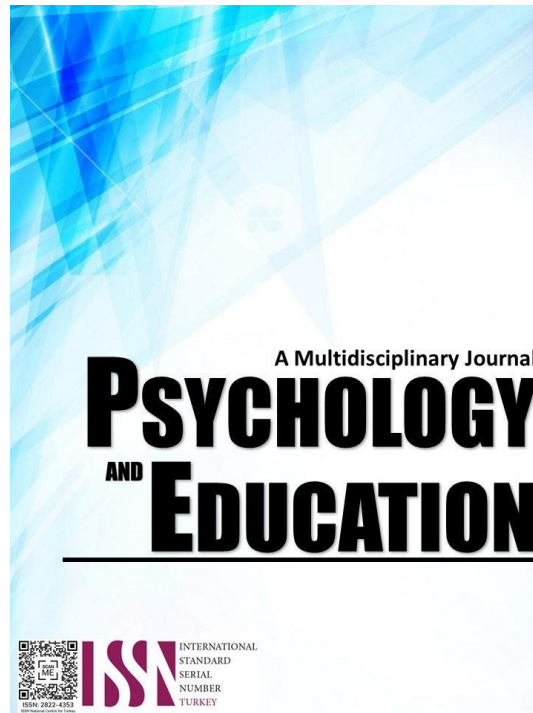


PHENOMENOLOGICAL STUDY OF FILIPINO TEACHER'S DAILY EXPERIENCE WORKING IN GOVERNMENT SCHOOLS IN NORTH-EASTERN (ESAN) THAILAND



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Phenomenological Study of Filipino Teacher's Daily Experience Working in Government Schools in North-Eastern (ESAN) Thailand

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Abstract

The world over, bilingual education is acknowledged as a successful pedagogical strategy for language acquisition. Examining the lived experiences of Filipino instructors working in a bilingual and English program in Thailand was the aim of this phenomenological study. Semi-structured interviews were used in the study to gather data. Thirty-two Filipino teachers who taught English and other courses at government schools in the North Eastern Subregion (ESAN) participated in the study. The participants who had similar experiences teaching in bilingual and English program in ESAN's primary and secondary schools were chosen using the purposive sample technique. For the aim of the research, the interviews were transcribed, recorded, and arranged into different themes. The findings were grouped into five primary themes: (1) positive experience, (2) negative experience, (3) sources of employment information in Thailand, (4) solutions and (5) motivations. The findings showed that individuals working in the Bilingual and English Program held a variety of opinions, most of which had to do with the absence of systematic standards for evaluating students' performance, large class sizes, pay concerns, behavioral and attitude issues with Thai students, language barriers, issues with instructional materials, and issues with teaching pedagogies.

Keywords: *english and bilingual programme, daily experiences of teachers, filipinos, phenomenological study*

Introduction

English is a widely used language worldwide. It is mostly employed in the fields of education (Jordan, 1997), communication, health care, business, politics, and international relations (Hammond, 2017), as well as in conducting research (Flowerdew and Peacock, 2001) and the tourism industry (Todd, 2006). These functions can be aesthetic, phatic, interactive, and interpersonal (Berns, 1984), serving a variety of roles through providing information, expression, and guidance. Thailand has taught English classes for more than a century as a result (Darasawang, 2007). Similar to this, English has been utilized extensively among visitors to Thailand (Baker, 2011). Furthermore, as can be observed, English has been given top attention (Darasawang, 2007). Beginning in 1960, teachers began to arrive from various English-speaking nations, including the USA, Canada, and the UK.

Until the National Act of 1999 was put into effect, the Thai educational system underwent a number of modifications during the 1996 economic downturn. These three types of education are formal, informal, and informal. In order to improve the quality of life for the Thai people and create a sustainable nation, English language policy provides a lens (ONEC, 2000, p. 18). For novel learner-centered teaching pedagogies, Baker and Jarunwatchai (2017) developed new organizational structures that switched from centralizing to decentralizing education (Ministry of Education, 2014). In an effort to improve language learners utilizing CLT (Communicative Language Teaching), the government adopted the usage of the CEFR (Common European Framework of Reference). The standard language to be utilized as the foundation for teaching and assessing communicative language proficiency according to this framework was English. The policy has evolved into a steadfast commitment and an aggressive effort to raise English proficiency among Thai citizens. The hiring of foreign teachers in both public and private schools has steadily expanded since the adoption of ASEAN (Association of Southeast Nation) 2015 integration (Hickey, 2014) and continues to do so today. The third-largest source of immigration after China and India, the Filipinos are listed as non-native language speakers (Floris, 2013), and the number of Filipino immigrants in Thailand is steadily rising (Ulla, 2018). Novio (2018) also noted that Thailand has difficulty meeting the ASEAN community's requirements for English language competency. Due to demand, it has turned into a haven for both native and non-native English-speaking nations, including the Philippines.

Furthermore, the Philippine Overseas Employment Administration POEA 2009 first data indicates that there are 14,910 Filipino migrant workers registered in Thailand. In the professional category, it was determined that Filipino teachers made up the largest group in 2010 (Overseas Workers Welfare Administration, 2011; see also Huguet, Apichat, and Richter 2011, p. 10). According to Sciortino and Sureephon (2009), the Filipino immigrant community was the one with the quickest rate of growth in 2013. According to Novio (2014), there are 20,000 Filipinos living in Thailand, including more than 16,000 teachers employed by various institutions. The undocumented Filipinos are not included in these figures. 17,921 Filipino migrants had arrived by the following year (Cordova, 2015). The Department of Employment's 2017 report lists Filipinos as the largest group of skilled employees in the Kingdom of Thailand. According to the research conducted in the third quarter of 2020 and the FWAO (Foreign Workers Administration Office), the number of Filipinos residing in Thailand increased by 41% between 2015 and 2020. Similarly, the Philippine Embassy in Thailand reports that as of June 30, 2021, there were 31,183 Filipinos present and residing in Thailand. A labor migration agreement between Thailand and the Philippines does not exist, though.

The Philippines is regarded as the third-largest English-speaking country in the world, according to Bolton and Bautista (2004). As a

result, Filipino teachers make up the largest group of foreign educators in Thailand working as English as a Foreign Language (EFL) instructors in public and private schools like Anuban (kindergarten), Prathom (elementary), and Mathayom (high school/secondary), followed by groups of language educators from the United Kingdom and the United States of America. Other Filipino educators work in universities, some of which are renowned and offer the most rigorous academic programs.

The Philippine government only recognizes Filipinos working in various industries abroad as "modern day heroes" for their support of their loved ones and families, but also for their contributions to the country's economic growth. The second-largest source of foreign reserves, remittances from OFWs support a healthy economy (Bhatia, 2013). In addition, working abroad away from family causes hardships for Filipinos. The PSA (Philippine Statistics Office), formerly known as the National Statistics Office (NSO), estimates that 2.2 million Filipinos were employed abroad between April and September of 2019.

Research Questions

The goal of this study is to take a broader perspective on a Filipino teacher who teaches English in a Thai government school. The current study intends to investigate the actual teaching experiences of Filipino teachers of English in Thai government schools that offer bilingual and English programs.

1. What exactly does it entail for Filipinos to teach in Thailand?
2. What do Filipino teachers think they gained from their time spent teaching in Thailand?
3. What do they see as a bad teaching experience in Thailand?
4. How do people learn about available teaching positions in Thailand?
5. What issues do they have and how do they resolve them?
6. What spurs them on to carry on working in Thailand?

Methodology

Research Design

This qualitative study aimed to investigate the actual experiences of Filipino teachers who work in Bilingual and English Programs in Thai government schools. Began with a review of the study's design and research questions, this chapter discusses the technique used to accomplish the study's goal. Then the sites, participants, data collection methods, and the researcher's role will be explained. The tools for data collecting and the system for data analysis are then described in depth. The methods used to determine credibility and address ethical issues round out the chapter's conclusion.

This qualitative research study used a phenomenology design. The philosophical underpinnings of the interpretative phenomenology paradigm have been attributed to Conrad (1987), Packer and Addison (1989), Palmer (1969), Denzin (1995), Smith and Osborn (2007), and Fiske and Taylor (1991). Today, phenomenology is a method that examines the actual lives of people who have lived through or encountered a certain aspect of the phenomena (Lichtman, 2013, p. 85). This method was used in this study since learning about the actual experiences of Filipino teachers working in government schools in Thailand's bilingual and English programs was the main goal.

