

CHAPTER FOUR

RESULTS

The presentation of data analysis of 'A Survey of using Thai in English classrooms by Expatriate, Thai and Students in two Primary schools' is divided into 3 main categories:

- 4.1 General Data of the Sampled groups
- 4.2 The views of using Thai in English classrooms by Expatriate, Thai teachers and Students in two schools
- 4.3 The Results of Hypotheses

4.1 GENERAL DATA OF THE SAMPLED GROUP

Table 1. Personal Information (Teachers)

Personal Information	Data	Number	Percent
1. Gender	male	14	28
	female	36	72
2. Age	20-25	7	14
	26-30	10	20
	31-35	10	20
	36-40	5	10
	41-55	14	28
	56-60	4	8
3. Nationality	American	3	6
	English	5	10
	Australian	2	4
	Thai	25	50
	Other Asian	6	12
	Other	9	18

(Table continues)

Table 1. (continued)

Personal Information	Data	Number	Percent
4. Education	B.in Ed.	7	14
	B.in TEFL	8	16
	B.in others	18	36
	M. in Ed.	4	8
	M in TEFL	4	8
5. Year of Teaching	0-2	12	24
	3-5	11	22
	6-8	7	14
	9-12	7	14
	12 up	13	26
6. Year of Teaching in Thailand	0-2	19	38
	3-5	12	24
	6-8	5	10
	9-12	2	4
	12 up	12	24
7. Teaching Level	P1-3	14	28
	P4-6	36	72
8. Subject taught	English	24	48
	CBI	26	52
Number of respondents	Expatriate and Thai teachers	50	100

In this survey, there were a total of 50 teacher respondents. There were male 28 per cent and female 72 per cent. Target groups age ranged from 20-60 years old. In other words, the respondents were varied in ages. A half of them were Thai and the others are expatriates. The background of Education can be regrouped to TEFL/Education and others. These were 36 and 64 per cent respectively. There were

two main groups of teachers according to the years of teaching in and outside Thailand: the expatriate and Thai teachers. Every expatriate teacher had teaching experience outside Thailand. Most of them had less than 6-year-experience in Thailand. Most Thai teachers had more than 3 years of experience and 26 per cent had been teaching English for 12 years.

Table 2. Personal information (students)

Personal Information	Data	Number	Percent
1. Gender	male	3	10
	female	27	90
2. Age	8-9	13	43.4
	10-11	16	53.6
	12 up	1	3
3. School Years	0-1	1	3
	2-3	3	10
	4-5	26	87
4. Grade	3-4	15	50
	5-6	15	50
5. English learnt	English only	15	50
	English and others	15	50

In this survey, there were 30 students responded: 10 percent were boys and 90 percent were girls. Their age ranged from 8-11 years old. In other words, the age of 8-9 was in equal proportion to 10-11 years of age. Most of them had studied in the same school for 4-5 years in case of class 5-6. They were studying in grade 3 for 50

percent and the latter 50 per cent in grade 6. Half of them studied in a normal program and the others were in EP.

4.2 THE VIEWS OF USING THAI IN ENGLISH CLASSROOMS BY EXPATRIATE, THAI TEACHERS AND STUDENTS IN TWO SCHOOLS

The questionnaires for expatriate, Thai teachers and students were the same. However, one question in the students' questionnaire was omitted because it was about the teaching methodology of the teachers. The data in table 3 was arranged by items and analyzed by using SPSS-frequencies option and table 4-6 was arranged by the Descriptive statistics- Sum.

Table 3. The amount of using Thai in an English classrooms by expatriate, Thai teachers and students

Item	options	Expatriate	Thai	Students
1. Percent of using Thai	0%	4	0	0
	5%	44	12	0
	10%	24	28	13
	20%	8	40	70
	40%	8	8	10
	50%	12	12	6
2. Teacher should know Thai	Yes	40	68	20
	No	60	32	80
3. Teacher should use Thai	Yes	28	32	30
	No	72	68	70
4. Students should use Thai	Yes	36	20	100
	No	64	80	0

Remark: The **BOLD type represents the highest frequency. All figures presented in this table are percentages.*

Most expatriate teachers used Thai 5 per cent in class with 20 per cent for Thai teachers and students. The expatriates did not think they should know Thai (60 per cent). Although Thai teachers thought the expatriates should know Thai (60 per cent). All of the respondents agreed that teachers should not use Thai in class for more than 50 per cent. Expatriate and Thai teachers did not want students to use Thai for 64 and 80 per cent respectively, while students wanted to use Thai 100 per cent.

In Table 4-8, the symbols below were used to help analyzing data:

- *** represents the highest frequency.
- ** represents the second-highest frequency
- * represents the third-highest frequency

Table 4. The Teacher should use Thai when...

Item 1: The teacher should use Thai when...	AGREEMENT (Numbers)		
	Expatriate	Thai	Students
1. explaining new vocabulary	*8	2	**22
2. practicing the use of some phrases and expressions	2	6	12
3. explaining complicated grammar items	*8	**13	***23
4. explaining difficult or complex ideas and concepts	**11	***14	*20
5. giving instructions before doing activities	5	2	7
6. stopping students when misbehaviors occur	7	6	7
7. talking about personal problems and behaviors	4	5	5
8. explaining the differences between Thai and English	***12	*9	11
9. Others	6	0	4

All of the respondents agreed in different levels that the teacher should use Thai when explaining complicated grammar items and explaining difficult or complex ideas and concepts. There were also opinions from students who wanted their teacher to use Thai to explain vocabulary. Most expatriates thought that the differences between English and Thai needed to be explained as well as some Thai teachers.

