

**TEACHER SUPERVISION PROGRAM TO ENHANCE TEACHER'S
LEARNING TO TEACH GLOCAL ENGLISHES**

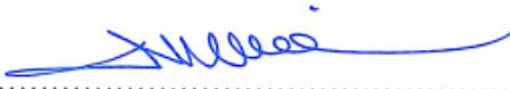
THANANYA VIRIYAPANYANONT

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN TEACHING ENGLISH AS A GLOBAL LANGUAGE
DEPARTMENT OF INTERNATIONAL GRADUATE STUDIES
IN HUMAN RESOURCE DEVELOPMENT
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The dissertation of Thananya Viriyapanyanont has been approved by the examining committee to be partial fulfillment of the requirements for the Degree of the Doctor of Philosophy in Teaching English as a Global Language of Burapha University

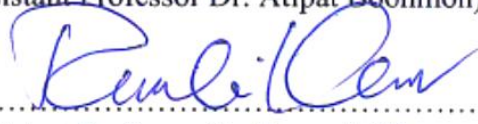
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This study aimed to explore effects of a teacher supervision program to enhance teachers' learning to teach Glocal Englishes. Guided by participatory ethnographic methodology, I employed supervision dialogue, classroom observations, and reflection note to collect the data. Two in-service English teachers from two different schools were purposefully selected to participate in this study. The data were analyzed by using the thematic analysis method.

The data revealed that the teacher's learning to teach Glocal Englishes in three themes were 1) teacher's characteristic included teacher's costume, voice of tone and physical expression 2) technique in the classroom and 3) the relationship between teacher and student. The process of teacher professional development of the two participants during the teaching Global Englishes mostly relied on their changes, resulted from socio-cultural and teacher supervision program factors and the similarly in the school settings. Additionally, the findings also revealed that the decision to enter the teaching profession was influenced by the combination of teacher's change and personal background. For this reason, the revising to teach Glocal Englishes to be more collaborative between teacher, supervisor and student should be promote to help the teacher develop their profession to teach Glocal Englishes.

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CHAPTER 1

INTRODUCTION

This chapter presents eight sections, consisting of the background of the study, the statement of the problems, research objectives, research questions, significance of the study, conceptual framework, the scope of the study, definitions of terms, and a chapter summary.

Background of the Study

The English language is now spreading around the world, and it appears in various medias such as newspaper, television, radio broadcasting, advertisements, Internet, official language, economics, social activity, and education (Crystal, 2011; Graddol, 1997). The spread of English is because due to the globalization period, with an ever-growing number of people speaking English in many regions of the world. Based on this spread, 'English' has become 'Englishes' and the status of English is now that of a global language, or is known as "Global Englishes" (Jenkins, 2015, p. 64).

The notion of globalization does not occur without criticism. Schaeffer (2003) stated that some people argue that globalization is an old idea, some argue it is a new phenomenon, and others argue that present-day globalization is rooted in older concepts, but has taken on a new form today. However, this study takes the stance that globalization not only helps disadvantaged people in remote parts of the world, it also influences students in developing countries by teaching them to have a global mindset and see the connection between themselves and the rest of humanity. Globalization links teachers, students, and the scholars around the world so that they can pass on new ideas, further the spread of knowledge, and donate resources, all of which creates a global community of learners (Globalization & Education Research Starters, 2017). Moreover, Yang and Qiu (2010, p. 21) claimed that "globalization is a powerful transformative force. It accelerates cross-border mobility of people, capital, and knowledge". Lee (2008) criticized globalization in a particular sense, such as in *Americanization* or *Westernization*, or even *McDonaldization*, and think it is a form of

imperialism that spreads English language primacy over non-English speaking nations. Apart from negative criticism, the notion of globalization still retains great impact on the economies, state-of-the-art technologies, telecommunications, media, culture, and education throughout the world.

Since English has spread in many regions, local conditions, including the influence of the other languages that English users of the Outer and Expanding Circles spread. The language has become a mixture between English and local language. To use the terminology introduced earlier, English has been “glocalized” Schneider (2011, pp. 229-230) explained as follows:

English itself has been significantly transformed in this process [being spread English]. However, the term increasingly used for this process is ‘glocalization.’ The English language has been globalized, has become the world’s leading language, but at the same time, as we have seen in many instances and case studies, it is being localized, fusing with indigenous language input to yield new dialects suitable for the expression of local people’s hearts and minds. [...] English is not just the confident standard that we tend to associate with it and that our school teachers talk about—it is also utterances produced by any indigenous speaker around the globe.

Glocal and glocalization refer to the merger of global and local perspectives on the socio-economic and political impact of all phenomena that affect local and global communities. Glocalized learning and teaching refers to the curricula consideration and pedagogical framing of local and global community connectedness in relation to social responsibility, justice and sustainability (Schneider, 2011).

Boyd (2006) and Khondker (2004) asserted that glocalization is a good description of blending and connecting local and global contexts while maintaining the significant contributions of the different cultural communities and contexts. The importance of embedding a critically reflective examination of socio-economic and political concerns within a glocalization framework to assess its collective and individual impact on local and global learning communities cannot be ignored. Furthermore, third culture building supports global community building which endorses the integration of “acceptable cultural norms and values in a meaningful and

respectful way,” and all of these are called ‘glocalization’ (Patel, Li, & Sooknanan, 2011, p. 6).

Furthermore, Thailand has an awareness of glocalization because the curriculum emphasizes the learning area for English languages is aimed at enabling learners to acquire a favorable attitude towards the English language, the ability to use foreign languages for communicating in various situations, and seeking knowledge. Learners will thus have knowledge and understanding of the stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. Additionally, all Thai educators / teachers are following The National Education Plan in 2017- 2026 focusing mainly on first in the teacher’s efficiency and the second point in the improvement of teachers’ performance and supporting the local learning resources to achieve a high standard for all; students, teachers, government officials, and private citizens alike. (Ministry of Education, 2015). Kanoksilapatham (2015) claimed that Thai learners of English need to be better equipped in adequate background knowledge with the English language and focus on integrated instruction of local cultural awareness and English for subsequent development that can be building global English knowledge becomes essential, Local knowledge is not less important. Thus, regarding globalization and localization in an educational context. Luk-Fong (2005) and Tong and Cheung (2011) suggest notion of ‘glocalization’ takes both ‘global’ and ‘localization’ into account. Glocalization presents a relationship between globalization and localization. It is a way for progressive advancement to occur thus, enhancing the quality of life.

In recent educational research, the field has witnessed a growing interest in the pedagogical implications of Global Englishes (GE). A plethora of proposals have called for the change in English language teaching (ELT), which include the calls to increase students’ exposure to the diversity of English in order to better equip them to use English as a Lingua Franca (ELF) in a variety of contexts. However, despite many calls for change, discussion remains largely at the theoretical level and there is both a scarcity at the practical level, and a paucity of resources for those who wish to act on such proposals and bring a more GE perspective into the classroom (Galloway & Rose, 2013). Therefore, if the change of the field for GE has been made, it means that emphasize on the teachers first because the recent English teachers face a problem in

teaching for examples; the appropriate teaching methods, the suitable instruction medias, or the distantly raw materials to support the GE paradigm. Therefore, the way to push in to GE trend is professional development by mainly focusing on teachers (Office of the Education Council, 2008).

Statement of the Problem

It is evident that in order to push the field of ELT to be more GE oriented and preserve local culture, teacher professional development is needed. The term teacher professional development is used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help teachers improve professional knowledge, competence, skill, and effectiveness. The variety of teacher professional development means to acquire a body of knowledge and skills to improve the quality of teachers' teaching and ultimately to improve students' outcomes (Iemjinda, 2007). With the goals of teacher professional development in mind, evaluating the impact of teacher professional development activities must be at the forefront of planning teacher professional development program. Avalos (2011) explained the impact of teacher professional development on teachers' teachers' knowledge and practice, including effects on students. Some set out explicitly to explore the effectiveness of programs on personal changes of teacher cognition, beliefs, and practice, as well as student change and teacher satisfaction. Moreover, teacher professional development offers experiences and opportunities that are not embedded in some major reforms of structures, policies and organizations have not been successful, as changing teachers without changing contexts, beliefs and structures rarely creates a significant change (Darling-Hammond & McLaughlin, 1995).

Furthermore, there are many types of teacher professional development the teachers can take part in such as workshops, mentoring, meetings, conferences, and seminars (Office of the Education Council, 2008). All of this information shows that if a teacher needs to go to the seminar (some seminars take for a long time) many effects will happen. Teachers leave out students cannot learn follow the teaching plans/ schedules, or teachers who come to teach instead is not well-prepared in English subject and some schools in the far away from civilization area has only one

English teacher how can students do when teacher is out of the classroom. Moreover, seminar cannot support teacher to get job-embedded because teachers who attend the seminar do not need to join in their interesting topics/contents but it is the schools'/ organizations' policies to force them to join it. Most of the seminar take a short time, teachers cannot bring the knowledge from seminar applied in the real situations. Thus, an alternative solution to help teachers improve their professional that is supervision.

In order to push it there are a lot of approaches of supervision but the non-directive approach is useful and appropriate because the supervisor listens attentively and non-judgmentally as teachers describe their work and reflect on their teaching. The relationship between supervisor and teacher are colleague. The teachers feel free not anxiety to expose their opinions or ideas. On the contrary supervisor will listen to teachers and support them with good comments at the same time teachers can let something which they are not understand or confuse to the supervisor knows. The supervision program can support teachers to teach in global English effectively. Moreover, teacher observation is an important component of supervision, in which supervision is one of all activity of teacher professional development also.

In language education, supervision has been defined as “an ongoing process of teacher education in which the supervisor observes what goes on in the teacher’s classroom with an eye toward the goal of improved instruction” (Gebhard, 1990, p. 1) and teachers can join with the supervision program with theirs interested in too. On the whole, the aim of this study is to push forward to English teachers by using the teacher supervision program is a tool. In addition, the literature from descriptions of supervisory methods (Bailey, 2009). Supervision is trusted the meanings of evaluation, the classroom characteristic of teacher, helping the curriculum get to the setting objectives, and encouraging student learning. How of this is normally that teachers can passed supervision setting for example when a supervisor observes a classroom lessons and how to discussing after observes finished. While of these processes are in the observation cycle that show in cultural standards and take more practices how differences between how to improve teacher’s skills and how to be increase the student’s learning (Baecher & Thuy, 2011). Some of the areas that a supervisor may focus on in an adult ESL language lesson are classroom management and organization,

classroom interactions and student participation, student and teacher attitudes, use of resources and materials, language teaching techniques and methodologies, and evidence of language acquisition and learning (Stoller, 1996). In sum, from the information above show the non-directive approach should be support the teacher to take teacher's learning and to improve their effective in teaching for example instructional planning (lesson plan or unit plans), help the teachers in using methods or techniques of teaching in the classroom, supervision will help the teachers to acquire better skills of classroom management, supervision can help teachers in getting proper guidance form experts and supervision is essential in planning and implementing various developmental activities in the school continuously and efficiently. Moreover the relationship between supervisor and teacher are going to be good colleagues because supervisor is not the judge while supervisor is teacher's colleague that make teacher feel comfortable and both are sharing experiences, ideas together.

Moreover, teacher's learning is rooted with social activities and take place as a teacher's interaction in circumstance, material, and person in the social intimately environment. (Vygotsky, 1986). Another point is that to elaborate should not be characterize like smoothly and directly procedures with assigned steps. Instead of, according to Golombek and Johnson (2004, p. 309) mainly focus on "a much more dynamic, socially meditated process" which can be happen "as a direct result of participation in social activities that are structured and gain meaning in historically and culturally situated ways" from the all of information and facts mentioned above shown that the internal quality assessment is not appropriate for all schools. And in the study my participant or techniques from supervisor to serve and fulfill teacher's learning skill to write Glocal English lesson plans. This teacher supervision program will be support this participant to get the interaction in teacher's leaning by writing lesson plans effectively.

Research Objectives

There are two objectives in this study.

1. To investigate the effects of a teacher supervision program to enhance teacher's learning to teach Glocal Englishes.

2. To investigate the aspects of the teacher supervision program that promotes the development of teachers' learning to teach Glocal Englishes.

Research Questions

The following research questions will be used to seek the knowledge in this study.

1. To what extent does the teacher supervision program enhance teachers' ability to teach Glocal Englishes?
2. What aspects of the teacher supervision program contributes to development of teachers' ability to teach Glocal Englishes?

Significance of the Study

This study contributes to the existing literature on teacher professional development to explain how teacher supervision programs assist teachers learning to teach Glocal Englishes. Educators will be able to use such understanding to design a teacher supervision program to enhance in-service teachers' learning to teach English in glocalized contexts. In addition, policy makers, specifically in Nakhon Ratchasima Provincial Administrative Organization, will be able to use this discovery to issue guidelines to implement Glocal Englishes course into the extra curriculum for the secondary level. Moreover, researchers in the field will be able to learn empirical evidence on how to enhance teacher's learning to teach Glocal Englishes.

Conceptual Framework

This section explains a conceptual framework which guided the design of this study. It consists of four parts as follows: 1) Glocal Englishes, 2) teachers' learning, 3) supervision, and 4) how supervision enhances teacher's learning to teach Glocal Englishes.

To begin with, this term Glocal Englishes is derived from two related words (Glocal + Englishes). The first term "Glocal" is coined from global + local (Glocal). The term is taken from the evolution of society that is widely known as "Glocalization" (globalization + local), defining it in a context of the globalization era

in which people who live everywhere can communicate and travel to see each other easily, and the internet is widespread worldwide. Taken all together, Glocal Englishes is the type of English language that is learned through the content of local culture. By learning English through local culture content, learners will be able to accelerate language learning since it is closely related to their lives. This type of learning reflects the Thai foundational curriculum that emphasizes that the standard of English goes along with inherent Thai traditions and supports Thai culture.

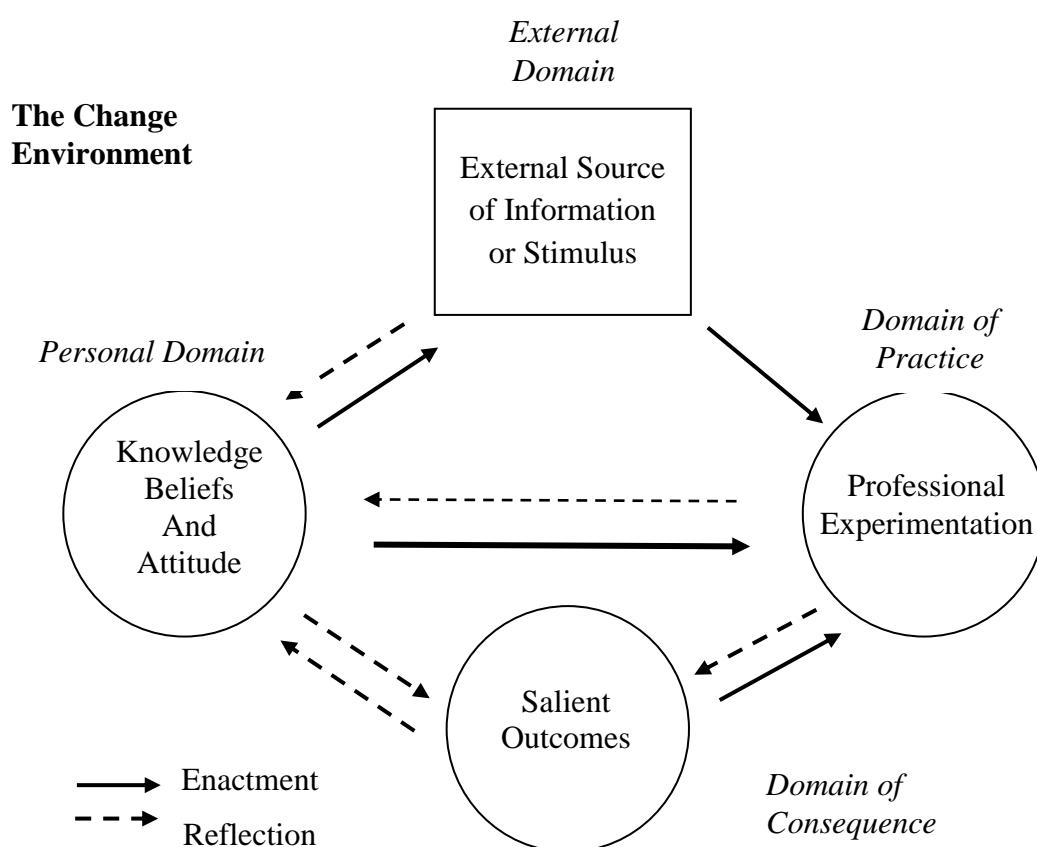


Figure 1 The Interconnected Model of Professional Growth

Source: Clark and Hollingsworth (2002, p. 951)

The second conceptual framework is teachers' learning. In this study, teacher's learning is guided by sociocultural theory Vygotsky (1986) argues for higher cognitive development, capable of providing adequate explanation for the process of teachers' learning, and claimed that learning is embedded within social activities and

occurs as a teacher interacts with the objects, events, and people in the social environment. Through the sociocultural learning theory, Clark and Hollingsworth (2002) claimed that there are four domains of teachers' learning: 1) Personal Domain (knowledge, belief, and attitude), 2) Domain of Practice (professional experimentation), 3) External Domain (external source of information or stimulus) and 4) Domain of Consequence (salient outcomes). The following model is describing Clark and Hollingsworth's Model.

