. Then, after a week I got a job."* (Minburi)

*"I was invited by my best friend for a holiday but after few weeks I got a teaching job."* (Dusit)

*"Actually, it was just a vacation but I have some friends who ask me to work here. At the end, I got a teaching position."* (Bangkhen)

*"So, when a friend of mine planned to have a tour, I went with here. It was summer in April 2018."* (Bangkapi)

In summary, the opinions of the Filipino teachers were true based on their experience teaching in Thailand. Also, the participants were overwhelmed by a number of factors including the attractive salary package compared to the Philippines,

food, culture, cost of living, and the opportunity to travel. However, some Filipino teachers, though invited by their colleagues just for travel, ended up working as teachers in Thailand. Therefore, the Filipino teachers were fortunate to receive support from their friends and colleagues at work to work in Thailand.

#### **4.4.3 Employment Agency**

One Filipino teacher said that working under an agency had given them the opportunity of getting a job easily.

*“I worked under the agency. Because they offered me a good and attractive package like free roundtrip ticket, salary and free accommodation. Above all the process is effortless compared in the Philippines. This is based on my previous experience and the experience of my friends.”* (Bangkoknoi)

In conclusion, the opinion of the Filipino teacher was that there was an easy hiring process. The participant relied on the experiences of some friends working directly for an agency. This experience was different from the first two categories. This result suggested that applying to the employment agency leads to a secure teaching job in Thailand.

### **Research Question 5 What motivates them to continue working in Thailand?**

#### **4.5 Motivations**

The participants of this study stated what motivates and enhances their teaching career in Thailand grounded on their teaching experience under the Bilingual and English Program. The participants personal opinions about what motivates them to continue working in Thailand were separated into two main themes: 1) *extrinsic motivation* and 2) *intrinsic motivation*.

#### 4.5.1 Extrinsic Motivation

The participants mentioned that they were motivated to continue working in Thailand by travel, high-salary package, cost of living and affordability, personal investments, high currency value, and cultural and social immersion.

Filipino teachers agreed that travelling was seen as an attractive feature while working and staying in Thailand.

*“Lifestyle, family, travel, love of teaching and learning their language.”* (Bangkoknoi)

*“I came here to Thailand for vacation and travel because it was my first time to visit other countries.”* (Bangbon)

*“I have the opportunity to travel.”* (Ratburana)

*“Of course, the one reason that motivated me is my family, travel, and...”* (Yanawa)

Furthermore, the Filipino teachers reported that due to the high-salary package they considered it appealing to remain teaching in Thailand.

*“It is a sad truth that a higher salary is the main reason why I was persuaded to come and teach in Thailand.”* (Ratchathewi)

*“The higher paid salary motivated me to work more.”* (Sathorn)

*“Higher income is my motivation to teach...”* (Nongchok)

*“I’m still working here because they decided to increase our salary which is indeed one of our concerns,”* (Yanawa)

On the other hand, Filipino teachers said that working while making a good living in Thailand remained an option to save up for personal investments.

*“Of course, as an adult I want to have my own home at least and little bank savings.”* (Chatuchak)

*“On a teacher’s salary in Thailand, the average person can live comfortably, and still come home with savings in their pockets. Working in Thailand is a great option for those looking to make a good living and have a fair bit extra left over when all is said and done.”* (Bangkhuntian)

Moreover, Filipino teachers agreed that the cost of living and affordability in Thailand and the aspect of national security were seen as plus factors to continue working in Thailand.

*“For me, Thailand is one of the most affordable countries to live in when it comes to housing, transportation and food.”* (Bangkhuntian)

*“I feel safe and the cost of living is good.”* (Bangkapi)

*“As the financial aspect, I mean Thailand is a good country to live in and everything is easy I think.”* (Minburi)

Also, one teacher positively mentioned that the high Thai baht to Philippine peso currency exchange rate was seen as remarkable and made them decide them to continue teaching in Thailand.

*“Real talks now. The fact that Thai baht when exchanged to peso still gives some difference in amount, this has motivated me to continue.”* (Dindaeng)

On the other hand, Filipino teachers noted that cultural and social immersion impacted their decision to stay and to work in Thailand. In addition, they reported positive traits of Thai people, food, language and diversity as factors to work here enthusiastically.

*“Well, aside from the fact that I am enjoying to my new world, I believe there’s more opportunity wait for us here in Thailand and since I already come up with the methods of teaching, the culture and the environment, and a bit of their language here, it helps me to do more and stay more.” (Lad Phrao)*

*“Having a smooth and friendly environment make me stay in Thailand for a long time. Most people are honest and easy to deal with. Thai people are in nature helpful and friendly.” (Wattana)*

*“When I came here, the first thing I remember is my family and my dreams to interact in a new world when no one recognizes my name and that is my motivation to know that I will conquer the world without any help and connection from my relatives.” (Bangbon)*

*“Finally, I’ve mentioned it several times already, but it’s worth mentioning again: the Thai people are among the world’s friendliest folks. Meeting new people is easy in Thailand. Your neighbors will greet you, your fellow teachers will be welcoming and most of the people you encounter day-to-day are equally friendly and hospitable. In no time at all, you’ll have lots of new friends and acquaintances to help you feel at home in Thailand.” (Bangkhuntian)*

*“What motivates me to work and continue working here in Thailand is the way of life here. Thai people are so kind and helpful. Their kindness motivates me to work even harder. Not all people are kind I guess thank God most of them are.” (Bangkapi)*

*“Teaching abroad is a great work experience, meeting new people and an opportunity to travel and to learn new language.” (Ratburana)*

*“I have seen the enjoyment in teaching knowing their culture, food. I really like the food in Thailand. I have seen enjoyment here and ah actually it’s all about experience.” (Bangkae)*

*“What motivates me is I form relationships and expand my acquaintances with other people and getting to know their culture and know adventures too is a good thing.” (Minburi)*

In addition, one participant categorically mentioned that saving money for the family back home was also attractive.

*“Of course, one reason that motivated me to is to save money for the near future.” (Yanawa)*

In addition, some Filipino teachers affirmed that working in Thailand created a positive impact in their career path, improved different skillsets, gave them confidence and provided continuous professional development.

*“I want to improve other skills like studying things that you really fun of and for your professional development like, listening to webinars and other educational resources with useful contexts in teaching.” (Minburi)*

*“I continue working as a teacher here in Thailand because I want to explore and know more about my skills.” (Bangbon)*

*“Teaching in Thailand is definitely one option worth really thinking about to set yourself up for a great future, to learn a lot, to push yourself*

*and boost your confidence, and have adventure of a lifetime.”*

(Bangkhuntian)

In summary, the participants acknowledged that travel and vacation were benefits; for instance, you don't have to be rich to travel and go somewhere. Another factor is financial stability such as a salary package to support family, personal savings for future plans, the currency exchange rate and the cost of living and security are perceived as beneficial. One added extrinsic motivation is the cultural and social immersion. The participants considered that cultural immersion develops a positive social skill and fosters connections in terms of Thai attitudes, way of life, food and cultural practices. Furthermore, the continuous professional development like attending webinars and setting up new skills leads to motivation to continue working in Thailand.