Participants

The Ministry of Education conducted the current study at 17 government schools, including primary and secondary, located throughout Thailand's North Eastern (ESAN) region. Due to accessibility issues, time constraints, and the researcher's focus on the ESAN Area, it is challenging and nearly impossible to collect data from all of the MOE's schools. As a result, all other Thai schools are disqualified.

The researcher chose representative schools from the groups of schools that share comparable features because there are many schools. Examples included the kind of school, its size, and the schools that are located in the same district. This means that participants from each school were chosen at random by the researcher to represent each school. The researcher chose individuals at random from each district for schools that do not have the same traits as those stated Filipino teachers will discuss their experiences working in Bilingual and English Programs in both primary and secondary schools in Thailand comprised a purposive sample of the participants for this study. According to Patton (2002), deliberate sampling tries to gather the most insightful data from those who have firsthand knowledge of the primary phenomenon. The first step in this deliberate sampling is to inform the heads of the English and Bilingual Programs at primary and secondary schools about the proposed research. All Filipino instructors who are currently employed at the school and instructing in the academic setting of the English and Bilingual Programs are required to be listed by the heads granting approval.

The directors of schools compiled the final lists of Filipino instructors with teaching licenses, either in the Philippines or in Thailand, who will meet the requirements for the study and will invite participants through email. The email invites potential volunteers to think about participating in the study by clicking on a link to a Google Form. It will provide a brief introduction to the researcher and a synopsis of the study. The Google Form will be divided into several sections, with the first section including the following elements: (1) an overview of the study, (2) background data, (3) risks and benefits of the study, (4) compensation, (5) confidentiality, (6) the voluntary nature of the study, (7) contacts and questions, (8) a consent statement, and (9) a question to confirm the participant's interest. The following criteria will be used to choose the participants: They are at the moment working as Bilingual or English Program teachers in a primary or secondary government school in Thailand. A legitimate holder of a Philippine passport (in this study) Filipinos

with dual citizenship are not included). Teaching assistants (TAs) who have a two-year Temporary license issued by the Teachers' Council of Thailand (KRUSAPA) are not included in this study. They also had to have worked for at least one semester and be willing to participate in an interview.

The prospective pool was reduced to 32 people. Following are the data.

Table 1. *A group of Filipino teachers who work for the Ministry of Education are currently teaching English in 17 schools in the Northeastern Thailand*

No	Schools	Level Of Teaching	
		Primary	Secondary
1	Anuban Chaiyaphum School	1	0
2	Anuban Mahasarakham School	1	0
3	Anuban Nangrong School	2	0
4	Anuban Sarika School	1	0
5	Bankruat School	0	1
6	Chaiyaphumbhakdeechumpol School	0	1
7	Kaengkrowittaya School	0	4
8	Konsawan School	0	1
9	Muangpayalae School	0	1
10	Montrisuksa School	2	0
11	Nongkhaiwit School	0	2
12	Nonthai School	0	2
13	Pakthongchai School	0	2
14	Pathumthepwittayakarn School	0	3
15	Phumwittaya School	0	3
16	Sakolrajwittayakarn School	0	2
17	Satrichaiyaphum School	0	3
Total		7	25

To improve the transferability of study findings, the participants will be encouraged to vary as much as possible (Lincoln and Guba, 1985). To protect their privacy and anonymity throughout the research procedure, each participant will choose a pseudonym. The participant demographics, gender, greatest educational achievement, and age will be shown in the tables below.

Instrument

The qualitative paradigm in which the study project is located will be reflected in the data collection procedures. According to Smith, Flowers, and Larkin (2009), the interpretative phenomenology approach is the main foundation of this project, with components of in-depth semi-structured interviews serving as a perfect complement to the project's abundance of concise and understandable examples used to build questions and interviews. As a result, this study will use a variety of data collection techniques and sources.

Interviews (Moustakas, 1994; Creswell, 2008), observations (Basit, 2010), and online surveys (Lodico et al, 2010; and Punch, 2009) are some of the data gathering techniques to be use in qualitative research. In the order that the participants got them, these tools will be detailed along with their respective functions.

The data for the current study will be gathered in three main phases throughout the course of one-on-one interviews. Online questionnaires will be use used in the first phase, and more interviews will be conducted in the second phase. The final step is follow-up interviews for member verification and ongoing site involvement. This extended involvement may serve as a guidance for the first steps of the second and third phases of the data collection process.

The goal of this online survey is to gather demographic information on Filipino teachers working in Bilingual and English programs as a key instrument in the participant selection process. The researcher will next reevaluate the data gathering strategy by utilizing one-on-one interviews after obtaining the demographic information of the individuals.

Mischler (1986) noted that although interviews are a significant source of data collecting, they can be challenging to conduct. According to Patton (1990), there are some things we cannot directly comprehend or see from the interviewees' point of view. Creswell's (2008) interview model was used to create the interviews. 37 Filipino instructors who work in the area of North Eastern Thailand as part of the Bilingual and English program will be among the interviewees.

The form of interview that best suited this study will be selected as: semi-structured interviews (Creswell, 2018). Additionally, semi-structured interviews enable researchers to create in-depth analyses of participant perceptions (Cousin, 2009, p. 71). The use of both open-ended and closed-ended questions allows for a more flexible and pliable exploration of the interviewee's stance (Fontana & Frey, 2000). Individual interviews will serve as the investigational platform for the study (Creswell, 2008), and they will be conducted in a single period. Interviews with the Filipino Teachers one-on-one will be used to collect the data. In order to obtain a well-rounded perspective, the major component of the interview strategy included six different sorts of questions: background, knowledge,

experience, opinion, feeling, and sensory (Patton, 1990).

The subject can be directly seen by the researcher in a natural context (Cherry, 2019). Additionally, it supports the external validity of the research by enabling the researcher to explore aspects that cannot be altered in a laboratory due to ethical reasons. In other words, maintaining privacy and secrecy during an interview requires a suitable setting free from noise and distractions (Creswell, 2018). The interviews will take place in a calm, well-ventilated space without any outside noise interference. The researcher will, however, shall conduct online interviews using ZOOM, Google Hangouts, Skype, Facebook, Line, and other software programs as needed due to the participants' geographic locations.

Procedure

There are three phases of the methodology for this study's procedures to be completed. In Phase 1, there will be a 17 pilot schools in North Eastern Thailand with English and Bilingual Programs after receiving an overall comprehensive preliminary permission from the foreign head department program coordinator of each school. Additionally, the researcher will complete the paperwork needed for requesting approval for the research during this step. Phase 2 will see the researcher issuing a second batch of online letters of permission to the 17 schools via email and EMS after receiving approval. In phase 3, the researcher will send the QR (Quick Response) code to input the general data of Filipino instructors after receiving the letter of confirmation declaring the readiness to participate in the research project.

Following information collection, the researcher will contact the Filipino instructors individually to request permission to use Google Form to send each teacher a personalized consent questionnaire and a thank-you email.

Data Analysis

The methodology's following step describes how to analyze the data. According to Tesch (1990), the ultimate purpose of qualitative data analysis is to divide the data into smaller subsets in order to produce a larger integrated representation. In contrast, Miles and Huberman (1994) concentrated on a number of principles rather than using a single method for quantitative data analysis. For this research study's data analysis approach, a diagram will be used to explain the intricate process while other aspects will be also looked at.

Taking in the vast volumes of data gathering is the initial step in the analysis (Creswell, 2008). According to Gay et al. (2009), research investigation, observations, and data dissection analysis start at the same time. This method's strength is in comparing and evaluating the reliability and validity of earlier data. Gay et al. (2009) caution against making hasty decisions based on preliminary research, but do so at the expense of less important information. The initial interview will serve as the starting point for data processing, and field notes are to be used. Transcribing and note-taking will be done immediately following the interview. The conclusion of data collecting will lead to post analysis. These will lead to the data analysis's final stage, the coding procedure.

Ethical Considerations

The researcher is worried about the participants' ethical concerns in this particular study. Prior to the study, at the start of the study, throughout data collecting, data analysis, data reporting, and after the study is published, ethical issues must be addressed (Creswell, 2013).

The rights of the participants are safeguarded in the following ways:

Prior to taking part in the research project, each participant shall be provided with a consent form. They have the option of participating or not in the study. Second, it shall be made clear to the participants that they should stay away from any circumstance that would endanger them. Next, the participants shall receive a thorough explanation of the study's purpose, goals, data collection process, and instruments. The participants' confidentiality is also taken into consideration, and their privacy is assured.