As shown in Figure 1, the interaction which takes place with peers, experts, support materials, or classroom practice, is an essential enactment and reflection. A long-lasting change, which they call professional growth, is more relevant than the short-term changes that usually occur due to a professional development intervention.

The third conceptual framework is supervision. According to Bailey (2009), characteristic of supervision is trusted the meanings of evaluation, the classroom teacher, helping the curriculum get to the setting objectives, and encouraging student learning. Gebhard (1984) contrived five models of language teacher supervision, including the first model of directive supervision (the supervisor's role is to direct and inform the teachers, model teaching behaviors, and evaluate the teacher is mastery of defined behaviors). The second model is alternative supervision (the supervisor's role is to suggest a variety of alternatives. The purpose of offering alternatives is to widen the scope of what a teacher will consider doing). The third model is non-directive supervision (the supervisor listens attentively and non-judgmentally as teachers describe their work and reflect on their teaching). The fourth model is collaborative supervision (the supervisor actively works with the teacher and attempts to establish a sharing relationship), and the last model is creative supervision (this model allows a combination of different models as supervisors see the need to switch roles during supervision).

The final part is how teacher supervision program enhance teachers' learning. Supervision in Glocal English means the teacher supervision program that contains culture (Local) by using English language as a tool. The aim of using teacher supervision programs is to support the development of English usage of in-service teachers by taking the contents of culture and adding it to the topics of teaching.

I explain in the Figure 2 below:

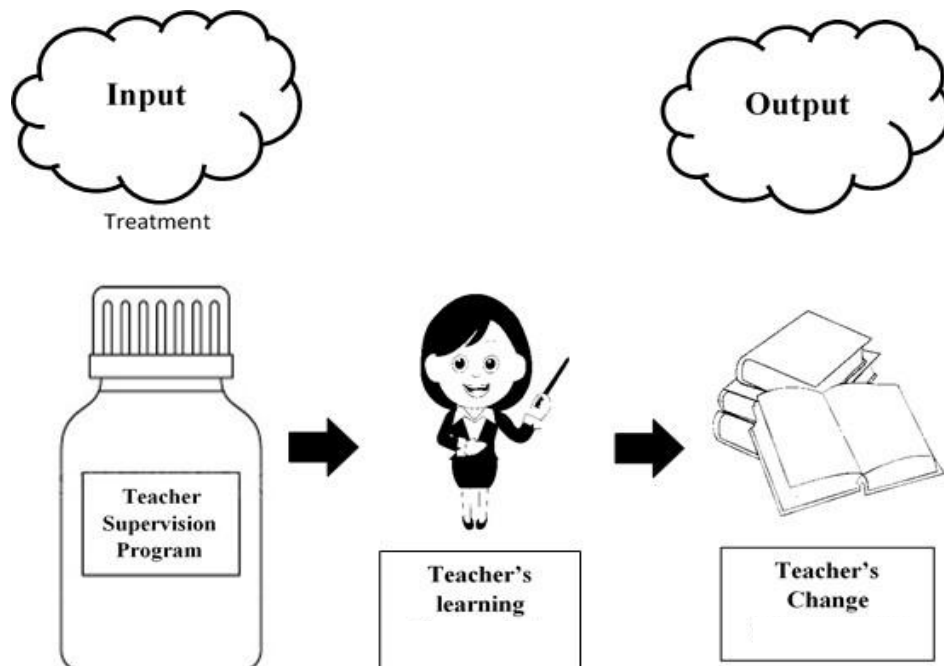


Figure 2 Teacher's Input and Output

As shown in Figure 2, when I implement the treatment (*Teacher Supervision Program*) to the in-service teacher by using English language as a tool to carry out knowledge, opinions, and ideas to the teacher. During the process teachers can interact/ learn from the details of this supervision program. For example, teacher can bring some advice, supervisors can give some techniques, and both teachers and supervisors are learning some issues together including the cooperative relationship which will be happening between them.

Scope of the Study

1. The variables of interest in this study focus on the teachers' learning to teach Global Englishes after English teachers participated in a Teacher Supervision Program, designed based on Vygotsky's sociocultural theory (Vygotsky, 1986).

2. The participants were in-service English teachers in two secondary schools, which were located in Nakhon Ratchasima province, Thailand.

Definitions of Terms

Teacher professional development – is a field of research to support teachers to learn a wide variety of specialized training, or advanced professional learning in order to improve teacher's learning.

Teacher supervision program – A teacher professional development program to improve teacher's learning to teach Glocal Englishes. The steps of the program consist of two modules. In each module, it takes three hours in one week and three sessions as follows: 1) pre-observation before start teaching, 2) during-observation, and 3) post-observation will be on the last step.

Teacher's learning - A change of teacher's characteristics, techniques in the classroom and the relationship between teacher and students after attending the Teacher Supervision Program. Teacher's learning will be measured by using supervision dialogue, video recording, and researcher's reflection notes.

Glocal Englishes – In this study, Glocal Englishes are contents of local culture consisting of two modules are 1) Ban non wat historical place of contexts of local cultural in Nakhon Ratchasima Province and 2) Let's go to London

Chapter Summary

This chapter presents the background of this research, describing the background of the study, the statement of the problems, research questions, research objectives, the significance of the study, conceptual framework, the scope of the study, and the definitions of terms which are used to introduce the whole study. This research focused on the aspects does the teacher supervision program contribute to development of teacher's learning to teach Glocal Englishes. The findings will be useful toward attending in supervision program for teacher expectations for her/himself learning.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the whole sections includes of global English in Education, teacher professional development, teacher's learning, supervision, and other related research studies.

Teacher Professional Development

This section focuses on the information of Teacher Professional Development (TPD). Teacher professional development is a requirement for all teachers. In education, the term teacher professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness. When the term is used in education contexts without qualification, specific examples, or additional explanation, however, it may be difficult to determine precisely what “professional development”. In practice, professional development for educators encompasses an extremely broad range of topics and formats. For example, professional-development experiences may be funded by district, school, or state budgets and programs, or they may be supported by a foundation grant or other private funding source. They may range from a one-day conference to a two-week workshop to a multiyear advanced-degree program. They may be delivered in person or online, during the school day or outside of normal school hours, and through one-on-one interactions or in group situations. And they may be led and facilitated by educators within a school or provided by outside consultants or organizations hired by a school or district. And, of course, the list of possible formats could go on (The Glossary of Education Reform, 2013).

Moreover, teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively. All occurs in particular educational policy environments or school

cultures, some of which are more appropriate and conducive to learning than others (Avalos, 2011).

Definition of Teacher Professional Development

The broad meaning of teacher professional development is “the development of a person in his or her professional role. More specifically, teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p. 41).

More narrowly, teacher professional development refers to in-service training, usually consisting of workshops or short-term courses that would offer teachers new information on a particular aspect of their work. Cochran-Smith and Lytle (2001) also mean that teachers who teach English are going to adapt or change themselves to accept and walk with the globalization era.

Teacher professional development could be help and support all teachers to achieve goals of teaching effectively and can lead to teacher’s job engagement also. There are many processes which teachers can join such as seminars, workshops, conferences, mentoring and peer observation (Office of the Education Council, 2008).

Teacher professional development is some form of education for teachers that can enhance or better their teaching or classroom environment. Some professional development workshops are an hour or two, while others may be a week long. Some classes can also be counted toward professional development hours as approved by the board of education. These workshops or clinics are most effective when they are in the teacher’s subject area. However, teachers can learn overall strategies for classroom management or reading comprehension that can benefit any topic in any age group.

Education is a crucial aspect and teachers are expected to be of high quality by students, parents, schools, and others. But now in the 21st century, the learning in many schools is different; that is teachers will be change to be “coaches” or “facilitators” in the classrooms instead. Moreover, teachers can build the students’ inspiration, make them feel joy, and help to construct the cooperative learning by students practicing for their live and life skills (Nakhon Ratchasima Provincial Administrative Organization, 2017).

In addition, the processes of teacher professional development which conform to the training can serve a number of goals, including the five highlighted issues below: first, to update individuals' knowledge of a subject in light of recent intelligence in the area. Second, to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and goals, new circumstances and new educational research. Third, to enable individuals to apply changes made to curricula or other aspects of teaching practice. Fourth, to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice. And fifth, to exchange information and expertise among teachers and others, *e.g.* academics, industrialists; and to help weaker teachers become more effective.

Furthermore, the following are a selection of common professional development topics and objectives for educators: Furthering education and knowledge in a teacher's subject area, Training or mentoring in specialized teaching techniques that can be used in many different subject areas, such as differentiation (varying teaching techniques based on student learning needs and interests) or literacy strategies (techniques for improving reading and writing skills), Earning certification in a particular educational approach or program, usually from a university or other credentialing organization, such as teaching Advanced Placement courses or career and technical programs that culminate in students earning an industry-specific certification, Developing technical, quantitative, and analytical skills that can be used to analyze student-performance data, and then use the findings to make modifications to academic programs and teaching techniques, Learning new technological skills, such as how to use interactive whiteboards or course-management systems in ways that can improve teaching effectiveness and student performance, improving fundamental teaching techniques, such as how to manage a classroom effectively or frame questions in ways that elicit deeper thinking and more substantive answers from students, working with colleagues, such as in professional learning communities, to develop teaching skills collaboratively or create new interdisciplinary courses that are taught by teams of two or more teacher, developing specialized skills to better teach and support certain populations of students, such as students with learning disabilities or students who are not proficient in English, and acquiring leadership skills, such as skills that can be used to develop and coordinate a school-improvement initiative or

a community-volunteer program. For related discussions, see leadership team and shared leadership, pairing new and beginning teachers with more experienced “mentor teachers” or “instructional coaches” who model effective teaching strategies, expose less-experienced teachers to new ideas and skills, and provide constructive feedback and professional guidance, conducting action research to gain a better understanding of what’s working or not working in a school’s academic program, and then using the findings to improve educational quality and results, earning additional formal certifications, such as the National Board for Professional Teaching Standards certification, which requires educators to spend a considerable amount of time recording, analyzing, and reflecting on their teaching practice, and attending graduate school to earn an advanced degree, such as a master’s degree or doctorate in education, educational leadership, or a specialized field of education such as literacy or technology. Moreover, at the moment in a Thai education context in teacher professional development in the recent theme of “New Teacher build up for Student in 4.0 Era,” the Ministry of Education speech focused on the teacher/ teacher educator and fully supported the teacher reform in which goals for teacher’s teaching is appropriate with their contexts, and especially in the universities that take duty to respond with student teacher’s productive are very important to take care in every step. For example: how to improve the teacher’s spirit and soul, how to prepare the effective coaches in each faculty of education, and finally, to develop the supervision system efficiently (Iemjinda, 2007).

Characteristics of Effective Teacher Professional Development

As a group, adult learners are self-directed, ready to learn, experienced, task-centered, and intrinsically motivated (Knowles, 1983). They typically prefer open-ended learning opportunities and a voice in the direction and pace of their learning. They approach learning with clear goals in mind, and they use their life experiences to make sense of new information. In addition, adult learners tend to be intrinsically motivated by opportunities to address problems – and create solutions – that relate directly to their lives. Because professional development has become a necessary expectation in today’s schools, understanding the characteristics of adult learners is an important starting point.

Supportive

Intrinsic motivation is a necessary prerequisite for learners of all ages. It combines the needs of individuals with school or district goals (King & Newmann, 2004) and engages learners from all levels, including teachers, paraprofessionals, and administrators (National Staff Development Council, 2009). Moreover, it is designed to address the learning needs of specific schools, classrooms, grade levels, and teachers (Quick, Holtzman, & Chaney, 2009). To this end, teachers' personal and professional needs are considered and their individual learning styles and preferences are accommodated. Combining individual needs with school or district goals, engaging learners from all levels of the school, and addressing teachers' specific learning needs strengthens teacher commitment to professional development and increases their motivation to learn (Cambron-McCabe & Dutton, 2002). Once support for teacher commitment and intrinsic motivation is established, effective professional development engages teachers in learning opportunities that are job-embedded, instructionally-focused, collaborative, and ongoing.

Job-embedded

Effective professional development for teachers is job-embedded, which makes it both relevant and authentic. Teachers deem professional development relevant when it directly addresses their specific needs and concerns (Guskey, 1995), or when they see a connection between a learning experience and their daily responsibilities. Under the best circumstances, teacher learning is made authentic through seamless integration into each school day (Fullan, 1995). Professional development within the context of the school, such as coaching, mentoring, and study groups, promotes active learning and builds coherence more than traditional learning venues (Quick et al., 2009). In other words, job-embedded professional development engages teachers in learning through their daily activities and responsibilities, and requires that they take time to consider possibilities, try out new ideas, and analyze the effectiveness of their actions. Even when professional development takes the form of a more traditional in-service or workshop, follow up activities such as a job-embedded projects or action research increase teachers' perceptions of relevance and authenticity which in turn supports professional learning. One particularly effective follow up activity is written reflection, Reflection is most effective when written

shortly following a learning experience and reviewed again at a later time (Tate, 2009).

Instructional-focus

Effective professional development for teachers is instructionally-focused because it emphasizes subject area content and pedagogy as well as student learning outcomes. Undoubtedly, the ultimate goal of professional development is to increase student achievement (Mundry, 2005), and instructionally-focused professional development supports teachers toward that goal. One recent study found that emphasis on instructional strategies over subject area content is not as likely to result in improved student learning outcomes (Quick et al., 2009). However, most research shows that effective professional development centers on both subject area content and how to teach it (Lambert, Wallach, & Ramsey, 2007). This is because teachers must know their subject area content well enough to anticipate student misconceptions and engage students in learning through a wide range of instructional strategies (King & Newmann, 2004). Emphasis on subject area content and how to teach it addresses individual needs and school/district goals by differentiating professional development to accommodate varying teaching assignments, career stages (Fessler, 1995), and teacher responses to educational innovation (Loucks-Horsley & Stiegelbauer, 1991). Instructionally-focused professional development is effective because teachers consider the emphasis on subject area content and pedagogy relevant and authentic to their daily responsibilities.

Collaborative

Effective professional development for teachers is collaborative because it emphasizes both active and interactive learning experiences, often through participation in learning communities. Effective professional development is active when it engages teachers physically, cognitively, and emotionally through activities such as problem solving (Lieberman & Pointer-Mace, 2008), sharing and discussion (Quick et al., 2009; Tate, 2009), simulations and role play (Tate, 2009), visual representations (Tate, 2009), application and follow through (Porter, Garet, Desimone, & Birman, 2003), and reflection (Quick et al., 2009). Especially when it requires physical movement, active learning supports attention and memory and capitalizes on teachers' prior knowledge and experiences (Knowles, 1983). One study

asserts that active engagement supports teachers in remembering 90% of what they experience through professional development (Tate, 2009). Effective professional development is interactive when it engages teachers socially through regular opportunities to share problems, ideas, and viewpoints, and work together toward solutions (Guskey, 1995). Research shows that teachers value opportunities to learn from and with one another (Lieberman & Pointer-Mace, 2008) toward common goals such as planning instruction, analyzing student work, and peer observations (Mundry, 2005). In fact, one study found that teacher-to-teacher coaching and mentoring was more likely to result in higher-order learning experiences for students than traditional professional development activities (Quick et al., 2009).

The social nature of effective professional development facilitates teacher participation in learning communities. Learning communities are defined as “ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving” (NSDC, 2009, p. 1). They can be organized by department, team, or grade level, by school, or through a network of schools. Learning communities are supported and sustained when 1) school leadership is shared between principal and teachers, 2) professional development is guided by shared mission, vision, and language, and 3) the school environment is characterized by trust, collaboration, accountability, and willingness to take professional risks (Lambert et al., 2007). Peer feedback is a particularly important aspect of collaborative professional development. Research shows that teacher learning is strengthened when teachers share their practice openly with colleagues and willingly accept feedback. Moreover, regular feedback supports teacher learning by helping teachers build strengths, clarify ideas, and correct misconceptions (Guskey, 1995). It is also an important precursor to objective self-assessment, the “cornerstone of lifelong learning” (Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2000, p. 44).

Ongoing

Finally, effective professional development for teachers is ongoing, which involves a combination of contact hours, duration, and coherence. Research shows that the more time teachers spend engaged in professional development, the more likely their teaching practice is to improve (Porter et al., 2003). Reform-style

professional development activities, such as study groups, mentoring relationships, and task forces that require active, collaborative participation over time have been found to be particularly effective. However, one study found that the type of professional development did not matter. Even traditional forms of professional development such as workshops and in-services had a positive effect on teaching practice and student learning outcomes when they engaged teachers for many hours (Quick et al., 2009). Closely related to number of contact hours is the duration of professional development. Effective professional development provides teachers with many opportunities to interact with ideas and procedures or practice new skills (NSDC, 2009). Research shows that teacher learning and changes in teaching practice involve a recursive and continual process that takes place over time (Fullan, 1995; King & Newmann, 2004). In fact, lasting change typically takes a minimum of three to five years (Quick, et al., 2009; McCarty, 1993). This is because teachers often need several months or even years to transition from personal concerns about a new innovation to planning, implementation, and management concerns aimed at addressing student needs (Loucks-Horsley & Stiegelbauer, 1991). Effective professional development is coherent because it is connected to clear goals such as a school improvement plan or state learning standards (King & Newmann, 2004). When teachers' varying professional development experiences are related to each other as well as to school goals or state learning standards, they are able to see the "big picture". This causes teachers to perceive their learning experiences as more valuable (Quick et al., 2009), which makes them more likely to change their teaching practice to positively affect student outcomes (Porter et al., 2003).