#### **4.5.2 Intrinsic Motivation**

The participants mentioned that they were motivated to continue working in Thailand by building better plans for the future and no gender discrimination.

The Filipino teachers indicated that teaching in Thailand was important to them because they enjoyed the personal feelings of freedom as well as the freedom of a life free from sexual discrimination.

*“Yeah! Experience. Especially the freedom that surrounds me before in the Philippines. You know I want to work overseas. I want to experience the outside world.”* (Bangkae)

*“I find the motivation within myself. Living a gay life, I feel that I am enjoying the sweetness of life everyday here in Bangkok. Thai people respect my gender and I'm not harassed by anyone.”* (Dusit)

The Filipino teachers identified that love of their family was attractive and appealing for them while working in Thailand.

*“My family motivated me of course because I am family oriented individual. I love my family.”* (Bangkhen)

*“The main reason is to look for a better opportunity and to extend help for the family.”* (Klongsamwa)

*“It’s my family in the Philippines, they are the source of my motivations and determination. So, while I am still physically and mentally able, I will stay here in Thailand to work.”* (Dindaeng)

*“My motivation to come and teach here in Thailand is my family. Because I want them to give a better life.”* (Lad Krabang)

In summary, the Filipino teachers affirmed that freedom and personal feelings like, enjoying gay life in Bangkok and building better future plans for the family were pulling factors.

#### **4.6 Essence Of Experiences By Filipino Teachers Teaching In English and Bilingual Program In Government Schools Of Thailand**

This part presents the specific experience from the participants’ responses. Firstly, they revealed their personal opinions on the positive and negative experiences encountered in teaching under the Bilingual and English Program in government schools of Thailand. Secondly, the participants identified different sources of how they learned about teaching opportunities in Thailand. Thirdly, they gave lists of problems encountered in teaching. Next, the participants revealed different solutions in coping with those problems and finally the participants revealed what motivates them to continue working in Thailand.

The experience of 28 Filipino teachers revealed that there was a common driving force that directed them to teach in Thailand under the English and Bilingual Program of Bangkok Metropolitan Administration (BMA). This driving force

embodied itself in the sense of being resilient. “Resilience” is described as competence in dealing with difficulties (Hamil, 2003). In fact, resilience gives people the strength needed to overcome hardships. The more this trait endures in a person the more they will experience psychological strength, better handle adversity and rebuild their lives after a struggle. In terms of defining resilience, there is disagreement in the literature regarding whether resilience should be considered a process, a personal quality or an outcome (Ahen, Ark, & Byers, 2008). While other authors emphasize that resilience is a phenomenon that is characterized by outcome and processes.

The Filipino participants stated two elements that are present in displaying resilience: namely, adversity (challenges or threat) and successful adaptation and competence, as similarly found in the study of Schilling (2008).

Moreover, the Filipino teachers highlighted optimism and perseverance as an image of being resilient in nature. Goleman (1995) defined optimism as having strong expectations despite setbacks and frustrations. This emotional intelligence protects Filipino teachers from tough situations and hopelessness. This positive trait helps the Filipino teachers persist when confronting frustration.

In the same way, the Filipino teachers provided unique insights into the ways in which resilience is implied. Flexibility was seen an essential part of resilience to suppress emotional expression (Bonano et al, 2004). This positive trait helps them deal with unexpected challenges quickly and efficiently in teaching Thai students.

In conclusion, I believed that being resilient was seen as the essence of teaching under the Bilingual and English Program of BMA schools in Thailand. In addition, being resilient plays an important role in coping with psychological stress and recovering from adversities. This perspective remains grounded with a hopeful outlook in life.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

This chapter summarizes the study and findings. The results discussion, conclusion and future research recommendations are presented at the end of the chapter.

#### **5.1 Summary**

This phenomenological study interpreted in detail participant experiences related to the main research questions:

1. What is the essence of teaching in Thailand for Filipinos?

This was broken down into six sub-questions based on the lived experiences of Filipino teachers teaching in a bilingual and English program in government schools of Thailand.

The sub-questions are as follows:

1. What do Filipino teachers consider as a positive experience in teaching in Thailand?
2. What do they consider a negative experience in teaching in Thailand?
3. How do they find teaching opportunities in Thailand?
4. What are the solutions to those problems?
5. What motivates them to continue working in Thailand?

#### **5.1.1 Positive experiences**

##### **5.1.1.1 Positive Attitudes of the Students to Learn English**

The Filipino teachers argued that Thai students in the classroom had positive attitudes towards learning English with Filipino teachers. They thought that Thai students were well-behaved and respectful to teachers. Also, teachers thought that Thai students were active learners. They were enthusiastic about learning, participating in activities very actively and Thai students were not hesitant to speak

English with teachers. These behaviors of Thai students implied a positive attitude toward English classes and this makes Filipino teachers happy to teach in Thailand.

#### **5.1.1.2 Teachers' Fulfilment and Feelings to Students**

The Filipino teachers found out that teaching EP gave them a sense of fulfilment. They were happy when they found that their students learned something, were able to speak, read or write. In addition, Filipino teachers were fulfilled when they found students sought opportunities to practice their English and became autonomous learners. Likewise, Filipino teachers were satisfied when they found that Thai students had some concrete achievements such as passing the national test or moving up to higher education. Other than that, Filipino teachers were happy to be part of the development of English education in Thailand. With all of these feelings and fulfilment Filipino teachers felt that they achieved their career goal and became better teachers.

#### **5.1.1.3 Teaching Overseas Experience Positively Impacted Teachers' Future Plans**

The Filipino teachers affirmed that working in Thailand created a positive outlook on their future plans. Thus, teaching overseas shaped the future personal profiles for Filipino educators.

#### **5.1.1.4 Opportunity to Learn about Thai Culture which has a Positive Impact on their Life**

The Filipino teachers agreed that cultural immersion using Thai language had helped define their teaching philosophy and cultivated creative pedagogies that engage students and enrich learning. Thus, the participants infused different teaching styles which enabled them to persevere further and to bring awareness as well.

#### **5.1.1.5 Attractive Salary Package and Reduced Workload**

The Filipino teachers agreed that good earnings working in Thailand had a positive effect to continue working in Thailand under the EP and Bilingual Program. They also considered that the shortened workload had a beneficial effect on them psychologically. Thus, they were satisfied with the amount of work.

### **5.1.2 Negative experiences**

#### **5.1.2.1 Lack of Systematic Criteria of Assessing Students' Performance**

Filipino teachers had difficulty passing the ineligible students. Also, the Filipino teachers were concerned about the inaccuracies of giving a passing grade, which indicates the lack of a rational and objective system in assessing students. But due to the “No Failing grade policy” in Thailand students were granted passing scores.

#### **5.1.2.2 Problem with Class Size**

The Filipino teachers agreed that large classes are difficult to manage when teaching. In addition, teachers made courageous efforts to meet students' needs but encountered an uphill battle in overcrowded classes. One Filipino teacher's alarming concern regarding large class sizes had often been overlooked and caused teachers to be more authoritative inside the classroom.