Results and Discussion

The results of the analysis conducted using phenomenological research approach are presented in this chapter. Open-ended interviews were used to gather data from participants who met the following requirements: (1) now employed as a bilingual and English programme teacher at a primary or secondary Thai government school in the North Eastern Part of Thailand (ESAN). (2) own a valid Philippine passport; (3) hold a licence under KURUSAPA, the Teachers' Council of Thailand, which grants temporary licence for two years and five years; and (4) have worked for a period of time beyond one year. The interviews were methodically recorded, transcribed, and arranged in accordance with the order of the study questions. The research questions of this study were used to address the findings from the primary data analysis.

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

Positive Experiences in Teaching Under Bilingual and English Program

The study's participants talked about their good experiences instructing students under the EP programme. The individual perspectives of the participants regarding the experiences they had while teaching were divided into five categories: 1) Students' positive attitudes

towards learning English; 2) Teachers' feelings of fulfilment and concern for students; 3) The experience of teaching abroad positively influenced teachers' future plans; 4) The chance to gain knowledge of Thai culture, which has a positive influence on their lives; and 5) A satisfactory salary package. A positive experience is influenced by these five categories.

Positive Attitudes of Thai students to Learn English

Thai pupils showed positive attitude towards learning English and Filipino teachers in the classroom, according to Filipino teachers. They believed Thai kids to be well-mannered, well-behaved and appreciative of their foreign teachers.

"Students treat you with great courtesy; they look up to you as an educator and regard you as a role model. That's wonderful, and they're really nice, so sure." (Chaiyaphum School)

"Since we are in the suburbs of the city, the students are not as mischievous as students on big cities like Bangkok. Compared to other students, all of my students exhibit respect." (Mahasarakham School)

"Positively speaking, the majority of Thai people genuinely enjoy smiling, so even in the worst of circumstances, there are moments when we choose to laugh it off." (Nangrong School)

Teachers from the Philippines likewise believed that Thai students were engaged learners. They took part in events with great enthusiasm, spoke English with teachers without hesitation, and were excited about learning.

"Students in the EP programme exhibit high levels of participation, competitiveness, and confidence, particularly when interacting with their English-speaking international teachers." (Sarika School)

"The fact that some pupils are eager to absorb the lessons is a plus." (Bankruat School)

Thai pupils appeared to have a positive attitude towards English sessions based on their actions. Teaching in Thailand brings happiness to Filipino educators.

"I enjoy working in Thailand because of the attitudes of the Thai students." (Chaiyaphum School)

Teachers' Fulfilment

Filipino educators discovered that working in EP made them feel fulfilled. When they discovered that their students had gained knowledge and could read, write, and speak English, they were delighted.

"Teachers will find learning more rewarding when the students are taught more difficult material." (Kaengkrowittaya School)

"It is quite satisfying to see how much the pupils grow from their first to third year. The reason for this is because we teach five courses to kids in English virtually every day." (Konsawan School)

"All right! I'll begin with a positive experience: I find that teaching Thai kids is both extremely difficult and rewarding, and they experience a sense of fulfilment after seeing and understanding your lecture." (Muangpayalae School)

"The good thing is that you can always tell when the pupils can communicate in English with you—even if their grammar isn't flawless." (Montrisuksa School)

"The satisfaction that arises from kids being able to read, comprehend, and even speak simple words is the positive experience. To truly understand and teach your kids, you must be persistent." (Konsawan School)

"Seeing students demonstrate learning is the most fulfilling thing a teacher can do." (Nongkhawit School)

"My students' learning is progressing because we are using only pure English in our language." (Sarika School)

"...a rewarding feeling to witness the students' diligent work and learning." (Phumwittaya School)

When Filipino teachers discovered that pupils actively sought out opportunities to practise their English and developed into self-sufficient learners, they were delighted.

"We compete on regional level, and I'm glad to see them stick with it, whether it's in the classroom or outside." (Phumwittaya School)

"The fact that the pupils can read and speak English and have even attempted to practise in an English-speaking area of the classroom makes it rewarding." (Pathumthep School)

"I have always loved teaching English and watching my students put what they have learned into practice in real-world scenarios." (Sakolraj School)

When Filipino educators discovered that Thai pupils had made progress towards higher education or had passed the national exam, they were pleased.

"My greatest accomplishments as a teacher in the bilingual Thai-English programs are seeing my students succeed in all subjects and

pass the O-NET (Ordinary National Education Test), as well as winning on and off campus competitions and, most importantly, being able to communicate in English." (Pathumthep School)

"The rewarding aspect of teaching was witnessing my pupils graduate from primary school in Grade 6 and enroll in mathematics 1 (junior high)." (Satreechaiyaphum School)

The Filipino educators were delighted to contribute to Thailand's English language education growth.

"The fact that educators are shaping Thailand's future is a benefit of working on this programme. I was proud of myself for being a part of this history." (Pathumthep School)

"The benefit of working in the bilingual programme is that, as a teacher, I am helping the Thai students become better learners." (Phumwittaya School)

"When I witness my pupils having joy while studying. That, in my opinion, is ultimately the greatest reward." (Chaiyaphum School)

Filipino instructors thought that they had fulfilled their professional aspirations and improved as a result of the sense of contentment they received from their pupils' accomplishments.

"Yes, it's very satisfying. It lifts my mood and makes me feel like a productive person. (Mahasarakham School)

"... improved my teaching abilities." (Nangrong School)

"I was successful in reaching my objective as a teacher." (Sarika School)

Teaching Overseas Experience Impacted Teachers' Future Plans

Teachers from the Philippines confirmed that their employment in Thailand had improved their outlook on their future goals.

"...it expands future career opportunities." (Chaiyaphum School)

"...will play a significant role in my portfolio as I advance in my career." (Mahasarakham School)

Thus, working as a teacher abroad influenced the eventual personal characteristics of Filipinos.

Thai Cultural Impacts to Teachers' Way of Life

Filipino educators concurred that studying Thai through cultural immersion has improved their ability to articulate their pedagogy and foster innovative approaches that captivate students and deepen their education.

"...to gain knowledge from individuals with diverse cultures and beliefs." (Nangrong School)

"You have the opportunity to pick up a new language, PasaThai, and you'll also get better at communicating in English since you'll be forced to use it virtually exclusively." (Sarika School)

"The fact that you were able to interact with the villagers firsthand was a plus." (Bankruat School)

The participants added that incorporating various teaching philosophies helped them to keep going and raise awareness.

"Becoming familiar with their methods and style of instruction. how you might enhance it or apply it more effectively for the benefit of society. (Chaiyaphum School)

"It raises awareness of other cultures, for instance." (Kaengkro School)

Finally, the Filipino teachers stated that interacting with the locals and immersing themselves in their culture shaped them to become more culturally conscious and encouraged other teaching pedagogies.

Attractive Salary Package and Reduced Workload

Filipino educators concurred that earning well while employed in Thailand positively impacted their decision to stay in Thailand and continue working under the English Program (EP) and Bilingual Program (BP).

"The higher income level..." (Konsawan School)

"... you have a respectable salary." (Muangpayalae School)

"First off, as local educators like us, we have been paid reasonably well under the bilingual program for the entire time I have been teaching here in Thailand." (Montrisuksa School)

"Teaching in Thailand is incredibly fulfilling since, in addition to paying well, you get the opportunity to learn..." (Nongkhaiwit School)

Filipino teachers likewise believed that their psychological well-being was improved by reduced workloads, as seen by their schedules. The quantity of labor satisfied them.

"The working load is not heavy and it's really fine." (Nonthai School)

"Compared to the Philippines, the workload is relatively light, which is a plus." (Paktongchai School)

"I am content with the workload assigned by the program." (Pathumthep School)

In conclusion, these Filipino instructors' satisfactions suggested confidence, enjoyment, and security in terms of a reduced workload and enticing salary package while they worked in Thailand.

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

Negative Experiences

The study's participants talked about their good experiences instructing students under the EP program. The individual viewpoints of the participants regarding the experiences they had while teaching were divided into eight categories: 1) Absence of formal standards for evaluating pupils' performance, 2) issues with big class sizes, 3) issues with salaries, 4) issues with Thai students' attitudes and behavior, 5) issues with students' language, 6) issues with teaching resources, and 7) issues with teaching tactics.

Lack of Systematic Criteria of Assessing Students Performance

The methodical student assessment program offers a means of determining whether or not educational establishments have implemented best practices. It was tough for Filipino teachers to pass the students who weren't eligible.

"I suppose that because of bad experiences, it was and will always be difficult for me to give an undeserving student a passing mark." (Phumwittaya School)

"...the system of assessing the students, since all students, even those who demonstrate no interest in learning, are required to pass regardless of whether they fulfil all prerequisites." (Sakolraj School)

The inaccuracies of awarding an unmerited passing mark, which compromises the logical and impartial procedure in student evaluation, worried the Filipino educators.