This article summarizes current research on effective professional development and offers a checklist for school leaders to use when designing learning opportunities for teachers. Effective professional development engages teachers in learning opportunities that are supportive, job-embedded, instructionally-focused, collaborative, and ongoing. When guided by these characteristics, school leaders can design meaningful learning experiences for all teachers. In my point of view, I should to select the participation in a network of teachers formed specifically for the professional development of teachers with two reasons the first reason is teachers does not leave their classrooms and students and teacher do not throw out your

teaching schedule to another teachers too. The second reason is I am an English lecturer in a university which uses the Memorandum of Understanding (MOU) with elementary and secondary schools situated in Nakhon Ratchasima Province. That's the essential education plan to build the cooperative learning community together.

Types of Teacher Professional Development

There are two types of professional learning activities – those that are job embedded, and other general activities, which may serve an individual's personal goals.

Job embedded professional development activities have a great impact upon student learning and are to be a major focus of all Individual Professional Development Plans. Job imbedded professional development is learning that occurs as teachers and administrators engage in their daily work activities and that result in increased skill and knowledge needed to assist students to reach high standards. It is the documented professional learning that occurs in the course of the educator's work. It often includes educators sharing what they have learned, reflecting on specific work experiences to uncover new understanding, and listening to colleagues share best practices while trying out new programs or planning or implementing a project.

The following list presents nineteen examples of appropriate professional learning activities: Workshops, institutes, conferences, courses and seminars - structured opportunities outside the classroom to focus intensely on topics related to district and/or individual learning goals; Collegiate or graduate coursework - formal study at an accredited college or university; Visitation and observations - an opportunity to observe specific practices in operation by visiting an approved site within the district or at an outside institution; Staff exchange - an opportunity for active participation in a new setting through exchange of quality personnel, who engage in related instructional activities; Individual/group study or research study and research supported by the administration may be done by one or more staff members; Committee service participation in committee work or task force groups as needed by the school district and approved by the administration; Professional organizations participation in meetings and related educational activities. Collaborative examination of student work, thinking and scoring assessments collaborative examination of

students' work and products to understand their thinking and learning strategies and identifying learning strategies and identifying learning needs and appropriate teaching strategies and materials. Peer coaching and mentoring working one-to-one with a colleague to improve teaching and learning through a variety of activities, including classroom observation and feedback, problem solving, troubleshooting, and co-planning. Partnerships with community, business, industry and universities working collaboratively with key individuals with the focus on improving teacher content knowledge, instructional materials, access to facilities, and acquiring new information to improve student learning. Professional networks linking in person or through electronic means with other teachers or professional groups to explore and discuss topics of interest, set and pursue common goals, share information and strategies, and identify and address common problems. Developing professional developers building the skills and knowledge needed to create learning experiences for other educators, including design of appropriate professional development strategies, presenting, demonstrating, and supporting teacher learning and change; an understanding in-depth of the content and pedagogy required for effective teaching and learning of students and other educators. Technology for professional learning and practice using various kinds of technology including, but not limited to computers, telecommunication, videoconferencing, CD-ROM's and videodisc technology to learn content and pedagogy and apply it to professional practice. Immersion in inquiry engaging in the kinds of learning that teachers are expected to practice with their students (inquiry-based investigations or meaningful problem solving). Curriculum implementation learning, using, and refining use of a particular set of instructional materials in the classroom to improve or develop current professional understandings. Curriculum development and adaptation creating new instructional materials and strategies or tailoring existing ones to meet the learning needs of students. Action research the examination of teachers' own teaching and their students' learning by engaging in a research project within their own classroom. Case discussion the examination of written narratives or videotapes of classroom teaching and learning and the discussion of what is happening and the problems, issues and outcomes and Other an activity submitted by a staff member and approved by the principal and superintendent that does not fall within any of the above categories.

Teacher Professional Development in TEGL

Case Study Method - The case method is a teaching approach that consists of presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond, 1976). The Case Study approach involves a group leader talking students through a case study and encouraging them to discuss options and come up with a solution. This approach helps with group communication, confidence in problems solving and group dynamics.

Consultation - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process. The Consultation approach is a similar approach to the Case Study Approach, in that it addresses problem solving but this approach focuses on uses specific processes to arrive at a solution. This approach is more structured and helps employees to learn to follow correct procedure in a timely fashion.

Coaching - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action. The Coaching approach works with the process of observation, reflection and then action. It looks to help employees in a range of areas through the art of watching and thinking before rushing to do.

The Communities of Practice approach groups employees together with common learning goals and teaches them to work together as a group to reach a common goal. This approach can be good for teaching teams about reaching organizational goals and networking. It improves professional practice by engaging in shared inquiry and learning with people who have a common goal.

Lesson Study - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice.

Mentoring - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation. "The Mentoring approach helps the individual to self-assess their own abilities through reflection". Mentorship is a personal developmental relationship in which a more experienced or more

knowledgeable person helps to guide a less experienced or less knowledgeable person (Bozeman & Feeney, 2007, p. 719).

Reflective Supervision - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices.

Technical Assistance - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts. Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge (Alfaki, 2014).

Teacher Learning as a Teacher Professional Development

This session includes with thirteen parts: teacher learning as a teacher professional development, definition, aspect of teacher's learning, teacher learning in TEGL / ELT, how to measure teacher learning, supervision, difference between supervision, coaching and mentoring types of supervision, roles and types of supervision, steps of supervision, supervision in TEGL, sociocultural theory and language teacher supervision, related research studies and chapter summary.

In the field of teacher professional development (Borko, 2004) for instance, contexts which are meaningful to teacher's practice, that is social in nature and therefore need to be situated in social contexts, and that it is distributed. In describing the distributed nature of teacher learning, discuss how intelligent activities, such as teaching, need to benefit from distributed knowledge, available across persons who bring their own expertise. Teacher learning from this perspective acknowledges that learning is not limited to formal professional development, but takes place in all the arenas in which the teacher participates: the classroom, the community of teachers, and the school environment. Formal professional arrangements are challenged to make use of these different arenas when they provide opportunities for teachers to learn.

Research on teacher professional development arrangements aim to improve or change classroom practice that aligns with these views on teacher learning, emphasize that teacher professional development needs to focus on a deeper understanding of subject matter and on guiding students' thinking about subject matter (Garet, Porter, Desimone, Birman, & Yoon, 2001), provide examples of concrete classroom applications of the general ideas underlying the change (Davis & Krajcik, 2001) expose teachers to actual practice rather than providing them with descriptions of practice (Elmore & Burney, 1997), provide opportunities for collaboration with peers and experts in attuning the practice to the local context (Simmie, 2007), involve follow-up support be coherent with teacher's own professional development goals and the goals for their student learning (Garet et al., 2001), and be stretched over time (Penuel, Fisherman, Yamaguchi, & Gallagher, 2007).

Aspect of Teacher's Learning

The components of the definition of learning, we can extract, as we did with language, domains of research and inquiry, are seven components: first, learning is acquisition or "getting." Second, learning is retention of information or skill. Third, retention implies storage systems, memory, and cognitive organization. Fourth, learning involves active, conscious focus on and acting upon events outside or inside the organism. Fifth, learning is relatively permanent but subject to forgetting. Sixth, learning involves some form of practice, perhaps reinforced practice. Seventh, learning is a change in behavior.

These concepts can also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory (storage) systems, short and long-term memory, recall, motivation, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, and the role of practice. Very quickly the concept of learning becomes every bit as complex as the concept of language. Yet the second language learner brings all these (and more) variables into play in the learning of a second language. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach,

methods, and classroom techniques. If, like Skinner, you look at learning as a process of operant conditioning through a carefully paced program of reinforcement, you will teach accordingly. If you view second language learning as a deductive rather than an inductive process, you will probably choose to present copious rules and paradigms to your students rather than let them “discover” those rules inductively.

An extended definition-or theory-of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with your integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on a given day for given learners under various constraints of the particular context of learning. In other words, your theory of teaching is your theory of learning “stood on its head” (Brown, 2000).

A tremendous composition exists over teacher change. This composition lets in quite a number readings into time period “teacher change” permanency stability. According to Clark and Hollingsworth (2002), a quantity of alternative perspectives shall be identified. In up to expectation delivery note, we counseled up to expectation the notion of “teacher change” used to be start to more than one interpretation, then as all money should stand associated along specific perspective durability on teacher professional development. They explained six perspectives on teacher change: first, Change as training means change is something that is done to teachers; that is, teachers are “changed”. Second, Change as adaptation means teachers “change” in response to something; they adapt their practices to changed conditions. Third, Change as personal development means teachers “seek to change” in an attempt to improve their performance or develop additional skills or strategies. Fourth, Change as local reform means teachers “change something” for reasons of personal growth. Fifth, Change as systemic restructuring means teachers enact the “change policies” of the system. And Sixth, Change as a growth or learning means teachers “change inevitably through professional activity”; teachers are themselves learners who work in a learning community.

It should be noted that this alternative view is not mutually exclusive, or deeply interrelated. We would argue that the interior focus about contemporary expert development efforts closely aligns together with the “change as growth or learning” perspective. Within this perspective, change is identified with learning, and it is

regarded as a natural and expected element of the professional activity of teachers and schools. The notion of ongoing and life-long professional learning for teachers has been focused on by various authors including Schön (1983), who emphasized the importance of ongoing, critical reflection in teaching in his notion of teachers as “reflective practitioners.”

Teacher Learning as a Teacher Professional Development

English Language Teaching (ELT), as an autonomous profession, is mainly concerned with the study of language teaching and learning with the purpose of bringing about change and improvements in the quality of language teaching and learning (Howatt & Widdowson, 2004) It has been argued that the set of standards for enhancing ELT may vary across different contexts since it is influenced by a host of sociocultural, political, economic, and historical factors (Mahboob & Tilakaratna, 2012). Therefore, ELT practitioners should develop their own teaching practices and adopt their own language teaching policies so as to ensure that such practices reflect the local conditions of their country or context. However, they need to be aware of the potential challenges in the process of developing ELT initiatives and interventions as well as the processes through which ELT programs are designed and delivered.

How to Measure Teacher’s Learning

This definition of effective teaching includes curriculum and course development, advising and supervision of student research, as well as classroom performance. Given this broad definition, no single approach is sufficient for evaluating teacher’s learning. Rather, student ratings, self-reviews, peer evaluations, and objective criteria such as student performances and improvements are all useful tools for evaluating different aspects of teaching. This is how to measure each approach that is used in the classroom (the criteria are from UCLA, Office of Instructional Development (2013).

1. Interviews

This is a very useful evaluation procedure which can yield much information in a short time. A teacher is interviewed by other supervisor/ expert about their experience teaching in a course. A structured format is followed and typically, a consensus view of the nature of the course -- its strengths, weaknesses, and problems

-- emerges in 15 to 20 minutes. Supervisor uses supervision dialogue five to ask each teacher no more than five questions about her planning to teach Global English. For example: 1) Please identify key strengths your teacher could build on to improve his/her teaching, 2) How appropriate was the teacher's use of material in this class? 3) How did the use of technology enhance your learning experience, if at all? Etc.

2. Classroom Observation

During the observation step, I will use the video recording to record information or what happened in the classroom while observing. In the teacher's part for example material, worksheet, activity and lesson plan. Visits by other faculty can provide information about the process of teaching. However, correct use of this procedure is time consuming. It is best done when training can be provided, and two or more visits can be arranged by at least two observers. In addition, this technique is most effective when prefaced by a discussion between the instructor and observer regarding the goals of the class. In this case, the presence of several observers would be intrusive and might significantly disrupt the teaching and practice situation

3. Reflections

For reflect in post observation step, I will open the video in the last time then teacher and I will watch them together. The teacher's statement of his/her goals for the course, teaching methods and philosophy, student outcomes, and plans for improvement are a critical source of information. Oftentimes, there may be external factors, bad classes, difficult teaching problems and experiments with innovative teaching techniques on which only the teacher can reflect. A systematic self-review has the potential for contributing significantly to the teacher's teaching improvement by focusing on the strengths and weaknesses of the course in light of his/her original course objectives. For evaluations to be useful for the improvement of teaching, feedback and discussion are essential, yet this may present certain problems of confidentiality when colleague evaluation is conducted as part of the personnel process.

Table 1 The Researchers with Variety of Approaches to Use in Supervisory Program

The researchers	Approach to use in supervision program
1. Clark and Peterson (1986)	Observation instrument - Used to record and code interactions between teachers-students interaction.
2. Flanders (1966)	Systematic observation - Records were not deemed a definitive method for evaluating teacher performance.
3. Shulman (1986)	Focused on questions - Pedagogical content knowledge refers to teacher's understanding of the content.
4. Danielson (2007)	Focused on classroom observations - Framework is based on the research on teaching and include to accommodate a variety of approaches to data gathering.
5. Hoover (1994)	Encouraging to reflection and view teaching videotapes - Focused on small groups through discussion session and videotapes offer an in-depth, concentrated, interactions with one another.
6. Willis (2002)	Videotape analysis - Instruct identify a focus area, a question, concern or goal about some specific aspect of the teaching-learning process.
7. Emig (1977)	Reflective writing - Its active nature and because of permanence of the written word. Through writing, individuals capture their often-disordered thought processes.

Table 1 (Continued)

The researchers	Approach to use in supervision program
8. Fulwiler (1986)	Reflection about artifacts - The teacher writes it along the way, drawing on learning from others, from theories and practices, from the everyday realities of the classroom
9. Holly (1989)	Reflection on writing - Writing as a way for teacher examine particular teaching situations after the fact, to record questions, to confirm or disaffirm hypotheses and to clarify ideas to help reach decisions.

This section focuses on trying to better define and identify what supervision is as a part of developing teacher's learning efficiently. The philosophical foundations concerning supervision appear after remain based regarding the preface so much entire teachers want moral, pragmatic yet instructional support. All teachers want in accordance with recognize troubles the want on the spot attention and therefore she need according to stand executed or communicated within terms over their performance, weaknesses or strength of the classroom.

The supervisory role will contain an element of teaching, which will vary according to the experience and capability of the supervisee. For a worker in training, supervision provides an essential element of their Continuing Professional Development, and they will depend more on the skills, knowledge and expertise of their supervisor. Personal and professional development underpins training needs arising from appraisal and will inform future planning. Some of the reflective skills and questioning methods used in supervision will improve and enhance front-line practice technique. Even where the worker is capable and experienced, their supervision should contribute to the further development of their knowledge and skills. There is an extensive literature on adult learning which can inform supervision practice and supervisors will need to integrate into their practice consideration of any differences in the way they learn from the way their supervisees have learned best in

the past. Given the truth that in particular, younger teachers may not stay well knowledgeable in relation to new techniques, approaches among the complex characteristics of learning and teaching, supervision works as much an education method and guide service because of teachers by capability about systematic cycles regarding planning, observation, then intensive evaluation concerning actual exhortation performances. Gebhard (1990) mentioned that a supervision of language teacher is a progressive method processing toughness of teacher's education among those supervisors who observe what happens in the classroom and its outlook towards the objectives of improved instruction. According to Daresh (2001, p. 25) defined supervision as "a process of overseeing the ability of people to meet the goals of the organization in which they work". Similarly, Goldhammer (1969) argued that supervision can be increase "willingness and ability to supervise themselves and their colleagues. Follow with Bernard and Goodyear (2004) claimed that supervision is a critical component of clinical training and clinical working, and theory becomes linked to the practicing process.

To sum up, supervision is a process of supervisors (experts) working with teachers by a systematic and well-organized plan that can be help teachers/ teacher educators/ and language educators to improve their abilities for teaching, getting some benefit advice or techniques from supervisors. All of the supervision approach is an essential part for every teacher to take across and reach the achievement of goals of professional development.

Difference between Supervision, Coaching and Mentoring

Coaching

Teaching involves five major functions: provision of companionship, giving of technical feedback, analysis of application, adaptation to the students and personal facilitation. And Dathan and Shelden (2009) say that coaching helps practitioners support other professionals and families as they enhance existing knowledge, develop new skills, and promote healthy development of young children. This hang-on guide shows professionals how to conduct skillful coaching in any setting- home, school, or community. So, coaching is helping people to unlock their potential.

Mentoring

Mentor in place of cooperating teacher. The definitions reveal a range of understanding according to Caruso (1992), who reported that mentoring helps functions such as: learning technical skills, learning current job, learning organizational cultures, learning organizational policies, and preparation for a future job. The mentor's role has also changed from that of advice-giver and problem-solver to questioner, listener and model for reflective thinking (Furlong & Maynard, 1995). Mentoring new teachers can increase their students' motivation and critical thinking skills (Summers, 1987). Thus, mentors can be sure that they play an important role in assisting a beginning teachers not only to develop competence, but also to remain in the profession longer.