#### **5.2.2.3 Salary Problem**

The Filipino teachers said that delayed salary has been considered as the crucial issue. However, some participants agreed that this experience should be discussed before signing the contract. In addition, some Filipino teachers had problems with the early termination of classes. Therefore, Filipino teachers expressed disappointment due to the “No work, no pay” policy of BMA. Furthermore, one Filipino teacher explicitly expressed dissatisfaction working

under an agency as opposed to Filipino teachers who were directly hired by the BMA office.

#### **5.1.2.4 Problems on Attitude and Behavior of Thai Students**

The Filipino teachers identified characteristics of students who were often hard to control inside the classroom. Some students were still afraid of speaking with the Filipino teachers. Some Filipino teachers had difficulty controlling students' behavior inside the classroom. However, the teachers were optimistic about their teaching.

#### **5.1.2.5 Problem of Students' Language**

The Filipino teachers determined that Thai students had serious problems in understanding English especially students with a lack of English language skills. In some circumstances, the participants were reluctant to speak to the students in terms of conveying different perspectives on life. Moreover, the participants encountered hardships in teaching English to Thai students, especially in public schools. In some cases, the students in Thai schools had limited opportunities to learn English as a foreign language. In some cases, Filipino teachers encountered a degree of anxiety in students who had less opportunity to comprehend the lesson. Similarly, some Filipino teachers had difficulty in dealing with the people in the school because of the problem in language. However, one participant had no chance to speak Thai due to its complexity.

#### **5.1.2.6 Problems of Teaching Materials**

The Filipino teachers mentioned problems due to the complexity of difficult content and because the vocabulary words used in the materials are very different from the students' native environment. In addition, there is limited access to educational materials.

### **5.1.2.7 Problem in Teaching Strategies**

The Filipino teacher argued that the educational resources in schools are limited. Some Filipino teachers had difficulties identifying techniques to support teaching English and other subjects.

## **5.1.3 Solutions to The Problems**

### **5.1.3.1 Solutions to Lack of Systematic Criteria in Assessing Students' Performance**

Several solutions were proposed to alleviate the lack of systematic criteria in assessing students' performance. The Filipino teachers decided to be quiet when they did not agree with the criteria of assessing students and go with the flow to secure their positions at work. Likewise, the Filipino teachers suggested creating new learning opportunities where learners can progress and improve at their own speed. On the other hand, one Filipino teacher mentioned that due to the absence of learning criteria in assessing students' performance, designing personalized rubrics helps discourage complaints about grades. Moreover, Filipino teachers identified oral exit interviews as a solution to re-assess students' performance during one full academic year. However, one Filipino teacher argued that assessment should be twice per academic year.

### **5.1.3.2 Solutions to Large Class Size**

The participants suggested different teaching techniques in order to solve the problem of overcrowded classrooms. Some Filipino teachers recommended that teachers should spend more time handling overcrowded classrooms. Moreover, to solve overcrowded Filipino teachers, they joined with others looking for sponsors and soliciting local/international donations to build more classrooms in order to make a significant difference. Similarly, the participants considered hiring more teachers to

solve large class size. Consequently, the Filipino teacher categorically identified the use of school facilities as a potential alternative for avoiding large class sizes.

#### **5.1.3.3 Solutions to Salary Problem**

The Filipino participants proposed several solutions to solve delayed salary problems. Some teachers decided not to complain but to remain quiet. They try their best to find another source of income. However, other Filipino teachers worked as part-time teachers as an alternative to solve salary concerns.

#### **5.1.3.4 Solutions to Attitude and Behavior Problems of Thai Students**

The Filipino teachers revealed various solutions to attitudinal and behavioral problems of Thai students. They mentioned that patience is a solution in solving this problem. In addition, they designed different in-class activities like games and they found out they worked well. Also, the participants set good examples of how to be a good reader and a learner at the same time. Other Filipino teachers tried to use empathy and enthusiasm in an effective way. While other teachers identified optimism in teaching with a purpose could lead to flexibility. In addition, some Filipino teachers believed in the power of prayers as an alternative in coping with problems concerning attitudes and behavior of Thai students.

#### **5.1.3.5 Solutions to Language Problems**

The Filipino teachers said that not knowing the Thai language affects teaching Thai students. They find other ways to communicate with students to convey the message clearly. Since, students' language skills are weak and poor, they cannot understand and catch speech at the normal speed. Filipino teachers responded by teaching them slowly until they fully grasped the message. Furthermore, some Filipino teachers mentioned the use of Google translation and other apps as a reinforcement to engage students continuously.

### **5.1.3.6 Solutions to Problem of Teaching Materials**

The Filipino teachers said that teaching materials are not interesting enough to catch students' attention, such as books, and other online educational materials. So, teachers employed innovative teaching materials as an alternative way to get students' attention. Also, the Filipino teachers suggested creativity in producing teaching materials to make the lesson fun and interesting.

### **5.1.3.7 Solutions to Problem in Teaching Strategies**

Due to problems in teaching techniques, the Filipino teachers utilized various teaching strategies to engage students. Teachers overcame problems by using collaborative learning to provide deeper understanding. Furthermore, teachers should be kind and generous to make students feel trust in them.

## **5.1.4 Sources of Employment for Teaching in Thailand**

### **5.1.4.1 Relatives**

The Filipino participants agreed that they learned of opportunities through family members teaching overseas who encouraged them to work in Thailand. A majority of the Filipino teachers believed that salary, food and cost of living became attractive in nature. In addition, the participants mentioned that cultural aspects also seemed to have been a contributor to their teaching career in Thailand. In spite of these pulling factors, attitudes of Thai students might play an important role in the adaptation process of the Filipino teachers to the government schools under the EP and Bilingual program of BMA in Thailand.

### **5.1.4.2 Friends and Colleagues at Work**

The Filipino teachers revealed that friends and colleagues at work had influenced them to work in Thailand. In addition, some participants stated

that former workmates brought them to Thailand for a holiday, but in the end, they landed a teaching job. Therefore, the Filipino teachers were fortunate to receive support from their friends and colleagues at work to work in Thailand.

#### **5.1.4.3 Employment Agency**

The opinion of the Filipino teacher was that there was an easy hiring process. For example, the participants depended on the experience of some friends working directly for an agency. This experience was different from the first two categories. This result suggested that applying to an employment agency may help to secure a teaching job in Thailand.

### **5.1.5 Motivation**

#### **5.1.5.1 Extrinsic Motivation**

The Filipino teachers agreed that travel and vacation were motivation for teaching in Thailand; for instance, you don't have to be rich to travel and go somewhere. Another factor is financial stability such as the salary package to support family, personal savings for future plans, the currency exchange rate and the cost of living and security are perceived as beneficial. One added extrinsic motivation is the cultural and social immersion. The participants considered that cultural immersion develops positive social skill and fosters connections in terms of Thai attitudes, way of life, food and cultural practices. Furthermore, the continuous professional development like attending webinars and setting up new skills lead to motivation to continue working in Thailand.

