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**INVESTIGATING TEAM TEACHING
THROUGH AN EXPLORATION OF BELIEFS
ABOUT ROLE AND EFFECTIVE TEACHING: A
CASE STUDY OF NEW ZEALAND AND THAI
PRIMARY TEACHERS**

**A thesis submitted for the Degree of Master of Arts
Second Language Teaching**

by

Lucette Margaret Ashdown

Massey University

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ABSTRACT

This case study investigates the nature of team teaching relationships from the viewpoint of Thai and New Zealand teachers working in bilingual primary level classrooms. Team relationships were explored through investigating expectations and assumptions teachers had about effective teaching, and how these impacted on classroom roles, relationships and teaching practices.

There were six subjects who participated in the study; three Thai and three New Zealand teachers. Data was collected over a period of five months. Primary data was gathered using classroom observations, guided and informal interviews. Secondary data, gathered from a biodata questionnaire, stimulated recall using a videotaped classroom observation and informal observations, was used to confirm and expand findings from the primary sources.

The study found that team teaching is both a structural arrangement and an emergent process. The way in which teams develop is related to the relationship built by participants. A number of variables were found to influence the direction of team relationships: time, trust and professional respect, communication, personality, and beliefs about teaching and learning. Teams developed either autonomously or collaboratively depending on how participants negotiated these variables.

PREFACE

This study arose from a two-year length of stay in Thailand where I was involved in team teaching in bilingual English/Thai classes at a private primary school. It was an exciting opportunity to teach in this context and I tremendously enjoyed my time living and teaching in Thailand. I also greatly enjoyed working with Thai teachers who are hardworking and dedicated to providing quality learning opportunities for students. I was very grateful and appreciative of the support they provided me both personally and professionally in living in a country and teaching in an environment that is in some ways similar, and in many ways quite different from New Zealand experiences. The attempt to understand and explore some of these similarities and differences provided the background against which this study was written.

Team teaching takes commitment and enthusiasm on the part of teachers and the study was undertaken in order to provide a perspective on the beliefs and practices of team teachers working in cross cultural contexts. This study aimed to provide an understanding of why teachers do what they do in the team context, the nature of team relationships and how teams develop. In building on the collective past experience of teachers, it is hoped that the insights provided can be of benefit when looking to the future.

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