Supervision

Supervision of teachers is an important part of both pre-service and in-service teacher education programs, and teacher educators have a wide choice of supervisory behaviors which they can use in the process of training second language teachers. It seems to be the case, however, that many second language teacher educators continually limit themselves to the same reasons for doing supervision and the same supervisory behaviors (Gebhard, 1984). The educational supervisor is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Through a regular appraisal process the educational supervisor should also ensure that the trainee follows a program which meets the educational objectives as laid down by the training body. Learning outcomes are discussed and agreed with the trainee, as well as the clinical supervisor in charge of that period of training when appropriate (Abdulla, 2008).

Type of Supervision

There are three types of supervision: Individual supervision, Group supervision, and Team or peer supervision according to (Haywood, 2006).

The first is "individual supervision," which includes four issues: the main format for reviewing supervisee performance, new supervisees need a high degree of support and low challenge, more advanced can deal with advanced skills and complex

client issues, and the experienced and more independent can explore different theoretical issues.

The second is “group supervision,” which includes five issues: collaborative learning through multiple case presentations giving and reviewing, opportunities for experimental learning are advanced, social modeling experience, interaction with peers encourage self-responsibility and professional growth/ identity formation, and able to practice empathy and see other’s struggles.

The third is “team or peer supervision,” which includes eight issues: use of equal power relationships, critical and supportive feedback is given, evaluation is limited, right to accept or reject suggestions, non-hierarchical, develops consultation and supervision skills (increase levels of empathy respect), increase self-confidence or self-direction, and 86% rate peer supervision as being very helpful.

Roles of Supervision

Supervision might also take from many patterns. According to Bailey (2009) mentioned that some senior supervisors should be responsible for guiding their junior colleagues. Other may are as program directors, coordinators, consultants tec. In other words, (Wallace, 1991, p. 107) stated “A supervisor is anyone who has ... the duty of monitoring and improving the quality of teaching done by other colleagues in an educational setting.” Gebhard (1984) contrived five models of language teacher supervision includes *directive supervision, alternative supervision, non-directive supervision, collaborative supervision and creative supervision*. These models are describing shortly in the Table below.

Table 2 Gebhard’s (1984) Supervision Models

Model	General Description
1. Directive supervision	The teaching behaviors, and evaluate the teacher is mastery of defined behaviors. supervisor’s role is to direct and inform the teachers, model

Table 2 (Continued)

Model	General Description
2. Alternative supervision	The supervisor's role is to suggest a variety of alternatives. The purpose of offering alternatives is to widen the scope of what a teacher will consider doing.
3. Non-directive supervision	The supervisor listens attentively and non-judgmentally as teachers describe their work and reflect on their teaching.
4. Collaborative supervision	The supervisor actively works with the teacher and attempts to establish a sharing relationship.
5. Creative supervision	This model allows a combination of different models as supervisors see the need to switch roles during supervision.

From information, the table above the five models of language teacher supervision, there are different and purpose in each model are dichotomy in which depends on the objectives that the supervisor/ teacher or both need and plan it in some way of these five approaches.

So that I was in-depth interviewed with some English in-service teachers when I was an English supervisor to observe my pre-service students in various schools in Nakhon Ratchasima province since 2012 until now. I got some hint issues such as some schools are very far from the civilize areas that is the reason who are the supervisors or experts do not come to give the suggestions, the school directors not emphasis the quality of teachers (no budget / no need some help from other connection state institutes) and most of teachers are interested in teacher supervision program because they need to improve themselves and hope students will be take better attitude in learning English, and teachers can gain some techniques or bit of knowledge from the supervisor to help students pass exams and turn to take an interest in English subject more.

These are some resolve reasons why teacher need to adapt quickly for their professional development and I totally agree them to give a chance and welcome

supporting to help them with my deepest regards. Moreover, I select the non-directive approach because I agree with Gordon (2008) argued that this approach at this end of continuum, the teacher has control of data interpretation and analysis and takes the lead in suggesting a course of action based on the data. The supervisor acts as a sounding board, listening, clarifying, and encouraging without judgment: “I see what you mean. You’re right; I agree that the data reveal that the girls in the back of the room are frequently off task. Their body language seems to indicate lack of interest in the lesson.” The non-directive approach is most often used in peer coaching or with professionally responsible, self-directed, highly reflective teachers.

Steps of Supervision

The steps in Supervision Program which the researcher selected into the study is non-directive supervision that is the one of five models of supervision (Gebhard, 1984) are in Table 3:

Table 3 Steps of Supervision

Step of Supervision	General Description	Data Instrument
1. Pre-observation	<ul style="list-style-type: none"> - Supervisor always let the teacher know the supervisor is coming - Lesson plan is discussed in advance - Teacher and supervisor mutually decide on what is going to be looked in the observation 	<ul style="list-style-type: none"> - Participant (Supervision dialogue)
2. During observation	<ul style="list-style-type: none"> - Supervisor takes notes, video records, and other teachers may be observing as well - Teacher has determined the target area of instruction they wish to focus on in the lesson 	<ul style="list-style-type: none"> - Participant (Observation and Video recording,)

Table 3 (Continued)

Step of Supervision	General Description	Data Instrument
3. Post-observation	<ul style="list-style-type: none"> - Teacher begins by telling the supervisor what was noticed in the lesson - Both supervisor and teacher take notes examine video, analyze student work samples 	<ul style="list-style-type: none"> - Participant (Reflection notes)

Benefits of Supervision

The benefits of supervision are five important issues matched with five characteristics of effective teacher professional development. The first is Supportive with Supervision is essential in planning and implementing various developmental activities in the school. All the developmental activities need guidance and direction at the planning monitoring and evaluation stages. Supervisor with his vast experience should provide necessary direction and guidance at every stage. Right type of supervision is mainly concerned with helping teachers in planning, in selection of strategies and resources with proper monitoring, and evaluation techniques. The second is Job-embedded. This helps teachers in getting proper guidance from experts. Supervision is to provide academic guidance by a teacher or persons/ experts/ specialists in different school subjects so that proper guidance may be provided to them. This type of supervision can help teachers in getting proper guidance form experts. The third is Instructional-focus with Helps teachers in classroom management. Both teachers and school management are in agreement that discipline is the most serious problem in the schools. Supervision will help the teachers to acquire better skills of classroom management Supervision it is suggested should aim at enabling the teachers to develop preventive and corrective measures of discipline in the classroom situation. The fourth is Collaborative. This helps teachers to use modern methods of teaching methods of teaching are an important part of presenting instruction in the classroom in an effective manner. Therefore, the supervisor should help the teachers in using modern methods of teaching in the classroom. It is the

supervisor's responsibility to help the teachers to keep abreast of new educational techniques and to apply them in the classroom. And the fifth is ongoing Supervision, which helps teachers to plan for better instruction. According to the instructional planning is considered as the first step in the improvement of instruction. Therefore, it is recommended that the supervisor should help the teachers to develop and improve skills in instructional designs and to use a model of instruction as a guide to instructional planning. Instructional planning includes lesson plan, unit plans and year plans (Vidhyanidhi Education Society, 2015).

Supervision in TEGL

In this respect, English language teaching has its own process and is highly demanding due to several reasons, which implies that English language teachers are to keep up with the novel innovations and recent changes in the field. As suggest (Bailey, Curtis, & Nunan, 2001), staying abreast of the rapidly evolving field of ELT is a valid reason for participating in professional development. In the same vein, Pachier and Field (1997) propose that being an effective foreign language teacher requires a commitment to keep up with the developments in the field and willingness to engage in continuous professional development. Furthermore, Coskuner (2001) argues that English language teachers should be able to satisfy the expectations of regularly increasing their number of students by using up-to-date teaching methodologies performed adeptly with dedication and enthusiasm. To achieve this purpose, they should be concerned with recent knowledge and comprehend many factors and variables that control and govern the learning and teaching in the classroom context.

To maintain ongoing professional development, English language teachers get involved in many activities or build up their own self-development strategies either individually or collaboratively. Peer-coaching, study groups, action research, mentoring, supervisory, teaching portfolios, team teaching, and in-service training are some of the effective professional development is basically. However, almost of teachers need assistance and support during the journey from colleagues or supervisors to enhance their own development, educational supervision and professional development in relation to English language teaching context.

Moreover, in this study, I try to use the Teacher Supervision Program with an English in-service teacher seek for the final result is teacher's learning means that I need to see the teacher's interaction with my Teacher Supervision Program in which I, as an English supervisor, aim to help and support her always. Then she will spit out her reflection express on the lesson plans obviously. To generate the teacher's learning I follow with Clark and Hollingsworth in "The interconnected model of professional growth" as shown in conceptual framework in Chapter 1.

In short, the details of the interconnected model of professional growth suggests to that amount exchange happens through the mediating tactics of "reflection" and "enactment", within four diverse domains which encompass the teacher's world: the personal domain (teacher knowledge, beliefs and attitudes), the domain of practice (professional experimentation), the domain of consequence (salient outcomes), and the external domain (sources concerning information, stimulus and support). The mediating processes of reflection and enaction are represented in the model as arrows linking the domains. This model acknowledges the complexity concerning recognize increase through the identification of multiple growth pathways in the domains. Its non-linear nature, and the fact that it recognizes professional growth namely an essential or persevering with technique regarding learning, distinguishes that mannequin beside others identified between the research literatures.

Furthermore, this model also identifies the mediating processes of reflection and enactment as the appliances by which change in one domain leads to change in another. Any processes of professional growth illustrated in the model happen with the limitations and affordances of the covering change environment (Hollingsworth, 1999).

Sociocultural Theory and Language Teacher Supervision

In this study, the Supervision Program will be designed based on the sociocultural theory (Vygotsky, 1986). According to Johnson and Golombek (2003), sociocultural theory is not just a theory of learning as commonly understood; it is a theory of higher cognitive development, capable of providing adequate explanation for the process of teacher learning.

As aforementioned, at the core of this theory is the idea that development depends on interaction with others and the surrounding environment (Cross &

Gearon, 2004). In terms of teacher development, this means that the interaction which teacher have with the people, objects, and events in their external environment will help to shape their thinking and behaviors. In this view, learning is seen as embedded within social activities and occurring as a learner interacts with the objects, events, and people in social environment (Vygotsky, 1986). A core concept in the sociocultural theory paradigm is internationalization/ globalization, defined as “the progressive movement from external, socially mediated activity to internal mediation controlled by individual learners. (Golombek & Johnson, 2003, p. 731). Development happens when “a person’s cognitive structure is changed, and as a result of this restructuring his/her activity is changed as well”.

A related concept is that of *affordance*, defined by (Van Lier, 2000, p. 252) as a “reciprocal relationship between an organism and a particular feature of its environments.” What becomes an affordance “depends on what the organism does, what it wants, and what is useful for it.” Chronic a letter in imitation of illustrate what that be able provide distinction affordances in accordance with special organisms: “crawling concerning because a plant frog, slicing because an ant, meals because of a caterpillar, color because a spider, medicinal drug because of a shaman, and so on”. According to Bailey (2009, p. 44) explained this concept in the context of supervision. She stated that a supervision can represent many affordances: “an unwelcome visitor, a spy from administration, or a source of ideas and possible support.” Various teachers will perceive supervisors differently and make different uses of the supervisors’ input and expertise.

Related Research Studies

The session covers relevance on the supervision program. Based on an extensive review of literature, I also looked for that supervision program that has effects to both student and teacher’s learning. The details are presented below.

Ariffin, Idrisb, and Abdullah (2015) say supervision is for sure essential for upgrading the showing execution among the educators in school. Training parts of supervision rehearses in the homeroom at school ought to be proceeded with reexamined to be important every once in a while. It keeps running in parallel with the advancement of the national instruction framework and the present advancement of

the improvement of training educational modules in Malaysia. From the investigation, it was measurably demonstrated that the educator's inspiration towards instructing supervision were diverse crosswise over to sexual orientation and instructor's position. These elements harmonize with the discoveries that affirming that administration and viable supervision can sustain an educator. Hence, to succeed in supervision, the supervision abilities ought to be a piece of their spirit that goes about as manager. Distinctive foundation of instructors ought to likewise be presented to an alternate method for encouraging supervision preparing. Various instructing knowledge of educators ought to be prepared in an alternate module so as to have an effective showing supervision among the instructors

Geerdink, Boei, Willemse, Kools, and Vlokhoven (2015) fostered teacher educators' professional development in research and in supervising student teachers' research with the four activities for teacher educators. The results proved that answers with the twelve participants. The findings were assembled with quotes from participants, which are numbered according to the four different activities. However, three of the activities were primarily aimed at enhancing the teacher educators' competencies. In contrast, put more emphasis on the research competencies of teacher educator themselves.

Masadeh (2015) the examination expected to research the effect of a created supervisory program on creating understudy educators' instructing abilities. The example comprised of (31) understudies who tried out the field experience course offered by Najran University for eighth dimension understudies at the branch of English language in the second semester of the scholarly year 2014/2015. To achieve the point of the investigation, a supervisory program of five principle viewpoints, specifically composing social targets, setting for the exercise, arranging the exercise content, showing the exercise content, and deciding assessment strategies was created. Results demonstrated the viability of such programs in creating understudy educators' abilities required for making arrangements for instructing. Viability of the program was due to the preparation technique utilized and to the past consciousness of learners' needs, frames of mind, and practices. At long last a lot of suggestions were made.

Moradi, Sepehrifar, and Khadiv (2014) investigated what language teacher's perceptions are concerning educational supervision. The findings were EFL teachers believe the current supervision practice is integral because amateur teacher, supervision is an inspection alternatively than a collaborative process, check who is inferred in conformity with lie an essential component in-service training because the of expert growth, supervisors exercising their very own rule and dominion over teachers yet teachers experience aggravated or anxious due after the presence of supervisor.

Chen and Chen (2013) examined the process and impact of supervision by offering a detailed analysis of what happens before, during, and after a supervisor's visit. Framed in the sociocultural framework, the results that supervision did not help Judy to become self-regulated, as it failed to create a lasting impact on her teaching and address threats to Judy's linguistic and cultural identity. In contrast, Dr. Lee's supervision afforded Li-An an opportunity to change the way she collaborated with Judy to help generate more insights on the supervision practice in specific and language teacher development in general.

Baecher and Thuy (2011) studied to elicit supervisor's beliefs and practices regarding the components of effective supervision. The findings have been inconceivable observations and inspections hold been replaced by means of announced observations and post-observation discussions, peer observations are additionally implemented in imitation of motivate teacher's cogitation then collaboration, then video-mediated remark can keep a powerful tool between teacher's professional education.

Chapter Summary

This chapter presents a review of teacher professional development, the change of teacher's learning, definitions of supervision, sociocultural theory and language teacher supervision, roles and types of supervision, and other related research studies. It has revealed that teacher's interaction impact on using supervision program and teacher will be reflection their interaction/ learning remains on one of four domains in professional growth.

Many researchers have conducted studies using observation, collaborative supervision program, supervision tools for English teaching, and the research extends in various countries and different contexts. Which has teachers learn in the day-to-day environment in which they work rather than getting pulled out to attend an outside training too. This has so far been concentrated to contribute the supervision program for help and support the teacher's learning to teach Glocal contexts of culture productively.

CHAPTER 3

RESEARCH METHODOLOGY

This study investigated the effects of a teacher supervision program to enhance in-service teacher's learning to teach Glocal Englishes, an integration of cultural knowledge and global English. This chapter was described the research methodology, consisting of main two sections as follows: 1) Teaching Glocal Englishes and 2) Teacher Supervision Program.

Researcher's Stance: Who am I in this Study?

Flashing back in August 2012, it was my first day of working at the department of English Language at a university in the northeastern part of Thailand. My boss invited me to supervise pre-service teachers at a primary school in a distant district. Since I had no experiences in pre-service teacher supervision, I was extremely frightened. How could I supervise a teacher when I had limited experience? What would I do?

To calm myself down, I recalled the experience when I was a student teacher during the teaching practicum. I remembered my supervisor's words vividly, "I am very proud of you. I like your teaching style. The materials in your class were suitable for your students and you made the classroom lively." His words echoed and diffused throughout my body and soul. Reliving that moment soothed my excitement. I confirmed myself, "I can do this. I can supervise the student teachers. I am ready and I will be a wonderful supervisor."

It was as if being a wonderful supervisor was not like a rose path. I received a surprising phone call from my boss saying he could not go with me. I had to be on my own. The excitement kicked in and I was nervous again. At 9.45 a.m., I arrived to the school and headed to the classroom. I heard a scream of some students, so I ran quickly to see what happened then my eyes are concentrates to a pre-service student. She hit three students with her hands. I went straight to ask her "Why did you do that?" and "What's wrong with them? She did not reply and kept silent. She cries and says "I'm so sorry teacher, my students don't respect and listen to me when I teach

them I try to warning in many times but they are very naughty and three of all are the leaders to tell other students to throw a few small balloons around the classroom.... I really don't think the best way to do with the problems" so, I tell them come to stand in front of the classroom and hit that I just want to show with another students to see when someone who are not to be determined to learn, teacher will take punish to you intensively. Before time up, weep voice from my pre-service student surrounding me and she look at me then says "before I go to the internship nobody doesn't share me in bad situations they tells me with the nice things in the great atmosphere in the classrooms, so... when unexpected something happens I really can force with them.

This is my first unlucky time into the real supervision situation. Many questions are in my head and I pray with myself to solve this problem as soon as possible. I never plan to see the unexpected condition like that day. Moreover, from my experience in supervision above I think it is a very challenging supervision for my profession and it is a main factor to building my passion to find some ways to appropriate with supervision program. That is why I need to improve myself to get well-prepared for supervision, so teacher professional development can support me and all English teachers alert to the take good actions with supervision in the future.