#### **5.1.5.2 Intrinsic Motivation**

The Filipino teachers indicated that teaching in Thailand was important to them due to their personal feelings such as the freedom to experience life free from sexual discrimination. Moreover, the Filipino teachers identified that love for their family was attractive and appealing for them while working in Thailand.

## 5.2 Discussion

This study discusses the specific results of the participants' responses. Firstly, they revealed their personal opinions on the positive and negative experiences encountered in teaching under the Bilingual and English Program in the government schools of Thailand. Secondly, the participants identified different sources of how they learned about teaching opportunities in Thailand. Next, the participants revealed different solutions for coping with problems and finally the participants revealed what motivates them to work and continue working in Thailand.

Firstly, the personal opinions of the Filipino teachers showed that they agreed that they had positive experiences working in Thailand in line with Ulla (2009), who notes that EFL teachers in Bangkok held positive perspectives about working in Thailand. It is specifically the Filipino teachers who have positive experiences working under the Bilingual and English program. They also thought that their teaching experience overseas positively impacted their future plans in the areas of effective professional development for the 21st century. They have to be committed to adopt themselves to the emerging trends of education.

Secondly, they also believed that the Thai cultural aspect impacted a teacher's way of life. This fosters empathy by sharing different strategies, creativity and developing team spirit among other teachers. According to the study by Evans (2004) in China, the result showed that teachers with international experience in teaching improved their cultural awareness to perform better in the classroom setting. Moreover, the study of Manik (2014) in the United Kingdom mentioned that acquired cultural knowledge also contributes to promoting an understanding of one's own valuable cultural diversity. A similar study was conducted by De Villar and Jang (2012) in the US. The study identified that cultural norms help teachers develop abilities for professional development, curriculum planning, understanding students' behavior and adopting new teaching pedagogies. Additionally, the study of Serin (2017) in Iraq showed a similar result, that the opportunity to learn in another culture increases the quality of effective classroom management. However, the studies of Ward, Bochner

and Furnham (2001); Ulla (2019); Novio (2013) and Hickey (2014) argued that culture has a negative impact on the lives of international teachers.

Thirdly, they also encountered that the positive attitude of the students toward learning English with Filipino teachers is an important factor to enjoy teaching and working in Thailand. This result is similar to the study in Malaysia that the attitude of students towards learning English as a foreign language in various domains of usage is extremely positive (Ahmed, 2015). However, the study of Cordova (2013) in Thailand showed that teaching abroad posed a challenge in terms of attitudes of students in learning English as a foreign language. It conforms with the study of Getie (2019) in Ethiopia that language learners have negative attitudes in learning English as a foreign language.

Next is the attractive salary package and reduced workload. This reason creates a dominant driving force that drives Filipino teachers to continue working. In parallel with other studies conducted in this area Frose (2012); Ulla (2009); Frederiksen (2014) and Toraman Ozdemir and Orakci (2020) showed that salary is the major contributing factor to teach overseas.

Lastly, teachers' fulfilment can generate positive performance at school by establishing effective classroom management skills. The Filipino teachers in the current study said they were fulfilled by their choice of career. This result corresponds to the study of Mullock (2009) in Thailand, Cambodia, Myanmar and Laos. The result found the experience of teaching to be positive and fulfilling.

On the other hand, there were various undeniable negative experiences encountered by the participants such as lack of systematic criteria of assessing students' performance, negative attitudes of Thai students in the classroom, large class size, salary issues, problems of Thai students' attitude and behavior in the classroom, language problems, problems of teaching materials and problems in teaching strategies.

First, is the lack of systematic criteria for assessing students' performance. There was a problem of disagreement between a Thai co-teacher and a Filipino teacher in dealing with grades. This result is similar to the study of Noom-Ura (2013) in three provinces of three Secondary Educational Service Areas in Thailand. The study showed that participants felt problems in assessing students' performance involving writing, speaking, listening and reading.

Second, is the large class size. The Filipino teachers agreed that overcrowded classes are difficult to manage when teaching. Also, classrooms packed with many students have often been overlooked and caused teachers to be more authoritative inside the classroom. This result is similar to the study of Wei-yu Chen and Cheng (2009) in Taiwan. The study revealed that teaching large classes created various problems in teaching elementary students.

Third is the salary issue. The participants mentioned salary as the key issue teaching under the Bilingual and English program. This result matched the study of Hickey (2004) that salary is one of the fundamental issues faced by NNEST's in Thailand. However, this result contradicted the study of Frederiksen (2014) in Thailand which showed that a good salary package attracts teachers to work overseas. Furthermore, the study of Torazaman, Ozdemir and Orakci (2020) in Germany and France showed that salary and other privileges are a dominant force to work internationally. Although the results are contradictory in nature, it appears quite clear that salary can be both positive and negative.

Next, is the negative attitude of students in the classroom. Filipino teachers have difficulty in delivering the lesson. Sometimes it's annoying for the teacher to deal with such students. This result is identical to the study of Cordova (2013) in Thailand. It has been revealed that teaching abroad in Thailand posed a challenge in terms of the attitudes of the Thai students in learning English as a foreign language. Also, the study of Nomnian (2009) in Kanchanaburi Province in Thailand showed that the participant manifested a negative attitude towards the Thai student classroom behavior with the concept of positioning in an EFL context.

The next issue is regarding the problem of language. The language of the host country prevents teachers from understanding the message conveyed. Thus, language can be a major problem in terms of communication, as mentioned by the Filipino teachers teaching Thai students. Apart from that, the language problem created difficulty in getting students' attention. This result is similar to the study of Boycott and Walker (2000) in Hongkong. It has been identified that language and communication barriers were seen as a problem. A similar study of Ulla (2019) in Thailand detected that language is perceived as a problem. This conforms to the study of Frederiksen (2014) in Thailand as the participants of his study unveiled the language barrier as a problem in teaching overseas. However, the study of Froese (2012) in South Korea revealed that language has not been given enough attention as a factor affecting communication.

Last, is the problem of teaching materials and teaching strategies. The Filipino teachers mentioned that this problem is challenging yet satisfying once overcome. This result is related to the study of Suriya (2019) in Myanmar that teaching material is a problem. In addition, the qualitative study of Willard-Holt (2001) in Mexico found out that problems in teaching strategies affect the personal lives of the teacher teaching in a global perspective. Moreover, the study of Serin (2017) and Ulla (2018) revealed that developing new and innovative teaching pedagogies will gain respect from the students.

Similarly, Ulla (2009) concluded that teaching overseas yielded positive benefits to EFL teachers in Bangkok, Thailand such as good salary rates, providing for the financial needs of the family in the Philippines, widening global teaching experience and an opportunity to work with people from different walks of life. On the other hand, it was perceived that there are lack of professional training, cultural differences, language problems and the absence of family presence in terms of special occasions. These factors are the reasons why the participants kept asking for ending the delayed salary and the health insurance policy. The participants are aware that they could privately secure an insurance policy for security and health purposes. Actually,

nowadays there are many insurance companies offering various health insurance packages. However, teachers are not sure when they will get their salary for their hard work. In fact, the participants have a lot of responsibilities and obligations in the Philippines. The present policy should be revisited and amended by the concerned department of the BMA. There are too many signatories and sometimes some schools have problems with payroll sheets. These reasons are behind the delayed payment of salary as revealed by the Filipino teachers in this study. I would like to assert that Filipino teachers under the EP program also need professional development training in terms of Thai culture to cope with their responsibilities and to suitably apply all relevant pedagogical and cultural knowledge in Thai government schools under EP and Bilingual program.