"I have come across the inadequate student evaluation system." (Satrachaiyaphum School)

"Plus, we get very frustrated because students cannot fail." (Chaiyaphum School)

To summarize, Filipino teachers faced significant challenges in their chosen field related to student evaluation. They struggled to pass the undeserving pupils. However, participants received passing scores in Thailand because of the "No failing grade policy."

Problem with Class Size

It is acknowledged by Filipino educators that teaching in large courses can be challenging. Furthermore, educators bravely attempted to meet the requirements of their students despite the challenges posed by packed classrooms.

"I would say that managing a large class with several students who had behavioural issues has also tested me as a teacher." (Mahasarakham School)

"I believe that the issue at my school is overcrowding in the classrooms." (Nangrong School)

However, a Filipino teacher's grave worry about the size of the class was

frequently disregarded, which led to teachers taking on more authority in the classroom.

"Teachers in Thai schools must be authoritative because most classes have between 35 and 50 students." (Sarika School)

Salary Problem

According to the Filipino teachers, one of the main concerns is the delayed payment. Some participants did concur, though, that this experience ought to be discussed prior to signing the contract.

"There is no health insurance, salary is always delayed, and nothing more." (Chayaphum School)

"First of all, even though we are all aware of it already, the salary is being released so late, which occasionally irritates me. The old ways never change." (Bankruat School)

"There is no health insurance, salary is always delayed, and nothing more." (Chaiyaphum School)

"The salary might not arrive as soon as anticipated." (Kaengkro School)

"The downside of working directly on government school is that sometimes we have delayed salary which makes it really negative experience." (Konsawan School)

However, some Filipino educators were not happy about the early dismissal of students. Thus, the government school's "No work, no pay" policy caused dismay among Filipino teachers.

"Another problem is that our school closes its doors early." (Muangpayalae School)

"Every possible teaching day is important, regardless of work or compensation structure." (Montrisuksa School)

"I ran into this issue where my school asked me to stop working before the semester ended." (Nongkhaiwit School)

Unlike Filipino teachers who were not employed directly by the School at the North Eastern part of Thailand, one Filipino teacher openly voiced his displeasure with working under the agency.

"Teachers employed by agencies receive inadequate compensation." (Nonthai School)

Finally, Filipino educators expressed their dissatisfaction with the early school closures and the "No work, no pay" policy. The same practices are being encountered by certain ESAN Filipino teachers. Furthermore, instructors employed directly by the school got higher compensation than teachers employed through a commercial agency. Teachers in the Philippines should also be more aware of what they need to do to feel prepared.

Problems on Attitudes and Behavior of Thai Students

Filipino educators recognized the traits of pupils who were frequently difficult to manage in the classroom. Furthermore, they remained hesitant to communicate with the Filipino professors.

"The loudness of Thai students in the classroom has been a negative experience for me." (Pathumthep School)

"The entire class started to get noisy because they are afraid to make mistakes and prefer to talk and talk with their classmates." (Phumwittaya School)

The behavior of the children in the classroom was hard for the Filipino teachers to manage. Students' own learning was impacted by these behaviors.

"...when it comes to discipline, I've had multiple experiences where some students outright refuse to follow the directions of the teachers during classwork activities." (Sakolraj School)

"Certain children may resort to physical aggression when they experience peer bullying in the classroom." (Satrichaiyaphum School)

In summary, Filipino educators faced a variety of complex challenges related to students' behavior in the classroom. For example, students who were disruptive and difficult to reprimand made it difficult for teachers to effectively instruct.

Problem of Students' Language

Filipino Teachers found that Thai students, particularly those with limited English language proficiency, struggled greatly to grasp English. In certain instances, the participants felt uncomfortable since they couldn't communicate with the pupils, particularly when it came to sharing diverse viewpoints on life.

"The language barrier is the biggest difficulty I had as a teacher in an English programme. It is annoying to see kids who are not paying attention to what you are talking about in class. (Chaiyaphum School)

"The language barrier made my first year difficult." (Mahasarakham School)

"The bad experience I had—which I still occasionally encounter—was the "language barrier," which made it difficult for me to convey my opinions or thoughts." (Nangrong School)

"Well, teaching students who know nothing about the English language is really frustrating." (Sarika School)

"It goes without saying that the unpleasant experience I had on my first day of teaching in Thailand made me anxious as a teacher because not all of my students struggle with language comprehension." (Bankruat School)

Teaching English to Thai children presented challenges for the participants, particularly at public schools. In several instances, there were little opportunities for Thai schoolchildren to study English as a foreign language.

"The challenge of teaching English to students, particularly in public schools, is the negative experience in and of itself." (Chayapum School)

"Some Thai schoolchildren are not motivated to learn English." (Kaengkro School)

Filipino teachers have occasionally observed a certain level of worry in pupils who had limited opportunity to fully understand the material.

"Learning a language takes longer, can make students more stressed, and can make it harder for them to understand certain topics."

(Konsawan School)

Furthermore, a few Filipino teachers found it challenging to interact with students due to language barriers.

"Language barriers make teaching abroad difficult. Dealing with people is difficult, especially when it comes to coworkers, coworkers, and particularly your fellow Thai instructor, the Thai people, and their culture. It's really hard to communicate." (Muangpayalae School)

"However, one individual was unable to speak Thai because of its complexity. Speaking the language here in Thailand is challenging due to its complexity. The language used in the Philippines is Tagalog." (Montrisuksa School)

The participants concluded by saying that language was essential to learning English as a second language. In a similar vein, public school pupils in Thailand had less chance and incentive to comprehend the lesson. Another significant factor is that several Filipino educators lacked adequate communication skills in Thai. As a result, they struggled with language with the students.

Problems of Teaching Materials

Students' academic performance is significantly impacted as compared to when they are taught without instructional teaching resources. Moreover, access to educational resources is restricted.

"In addition, the scarcity of instructional tools at school forces me to look for alternatives on my own. I even bring a projector and speaker from home." (Nongkhawit School)

"There are occasions when the material in the book and the curriculum my school uses diverge. There is a difference between the conventional learning indicators." (Nonthai School)

However, Filipino teachers brought up issues with the intricacy of the challenging material and the terminology that is utilize in the materials, which is significantly different from what the students are used to.

"There is a situation where students find it difficult to understand the content in textbooks and workbooks." (Nonthai School)

"I don't have a projector, television, or other teaching aids in my school. Rather, I just use chalk and a board the old-fashioned method." (Pakthongchai School)

Problem of Teaching Strategies

The Filipino educators brought out the issue of their insufficient knowledge of teaching methodologies when attempting to instruct Thai students.

"It makes it difficult for me to teach and find the best teaching strategies." (Pathumthep School)

The Filipino educators contended, in essence, that the instructional resources available in schools are insufficient. Some Filipino educators found it challenging to come up with strategies to help teach English and other topics.

Research Question 3: What are the solutions to those problems?

Solution

The participants said that in order to tackle difficult challenges, they arranged solutions wherever they could, which had an impact on their instruction in the EP program. This central theme was divided into five categories, including: 1) ways to address the absence of systematic standards for evaluating student performance; 2) ways to address the issue of large class sizes; 3) ways to address the issue of salaries; 4) ways to address the attitude and behavior issues of Thai students; 5) ways to address the language issues of Thai students; 6) ways to address the issue of teaching materials; and 7) ways to address the issue of teaching strategy.

Solutions to Lack of Systematic Criteria in Assessing Students Performance

When the Filipino instructors disagreed with the standards for student assessment, they made the decision to keep quiet and follow the crowd in order to keep their jobs.

"There are times when your employer requires you to forget your values and philosophy and keep quiet in order to fulfil your duties." (Mahasarakham School)

"I made a living off of my job, which makes it valuable. I unquestionably adhere to my co-teacher's instructions when evaluating the performance of my students." (Nangrong School)

Teachers from the Philippines proposed developing fresh educational opportunities where students can advance at their own pace.

"If the students did not pass the summative exam, I used the information from their prior performance to create a new assessment tool." (Sarika School)

"It is challenging for me to award passing scores to pupils without first determining how well they performed. I suggested that the students create a portfolio by gathering all of their prior in-class assignments. since doing so will show development and proficiency." (Bankruat School)

However, a Filipino teacher pointed out that creating customized rubrics helps deter complaints about marks because there are no learning criteria used to evaluate students' performance.