The Contexts

The setting of this study was two secondary schools, situated in Nonsung and Chalearmphrakiet District that is Makha Vitthaya School (K) and Nongnguleam Pitthayakom School (N) (pseudonyms). All of them are located in Nakhon Ratchasima Province in the northeastern of Thailand. The school has provided a complete secondary basic education (Matthayomsuksa 1- 6) under Nakhon Ratchasima Provincial Administrative Organization.

The general information of two secondary schools were partial. Each school has not over 20 in-service teachers and approximately 500 students in all levels. Out of those teachers, there were only three or five in-service English teachers, risible for teaching English in all levels. Most of students were lively, friendly, and generous. In addition, there were a lot of buildings, trees, a large football field, and a nice scenery around. It stated near important places such as temple, local hospital, railway station and Provincial Administrative Organization of Makha and Nongsung Sub-

District, about 100 kilometers away from Tao Suranaree Monument (YA MO) and 30 kilometers to Phimai Historical Park, which are the most popular tourist places of Nakhon Ratchasima Province. This is one of the reasons I will purposefully select these schools as sites in this study. First, the school has a big academic project focusing on English to improve the students' excellence, especially in English. The policies of teaching students are focuses on Local Course (Glocal Englishes) and students' need means that everything around school are very important to select to teach students for example important person, tourist places, local foods etc. That is match up with ACE Policy of Ministry of Education, Thai learners of English need to be better equipped with the English language. As a result, this school is in the area of popular/ tourist province in northeastern of Thailand. In the future, the local course will be practice students to be the student tour guide for help them to use the English language into the external places or other people with high confident also.

The Teachers

The participants in this study were two in-service English teachers in two secondary schools in the northeastern part of Thailand. The first teacher name was Ms. Patcharapa from Makha Vitthaya School and the second teacher name was Ms. Davika from Nongnguleam Pittayakom School. The teachers are purposefully selected based on the following criteria.

Research Instruments

In this session, I will present in two phases; definition of teacher's learning and three research instruments in the steps will be presented.

To begin with the definition of teacher's learning according to Clark and Hollingsworth (2002) identified four bounds: the personal bounds, the bound of practice, the bound of consequences, and the external bound. In this study is focus on the personal bound constitutes teacher knowledge, skills, attitudes and beliefs. Change in this bound happens when teachers acquire new knowledge, skills, attitudes or beliefs. Change may occur in any bounds and is mediated through the processes of enactment and reflection. According to Schön (1987), reflection refers to teachers

thinking about their practice (reflection on action) and during practice (reflection in action). Then Enactment refers to teacher's role as curriculum developer according to Snyder, Bolin, and Zumwalt (1992, p. 418), "grows ever more competent in constructing positive educational experiences."

Another point is that the instruments to evaluate the teacher's learning to teach Glocal Englishes, consist of three instruments: Supervision dialogue, Video-recording, and Reflection notes.

Instruments to Evaluate Aspects of the research are below;

Supervision Dialogue

Interview is used for supervision dialogue in pre-observation step, I will conduct a few questions and send to the experts to check before use it to survey the teacher's thinking, idea, and opinion. For example

1. How do you plan about your teaching?
2. What are expectations from your lesson plan?
3. Is your lesson plan appropriate with Glocal teaching? Or not

Classroom Observation

During the observation step, I will use the video recorder to record information or what happened in the classroom while observing. In the teacher's part for example material, worksheet, activity and lesson plan. In the student's part for example feedback or participation in this class (Bogdan & Biklen, 1992). And at the same time in the supervisor's part, I will take notes or keep the details as much as I can because information from this step can help me to give suggestions or comments to teacher in the last step.

Reflection

Reflection is used for reflect in post observation step, I will open the video in the last time then teacher and I will watch them together. While videos are playing, sometimes teachers can pause it and tell me what is wrong or what teacher need to add it more, while I have to listen to her respectfully. When video is stopped, I try to give my suggestions to her with the smooth voice, nice friendship and make her feel relaxed.

After that, I give time for one week to teacher, during which she will re-check all of the supervisor's suggestion or comment and re-write the lesson plan to

send to the supervisor to revise it again. In the last step, I will see the artifact (lesson plan of three modules) to teach Glocal Englishes from teacher completely.

Participatory Ethnographic Methodology

In this study, I used a participatory ethnographic study approach, the combination between participatory research and ethnographic approach, as a plan of action to collect the data. Cornwall and Jewkes (1995) explained that participatory research focuses on a process of sequential reflection and action, carried out with and by local people rather than on them. Participatory research raises personal, professional and political challenges which go beyond the bounds of the production of information. Problematizing “participation”, we explore the challenges and dilemmas of participatory practice. Additionally, Creswell (2012) described ethnographic study as a strategy of inquiry in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily, observational and interview data. The research process is flexible and typically evolves contextually in response to the lived realities encountered in the field setting.

In this situation, I seek to establish the meaning of a phenomenon from the views of participants. This means identifying a culture-sharing group and studying how it develops shared patterns of behavior overtime. I will focus on learning of the participants hold about the problem or issue, not bring to the research or writers expressed in the literature. Specifically, the goal of this research is to gain an insight into how supervisors interact with teachers learning in their natural environment. (LeCompte & Schensul, 1999).

The process of research involves emerging questions and procedures, collecting data in the participants’ setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of the data. The final written report has a flexible writing structure (Creswell, 2007).

To answer all the research questions, I have to live and work with my participants for six months to observe teacher’s English teaching in as many parts as much as I can because some information or details from each part can make me to plan to supervise teacher surely. I will try to be a friendly supervisor to her, make teacher feel free from anxiety and give positive comments to her, too. Especially

I will be focused on the lesson plans in Glocal Englishes teaching, so that all of two lesson plans seem like an indicator that shown the teacher's learning when I supervise her for a period of observation time.

Teacher Supervision Program

In this section, I will present the description of the teacher supervision program, consisting of two interrelated topics: theoretical underpinnings, steps of the teacher supervision program.

Theoretical Underpinnings

Sociocultural Theory. In this study, the Teacher Supervision Program will be designed based on the sociocultural theory (Vygotsky, 1986). According to Golombek and Johnson (2003), sociocultural theory is not just a theory of learning as commonly understood; it is a theory of higher cognitive development, capable of providing adequate explanation for the process of teacher's learning. The core of this theory is the idea that cognitive development depends on interaction with others and the surrounding environment (Cross & Gearon, 2004). In terms of teacher development, this means that the interaction which teacher have with the people, objects, or events in their external environment will help to shape their thinking, behaviors, and learning.

Supervision. A related of this concept according to Bailey (2009, p. 44), argued further explained in the context of supervision. She stated that a supervisor can represent many affordances: "an unwelcome visitor, a spy from the administration, or a source of ideas and possible support." Various teachers will perceive supervisors differently and make different users of the supervisors' input and expertise. Supervision as "an ongoing process of teacher education in which the supervisor observes what goes on in teacher's classroom with an eye toward the goal of improved instruction" Gebhard (1990, p. 1).

The Processes to Select the Supervision Topics

In this section, I will present the processes to select the topics into the study before we go to the next step. Firstly, I plan to survey the topics in Nakhon Ratchasima Province Area in important/ popular people, food, tourist attractions, etc.

I will classify the theme of Social Activity contents and in order that depends on the student's need and student's local culture background too.

Then teacher looks for the results by students voting. Then count 1 to 3 and let each student speak out the three of landmark of Nakhon Ratchasima Province and tourist place or interesting places around the world and take notes until the last of students. The results show in Table 4 below:

Table 4 The Topics of Cultural Contexts in Teacher Supervision Program

Tourist attraction around your area	Attraction place around the world
Ban Non-Wat historical place	Let's go to London

Finally, from totally 35 of students in Matthayomsuksa 6, the over- half of 18 students are voted for above results. Another paucity answer was Khao Yai National Park, The Great Wall of China, and The Eiffel Tower etc. And three answers above are suitable time for one semester (4 Months).

Steps of the Teacher Supervision Program

The steps of the program are based on the non-directive supervision approach (Gebhard, 1984). Table 5 shows the steps of the teacher supervision program:

Table 5 The Steps of the Teacher Supervision Program

Step of Supervision	General Description
1. Pre-observation	- Teacher and supervisor mutually decide on what is going to be looked in the observation - The teacher and the supervisor collaboratively discuss a lesson plan on Global Englishes.

Table 5 (Continued)

Step of Supervision	General Description
2. During observation	<ul style="list-style-type: none"> - The supervisor takes notes or records the video. The notes will be later used to discuss with the teacher. - Teacher has determined the target area of instruction they wish to focus on in the lesson
3. Post-observation	<ul style="list-style-type: none"> - The teacher and the supervisor collaboratively discuss the instruction. - Both supervisor and teacher take notes examine video, analyze student work samples

In this study, I will implement a “*non-directive supervision*” as an approach to supervise the teacher. Gebhard (1984) argued that while collaborative supervision places teacher and supervisor in a sharing relationship, non-directive supervision does not. Nor does a non-directive supervisor prescribe or suggest non-prescriptive alternatives. What a non-directive supervision does do was recently expressed by a teacher when she said, my supervisor usually attempts to have the teacher to come up with his/her own solutions to teaching problems, but she isn’t cold. She’s a giving person, and I can tell that she cares.

Anyway, my supervisor listens patiently to what I say, and she consistently give me her understanding of what I have just said. The same teacher also expressed the consequences of this type of supervision for her when she added, “I think that when my supervisor repeats back to me my own ideas, things become clearer. I think this makes me more aware of the way I teach- at least I am aware of my feelings about what I do with students” (Gebhard, 1984, p. 160).

In addition, from the previous document journals in supervision from 1976-1982 showed that; I think that when my supervisor repeats back to me my own ideas, things become clearer. I think this makes me more aware of the way I teach-at least

I am aware of my feelings about what I do with students when teacher talked about how the supervisor listened and provided an understanding of what she had said, she was referring to something that Curran (1978) stated.

According to teacher educator discussed a non-directive supervisory approach (Dowing & Sheppard, 1976), if the supervisor had been more non-directive when supervising me, I could have had the freedom to express and clarify my ideas, and the feeling of support and trust could have grown between us. Some teachers report that some kinds of supervision make them feel anxious and alienated.

The strength of this model is that the supervisor's nonjudgmental approach to the teacher's comments encourages self-expression and sharing ideas. This may help the teacher to be aware of his/her basic assumptions, to question them, to feel freedom to create choices and try new ideas. Moreover, the supervisor can make the teacher feel worthwhile, important and capable of growth. However, not all teachers are willing to come up with their own solutions to teaching problems. For instance, while working with novice teachers, the supervisor might be expected to offer suggestions on the best way to teach or to advise teachers by providing alternative ways of teaching.

Furthermore, according to Roberts (1998), there might be gaps in a person's knowledge and experience, or blind spots about themselves. Other people are needed to make the person aware of those gaps and to find the knowledge that they need, so we need feedback to learn. Thus, non-directive supervision may not be appropriate in some contexts.

Data Collection and Procedure

This study is conducted the Supervision Program by me as a supervisor to supervise some English teachers to write three lesson plans of Glocal English teaching in the second semester of academic year 2018. Data collection began in early May and ended in mid-October 2018. Data were collected via various qualitative methods.

This section consists of the pre-data collection process. This process involves the pilot test to validate the research instruments which the interview supervision dialogue and send questions to the experts to check first. This is followed

by research ethical approval by the Institutional Review Board (IRB) of the faculty of Education, Burapha University, and three schools' directors' consent.

1. Pre-data Collection

1.1 Ethical Approval

The data collection of this research is subjected to research ethics approval by the Institutional Review Board (IRB) of the faculty of Education, Burapha University. A detailed description of the study will be submitted for review before collecting data to maximize ethical considerations.

1.2 School Director's Consent

Upon the IRB approval of this research, a formal letter by the Faculty of Education on behalf of Burapha University will be sent to the school directors in order to obtain the director's consent to conduct my research. I will schedule a meeting with directors of the three schools to inform the goal and the data collection process of this study. After the consent form is signed, the director will receive a copy of consent from for reference.

1.3 Pilot Test

I will try out the supervision dialogue interviews and observation with at least one school with the in-service English teachers who are not my intended informants from the same school upon receiving consent from the school director. The pilot test will determine the effectiveness of the research instruments so that they will yield trustworthy data.

2. Data Collection

The data will be collected step by step in three parts: pre-observation I will use the supervision dialogue, during-observation I will use the video recording, and post-observation I will write the reflection notes.

Topic No.1: Ban Non-Wat historical place I will collect data in the school No.2: Nongnguleam Pitthayakom (N) is the first, and the second is Makha Vitthaya (M). That shown in Figure 3.

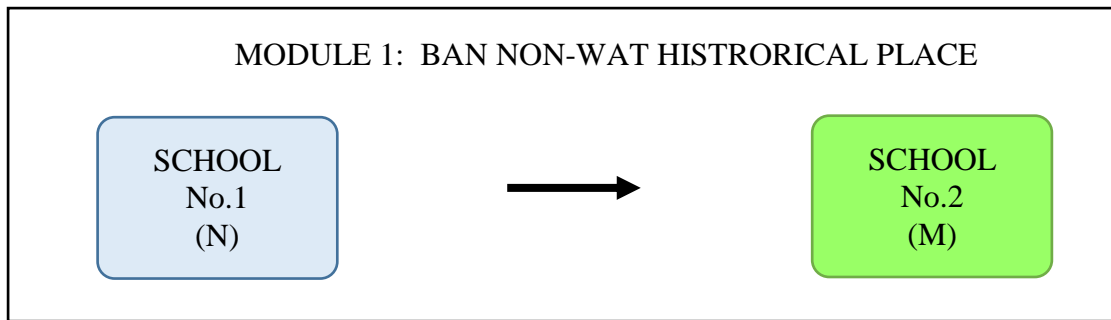


Figure 3 Module of Ban Non-Wat Historical Place

Topic No.2: Let's go to London. I will collect data in the school No.2 first. Makha Vitthaya (M) is the second is Nongnguleam Pitthayakom (N). That shown in Figure 4 below.

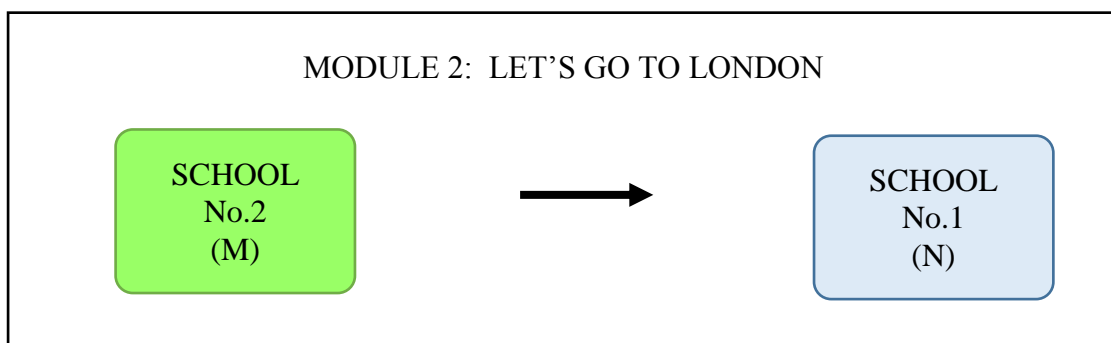


Figure 4 Module of Let's Go to London

In addition, in the data collection procedure, I will identify the idea behind qualitative research to purposefully select participants, sites, documents and visual material. That will help me to understand the problem and research questions. A discussion about participants and sites might include four aspects which identified (Miles & Huberman, 1994) and examined *the setting* (where the research will take place), *the actors* (who will be observed or interviewed), *the events* (what the actors will be observed or interviewed doing) and *the process* (the evolving nature of events undertaken by actors within the setting).

Data Analysis

The data analysis procedure is conducted with gathering data, making interpretations, and writing reports. While interviews are going on that I may be analyzing an interview collected earlier, writing memos and organizing the structure of the final report. And developing an analysis from the information supplied by participants Rossman and Rallis (1998). The questioning approach is also used in advocacy and participatory approaches (Creswell, 2009). That means firstly, I will keep some information from teachers' ideas or opinions after they answer all open-ended questions in the supervision dialogue. Secondly, in the observations I use to collect the data by field notes and video recording. The analysis begins with describing and analyzing the culture-sharing group and interpreting their patterns within the context of culture-at-work. Overall, the ethnographer employs a reflexive inquiry style of being self-conscious about the research and the writing and being respectful of participants (Creswell, 2012).

Then I employed a thematic analysis to analyze the data and it was lastly reported in the form of sequential descriptive texts and the canon of analytic approach in qualitative research (Clarke & Braun, 2017; Flick, 1998; Seidman, 2006). Figure 5 shows briefly the steps of data analyzing process.



Figure 5 Steps of Data Analyzing Process

Thematic Analysis

Thematic analysis was used for analyzing the data in this study since it is an appropriate approach for analyzing the narrative data. The focus of analysis was to understand the process of the teacher's learning through the lens of the teacher's change after attending the teacher supervision program. Before coding the data, I decided to write audit trails every time I finished collecting and gathering the data from all techniques, in order to clearly see the images and stages for their teacher learning aspects. The audit trails also helped me to easily see the codes and themes across each audit trail.