### **5.3 Implications of the Study**

The present study concurs with previous studies and offers implications among stakeholders. For one, the study supports Ulla's (2009) work which stated that the conditions and challenges of being an EFL teacher included both positive and negative experiences. I argue that the Filipino teachers working under EP program should get a better understanding of the host culture, attitudes of the students, language, curriculum, and school practices in teaching. Filipino teachers should participate in an induction program to prepare them to work in Thailand which ensures a smooth transition and effective instruction. The study also differs regarding insights among stakeholders.

Additionally, the school administration, the supervisor of the English department and BMA -Foreign Education Unit should sustain their current efforts to recruit experienced teachers who are committed to students and to teaching as a career. Regardless of ethnic backgrounds BMA should get good teachers. Based on the discussion, the major factors for the attraction of Filipino teachers are the extrinsic factors of travelling, salary and health benefits. In addition, the Filipino teachers would like more time working on their Thai communications skills with students and co-teachers. It is also important to note that Filipino teachers should recognize the

importance of Thai for effective teaching, self-growth and building rapport. These steps should be taken into consideration to better understand teacher concerns.

Furthermore, the Department of Education under the Bangkok Metropolitan Administration (BMA) English Program Project should create a special task force intended for counselling foreigner teachers who are seeking support and pay attention to the problems reported as encountered in teaching. In addition, the Department of Education under the Bangkok Metropolitan Administration (BMA) should conduct a series of Professional Development (PD) courses for the foreigners to highlight their basic Thai speaking skill and approaches for applying and using Thai-English translation inside and outside the classroom environment.

Lastly, the Department of Education under the Bangkok Metropolitan Administration (BMA) should investigate and revisit the system to learn why the salary is delayed for more than two months or more and offer health insurance.

#### **5.4 Recommendations for Further Research**

5.4.1 This study is an attempt to explore the lived experiences of Filipino teachers teaching English in Bilingual and English Program in government schools of Thailand, but concentrates only on Filipino teachers. It may be worthwhile to explore the experiences of other groups of people teaching in Thailand involved in the research.

5.4.2 This qualitative study used interviews as the primary research instrument. Although, methodologically limited, it would be significant if observation and documentation analysis be considered for future studies.

5.4.3 While the qualitative nature of this study yielded valuable data, the findings and analyses cannot be generalized beyond the findings described. For further research, studies with an alternative methodology, such as a quantitative approach, could provide further statistical information and generalizability.

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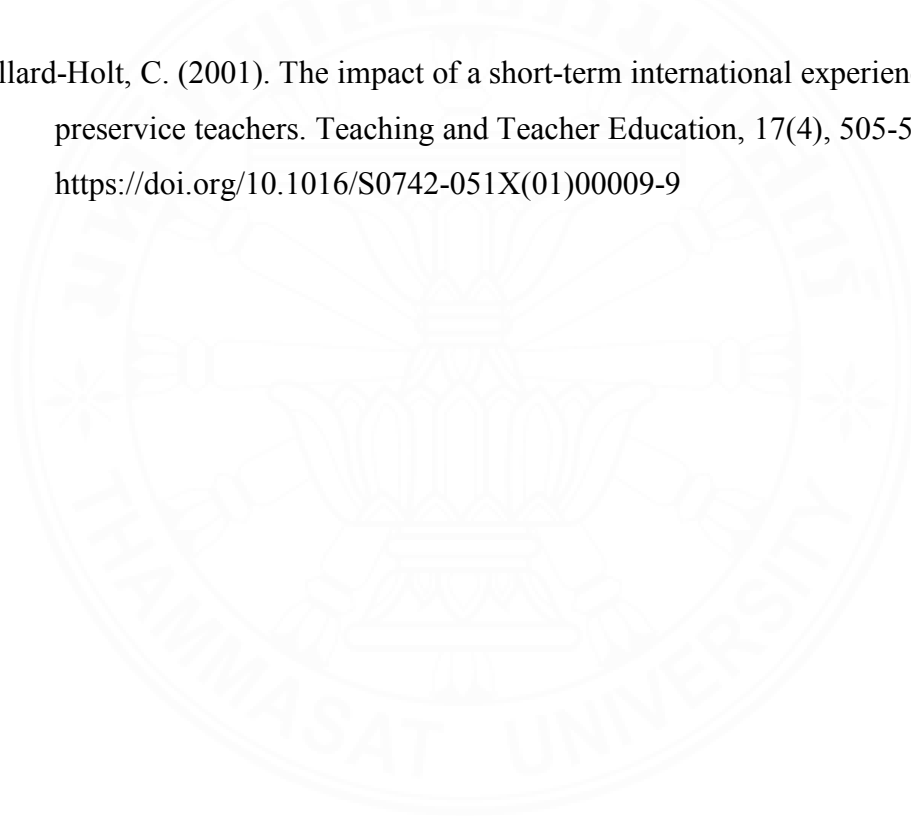
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**APPENDICES**

## APPENDIX A

### INFORMED CONSENT via GOOGLE FORM page 1

#### INFORMED CONSENT – Individual Interview

You are invited to be part of a research study that is exploring the lived experiences of Filipino teachers teaching in a Bilingual and English Program in a primary Thai government school academic setting. You were selected as a possible participant in this study because of your employment as a teacher in this setting for a period of approximately 2 years or more. I hope you would read this form and ask any questions you may have before deciding to participate. Rex Pedrosa Cabiladas, a Master of English Language Teaching candidate at Thammasat University under Language Institute Thammasat Univeristy (LITU) International Program, is conducting this study.

\* Required

1. Email \*

#### Background Information

The purpose of this study is to explore the lived experiences of Filipino teachers teaching in a primary and secondary Thai government schools under Bilingual and English program academic setting. This informed consent outlines the facts, implications, and consequences of the research study. Upon reading, understanding, and signing this document, you are giving consent to participate in the questionnaire portion of the research study. I would ask you to do the following.

\* Complete an online questionnaire (approximately 15-20 minutes)

The researcher will use the findings from this questionnaire to select and invite participants to take part in the interview and focus group portion of the research study.

#### Risk and Benefits of being in the study

As a result of participating in this study, awareness of uncomfortable and unpleasant thoughts associated with the past or the present may arise or increase. The study has minimal risks that are no more than you would encounter in everyday life.

The BENEFITS to participate are as follows:

1. Exploring the experience of teaching in a Bilingual and English Program academic setting.
2. Participating in a qualitative research study.
3. Providing valuable service to future educators.

Moreover, findings from this study may be published and potentially prove beneficial to teachers, administrators and board members seeking to support Bilingual and English Program academic setting.

#### Compensation

There is no compensation provided for participants in this study.