"I am allowed to create my own assessment rubric for each student. This will help me reduce the number of times parents ask why their children receive poor grades". (Chaiyaphum School)

Oral interviews were also mentioned by Filipino teachers as a way to evaluate students' performance again after a full academic year.

"I always interview students at the conclusion of each semester to ensure they receive a passing grade. I thought that people who aren't readers could nonetheless respond to inquiries by speaking." (Kaengkro School)

On the other hand, a Filipino educator contended that holding pre- and post-interviews with pupils is thought to be a useful method for evaluating their performance at the conclusion of the school year.

"Whoa! It's true that, as a teacher working abroad, evaluating students' performance might be difficult. I constantly ask students questions before and after the semester in order to pass them, which helps me handle this problem. Students eventually learn to comply." (Konsawan School)

Solutions to Large Class Size

Overcrowding in schools has been noted by Filipino educators as an issue. However, Filipino educators can excel in the classroom by coming up with novel ways to manage sizable class sizes.

"I have 45 pupils to oversee, and handling the ensuing discipline problems in the classroom is challenging. As a classroom teacher, I keep my students interested by coming up with exciting and enjoyable learning activities." (Muangpayale School)

"It's true that one of my school's biggest issues is class size. Students suffer as a result of not receiving a high score on standardized test. I myself benefit from putting the students in groups." (Montrisuksa School)

A few educators from the Philippines proposed that educators devote more attention to managing classroom congestion.

"Because of the enormous number of pupils, not every student is accommodated for. But as a lone educator, I can attest that staying after work hours allows me to spend more time each day with each student." (Nongkhawit School)

Additionally, in an attempt to address the issue of packed classrooms, Filipino educators pooled their resources to find sponsors and raise money from both domestic and foreign sources in order to construct additional classrooms and significantly improve the situation.

"I frequently participated in every fundraising event at our school to help generate money to construct a new classroom for the pupils to learn in. I can assist the school in changing things by doing this." (Nonthai School)

Another participant thought about bringing on extra instructors. There may be fewer students and more classes as a result.

"I have worked as a teacher in Thailand for a long time, and I have noticed this as an issue. In order to prevent overcrowding, as a teacher, I asked our department to hire more skilled teachers." (Pakthongchai School)

As a result, the Filipino instructor unequivocally stated that using school facilities may be a viable substitute for having big class sizes.

"When I teach 40–45 pupils, I occasionally use the school café and library. This will make managing pupils easier for me." (Pathumthep School)

Solutions to Salary Problem

The Filipino teachers acknowledged that their salaries were delayed, but they chose not to file a complaint. They make every effort to locate another revenue stream. Selling goods is a way for some Filipino instructors to supplement their income and pay for everyday needs.

"I buy cheap thai products in Bangkok and sell them to my family and friends in the Philippines while I wait for my delayed salary." (Phumwittaya School)

"I made the decision to sell Thai beauty items in the Philippines in exchange for a two-month salary delay. Since I have two children, I also create Filipino delicacies to supplement my income and meet my family's requirements." (Sakolraj School)

In order to address compensation problems, the Filipino teachers also took on part-time teaching duties.

"I decided to apply as a part-time teacher in one of the learning centres in Lad Phrao to cover my monthly bills and of course to earn more in order to cope with this salary problem." (Satrichaiyaphum School)

"I work as a company teacher on the weekends to increase my income. I am able to send money to the Philippines on schedule and pay my monthly dues in this method. The date of the salary is not set in stone." (Chaiyaphum School)

Solution to Attitudinal and Behavioral Problems of Thai Students

It was discovered by the Filipino educators that Thai students exhibit disruptive behaviors in the classroom. The lecturers suggested that the way to address Thai students' attitude issues is through patience.

"Students can be quite boisterous and challenging to manage in the classroom at times. It is best to be patient and considerate of the attitudes of the pupils rather than yelling at them." (Mahasarakham School)

"The student body in the English and Bilingual Program is diverse. I have even seen lazy kids turn in homework and projects beyond the deadline. I constantly use patience as a virtue in my teaching so that I don't become frustrated." (Nangrong School)

They also created a variety of games and other in-class activities, and they discovered that they are successful.

"I always struggle with my poor English language learning skills. If they don't enjoy the lesson, they behave quite rudely towards the teacher. Developing a fresh approach to teaching is how I resolve this issue. I still find it to be quite helpful." (Sarika School)

"You need to have the patience to persevere in the face of disrespectful students. In addition, I have to create resources that will encourage students to participate in the conversation." (Bankruat School)

"The participants also provided excellent models of what makes a successful reader. The instructor aims to provide positive role models for students." (Chaiyaphum School)

"You need to lead by example and demonstrate to your students the value of participation." (Kaengkro School)

Filipino professors attempted to employ empathy as a remedy for the attitudinal issues that Thai students were having.

"To help you lessen the problem, you need to show your big heart when dealing with Thai students' attitude problems." (Konsawan School)

"You must demonstrate compassion as a teacher in order to comprehend the attitudes of Thai students." (Muangpayalae School)

However, some Filipino educators also asserted that focusing on passion was a useful strategy for changing your direction of attention.

"Just keep your attention on the good aspects of teaching instead of dwelling on the bad." (Montrisuksa School)

"Simply think positively rather than reacting. This is a practical solution to the issue at hand." (Nongkhaiwit School)

Additionally, Filipino educators found that purposeful instruction helped promote adaptability.

"Having a strong will and perseverance are essential to overcoming all of the challenges involved in teaching." (Nonthai School)

"Teachers must be adaptable in their instruction and constantly look for ways to overcome the obstacles they face." (Pakthongchai School)

Furthermore, because the aforementioned issues affected Filipino educators, they trusted in the efficacy of prayers as a substitute for handling Thai pupils' issues.

"The most effective way to solve any problem is still to ask the Almighty God for assistance. If I'm worried about teaching, I ask the Lord for guidance and wisdom to help me deal with my worries in teaching Thai students." (Nonthai School)

Solution to Thai Students' Language Problems

Thai language proficiency has an impact on teaching Thai students, according to Filipino educators. They discover alternate means of communication with the students and acquire rudimentary Thai language skills to address this issue.

"I want to practise learning Thai, but in order for me to be able to communicate clearly, it challenged me to learn more and more of the basic Thai language." (Pakthongchai School)

"As a teacher, I did everything in my power to make instructions clear and to communicate meaning and comprehensibility for them through a lot of gestures." (Pathumthep School)

Due to their weak and inadequate language skills, students are unable to learn and comprehend English at a normal pace. In response, Filipino educators taught the students carefully until they understood the material completely.

"In addition to picking up the basics of Thai, I made a concerted effort to communicate with them carefully. in order for them to understand what I am saying." (Phumwittaya School)

Additionally, a few Filipino educators said that one way to keep pupils engaged is to use tools like Google Translate.

"As a teacher, language is always my issue. I constantly utilize internet tools to convert English terms into Thai so they can comprehend me perfectly." (Sakolraj School)

"To address language issues, I personally utilise Google Translate and Google Lens, particularly for translating challenging English and Thai terms." (Sattrichaiyaphum School)

In conclusion, numerous approaches were used to lessen language-related issues. Filipino educators were thoughtful in grabbing their students' interest. Additionally, they offered encouragement by utilizing various online translation services as a means of acquiring English.

Solution to the Problems of Teaching Materials

Teaching materials, including books and other online resources, are not engaging enough to hold students' attention, according to Filipino educators. Therefore, using cutting-edge teaching resources is thought to be a different strategy for grabbing students' attention.

"I believe that developing cutting-edge teaching resources, such as PowerPoint presentations, and organising practical strategies, such as classroom games and activities, will help spark students' interest." (Chaiyaphum School)

"Although I sometimes view it as a challenge, I have to figure out how to use online educational games to get around this issue with teaching resources. Apart than that, I made use of a free interactive worksheet that can be found online." (Mahasarakham School)

"Considering that my school has few instructional resources. In order to address this issue, I adapt the online instructional resources to the requirements and interests of the students." (Nangrong School)

One educator from the Philippines stated that using creativity when creating instructional materials is thought to be a good method to spice up the classroom.

"It stimulated my creativity to come up with methods to simplify the lesson so that students could grasp it easily." My standard teaching approach for addressing issues with teaching strategy was to use animated texts and sound effects." (Sarika School)

Solution to the Problems of Teaching Strategies

Owing to issues with their methods, Filipino educators used a variety of instructional strategies to keep students interested. They discussed how collaborative learning may be used as an effective way to address issues with teaching methodologies, fostering deeper comprehension as well as increased confidence and performance.