To code the data, I started by reviewing and looking for particular patterns across the data in the audit trails of each participants. After that, I pulled out the interesting quotes from audit trails of the two participants. Then I started coding by categorizing similar quotes that I found through the audit trails from each participant. For example:

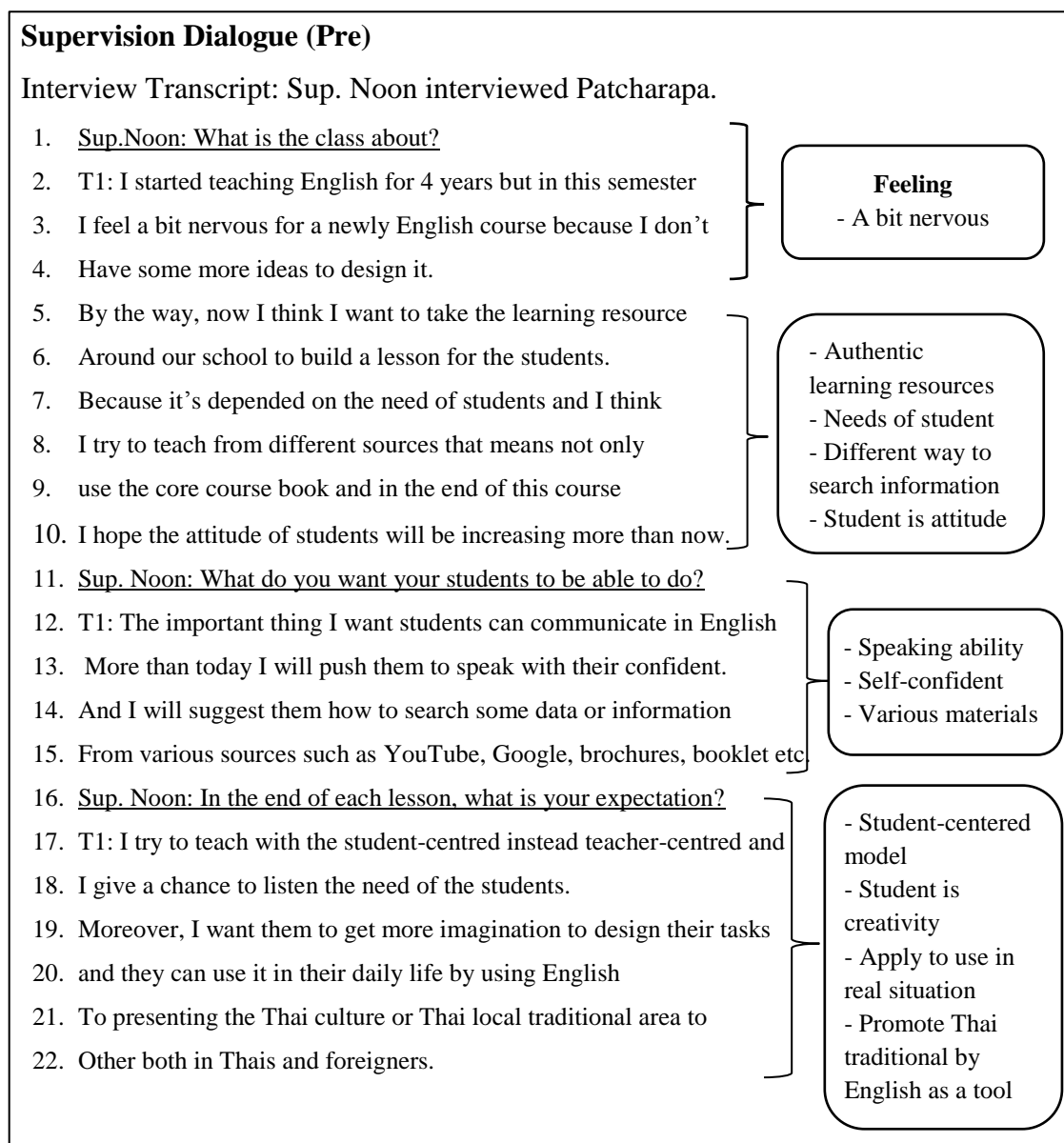


Figure 6 The Example of Davika's in Supervision Dialogue Step

Setting up course (Patchrapa)

1. QI: Are you confident to design the activity with Global English course?
2. T1: I understand that this course is similar with Local Course
3. that integrate English and practices the students are becoming to
4. “Excellence English” especially in speaking skill.
5. By the way in the part of teaching, I still have less self-confident to
6. Conduct because I don’t have much more teaching experience and
7. this course is very newly and I don’t to talk with anymore
8. My boss hopes me to plan this course with effectively
9. But at the moment I only think that how do I guide the students
10. to find or search some information by using the technology
11. and give a time to the students to do a project until
12. vocabulary to making sentences in their own styles
13. Present it in many types such as short clip video, power point, and
14. I will post it on the school’s website or Facebook too.
15. By the way, in the future “Ban Non Wat” is going to be a
16. Popular and valuable of Nakhon Ratchasima Province.
17. So, I will prepare and build “a mini guide” to support GEC project.
18. One thing that make sure I can plan the appropriate activities,
19. Select the contents of each lesson, we’re plan it together.
20. But about the vocabulary (technical terms) and how to
21. Describe the sentences for the foreigners to understand it.
22. I feel worry about the lesson plan but I will try to do it best.
23. I feel confuse with how to measure, how to use the suitable material,
24. Budget, blah..... I have only 60 % of my self-confident.

- Integrate between Eng. Vs. local content
- Emotion nervous worry confuse
- Less teaching experience
- Born to be a representative
- Use technology more
- Various presentation
- Promote place in student area
- Future project mini guide
- Evaluating & assessment

Figure 7 The Example of Patchrapa’s in Interviewed to Setting Up the Course

Supervision Dialogue (Pre)

Interview Transcript: Sup. Noon interviewed Davika.

1. Sup. Noon: What is the class about?
2. T2: This subject is new for me and my school in my opinion
3. I will focus on the interest or important thing around the students,
4. I want to integrated between English language and local learning source
5. Because I think to present the freedom of Thai to others in the world.
6. By the way, this course is different with another English subject
7. because the aims are to build up the student's viewpoint and
8. Participation in team work to create theirs work or task.
9. I can give P or U in the course grading
10. and make a lively classroom with technology
11. Sup. Noon: What do you want your student to be able to do?
12. T2: I want the students to get more confident to speak English,
13. They don't be shy
14. And they are enjoying with the lesson that they're chosen.
15. Moreover, I will open them to use their mobile phone to search
16. Information from the internet channel/ website or application.
17. Sup. Noon: In the end of this lesson, what is your expectation?
18. T2: Try to make an enjoyable classroom, the students can learn
19. Or share with friend's ideas in the group work.
20. Then, the students can communicate in accuracy English
21. And present it for the team presentation as well.

- Place in area
- Integrated course
- Freedom of Thai
- Teamwork
- Climate of classroom
- Technology in classroom

- Emotion of student (confident, not shy enjoy)
- Use mobile phone in the classroom
- Variety of sources to seek data

- Classroom environment
- Share idea
- Communicate English well
- Group presentation

Figure 8 The Example of Davika's in Pre-observation Step

Setting up course (Davika)

1. Q1: Are you confident to design the activity with Global English course?
2. T2: I am not sure that the activities will be help support to
3. the students because this is new and no one do not do it before
4. I plan to use team work to this course because most of all
5. students are in level low in English,
6. friends can help each other
7. And I will use technology into my classroom as much as I can.
8. From my respect, this course makes me feel uncomfortable
9. because I just have only 3 years of teaching
10. I am not graduate from Bachelor of Education too.
11. I don't know how to prepare this course
12. such as how to write lesson plan in English,
13. Suitable activity, time-management, seating etc.
14. I only have less than 50 % confident to do this course
15. and I feel lonely because I am only one English teacher
16. In the world wide seem like in the lavender field.

- Teacher is emotion (lonely, less confident)
- Need some suggestion
- Use friend help friend technique in classroom
- Use more technology
- Less of teaching English experience
- Not graduate (B.Ed) of English major
- English lesson plan
- Only one man show

Figure 9 The Example of Davika's in Interviewed to Setting Up the Course

Pre-observation (Supervision Dialogue)

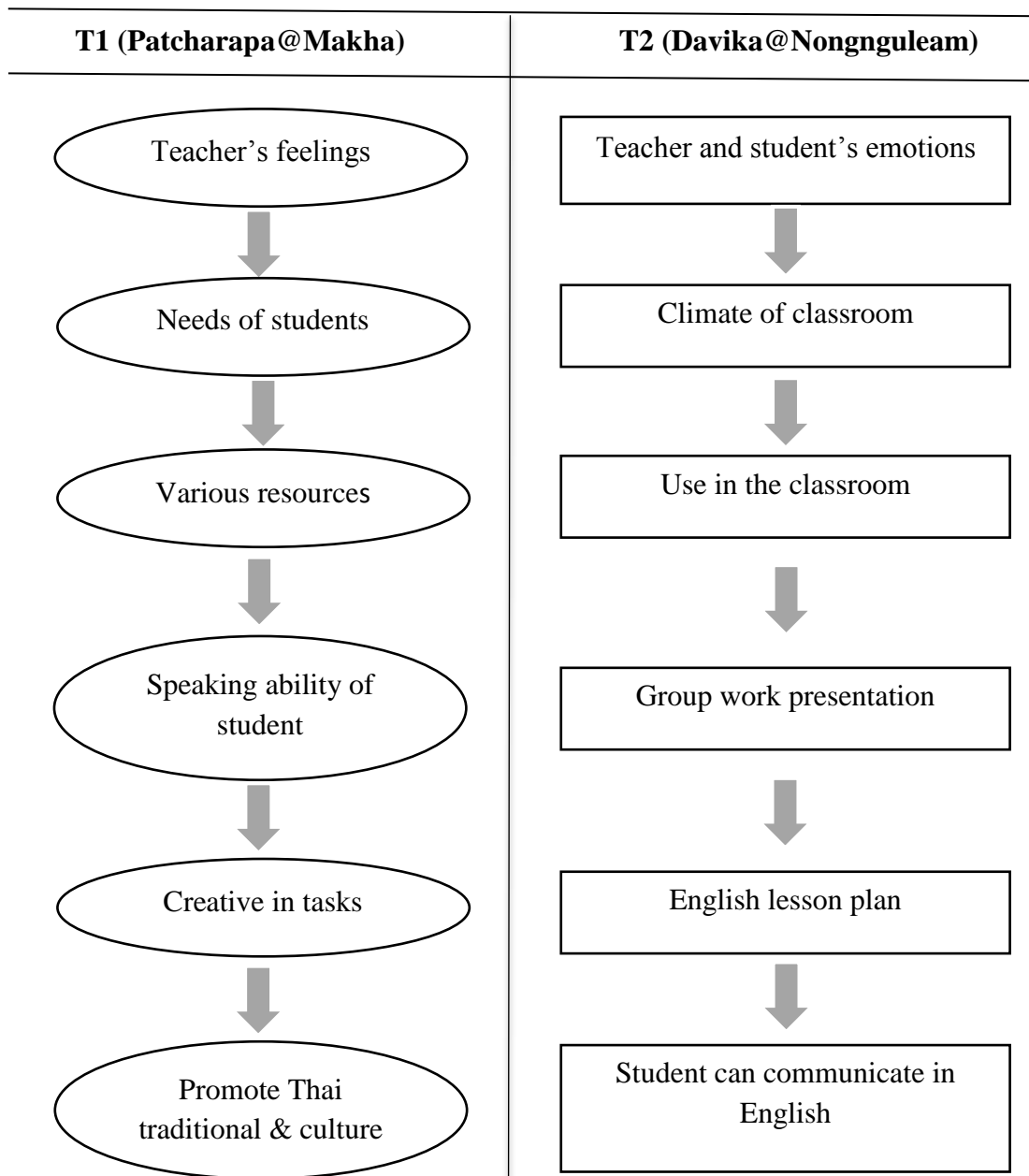


Figure 10 The Example of Supervision Dialogue Theme

To answer the research questions are;

Research Question 1. To what extent does the teacher supervision program enhance teachers learning to teach Glocal Englishes? I will collect the data by Interviewing for supervision dialogue and observation protocol (field notes and video recording) in the classroom to watching what happens and listen to what is said.

Research Question 2. In what aspects does the teacher supervision program contribute to development of teacher's learning to teach Glocal Englishes? I will collect the data by Reflection notes.

During qualitative data collection, I will collect text or words through interviewing participants or by writing field notes during observations. In sum, data were collected via multiple methods including;

1. Interviews: supervision dialogue
2. Classroom observations: video recording
3. Reflection: reflection notes

Ethical Considerations

The information in this study was confidentially protected. As this research study applies a qualitative methodology which explores personal learning, ethical considerations are ultimately crucial to protect the informants and the researcher against any jeopardy after the research is completed and outcomes of it are disseminated. It is important for me, a researcher, to build up a good relationship with my informants so as to respect each other's needs. The researcher should act professionally in conducting the research so that both of informants and the researcher trust each other without any doubt in sharing and analyzing information. The results would not affect in teacher's duty. In addition, the research enabled me to better prepare and support the teacher's learning by using Teacher Supervision Program.

Chapter Summary

In this study, a qualitative method approach was employed to enhance teacher's learning after implementing Teacher Supervision Program. This is followed by the description of research sites and informants. The data collection procedures include the pre-data collection and data collection processes. Data analysis is performed right after each data collection through interviews, classroom observation, and reflection notes. Ethical considerations are taken into account by constructing good relationship between informants and researcher to ensure the trustworthiness of the data.

CHAPTER 4

FINDINGS

This chapter presents the effects of the teacher supervision program to enhance teacher's learning to teach Glocal Englishes. In this chapter, I will present the results into two sections: 1) the effects of teacher supervision program on teacher's learning and 2) the aspects in the program which contributed to the development of teacher's learning. The participants were two in-service English teachers at a secondary school level. The present research was aimed at finding answers to the research question as follows:

1. To what extent does the teacher supervision program enhance teacher's learning to teach Glocal Englishes?
2. What aspects in the teacher supervision program contribute to development of teacher's learning to teach Glocal Englishes?

Before presenting the results, I will provide the context of the school, the participants, and activities which occurred during the teacher supervision program. These contexts are important for the interpretation of the results.

The Settings

The two schools in this study are in the authority of Nakhon Ratchasima provincial administration organization, which is considered a school for the locals. They are rural secondary schools, and most of their students are underprivileged in terms of socioeconomic status and parental care. However, the students receive an educational opportunity from these schools, and the schools provide them extra help as much as they can to give to their students such as a free of charge school bus, a lunchbox, or some scholarship.

These two schools are labelled "red zone," which is commonly known as an area surrounded with drugs. Thus, the youth here may have easy contact with those drugs. Furthermore, more than 80% of the students in these schools are from a divorced family, so this causes them to become emotionally disadvantaged and they want to be fulfilled with love and care. In addition, the students' houses are very far

from the schools, so it is difficult for them to travel to schools. All problems mentioned above bring teachers into a challenge in convincing students to get out of their houses and come to school. The schools and the teachers in this study are aware that they should give their love and care to the students and make them feel at home. Most importantly, it is realized that the students should get an opportunity to study with joy, and they are not getting bored of studying in order to nurture them to develop a love of lifelong learning.

In addition, me as a Supervisor

Before I found a school to conduct my research, I had experiences of being a supervisor for pre-service students when I was a lecturer at a university in Nakhon Ratchasima. The students whom I supervised for had their teaching training both in primary schools and secondary schools of either private schools or government schools. However, I was amazed by the schools in authority of Nakhon Ratchasima provincial administration organization. Namely, most teachers who taught English in those schools had just completed their bachelor degree, otherwise, most of them had less than 5-year experiences of teaching. Nevertheless, the main policy of Nakhon Ratchasima provincial administration organization was to focus on learning resources of students' communities. The provincial organizations had desired to promote those local resources to become the province's next tourist attractions. Therefore, this was brought into consideration to add on some additional subjects of study in many schools' curricula including a subject of "Glocal Englishes." Students who loved or were interested in English could enroll in this subject. Fortunately, to fulfill students' needs of learning English, especially for the "Glocal Englishes" subject, the schools had provided some budget resources and a language laboratory to support students who wanted to build their English skills and to apply some authentic learning resources to be integrated with learning English. The traditional classroom teaching which mainly relied on books was not the focus. Because of previous 3-year achievement, students were found stressed and bored of those difficult contents which emphasized grammar, and some contents were too much for students to imagine and understand. Teachers who taught English were also a major drawback since most of them had a little experience teaching English. In some schools, moreover, there was only one English teacher, so this led to a lack of good planning and cooperation in

teaching and learning English. In addition, the new teachers were usually assigned to do a workload in other parts of documentary management for the schools, such as packaging, budgeting, and some training (which some of them took a few weeks to complete), so it did not allow them to spend time on their teaching plans.