## APPENDIX A

## INFORMED CONSENT via GOOGLE FORM page 2

## Confidentiality

The records of this study will be kept private through the use pseudonyms to protect participant's identity. The questionnaire, which includes the demographic survey, timeline and vignettes will be located on Google. Findings from this questionnaire will be kept in a password protected database and not shared with anyone. In any sort of presentation or report I might publish, I will not include any information that will make it possible to identify a participant.

\* The information will be stored on the researcher's biometric password protected computer for more than five years and will then be deleted from the computer data base system.

Voluntary  
Nature of  
the Study

participation in this study is voluntary and you may withdraw at any time without penalty by emailing [rex\\_cabiladasbt2013@yahoo.com](mailto:rex_cabiladasbt2013@yahoo.com). Your decision whether or not to participate will not affect your current or future relations with Thammasat University or the researcher. If you decide to participate, you are free not to answer any questions or withdraw at any time without affecting those relationships.

Contacts  
and  
Questions

The researcher conducting this study is REX PEDROSA CABILADAS. You may now ask any questions you have regarding this study by emailing [rex\\_cabiladasbt2013@yahoo.com](mailto:rex_cabiladasbt2013@yahoo.com) or calling 061-978-3021. This research is being conducted under Dr. Kittitouch Soontornwipasst.

\*PLEASE NOTIFY THE RESEARCHER IF YOU WOULD LIKE A COPY OF THIS INFORMATION TO KEEP FOR YOUR RECORDS.

Consent  
Statement.

I have read and understood the above mentioned information. I have had an opportunity to ask questions and have all my questions answered. By clicking YES in the check box and typing my name and date in the text box, I consent to participate in this study.

2. by CHECKING below, the researcher has my permission to audio-record or video-record me as part of the interview and focus group portion of this study for the purpose of transcription. \*

Check all that apply.

YES

3. Write your FULL NAME and Date (Rex Cabiladas, Sept. 20, 2020) \*

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4. SIGNATURE of the RESEARCHER

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## APPENDIX B

### CONSENT LETTER TO BMA – EP PROJECT

January 03, 2021

Dear Ajarn Kung,

Greetings with Peace and Joy!

My name is REX PEDROSA CABILADAS, a 2nd year MA- ELT (English Language Teaching) candidate at Thammasat University - LITU (Language Institute of Thammasat University) under International Program. I am sending this email to you as an invitation to consider taking part in a research study exploring the lived experiences of Filipino teachers teaching in the Bilingual and English Program under the BMA Thai government school setting. Very little research to date has focused on this distinct group of educators.

Below are the following criteria.

1. Currently teaching in a primary or secondary Thai government school under Bilingual or English Program.
2. A duly legally Philippine passport holder.
3. Licensed teacher under KURUSAPA - Teachers' Council of Thailand policy, both temporary issued license (two years) and (five years)
4. Have worked for more than one year or more, *as mentioned in criteria (1)*.

#### RESEARCH PURPOSE

1. *The purpose of the study is to view the wider lens of Filipino teachers teaching in a government school of Thailand. This current research aims to explore the lived experiences of Filipino teachers teaching English in a Bilingual and English program in government schools of Thailand.*

#### RESEARCH QUESTIONS


Central Question: *What is the essence of teaching in Thailand for Filipinos?*

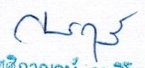
Sub-questions

1. *What do Filipino teachers consider as a positive experience in teaching in Thailand?*
2. *What do they consider a negative experience in teaching in Thailand?*
3. *How do they learn to teach in Thailand?*
4. *What problems do they encounter in teaching?*
5. *What are the solutions to those problems?*
6. *What motivates them to continue working in Thailand?*

Thank you for taking the time to consider becoming part of this research study.

I remain

  
**REX PEDROSA CABILADAS**  
 Researcher

  
 (นางศศิภาญจน์ อุดธิโรจน์)  
 นักวิชาการศึกษา วิทยาลัยศึกษาศาสตร์นานาชาติ มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี  
 10 มิ.ย. 2564

## APPENDIX C

### CONSENT LETTER TO PARTICIPANTS

#### EMAIL

Dear Fellow Educators:

Greetings with Peace and Joy!

My name is REX PEDROSA CABILADAS, a MA- ELT (English LAnguage Teaching) candidate at Thammasat University - LITU (Language Institute of Thammasat University) under International Program. I am sending this email to you as an invitation to consider taking part in a research study exploring the lived experiences of Filipino teachers teaching in Bilingual and English Program in a Thai government school academic setting. Very little research to date has focused on this distinct group of educators. As an assumption, you have the opportunity to expand your understanding of those who are at the heart of the K-12 program of Thai Education system. If you meet the following criteria.

1. Currently teaching in a primary or secondary Thai government school under Bilingual or English Program.
2. A duly legally Philippine passport holder.
3. Licensed teacher under KRUSAPA - Teachers' Council of Thailand policy, both temporary issued license (two years) and (five years)
4. Have worked for more than one year or more, *as mentioned in criteria (1)*.

Below I have provided a link that takes you to more information about the study so you may determine if you wish to participate.

Thank you for taking the time to consider becoming part of this research study.

I remain

REX PEDROSA CABILADAS  
Researcher

## APPENDIX D

### INTERVIEW QUESTIONS



#### INTERVIEW QUESTIONS

##### GENERAL BACKGROUND QUESTIONS

1. Please share a little about yourself – where you grew, your family and about yourself.

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2. What is your highest educational attainment?

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3. How did you come to teach in Thailand?

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##### FOLLOW-UP QUESTIONS

4. How would you describe what it means to be a teacher overseas?
5. Describe your roles and responsibility in teaching under the English/Bilingual Program?  
How do you teach? Describe your relationship with your students, colleagues (Thai colleagues, Filipino colleagues, International colleagues, parents and school administrators)
6. Describe the negative and positive experiences you've encountered in the program? How you cope up the hardships and challenging situations in the English/Bilingual program (follow-up questions for elaboration)
7. How would you describe the positive part of teaching under the Bilingual and English Program in Thailand? (intrinsic and extrinsic motivation)
8. What motivates you to come and teach in Thailand? What motivates you to work and continue working in Thailand? (Sources of motivation)
9. How would you describe the personal goals of teaching? (Additional Information)
10. What do you consider to be essential in teaching overseas? (Sources of motivation)
11. What have you learned about being a teacher under English/Bilingual program in Thailand?

## APPENDIX E

### THANK YOU EMAIL

#### LETTER

Dear Participant:

Greetings with Peace and Joy!

Thank you for your willingness to participate in a research study exploring the lived experiences of Filipino teachers teaching in primary and secondary Thai government schools under the Bilingual and English Program academic setting.

I have finished collecting and analyzing the data and attached you will find a summary of my findings for you to review. Please take some time to review the findings generated in part from your participation in the study. As a form of member checking (a process that is customarily used in qualitative research), I welcome any feedback, thoughts and personal suggestions related to the findings as currently presented. You are also welcome to place your comments directly on the document using Microsoft Changes tracker or you may simply reply to this letter by leaving any feedback, see attached file for reference.