"I need to become more proficient in teaching techniques that will grab students' interest without sacrificing disciplinary measures." (Bankruat School)

"I teach vocabulary words to my students as part of my daily activities so they can create words and speak confidently in front of their classmates." (Chaiyaphum School)

Additionally, Filipino teachers used cooperative learning activities and written assignments to reduce disruptive students' noise, which was later found to be a successful outcome.

"Rather than providing them with an unmanageable activity, assign written tasks or reading comprehension assignments. By keeping your kids occupied with writing, you can reduce noise and maintain focus." (Kaengkro School)

"I encouraged my students to grow and expand their imagination by using role play. They will have the chance to hone their communication abilities by reading scripts." (Konsawan School)

One educator from the Philippines stated that students' critical thinking abilities were enhanced by inductive instruction.

"In the Philippines, I taught by giving specific examples that aided in the development of higher order thinking abilities and the ability to draw conclusions that call for analytical thought. I'm a teacher in Thailand right now. I follow suit, and it works well." (Muangpayalae School)

However, a Filipino educator countered that teaching quality was improved by employing a bottom-up strategy.

"I usually have the most authority to manage the class. Giving pupils clear guidelines for participation enables them to participate. For instance, more time and practice are allowed while teaching mathematics. This will save me a lot of time and be more useful than utilizing rules and examples. Just saying." (Montrisuksa School)

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

Sources of Employment in Teaching

Different approaches to learning about teaching in Thailand under the EP and Bilingual Program were mentioned by the study participants. The individual viewpoints of the participants on different techniques were divided into three primary groups: 1) friends

and coworkers, 2) family, and 3) manpower agency.

Relatives

The Filipino educators concurred that their family members who were employed as instructors abroad had inspired them to work in Thailand.

"Back in 2017, my older sister extended an invitation to come teach in Thailand and gave me encouragement to do it, because she wants me to support our family in the Philippines and make money. Back then, she was a teacher at Assumption College in Thonburi." (Nongkhaiwit School)

"Even before I arrived in Thailand, my brother recommended that I be hired directly to his school and assisted me in finding available teaching positions." He thought that working in Thailand would open up additional prospects and aid in the reconstruction of our house following Typhoon Haiyan. Above all, he informed me that the compensation is quite desirable." (Nonthai School)

"My relative is a minister in the northern region of Thailand, which is why I travelled to Thailand. I jumped at the chance when she invited me to teach at the school that is close to theirs. My cousin wished for me to have the chance to travel and make additional money." (Pakthongchai School)

"Well, I came here with my cousin because he told me to save money for my planned business and that the salary is bigger than what I earn in the Philippines." (Pathumthep School)

"My cousin, who resides in Ayutthaya, promised to assist me temporarily in staying at her apartment while I look for work. She keeps assuring me that working in Thailand will provide me the chance to invest in a business and save money for myself, which is why I like her." (Phumwittaya School)

"I decided to finish my contract in the Philippines because of my wife, and after a year, I decided to come to Thailand with my son." (Sakolraj School)

"My sister-in-law travelled to Thailand shortly after my April 2013 wedding." In 2016, she took a vacation back home, which led to my husband and me resigning due to the lower wage and cost of living than in our home province." (Satreechaiyaphum School)

"My sister-in-law made an effort to inspire me to do this and succeeded. She informed me that the meal is excellent and the salary is high. She also noted how simple it is to teach Thai students." (Chaiyaphum School)

In conclusion, the majority of Filipino instructors felt that their pay, food, and living expenses had become more alluring. The participants also said that their teaching careers in Thailand appeared to have been influenced by the cultural factor. Despite these motivating elements, Thai students' attitudes may be crucial in helping Filipino instructors adjust to working in government schools in Thailand within the borders of ESAN regions.

Friends and Colleagues at Work

The Filipino educators disclosed that their decision to work in Thailand was motivated by friends and colleagues. Furthermore, a few participants mentioned that they were taken to Thailand for a vacation by their former coworkers, but in the end, they were hired as teachers.

"I visited this place in 2008, thanks to my colleague instructor at the Korean Language Centre in Cebu. He pushed me to come work in Thailand because of the delicious food, fascinating culture, and competitive pay." (Chaiyaphum School)

"A previous coworker invited me. She advised me to get my paperwork ready before travelling to Thailand because her school is hiring and offers excellent pay and free housing." (Mahasarakham School)

"In reality, it was my friend's request to take over at a Thai school where he was expected to go because the pay was twice as much as mine in the Philippines. She is going to move to New Zealand at that moment." (Nangrong School)

"My friends who were Filipino and already employed at a private school gave me encouragement to pursue a career in teaching. Life quality is reasonably priced." (Sarika School)

"I should teach in Thailand, my close friend advised, as the pay is better than here in the Philippines." (Bankruat School)

"A friend told me about it. I decided to take a chance because the pay is good, and I was fortunate to get work as a teacher in Bangkok." (Chaiyaphum School)

"A buddy of mine extended an invitation for me to come work as a teacher in Thailand last year. The offer is appealing, and their school was in need of foreign teachers at the moment." (Kaengkro School)

"The low cost of living here is why my friend invited me to visit. After a week, I was hired." (Konsawan School)

"My best friend invited me for a holiday, but a few weeks later I was hired as a teacher." (Muangpayalae School)

"Though it was only a vacation, some of my friends have asked me to work here. I was hired as a teacher at the conclusion." (Montrisuksa School)

"I came here with a buddy of mine who was organising a tour. April 2018 was a summertime month." (Nongkhaiwit School)

In conclusion, the Filipino teachers' assessments, drawn on their experiences instructing in Thailand, were accurate. The attendees were also overwhelmingly impressed with the food, culture, cost of living, good compensation package in comparison to the Philippines, and vacation opportunities. Nonetheless, a few Filipino educators—who were only asked for a trip by their peers—ended up taking jobs as educators in Thailand. As a result, the Filipino teachers were lucky to have friends and coworkers who supported their decision to work in Thailand.

Employment Agency

According to a Filipino teacher, they were able to obtain employment more readily since they were employed by an agency.

"I was employed by the agency. because they presented me with a nice and alluring package that included a free round-trip ticket, pay, and lodging. Above all, in contrast to the Philippines, the process is simple. This is founded on both my prior experience and my friends' experiences." (Nonthai School)

The Filipino teacher concluded by saying that the hiring process was simple. The participant drew on the firsthand accounts of acquaintances who were employed by an agency. The experiences in the prior two categories were not like this one. This outcome revealed that registering with the employment agency is a good way to get a teaching position in Thailand.

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

Motivations

Based on their experiences teaching in the Bilingual and English Program, the study's participants discussed what inspires and improves their teaching careers in Thailand. Two primary themes emerged from the individual perspectives of the participants regarding what drives them to carry on working in Thailand: There are two types of motivation: extrinsic and intrinsic.

Extrinsic Motivation

The participants stated that travel, a high compensation package, an affordable cost of living, personal investments, a strong currency value, and social and cultural immersion all served as incentives for them to stay on the job in Thailand.

It was acknowledged by Filipino educators that travelling was viewed as a desirable aspect of working and living in Thailand.

"Way of life, family, travel, and passion for instructing and acquiring their language." (Nonthai School)

"It was my first time visiting other countries, so I came here to Thailand for vacation and travel." (Pakthongchai School)

"I have the chance to travel," (Pathumthep School)

"My family, travel, and, of course, themselves are the only things that have motivated me." (Phumwittaya School)

The Filipino teachers also stated that they found it attractive to continue teaching in Thailand because of the attractive compensation package.

"It is a sad fact that my decision to come teach in Thailand was primarily motivated by the promise of a higher salary." (Sakolraj School)

"I worked harder because I was paid more." (Chaiyaphum School)

"My wish to become a teacher is to earn more money." (Mahasarakham School)

"One of our concerns is that they decided to raise our salary, which is why I'm still here," (Nangrong School)

However, Filipino educators stated that there was still opportunity to work and earn a solid living in Thailand in order to accumulate money for individual ventures.

"It goes without saying that as an adult, I want to have a small bank account and a house of my own." (Sarika School)

"An ordinary person in Thailand may live comfortably and still have money left over after expenses on their teacher's pay. If you want to earn a solid living and, once everything is said and done, have a little bit extra money, working in Thailand is a terrific alternative." (Bankruat School)

Additionally, Filipino educators felt that the affordability and cost of living in Thailand, along with the country's security, were advantages for staying on the job in Thailand.

"In my opinion, Thailand ranks among the most cost-effective nations to reside in, with regards to housing, transportation, and food."