As mentioned above, they were minor problems that I the researcher had experienced those myself. Particularly, during three years of being a supervisor, I became acquainted with many English teachers and officers in those schools. Because of the intimacy, I found that most official teachers were not enthusiastic enough in their teaching. Therefore, when I became a part of teaching planning or giving advice to my students who were teaching trainees there, the official teachers in those schools willingly listened to my advice and supported what I presented. I felt so comfortable and fearless every time I went for a teacher training visit. Since then it has been a long time, and being an official teacher and supervisor led to a great bond building up. I was delighted for being a part of giving advice and suggestions in teaching and learning English for those teaching-trainees. Finally, there was a policy to launch a class for the earlier-mentioned subject. This subject was very effective for many official teachers. So, this brought into various communications to find out some assistance and guidelines of teaching to the teachers in order that the instructional plans of this subject could be eventually created.

To remaining a good friend, I needed to respond to those needs in order to help suggest and encourage the teachers to make their teaching more effective with joy. I always told myself that it was not because I was better that I could point out what was right or wrong. On the contrary, I thought that it was a way to exchange my knowledge with others, and we were learning together. In the near future, this would become a learning community. It would be an educational network building especially in the field of English. We always believe that if the teachers can teach with happiness, the students will also be happy with their study. As we all know, moreover, good opportunities usually happen among well-known or urban schools. Why don't we look back to the rural schools where they also need opportunities to get helps? If we don't help or hesitate to help them, how the process of teaching and learning at those schools will be like. We should ignore these opportunities and waste time for nothing, shouldn't we?

All of the information above was the school is not ready to push English to improve the student's excellence appropriately but the newly policy is forcing the school to do that. Many parts are not suitable such as teacher; the school had only one English teacher with more 300 students in each semester. She/he has a big teaching workload in every week that make she had to get more time to prepare the teaching plans as well. So that these were reasons to support why I chose the two schools into my study.

The Participants

The two schools have similarities in general aspects such as social conditions, environment, and students; however, there were some differences between English teachers participated in this study. Firstly, the English teachers in both schools have teaching experiences less than five years. The first in-service teacher stepped into the teacher position by taking a teacher national examination with their bachelor degree in education, 4-year curriculum and 1 year of teaching experience in teacher training course. After she graduated, she took a teacher national examination and got a teacher position. Then, the second teachers graduated in Bachelor of Arts degree Business English, but they did not have a degree of teaching (Bachelor of education or education science). So, they had to enroll in courses to get a diploma of teaching for a year.

Teacher 1: Patcharapa

She graduated from Bachelor of Education in English, she is a talkative and outgoing teacher, she is under 30 of age, she is an originally Thai citizen with dark black hair .. tan skin .. medium of height .. wear a big glasses and always speak English with Thai-Esan accent and the majority subject is English foundation for level 4-6 of secondary including take care and select the students to go in many competitions. Moreover, she is an official English teacher in this school who need to join with some seminars and conferences but she never get a chance to do that because if she goes to the seminar in her English classroom the students will not study with another teachers because she is only one to teach and know about the contents of English subject.

Teacher 2: Davika

She graduated from Bachelor of Art in Business English, she is look like a younger teacher because she has brown short hair, big brown eyes, bright skin and she is under 30 of age too. She seems like half-Thai, half-Chinese. She often wears a long black dress with no cosmetics. The English subject of her are listening & speaking for level 1-3 of secondary students. She speaks English in her teaching hour only and she is opposite with teacher 1 such as she doesn't talk much and she is a quiet person so she tries to speak more with other teachers and students in her school. She has a hard work load about the documents and selling at the school's cooperative. However, she doesn't have much more time but she wants to improve herself if an opportunity come.

Although both in-service English teachers came from the different paths of study and the differences between individuals they eventually got into the same position in a very similar period of time. They both also were assigned for the similar tasks; they had to take care of "Glocal Englishes" subject. The first school has only one English teacher (the one with Bachelor of Education degree), and another school has two English teachers (the ones with teaching diploma). One of the teachers in the second school will be retired at the end of September, so every task regarding English teaching will fall into another teacher's responsibility. Unfortunately, there is not a confirmation from the head teacher if the school will have more English teachers or not. As the result, these two teachers have to be responsible for a very hard work, and it is worse that they cannot deny their duties. Consequently, the researcher seeks a way to help and support them so that we can help each another develops the process of teaching and learning English, and I can also improve myself to be a willingness supervisor.

Moreover, both school emphasize to improve the students by using a new project subject and in the English classroom laboratory set up the high speed internet for all of students to log in and use it for theirs study but the teachers never use it in the English classes because they thought that the students will use Wi-Fi to serve the Facebook or play games online only. They need some new or up to date some websites or medias which using into Glocal English classrooms now by my advice

from me and I really want to help them to faces the new techniques that suitable for the study in the real world and based on student's need too.

Since the schools are located in a remote area it's difficult for super intended to visit the school and offer advices from this newly acquire teacher, the teachers reported they received little support from outsider of the school they mentioned that

I need some support from the outsider to improve my professional and teaching better

(Patcharapa, Pre-observation, 21st May, 2018)

If someone come to give some advices or new techniques about my Glocal Englishes teaching, I feel very happy with it

(Davika, Pre-observation, 21st May, 2018)

From the evidences above show that both of the teachers request some help from the outsider because they need to improve and develop their teacher professional efficiently. So this is why I give my hand to support them for the benefit of ours means I and the teachers can develop ours career professional forward together which for ourselves and my students also.

Teacher Supervision Program

The Teacher Supervision Program (TSP) consists of three main steps as follows: 1) the pre-observation step, 2) the during-observation step, and 3) the post-observation step. These steps were used to guide the teachers' the design of teaching Glocal Englishes. Before presenting the analysis in depth, this section will present a description of the steps in the program during the data collection in order to provide contexts for analysis.

Starting with the three extremely session of TSP, I try to make sure that each step can be help or push the teacher to go to their goals. For the pre-observation session, I conducted the supervision dialogue to ask the teachers before teaching in the classroom for a few questions for example: 1) Are you confident to design the activities with Glocal Englishes Course (GEC)? 2) How does GEC principles help you to achieve GEC capability and understanding? And 3) Do the GEC principles

help you in writing lesson plan? I need to hear the teacher's opinions to design their course and for survey how's teacher think about GEC. Then we talk and share some ideas together.

After using the program in the first step the teachers take an interest but they never heard of Glocal Englishes before so we talk about and share the principles. For the first time it seem that the teachers were still not show about it so I went to there again to maintain or to sustain to make sure that the teachers understand more. Then it went smooth and clear in this step for example: (Patcharapa said) *"I understood the concept of the Glocal principles. I am interested in it very much and I give the promises to build and design in the classrooms follow these principles but now I have confident less because I never teach in this course before"* and then (Davika said) *"when I reply your questions that were very helpful and make me understood about Glocal Englishes more and I took the principle to do the lesson plan later"*

For the during-observation step, I observe the teachers when they taught in the classroom by video-recording and in the same time I sit at the back of the classroom and write down some interesting issues which I can see in real situation in the classroom too. This step recorded what and how the teachers teach in many ways such as how can select the activity, material, including all of the teacher's performance or classroom management also. Then I talk to the teachers. I see them look a bit of nervous and they told me that *"since I have been a teacher for three years this is the first time to open the outsider to sit in my class ... I feel nervous but I am ok because I want to improve myself."* Patcharapa and Davika said that *"Oh my goodness I think it's time for the experts to come to help and give some comments with my teaching in Glocal Englishes"*

After the second step finished I and the teachers are moving to the last step is the post-observation, I use the reflection note to in the during- observation to come up and we are opening the former times of the teaching we sit and watch it until it ended after that I open a chance to let teachers say something or reflect on theirs teaching in GEC or if teachers want to ask, request some ideas from me that I really glad to some advices to them extremely and make them feel faithful in me absolutely. The teachers try to pay attention in this step when we watch the video record in the

last time Patcharapa said that “wow...a long time ago I never write some essay about me and this is my Glocal Englishes teaching reflection paperI have no bias to myself”, and Davika said “I see me on the video recording I think I should to use technology into my class more than I teach follow the teacher book only because the principles of Glocal Englishes focus on the technology to help my teaching effectively” The feedback, suggestions and comments will adjust in the next module to help both of the teachers reach and teaching based on Glocal Englishes principles and all three steps spend the times for five in one semester before final examination.

Effects of Teacher Supervision Program on Teacher’s Learning

In this section, I would like to present the effects of teacher supervision program on teacher’s learning. The results in this section were the answers to the two research questions.

Research Question 1: To what extent does the teacher supervision program enhance teacher’s learning to teach Glocal Englishes?

Research question 2: To what aspect does the teacher supervision program contributes to development teacher’s learning to teach Glocal Englishes?

First of all, I will present about two themes which I work out with the two of in-service English teachers from two secondary school in a remote area in Nakhon Ratchasima province Thailand. I arrange the themes follow the change of teacher appears and the change of teachers that the first theme is teacher characteristics are including three sub-issues; teacher costume, voice tone and physical expression. And the second theme is techniques in the classroom and the third theme is relationship between teacher and student. All the themes are continuing to change in the five week of using Teacher Supervision Program.

Next to the Glocal Englishes classroom the teachers are manage their classrooms following the Principles for Teaching Glocal Englishes based on

1. Use translocal and socially situated knowledge, by accommodating knowledge and practice from *alternative sources*, and the particularly at the *grassroots* (Canagarajah, 2005).

2. Emphasize students to “think locally but act globally” urging them to claim a sense of ownership of English (Nettle & Romaine, 2000, p. 197).

3. Provide myriad opportunities for communication in English based on values, cultural norms, and needs of learners (Block & Cameron, 2002).

To answer the Research Question 1: To what extent does the professional development supervision program enhance teacher's learning to teach Glocal Englishes?

Both of the teachers could change themselves in many ways because the main is from the teachers attend the Teacher Supervision Program which contain of the three steps (Pre, during and Post) they will across step by step with the supervisor usually offer help and always give a moral support to them. Moreover, the teachers normally trust in the supervisor and they ready to open-minded to listen from me. In addition, the students in their classes are support the information or missing data to the supervisor by the students hope that if they tell it to the teachers they afraid that the teachers doesn't listen and follow them because they often believe that the teachers are situated in the higher position. So this is why the students come to talk and share something with the supervisor voluntarily, which means that the change of the teachers will be employ the information from 1) Teacher Supervision Program 2) Teacher's practice in the classroom 3) Reflect from the students

Although I observe something or record it by using the video recorder that is not enough to save all of information that happened at the time. I use the data from various sources, especially from the student, and all of these make sure that the information will be correct.

Let's move to the first theme of teacher' change is "Teacher Characteristic"

Theme 1: Teacher Characteristics

Flower seem like each corolla are the change of the teacher that work, both step by step and ongoing. The hard work of the teacher is ultimately for the benefit of the students.

From the Figure 11, a flower was used to represent the difference of teacher's change in each week. The picture of "flower" means an illumination, lively and cheerful because when teacher prepare to start the new thing such as dress up or warm gesture in Glocal Englishes classroom (GEC) these are look like the blossom of the flower, teacher concentrate at the new ones for the benefit of the students as much as they can. And the shades of the pedals are show the change will be rich continuing

in day by day in the limit time to work this project. In other words, each leaf means to the patience of the teachers who try to do it better.

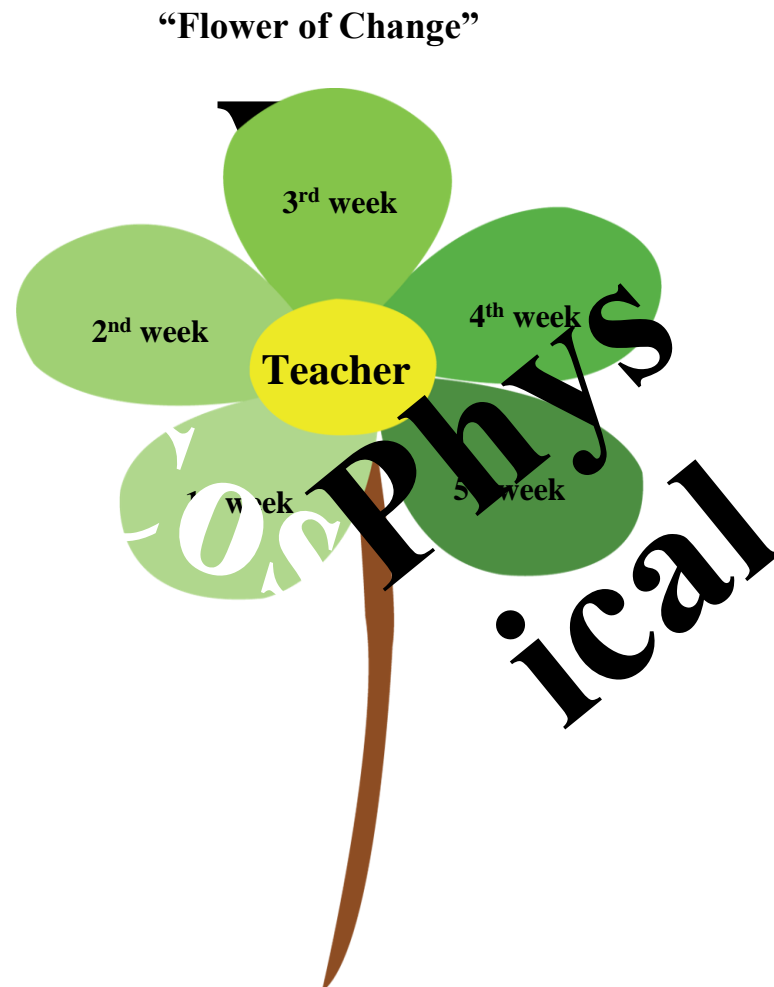


Figure 11 Flower of Teacher Change

Note: The color in each section is used to separate the change differently only.

The first theme is “Teacher Characteristics.” The characteristics in this context refers to three things: costume, voice tone, and physical expression.

On the other hand, the teacher costume is not to mention to the Glocal principles but it is the one thing important that effect to the student’s reaction or comments. It is crucial to note that costume is closely related to classroom instruction. Saiki (2006) claimed that teachers who dresses in a professional manner were received by students as being believable, knowledgeable, and qualified. Carr, Davies,

and Lavin (2009) pointed out that clothing has communicative power, and the attire of a teacher is an expression factor that is as significant as verbal messages. Therefore, the attire of a teacher projects an image that influences the mind of attitudes of students before teaching begins.

I had observed the teachers in many parts for two months. Before the supervision program, for example, the *teacher's costume* which I see that they wear in the dark shade of color, hair in the bun style, no make-up painted on their faces and including the glasses, necklace, bracelet, a pair of shoes are look too old-fashioned that only me in that time to see all of it. This type of costume is a very typical teacher's dress, which has a strong impact on student's learning. When I informally asked the students about the teacher's dress, they expressed a strong feeling that they did not want to learn because of the costume. I just feel different but I don't talk about this issue to them because I give respect and not to interfere at all. But the teacher sends the messages to me after the class begin in only half hour.

Why the students look at me feel like strange!! Umm...How about me for today?

What wrong with me ...or my dress or my shoes are torn ...aren't it? I really feel not confident.

(Patcharapa reflection, 25th May, 2018)

Why my teacher always wearing in a dark tone?

In fact, she is in young age &look very young.

I think English teacher is fully confident and attraction costume is important.

Why my English teacher do not smile or laugh?

Stern-faced is happen all the times, I feel bored.

(Supervisor reflection, 25th May, 2018)

After the class break for 15 minutes, the teacher walked into the classroom again and looked at the students and shouted to everyone that they had to open the book on page five now. But the students and i turned ours eyes on her and everyone was be stunned.

Everyone was wondering with the teacher's voice tone seemed quite strongly voice and what happened in this class. The teacher did not pay attention anymore and she still taught follow her steps in the same time I found that no smiles, no a chance to listened to voice of the students.

(Transcribe from video recording, 25th May, 2018)

At the same time, I am in the back of the classroom and watched the interaction of both of them. I sit I see and I write down into my paper.

I see the hard-core English teacher in this course. I don't understand why she likes to make voice to be stronger than softer. Nobody don't want to respond to who has be harsh manner. The students not to pay attention but they have to do. Because the teacher has more power to force the miserable students. Is this the happiness Glocal Englishes classroom? I never see it. The atmosphere looks like be serious. I feel they act seems like the "judge" more than "teacher"

(Supervisor reflection, 25th May, 2018)

After the first week the class finished, in the late afternoon, the teacher hurry come up to see me and ask about the results of her first classroom observation. I reply and try to make them understand the things are happening in the classroom. It is evident that the teacher's change their teaching styles.

My, lovely sup ... look at me today if I am in the bright yellow dress with the softly pink of shade on my lips & I try to reduce my top voice tone to the low and sweet tone instead. How of my students think of my costume.

(Patcharapa reflection, 25th May, 2018)

When asking why they change, they claimed that because of feedback from me and the students. I looked at my researcher reflection and I found the same" I actually gave comments on how to dressing up and how to pay attention in the classroom".

As I am a supervisor, I hold her hand and told to take a seat then I offer the easy way to make the students feel relax in your class don't pressure them

with the strongly voice, fierce eyes, facial expression are also important for the learning of the students. Please calm down and try to change you can do it with the easily for some colors on your costume with the softly manner you shown in your class and carry on the good relationship between you & your students go forward together as well.

(Supervisor reflection, 25th May, 2018)

Furthermore, I prefer my advice to the teachers I invite them to follow and this is the words from me **“if you never try ... you will never know”**. This is your class and all of these are your willingness students so begin to do anything to help and support theirs learning proceed gradually.