Table 5. Students should be allowed to use Thai when...

Item 2: Students should be allowed to use Thai when...	AGREEMENT (Numbers)		
	Expatriate	Thai	Students
options			
1. talking in pairs or in groups	1	2	**19
2. asking how do we say Thai words in English	*9	***11	*12
3. translating English words to Thai to show they understand them	***15	*8	***20
4. translating as a test	4	5	10
5. wanting to say something beyond their knowledge	**14	**10	*12
6. Others	4	3	1

All respondents agree in different levels that students should be allowed to use Thai when asking how do they say Thai words in English, translating English words to Thai to show they understand them, and wanting to say something beyond their knowledge. In addition, students also wanted to be allowed to use Thai when they got into pairs or groups.

Table 6. When students get confused with the lesson, the teacher should...

Item 3: When students get confused with the lesson, the teacher should...	AGREEMENT (Numbers)		
	Expatriate	Thai	Students
options			
1. Use Thai immediately from the student- or teacher-translator	5	2	**14
2. Teach again with the simplified language	***21	***21	***19
3. Ask the good students to explain to their peers in Thai	**12	**7	*10
4. Hint them with some Thai	*10	*5	*10
5. Skip that part and teach again later	1	*5	0
6. Others	3	3	5

All of the respondents had many ways to get through their difficulties. Students supported the idea that the teachers should teach again with simplified language, ask good students to explain to their peers in Thai and hint to students with some Thai. It was noted that Thai was used as a second and third resource of problem

solving. The other reasons from students was the immediate use of Thai, which was rated as the second solution.

Table 7. How did the teacher know that students understand the lesson?

Item 4: How did the teacher know that students understand the lesson? options	AGREEMENT (Numbers)		
	Expatriate	Thai	Students*
1. He/she observed from their facial and body language.	**14	**15	0
2. He/she asked "Understood? "	4	4	0
3. He/she asked some students the comprehension check-back questions (e.g. Yes/no questions).	***20	*13	0
4. He/she let them explain in Thai to their friends.	5	5	0
5. Students could do exercises correctly.	***20	***16	0
6. Students got high scores in a test.	*10	10	0
7. Others	8	1	0
<i>*This question was not present in the students' questionnaire.</i>			

The weight of this item between the expatriates and Thai is not much different. Teachers agreed that they could check the students' comprehension by checking from their exercises, asking the comprehension check questions and also observing from facial and body language. No Thai was suggested here. The teachers also checked the comprehension while and after the lesson (including from the paper test from the expatriates).

Table 8. Why do you think using Thai in classroom is significant ?

Item 5: Why do you think "using Thai in classroom" is significant?	AGREEMENT (Numbers)		
	Expatriate	Thai	Students
1. It saves time for comprehension.	4	*7	*** 29
2. It saves time for explanation.	*7	***11	5
3. It can build up students' confidence and self-esteem.	***9	*7	**14
4. It can create a good rapport or relationship between teachers and students.	***9	**9	3
5. It can impress students. (in case of expatriates)	2	4	5
6. Thai teachers can be a role model for students as bilingual speakers.	**8	*7	*11
7. Others	6	1	0

The answers were different in the sense that they viewed the significance differently. Most of the expatriates who did not agree with using Thai in class would skip this item and wrote comments instead. The expatriates who considered that Thai was significant in class believed that Thai could build up the students' confidence and self-esteem, and good rapport between teachers and students. They did not mention about the academic or learning language purpose except 7 of them said Thai saved time for explanation. Thai teachers still need Thai for explanation and also viewed Thai as building relationships and confidence. The remarkably high weight from students' view was Thai was significant because it saved time for comprehension as well as building confidence and self-esteem. Students also wanted Thai teachers to be bilingual speakers or role models for them in English class.

4.3 THE RESULTS OF HYPOTHESES

To conduct this research, 3 hypotheses were determined. After being tested, it was found that:

HYPOTHESIS 1: The teachers with different nationalities have significantly different opinions towards the use of Thai in classrooms.

Table 9 the differences of opinions between nationalities and using Thai in English classroom

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.974	5	.965
Likelihood Ratio	.974	5	.965
Linear-by-Linear Association	.042	1	.838
N of Valid Cases	50		

Cross tabulation – Chi-square tests

Table 9 shows that $0.05 \chi < 0.965$ and the hypothesis is rejected. Therefore, the opinions on using Thai in English classroom are not significantly different ($\alpha = 0.05$) when the nationalities of teachers are different. This means that the opinions of teachers with different nationalities are more or less the same.

HYPOTHESIS 2: The teachers with different educational backgrounds have significantly different opinions towards the use of Thai in classrooms.

Table 10. The differences of opinions between education and using Thai in English classroom

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.912	5	.562
Likelihood Ratio	4.949	5	.422
Linear-by-Linear Association	.598	1	.439
N of Valid Cases	50		

Cross tabulation – Chi-square tests

Table 10 shows that $0.05 \chi < 0.562$ and the hypothesis is rejected. Therefore, the opinions on using Thai in English classroom are not significantly different ($\alpha = 0.05$) when the educational backgrounds are different. This means that the opinions of teachers with different educational backgrounds are more or less the same.