As my academic journey is concerned, if the findings from this study are published, I will be sure to let you know.

From the bottom of my heart, I would like to say a million thank you for your active participation and willingness in sharing your experiences with this research study.

I remain

REX PEDROSA CABILADAS  
Researcher

**APPENDIX F**  
**INTERVIEW TRANSCRIPTS page 1**

- Participant** : **MINBURI**
- Interviewer** : Hello teacher Anne! Good afternoon, thank you for the time. Are you Ready?
- Interviewee** : I believe I am.
- Interviewer** : Wow! Thank you...Thank you for your time..
- Interviewee** : Are you recording it now?
- Interviewer** : Yes
- Interviewee** : Ok! ask right away.
- Interviewer** : Let me begin sir by asking the general background questions.Please share a little about yourself – where you grew, your family and about yourself.
- Interviewee** : umm ah ok! My name Teacher Anne and I graduated with a BS Secondary Education Major in Physics. The place where I live, If I have to talk about my hometown it's just like a small community in the province of Iloilo. I have you know,,, seven no I'm sorry I have six siblings. My father and mother live in different places with my aunt. I think....
- Interviewer** : Ah ok! What is your highest educational attainment?
- Interviewee** : Uhhh bachelor, because although I took my masters but I haven't finished it yet.
- Interviewer** : Ah ok!How did you come to teach in Thailand?
- Interviewee** : Well. I wanted to be a tourist at first. My friend invited to come here and After a week I got a job. I must say, ummm was no surprise. Because I really worked hard and applied to different schools. I even work in Chompoon and I was teaching Mathayom 1,2 3,4 and 6 and teaching Science imagine.
- Interviewer** : Wow. Ok question no. 3 I mean Q no 4.How would you describe what it means to be a teacher overseas?
- Interviewee** : Well it is challenging. It's challenging. In the sense that you have to deal with students or let's say people slightly with diff cultural backgrounds. I mean, you are in Asia and we have different cultures also. And it's challenging because you have to adjust. I was a teacher in the Philippines for four (4) years. So, I know how it works and I know how to teach students. But when I came, I was a little bit surprised. Yes ummm but it's ok over time I was able to adjust. And Yeah.
- Interviewer** : Ok!Describe your roles and responsibility in teaching under the English/Bilingual Program?
- Interviewee** : Ok. umm I'm a homeroom teacher in a Bilingual Program in my school and when it comes to responsibilities, I am teaching all subjects English, Math, Science, Art and Health. So, I'm a homeroom teacher too and

## APPENDIX F

### INTERVIEW TRANSCRIPTS page 2

- basically I am in-charge in everything that is happening inside the classroom and with my Thai co-teacher helping me with everything I need. Especially in terms of discipline I do most of the things required.
- Interviewer :** Ok! So, how do you teach?
- Interviewee :** I teach, what do you mean, how do I teach,...
- Interviewer :** Like, are you that kind of teacher that is conventional or modern? There are some teachers who are bookish and they just use a book and copy it on the board then say something about it and done.
- Interviewee :** No.no no I'm not. I sometimes do that but I think that I incorporate technology in teaching. I prepare several activities and I don't stick to what I teach because I have a curriculum guide but I don't sometimes follow and devise some different teaching strategies that are not in the books and I apply it to my students. I have to know the students and their abilities to learn. I mean the book is such a helpful book but it's not always what I teach in the book.
- Interviewer :** Ok! So, now, how would you describe your relationship with your Students first?
- Interviewee :** Relationship? Honestly, I maintain a professional distance with my students. So, I am a teacher, not sure I'm a really good friend. But I mean not very strict. I'm not very strict but when it comes to teaching I teach when it comes to outside I'm just like you know treat them as students. But I'm not really sure what you mean about your relationship with your students...I think student-teacher relationship?
- Interviewer :** Exactly.
- Interviewee :** But with my colleagues, I please them. I maintain a harmonious relationship with my Thai colleagues also with my Filipino colleagues and I don't start argument,,(laughing)
- Interviewer :** ummmm, how about teachers coming from South Africa, like native speakers do you have that in your school?
- Interviewee :** Actually, I know. I used to work with different nationalities. I mean yeah when it comes to professional work just work but umm you know you can also be good friends to them.
- Interviewer :** ok, so lastly, how about the parents and school administrators?
- Interviewee :** I'm not really sure that I have a close encounter with the parents because parents don't really communicate with foreign teachers because in the first place they don't speak much and when they want something they ask the Thai teachers and relate that information to me. When it comes to school administrators. Yes sometimes they have a meeting and that's how we say our proposal and plan and they support us.
- Interviewer :** Ok! That's good. I would like you to describe the negative and positive

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**APPENDIX F**
**INTERVIEW TRANSCRIPTS page 3**

experiences you've encountered in the program?

**Interviewee :** Ok! I will start with a positive experience, if teaching Thai students is really challenging and really fulfilling. Students are very polite, they respect you as a teacher and you are a figure to them. You know there's a sense of fulfilment when they see and absorb your lesson. That's a good thing plus they are very kind and yeahh.

The negative part is that uhhm when it comes to teaching the relationship is ok but on the outside it's really fun. When it comes to teaching I really exert effort and I'm not sure if this is a negative experience but I yes sometimes have difficulty of understanding the lesson and especially lessons that are difficult or hard for them to understand and when it comes to discipline I have had several encounter that some students umm are hard to be disciplined some and not all and that affects the way I teach them I think. Because if they are not listening you have to repeat the lesson until they get it 'til the way.

**Interviewer :** Ok! Just a follow-up question, How do you cope with the hardships and challenging situations in the English/Bilingual program?

**Interviewee :** Umm well, I talk to my co-teacher and ask how we can solve the problem together because I believe we are both responsible for the discipline of the students. Also, I forgot to mention the another:

**Negative experience** I have encountered is that you know there are a lot (the surprise) of surprises like there is activity in the school and then we just learn it a day before that. You know we don't have much time to prepare for it. Well, I don't think Thai teachers really like it.

**Interviewer :** (Laughing together), OK. The next question is the same but I'll be jumping on to no. 8, how would you describe the positive part of teaching under the Bilingual and English Program in Thailand?

**Interviewee :** Ohh really number 7 or no. 8?

**Interviewer :** Yes, no. 8, how would you describe the positive part of teaching under the Bilingual and English Program in Thailand?

**Interviewee :** Ok! First of all, teaching in a Bilingual program is not a lot of work because they require teaching only 3 hour or 4 as the maximum and if there's any. You have a lot of time to prepare for your lesson. can umm plan, strategize, fix things to make your lesson better and what else? Let's

## APPENDIX F

### INTERVIEW TRANSCRIPTS page 4

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say maybe there are students in the bilingual program who are appreciative to find teachers having them develop their English skills and what else? Positive part of teaching is that you are appreciated as a teacher. Because they include you in activities you are given responsibilities and which is ok for me because I want to be useful in my school.