(Chaiyaphum School)

"It feels safe, and living expenses are reasonable." (Kaengkro School)

"In terms of finances, I mean, Thailand is a nice place to live and everything is simple, I believe." (Konsawan School)

Furthermore, a teacher favorably stated that they were inspired to continue teaching in Thailand by the exceptional Thai baht to Philippine peso currency conversion rate.

"Real conversations now. I'm driven to keep going because there is still a difference in value when Thai Baht is converted to Pesos." (Sakolraj School)

However, Filipino educators reported that their choice to remain and work in Thailand was influenced by their cultural and social immersion. They also mentioned the food, language, diversity, and positive aspects of Thai culture as reasons to work here with enthusiasm.

"Well, aside from the fact that I am loving my new environment, I think there are more opportunities waiting for us here in Thailand. Additionally, since I am already familiar with the local way of life, culture, and language, it makes it easier for me to stay longer and accomplish more." (Satrichaiyaphum School)

"I plan to stay in Thailand for a very long time because of the kind and easygoing atmosphere here. The majority of individuals are trustworthy and kind. Thai people are amiable and helpful by nature." (Chaiyaphum School)

"My family and my dreams of interacting in a foreign environment when no one knows my name are the first things that come to mind when I arrive here. This gives me the confidence to know that I can conquer the world without assistance or support from my family." (Mahasarakham School)

"Lastly, even though I've said it a few times previously, it bears repeating: Thai people are among the friendliest people on the planet. It's easy to meet new individuals in Thailand. The majority of the people you interact with on a daily basis are amiable and gracious, as are your neighbours and fellow educators. You'll quickly make a lot of new friends and acquaintances who will support you in making Thailand seem like home." (Nangrong School)

"The manner of life in Thailand is what drives me to work and keep working here. Thai folks are incredibly helpful and nice. Their generosity inspires me to put in even more effort. Thank God, most people are kind even though not everyone is." (Kaengkro School)

"Working as a teacher abroad offers wonderful opportunities for travel, language learning, and social interaction with new people." (Konsawan School)

"I have observed how much joy it brings to teach about their food and culture. Thai food is pretty good, in my opinion. I've witnessed happiness here, and, well, experience is everything." (Muangpayalae School)

"I get motivated by forming relationships and expanding my acquaintances with other people; it's a good thing to learn about their cultures and adventures as well." (Montrisuksa School)

Furthermore, a participant unequivocally stated that it was appealing to save money for their family back home.

"It goes without saying that one of my motivations was to save money for the near future." (Nongkhaiwit School)

Furthermore, a few Filipino educators confirmed that their employment in Thailand had a favorable effect on their career path, enhanced their skill sets, boosted their confidence, and allowed them to continue their professional development.

"I want to develop my other skills, such as studying subjects that I find enjoyable and listening to webinars and other educational materials with practical teaching contexts for my professional development." (Nonthai School)

"I want to explore and learn more about my skills, so I'm going to continue working as a teacher here in Thailand." (Pakthongchai)

"To prepare yourself for a great future, to learn a lot, to push yourself and boost your confidence, and to have the adventure of a lifetime, teaching in Thailand is definitely one option worth really thinking about." (Pathumthep School)

In conclusion, the participants agreed that vacations and travel had advantages; for example, you don't need to be wealthy to go on a trip. Financial stability, which includes things like a pay package to sustain a family, personal savings for future plans, the currency exchange rate, the cost of living, and security that is viewed favorably, is another consideration. Immersion in culture and society is an additional extrinsic motivator. The participants believed that exposure to Thai attitudes, customs, cuisine, and way of life cultivates relationships and helps the development of positive social skills. Moreover, ongoing professional development activities like webinar attendance and skill setup provide incentive to stay employed in Thailand.

Intrinsic Motivation

The absence of gender discrimination and the creation of better future plans were stated by the participants as reasons why they were

inspired to stay employed in Thailand. The Filipino instructors expressed that they valued the opportunity to teach in Thailand because it allowed them to live lives free from prejudice based on their sexual orientation and to feel personally free.

"Indeed! Experience, in particular, the freedom I was surrounded with in the Philippines. I wish to work abroad, as you know. I wish to get a taste of the outside world." (Phumwittaya School)

"I look within myself for the drive. As a gay person, I feel as though I am appreciating life's sweetness every day in Bangkok. My gender is respected in Thailand, and no one bothers me." (Sakolraj School)

While teaching in Thailand, the Filipino instructors found that nothing drew them in as much as the love of their families.

"Naturally, my family inspired me since I'm a family-oriented person. I cherish my family." (Satrichaiyaphum School)

"The primary motivations are to expand family support and search for a better opportunity." (Chaiyaphum School)

"My motivations and determination come from my family in the Philippines." I shall therefore continue to work here in Thailand as long as I am still mentally and physically capable." (Mahasarakham School)

"My family is the reason I came to teach here in Thailand because I desire for them to lead better lives." (Nangrong School)

In conclusion, the Filipino educators confirmed that the driving forces were personal sentiments and freedom, such as savoring Bangkok's gay scene and creating better future plans for the family.

Essence of Experiences By Filipino Teachers Teaching In English and Bilingual Program In Government Schools Of Thailand

The particular experience from the participant responses is presented in this section. First of all, they shared their individual perspectives on the advantages and disadvantages of working as bilingual and English program teachers in Thai government schools. Subsequently, the attendees recognize various channels from which they obtained information regarding teaching possibilities in Thailand. Thirdly, they provided lists of issues that arise when teaching. Subsequently, the participants shared various strategies for managing such issues, and ultimately, they shared what drives them to carry on working in Thailand.

An analysis of the experiences of thirty-two Filipino educators found a similar thread that prompted them to instruct under the North Eastern Part of Thailand (ESAN) English and Bilingual Program. Resilience was a manifestation of this motivating factor. One definition of "resilience" is the ability to bounce back from setbacks (Hamil, 2003). Resilience, in actuality, provides people with the fortitude required to overcome adversity. A person will experience psychological strength, be better able to bear hardship, and be able to reconstruct their life after a struggle if this trait persists in them. Regarding the definition of resilience, there is debate in the literature as to whether it is best understood as a procedure, a trait, or a result (Ahen, Ark, & Byers, 2008). Conversely, other writers stress that procedures and outcomes define resilience as a phenomenon.

The study by Schilling (2008) indicated that the Filipino participants identified two components that are present in exhibiting resilience: adversity (challenges or threats) and successful adaptation and competence. Furthermore, the Filipino educators emphasize hopefulness and tenacity as traits of resilience. Optimism was defined by Goleman (1995) as having high aspirations in spite of disappointments and failures. Filipino instructors who possess this emotional intelligence are shielded from difficult circumstances and pessimism. This admirable quality supports the Filipino teachers' perseverance in the face of frustration.

Likewise, the educators from the Philippines offered distinct perspectives on the ways in which resilience is suggested. According to Bonano et al. (2004), flexibility was considered a crucial component of resilience to control emotional expression. This advantageous quality enables them to teach Thai students more effectively and swiftly in the face of unforeseen obstacles.

In conclusion, Bilingual and English Program of ESAN schools in Thailand viewed resilience as the cornerstone of teaching. Furthermore, resilient individuals are better able to handle psychological stress and overcome adversity. This viewpoint maintains a positive outlook on life while remaining grounded.

Conclusions

The exact findings of the participants' responses are discussed in this study. First of all, they shared their individual perspectives on the advantages and disadvantages of working as bilingual and English program teachers at Thailand's government schools. Subsequently, the attendees recognized various channels from which they obtained information regarding teaching possibilities in Thailand. Subsequently, the participants divulged various approaches to managing issues, and ultimately, they disclosed the factors that drive them to commence and maintain employment in Thailand.

First of all, according to Ulla (2009), who states that EFL teachers in Bangkok had good perceptions about working in Thailand, the Filipino teachers' personal viewpoints demonstrated that they had positive experiences working in Thailand. Particularly, the Filipino educators who operate under the bilingual and English program have favorable experiences. Additionally, they believed that their time spent teaching abroad had a beneficial influence on their future goals for 21st-century effective professional growth. They must be dedicated to assimilating into the newest educational trends.