- Interviewer** : Ok! So, no. 9, what motivates you to come and teach in Thailand? Aside from the question, how did you come to teach in Thailand? What motivates you?
- Interviewee** : Honestly, money.
- Interviewer** : Salary?
- Interviewee** : It's a good deal and it's for my family and yeahh financials number one. Another thing is that it's not really stressful at work and I think I can find other ways to improve my other skills like studying things that you are really fun of and for your own professional development to listen to webinars and other educational resources having useful contexts. You know I have a lot of time compared to being stressed at work and have time for rest. Teaching in the Bilingual program umm is more than OK!
- Interviewer** : Ok! What motivates you to work and continue working in Thailand?
- Interviewee** : umm ok umm I'm hoping that ... as far as the financial aspect. I mean Thailand is a good country to live in and everything is easy I think and so what motivates me is I form relationships and expand my acquaintances with other people and getting to know their culture and you know adventures too is a good thing. A good motivation. I need to work because I want to go somewhere. You don't have to be rich to travel, you just have the right job for me.
- Interviewer** : Ok! question no. 10, how would you describe the personal goals of teaching?
- Interviewee** : umm ok.. In this part the personal goal of teaching is umm how students remember you after they graduated or let's say did I answer it well...ummm Ok. I mean let's say for me I'm happy and I can say that I hit the bull's eye when my students really improved their skills and I know that they got something from me and then they learn and apply what they have learned in real life and I know it somehow influences their student's life.
- Interviewer** : Ok! What do you consider to be essential in teaching overseas?
- Interviewee** : ok, essential in teaching overseas....umm I think you need to embody the like what is your teaching philosophy, like what you believe as a teacher

**APPENDIX F**  
**INTERVIEW TRANSCRIPTS page 5**

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you need to practice. Let's say you are sincere to what you do. It's not all about money but the fulfillment of what you do. So, I'm happy that I'm teaching overseas though sometimes there are good things and other things that are not so good but on top of it it's essential that you do. I mean you are doing your best at your job. I'm not sure if I answered it correctly but that's how I understand.

**Interviewer :** Ok! No worries. So, the last question, what have you learned about being a teacher under English/Bilingual program in Thailand?

**Interviewee :** What I have learned, I think that ummm teaching in the bilingual program accounts for a lot of,,,umm I don't know how to answer this one let me read it...you know I've learned a lot of things, you need to extend a lot of patience when you are teaching them because you will encounter you know problems that you haven't encountered teaching in the Philippines. Ummm anyhow as long as your heart is in teaching i think you will be able to carry out your responsibilities and be loved by your students. Also another thing is that when you are teaching the students you cannot help them learn by forcing them to memorize them in teaching but they need to love you and to love what they are doing. They need to love you so that there's a motivation to listen to you and absorb what you are teaching them. I think that's for me.

**Interviewer :** Ok! Yes, ma'am, thank you for your time. Afterwards, I will be sending you the transcript to make it transparent. Thank you for your time and happy Sunday.

## APPENDIX G

### INDEX OF CONGRUENCE (IOC) VALIDATION FORM page 1

#### Appendix \_\_\_ - The Validation Form for the Interview Questions Employed

##### Guidelines for Validation

Please put a tick [✓] in the rating box (1, 0, -1) the score to which the items are appropriate according to your opinion. Please also specify comments or suggestions for each item.

-1 means incongruent

0 means questionable or unclear

1 means congruent

#### INTERVIEW QUESTIONS Open-ended Interview Questions

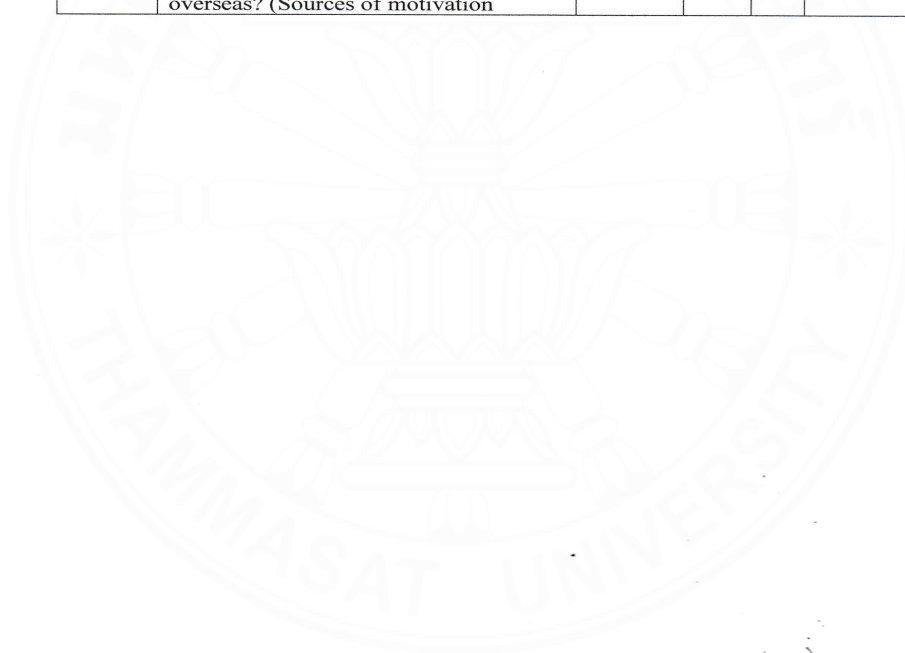
ITEMS	GENERAL BACKGROUND QUESTIONS	- 1	0	1	Suggestion(s)
1	Please share a little about yourself – where you grew, your family and about yourself.				
2	What is your highest educational attainment?				
3	How did you come to teach in Thailand?				

ITEMS	GENERAL BACKGROUND QUESTIONS	- 1	0	1	Suggestion(s)
4	How would you describe what it means to be a teacher overseas? (As a teacher, brother, sister, sibling, mother or father).				
5	How would you describe a teacher in a Bilingual and English Program in Thailand? (inside the classroom)				
6	How would you describe the challenging part of teaching under the bilingual and English Program in Thailand? (follow-up questions for elaboration)				
7	How would you describe in coping up those challenges? (additional insights)				

## APPENDIX G

### INDEX OF CONGRUENCE (IOC) VALIDATION FORM page 2

8	How would you describe the best part of teaching under the Bilingual and English Program in Thailand? (intrinsic and extrinsic motivation)				
9	How would you describe your motivation in teaching students under the Bilingual and English Program in Thailand? (Sources of motivation)				
10	How would you describe the personal goals to teaching? (Additional Information)				
11	How would you describe what you consider to be essential in teaching overseas? (Sources of motivation)				



**BIOGRAPHY**

Name	Mr. Rex Pedrosa Cabiladas
Date of Birth	September 17, 1987
Educational Attainment	2019 Bachelor degree in TESOL (Teaching English to Speakers of Other Languages) Thongsook College 2021 PTC (Professional Teaching Certificate) UPOU - University of the Philippines Open University
Work Position	English as a Foreign Language Teacher Thepwittaya School in Ladprao District under the EP Program of BMA-Bangkok Metropolitan Administration, Department of Education.
Scholarship	Year 2021: COVID-19 scholarship
Publications	-