Second, they thought that a teacher's manner of living was influenced by the Thai cultural element. By encouraging creativity, exchanging ideas, and building a sense of camaraderie among teachers, this promotes empathy. Evans (2004) conducted a study in China, and the findings indicated that teachers with foreign teaching experience enhanced their cultural sensitivity to function more effectively in the classroom. Furthermore, Manik's (2014) study conducted in the United Kingdom noted that gaining cultural awareness also helps to foster an appreciation of one's own unique cultural diversity. De Villar and Jang (2012) carried out a comparable study in the United States. Cultural norms support teachers in developing their professional growth, curriculum planning, behaviour analysis, and adoption of new teaching pedagogies, according to the study. Furthermore, a study conducted in Iraq by Serin (2017) revealed a similar conclusion: having the chance to learn in a different culture improves the effectiveness of classroom management. Nevertheless, research by Ward, Bochner, and Furnham (2001); Ulla (2019); Novio (2013), and Hickey (2014) suggested that foreign teachers' lifestyles are negatively impacted by culture.

Thirdly, they discovered that one of the key components to enjoying teaching and working in Thailand is the students' good attitudes towards learning English from Filipino teachers. This finding is consistent with a study conducted in Malaysia, which found that students' attitudes towards learning English as a foreign language are generally quite positive across a range of usage domains (Ahmed, 2015). However, a study conducted in Thailand by Cordova (2013) revealed that attitudes of students studying English as a foreign language were a barrier when teaching abroad. It is consistent with a 2019 Getie study conducted in Ethiopia, which found that language learners have a bad attitude towards studying English as a foreign language.

The alluring compensation package and lighter workload come next. This rationale establishes a strong motivating factor for Filipino teachers to carry on with their task. Concurrent with other research in this field, Frose (2012), Ulla (2009), Frederiksen (2014), and Toraman Ozdemir and Orakci (2020) demonstrated that the primary motivator for teaching abroad is pay.

Furthermore, by developing strong classroom management techniques, teachers' contentment can result in positive performance at school. According to the Filipino teachers in this study, they felt content with their employment choice. This outcome is consistent with Mullock's (2009) research in Thailand, Cambodia, Myanmar, and Laos. According to the findings, teaching was a rewarding and good experience.

On the other hand, the participants had to deal with a number of unavoidably unpleasant experiences, including the absence of systematic standards for evaluating student performance, Thai students' unfavorable attitudes in the classroom, large class sizes, concerns about salaries, issues with Thai students' behavior and attitude in the classroom, language barriers, issues with instructional materials, and issues with teaching strategies.

The first is the absence of organized standards for evaluating pupils' performance. A conflict arose regarding grades between a Filipino instructor and her Thai coworker. This outcome is comparable to the research conducted in three provinces within three Secondary Educational Service Areas in Thailand by Noom-Ura (2013). According to the survey, participants found it difficult to evaluate pupils' writing, speaking, listening, and reading abilities.

The huge class size comes in second. The Filipino educators concurred that managing packed classrooms is challenging for educators. Furthermore, teachers tend to be more authoritative in large class sizes since they are frequently disregarded. This outcome is comparable to the Taiwanese study conducted by Wei-yu Chen and Cheng (2009). The study found that instructing primary kids in large classes led to a number of issues.

The pay issue comes in third. The primary concern raised by the participants regarding teaching in the bilingual and English program was salary. This conclusion was consistent with the study of Hickey (2004), which found that one of the main problems encountered by NNESTs in Thailand is salary. This result, however, ran counter to a study conducted in Thailand by Frederiksen (2014), which demonstrated that instructors are drawn to work abroad when offered a competitive compensation. Additionally, the research conducted in Germany and France by Torazaman, Ozdemir, and Orakci (2020) revealed that compensation and other benefits are a major factor in being hired abroad. It is evident from the contradicting results that salaries can have both good and negative effects.

Aside from that, the kids' unfavorable attitude in the classroom is also a factor. Filipino educators find it challenging to impart the lesson. Dealing with such students can be annoying for the teacher at times. This outcome is the same as the research conducted in Thailand by Cordova (2013). It has come to light that there was a barrier to teaching English as a foreign language in Thailand due to the attitudes of Thai pupils. Furthermore, Nomnian's (2009) study conducted in the Thai province of Kanchanaburi revealed that the participants displayed a negative attitude towards the behavior of Thai students in the classroom when it came to the idea of positioning in an EFL setting.

The linguistic problem is the subject of the following discussion. Teachers are unable to comprehend the message because of the host country's linguistic barrier. Language can also be a significant barrier to communication, as the Filipino teachers instructing Thai pupils pointed out. Aside from that, the language barrier made it challenging to capture the pupils' interest. This outcome is comparable to the Hong Kong study conducted by Boycott and Walker (2000). It has been determined that impediments to communication and language were considered to be issues. Similar research conducted in Thailand by Ulla (2019) found that people view language as a problem. This is consistent with a study conducted in Thailand by Frederiksen (2014), whose participants revealed that teaching abroad can be challenging due to language barriers. But as a component influencing communication, language has not received enough attention,

according to a study conducted in South Korea by Frose (2012).

The issue of instructional methodologies and materials comes last. The professors from the Philippines stated that although this problem is difficult, once solved, it is fulfilling. This outcome is connected to Suriya's (2019) study in Myanmar, which found that there are issues with teaching materials. Furthermore, Willard-Holt's (2001) qualitative study conducted in Mexico discovered that issues with teaching methods have an impact on teachers' personal life when they are teaching from a global viewpoint. Furthermore, research by Serin (2017) and Ulla (2018) showed that pupils will esteem teachers who create fresh, cutting-edge teaching methods.

Ulla (2009) also came to the conclusion that EFL teachers in Bangkok, Thailand who taught abroad benefited greatly, including high pay rates, meeting the family's financial needs in the Philippines, expanding their worldwide teaching experience, and getting to work with people from diverse backgrounds. Conversely, there was a perception of inadequate professional training, cultural disparities, language barriers, and a lack of family present during significant events. The participants' persistent requests to terminate the health insurance policy and the delayed salary were caused by these causes. The participants are aware that they have the option to obtain a private insurance coverage for health and security needs.

These days, a wide range of health insurance packages are offered by numerous insurance firms. Teachers, meanwhile, are unsure of when they will be paid for their laborious efforts. The participants actually have tons of duties and commitments in the Philippines. The BMA department in question has to review and revise the current policy. There are far too many signatories, and payroll sheet issues occasionally arise in some schools. The Filipino instructors in this survey disclosed the following reasons for the postponed wage payment. In order for Filipino teachers participating in the EP program to fulfil their duties and appropriately implement all pertinent pedagogical and cultural knowledge in Thai government schools under the EP and Bilingual program, I would like to claim that they also require professional development training in Thai culture.

The current analysis presents consequences for stakeholders and aligns with earlier research. In the first place, the study backs up Ulla's (2009) findings, which indicated that teaching EFL involves both good and bad experiences. I contend that in order to effectively implement the EP program, Filipino instructors working there need to gain a deeper comprehension of the host culture, student attitudes, language, curriculum, and teaching techniques. In order to facilitate a seamless transition and high-quality training, Filipino instructors working in Thailand should take part in an induction program. Regarding stakeholder insights, the study also varies.

Furthermore, the administration of the school, the English department supervisor, and the Ministry of Education should continue their existing efforts to hire seasoned educators who are dedicated to both teaching as a vocation and pupils. Ethnic backgrounds aside, government school's ought to have competent teachers. The debate indicates that the extrinsic variables of travel, pay, and health benefits are the main draws for Filipino instructors. Furthermore, the Filipino educators would prefer additional time to practise their Thai communication skills with both students and other educators. It's also critical to remember that Thai is essential for rapport-building, successful instruction, and personal development for Filipino educators. To gain a deeper understanding of teacher issues, these procedures ought to be considered.

In addition, a special task force should be established by the Department of Education on the North Eastern Part of Thailand's English Program Project to provide counselling services to foreign teachers in need of support and to address issues related to teaching that have been highlighted. Additionally, a series of Professional Development (PD) courses should be offered by the government and school to foreign students in order to highlight their proficiency in basic Thai as well as strategies for applying and utilizing Thai-English translation both inside and outside of the classroom.

Last but not least, the Ministry of Education together with each provinces' Department of Education Unit needs to look into and reexamine the system to find out why the salary is delayed by more than two months and should provide health insurance to all foreign teachers.

This study focuses exclusively on Filipino instructors in an effort to investigate the real-world experiences of Filipino educators instructing English in Bilingual and English Programs in Thai government schools. Examining the experiences of other groups of research participants who are teachers in Thailand can be valuable.

The main research tool in this qualitative study was interviews. It would be important if observation and documentation analysis were taken into consideration for future investigations, notwithstanding their methodological limitations.

Although this study's qualitative design produced insightful data, the conclusions and analyses are limited to the specific findings that were reported. Studies using a different methodology, such a quantitative approach, could offer more statistical data and generalizability for further investigation.

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