In the second week, the teachers tried to change themselves in the aspect of “voice tone.” Morton and Watson (2001) noted that children responded negatively to dysphonic voices, describing them as rough and unclear. Morsomme, Minel, and Verduyckt (2011) also reported negative reactions of students to a dysphonic voice, and noted predominance of emotionally charged terms such as “sad” and “ugly”.

When they come into the class, they stands in front of the class with delightful of smile and says “hello... u guys... How’s going for today? Are you okay? Let’s start our lesson.” In the Glocal Englishes classroom, the teachers usually speaks to the students with softly and smooth voice of tone because she cares about her voices to make any effects to the students and the following evidence messages are show

When the student read the short text in the book...but he speaks wrong... The teacher gives a little smile and says “Never mind” Instead “Shit!! Why you read it wrong” and her face is fed up

(Supervisor reflection, 8th June, 2018)

Most of the students feel happy much and some of them ask why today teacher is very kindly today teacher is the same as last time teacher LOL. She doesn’t blame me. She speaks with the graceful voice. I feel relax very much. She give me a chance to read it again and my that she never did it before”

(Transcribe from video recording, 8th June, 2018)

From the second week, the teachers start to change with her costume and voice tone. It is the two factors that happen after the students take back the feedback and I give some advices to them. Let's see in the next time what's going to be change.

In the third and fourth week, Mohamed Sathik and Sofia (2011) stated that the impact due to communication of the face is so powerful in interaction. Facials expression are the primary source of information, next to words, in determining an individual's internal feelings. Alibali, Mitchell, Ruth, Matthew, Suyeon, and Eric (2013) claimed that teachers' gestures are an integral part of their instructional communication thus, students learned more when their teacher had learned to gesture effectively.

The amazing things from the teachers always give them to the students when both begins to accept in each other after two weeks ago. Something is rising and that is the evidence of change physical expression, in fact the three types of teacher characteristic are go one by one and continuing.

When I delete the bias and turn to teach the students with faith, If they are doing wrong something, I don't punish them but I open a chance them to do it again, I clap my hands and say "very good, u guys" and I touch their shoulder and say "don't worry and try it again. I do it in in many times and I found that "Oh my goodness... I just understand how much they love and count on me.

(Davika reflection, 22nd June, 2018)

*As I am a supervisor I see wonderful happen in this class.
I really glad that teacher bring my feedback to improve themselves with sincere.
Someday I see the light pink dress with shading as cherry red on her cheeks.
She feels lively and act with the high self-confident also.
Moreover, I see the warm support that send to the students such as
"Never mind" and "do not worry and calm down"
"Try it again...I believe you can do it my dear student!"
"She says keep chin up and says SU-SU (Thai words) in the same time"*

(Transcribe from video recording, 22nd June, 2018)

I want to learn with her more because she doesn't hit my hand when I read wrong but she touches my shoulder softly and say "do it again & keep practicing more"

(Transcribe from video recording, 6th July, 2018)

I amazed when I see the teacher's physical expression such as

"Smiling face"

"Wave or clap hands"

"To rub gently on the student's head"

"Slapped to the student' shoulder"

(Supervisor reflection, 6th July, 2018)

Last but not least in the fifth week of the supervision, all elements were observed to change in this week. A combination about three factors are building up little at a time and continuing until now. I and the teachers sit and watch the former teaching from the video recorder together. We are so amazing which to see some of change appear although the short period time but it still happen truly that means we are helping and have good wishes to each other. These are the evidences to support the change

Patcharapa: OMG! What a beautiful dress for today... my students look at me!

S1: He says "you are beautiful very much teacher"

Patcharapa: I feel really ecstatic and zoom at me at that time. I feel confident with my costume well-prepared.

S2: She tells me "teacher, I forget my homework I am sorry"

Davika: I reply her "Ok, I see. I hope in the next time you will be a cautious person and I smile softy back to her too".

S2: Thank you very much teacher, I swear I will not forget it anymore.

S3: Some of students admire to me "teacher, you have a short hair and dyed your hair in brown...it's really pretty"

Davika: Say “thanks” and in the next time I will wear a pretty dress again.

Supervisor: Please trust in me! The first impression is what students see at you that means your costume and everything on you. They don't know you are a good teacher or excellent in teaching or not. If you wear an appropriate dress and take a soft physical gesture and let's see your student takes the interaction or feedback to you in positive. All of them are very wonderful.

(Transcribe from video recording, 6th July, 2018)

This above quote showcases both the teacher's optimism and the supervisor's willingness regarding the change in teacher characteristics as summarized below.

Table 6 Shifts in Teacher Characteristic in Teaching Glocal English

From	To
Dark tone color of dress up	Depends on situation, always in the light shade or colorful
No make-up, accessories, hair-style	Usually make up more, put some accessories is someday, set styles of hair occasionally
Use quite strongly voice of tone	Maybe soft, smooth and sweet-sounding
Frown face & sharp-tongued all the times	Let you smile more and relax your facial expression
Angry & annoyed when student do something wrong	Give moral and positive support (ex. never mind, try again or keep clam) with fine gestures (ex. wave hands, touch the shoulder softly and gentle eyesight)

Theme 2: Techniques in the Classroom

Pyramid in this theme as you can see it in the large base and it sharp into the small smaller layers seem like the techniques or some teaching processes which teacher uses in the GEC is take times continuing until at the finally the students learn from many techniques and improve their learning outcome successfully.

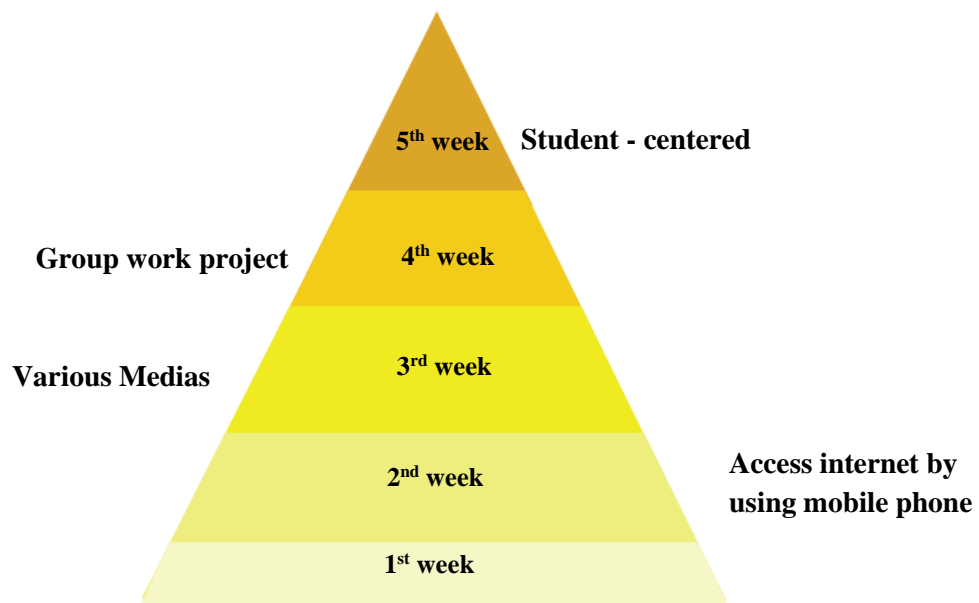


Figure 12 Pyramid of Teacher Change

Note: The color in each section is used to separate the change of differently only.

The second theme is call “Technique in the classroom.” It includes three issues: 1) access internet by using mobile phone 2) Group work project and use various medias 3) go to be the student-centered.

First of all, I chose a pyramid to represent this theme because I think the new thing that happens in the classroom such as some techniques are seem like the ladder which grow in step by step and it takes time the change to appear. The sharp segment at the top means that the participation between teacher and students that go along in the same way to success in learning Glocal Englishes.

Before the class start on the next Friday, the teacher and I sat and talked about and this is the evidences to show

“I used to teach as the last semester, I want to set yourself as a teacher that my duty is teaching with my way not to as a facilitator because I never seen it before.”

(Supervision Dialogue, 21st May, 2018)

After that in the first week I go to work out in the Glocal Englishes classroom while I sit in the back of the room I observe the teacher come and take an old textbook which is the only one of material that the teacher uses for teach to the students with the same sentences for example:

“open the book on page...”

“look at the blackboard and write it on your book”

“I have no more time to answer your questions I can reply at the next time”

“If I tell you ...you have to follow me only”

“I don’t like the naughty or playful students very much so you don’t make me angry because I will cut your affective scores”

“I don’t have time to find other worksheets for you”

“I think I can not let you access the internet because I’m afraid that you will search some bad contents on it”.

(Transcribe from video recording, 25th May, 2018)

From the messages above show that these are mostly in the negative way and teachers think they are the centre of the class, they can judge on her opinions and needs that seem like I don’t want to say that she is a dictator. When the class end I ask them with an easy question for example;

“Have you ever seen the smiles from your students in your English class?”

“Why you must use a microphone and speak in too loud volume despite in fact there are only 25 students in your class?”

(Supervisor reflection, 25th May, 2018)

After that I say “excuse me”, I see that your English classroom get the highest Wi-Fi signal and your students need to use it in English class too. Teachers

reply to me look like to dance around and quit rambling with my questions but they always tell

“I don’t have more time to prepare in reality I need to do it very much.”

“I don’t want them to access the internet because I think they will play game online or chat on Facebook”

(Patcharapa reflection, 25th May, 2018)

For the second week that I used to observe their teaching and I still saw the **traditional teaching styles** of them again for example the teachers always use only one or two textbooks and they didn’t use any medias or technology at all while this course look the same about tourism or sightseeing but I didn’t offer my opinion because I was an outsider to work with the teachers I always give them honour firstly. Their change will be started and then in the next class the teachers claimed that

“Both of teachers claimed that they express themselves as a traditional teacher, they liked to control and judge everything in class.”

(Supervisor reflection, 8th June, 2018)

When the class finish me and the teachers have to sit with large cups of iced-cocoa and we talk about the former teaching in the video recording, we watch and listen to it together. Then I ask “How do you feel about your teaching style?” and “Do you think your students enjoy your class?” The teachers keep silent for a few minutes and say “we don’t see the happiness students why they are not lively.” and “I think I do it best and why the feedback comes to me its feel negative”. Then they say to me again “OMG! We know because we don’t have a preparation and we really forget to follow our principles ... Let’s me recall about it one more time please.”

Turn to me at that time I revise the principles of teaching Glocal Englishes again that is *“Think of new techniques and materials so that global language learners can meet the challenges of the emerging global civilization and use the global language for their diverse needs”*. It’s very important to take it to your teaching processes. Your students try to tell you that they would to use the internet into this

class. Give and open them to challenge it in their own ways. The teachers accept and say to me

“I need to understand how to use GEC principles into my class but it’s a new course and I feel have less of confidence to plan it.” So, I need some help from you to practice more.

(Patcharapa reflection, 8th June, 2018)

“I will open a chance to let them use their mobile phones and access the internet too” Because I think in the real world the students like to use it very much. They can search or visit anywhere.

(Davika reflection, 8th June, 2018)

The third week with my honor from the supervisor, firstly I give a chance that you are follow what you think but how about the student to take the respond to you, why they don’t enjoy and why the teachers look across with your student’s participation because of the goal of your GEC is happiness classroom and if I as you I try to be change to be a flexible style because I could be in many position such as friend, expert, facilitator, listener or else. Please don’t stick your teaching styles with the former or only one style, everything can change on the time but depend on the opportunities at that time as well.

From the messages above (Guskey, 1995) mentioned that the change in teacher’s classroom practices and one of the change is “Changes in teachers’ classroom practices” The main points of information that happen in this course I classify in “Personal Domain” after the teachers attend the teacher supervision program they try to adjust themselves to accept the understanding, the teacher’s role from traditional teacher-centered to *student-centered*, turn to use the appropriate materials in the GEC based on student’s need and *technology or medias* in the real world, brave to change view point of teaching, create environment will be the happily English classroom and deal with supervisor sincerely. The evidence messages below are show

Supervisor: Why you didn't ask what topic or something that student need to learn before you choose the content by only yourself?

Patcharapa: I was so sorry my sup I forgot it because I usually followed the handbook or textbook and I don't know how feel of the student or what they want to learn? I used teacher-centered method all the time because I thought teacher is the best I can do all things and I can judge everything that happened in my classroom.

Supervisor: What do you thought with this problem, how about your solution?

Davika: I just started to open-mind and listen voice from the students more. I need to created my happiness classroom means that both of me and students are go along with joyful and happily.

Supervisor: Alright, this is the first step to be a student-centered method, I believe in you if you never try you never know. It's time to be start new thing in your GEC. Keep moving on!!

(Transcribe from video recording, 22nd June 2018)

Moreover, in the fourth week will present the majority of my supervising was on the technical aspect for example the **rule of "mobile- banned in the classroom"** it was a challenging rule to blocked your student's opinions and also blocked the teacher's planning the course too. When the teachers said "Not to use mobile phone!!" Suddenly the students were quiet and theirs eye-communicated a sign of blanked. It's time for the teacher started to challenge the change again. When the teacher told me;

"I didn't allow them to use the mobile phones because this is the rule of the school and I worried that the students will not attended on my teaching"

(Patcharapa reflection, 6th July, 2018)

Then I reply to them with my sincere;

“As a supervisor, I always suggested that If I was you I try to use the media’s by access on technology by way of the student’s mobile because nowadays everyone in the era of internet society they can search something which you want to know from many websites, application or whatever. I needed to take my students into the real world I try to teach them from the interesting and stimulating for example in the content on first module is about the attraction place I will show the model from YouTube channel that student can access with their mobile phones. This was the alternative way to use mobile phone with be valuable and the students can search in many time and in anywhere as much as they want too”.

(Supervisor reflection, 6th July, 2018)

Lastly, in the fifth week the teachers still needed some help from me about techniques in the classroom and here was some evidence to show that;

Davika: We are confused that why students are not pay attention in the class more. We feel lost in ours teaching how can we solve it?

Supervisor: Keep calm and please review in your planning for example most of the students get mobile phones if you open a chance let them use it for search or find out some information from many sources

(Websites, e-magazine, e-brochure ...etc.). These were the interesting techniques and in the world of internet teacher should use it and apply it in to your class easily. Students in this era need to used internet to help in their learning more than read from the only textbook. This was the mission to push your student go to the world wide of learning. Keep going on!

Patcharapa & Davika: We believed in you my lovely sup, we will try to do it, thanks a lot that you are standing with us.

Davika: By the way I wanted to know how you think with me plan the students to learning in a group work than individually. Which is more suitable? Because in my class, there were a lot of weak students then I tried to use excellent students to divide in each group to help friends. I thought it will be suit for them.

Supervisor: I agreed with your idea but I would like to ask you that how excellent students feel about the techniques they will be enjoyed or not?

Please try to understand them before you make the decision. Don't forget to look back to your student how they are lively with their team work they can talk, share, and laugh with friends. If it possible you start to use this technique F2F (friend to friend).

Patcharapa: Yes, of course I asked the excellent students firstly before I plan to do it and they wanted to be the volunteers. They still enjoyed that in the class they will be the leader in group. Then I saw their smiles in my class.... Hooray I was so happy.

(Transcribe from video recording, 20th July 2018)

From all of this section show that the students are fundamental regarded for the mirror the teachers to reflect themselves. The teachers could be open-mind and open-heart to accept or think over with the student's feedback or the manner which act in the classroom. This is some of evidence from the students are

When they allowed me to use mobile phone...it was so cool to travel to the internet world". The students are enjoying in this class.

(Supervisor reflection, 20th July, 2018)

I hope someday teacher will listen to me because I want to select to London City because I don't like The Great Wall of China and today she says okay with my idea...wow! (Student 1)

I really like to watch videos on YouTube so much" And I want to speak English fluently to the foreigners. (Student 2)

(Supervisor reflection from student, 20th July, 2018)

Furthermore, I will present the teacher learning to teach Glocal Englishes by techniques in the classroom and firstly talk about the teaching background of two in-service English teachers, Patcharapa who graduated from the bachelor of Education in teaching English, she always gets the sparking ideas to prepare teaching English step by step like in the past when she was a student teacher in a university. So, she loves to plan and select the appropriate in each module. She loves in the way she is.

Davika who graduated with her Bachelor of Art in Business English, she usually finds techniques on how to teach English from the internet from other teachers on YouTube. She then applies it to plan a process of English teaching, he doesn't talk anybody about this because her school has only one in-service English teacher and she feels lonely in the way of the teaching profession.

The table below shows in each week of implementing teacher supervision program to the teachers to teach Glocal Englishes.

Table 7 The Briefly of Implementing on the Teacher Supervision Program to Teaching Glocal Englishes by Techniques

Week	Implementation	What teacher gain
1	Tell about the course planning and techniques how to write the lesson plan of Ban non Wat historical place.	Both of them write the roughly lesson plan in Thai to me. - They focus on the field trip approach and need to improve the confident & ability of student's speaking

Table 8 (Continued)

Week	Implementation	What teacher gain
2	<p>“How to select the appropriate materials for Glocal Englishes classroom?”</p> <p>I support and help them to search from up-to- date information in newly sources.</p> <p>I show some cases of my teaching to them</p>	<ul style="list-style-type: none"> - They can choose the various materials from alternative channels for ex: YouTube, video clip from Google, E-brochure etc. - They enjoy & relax to teach in this course more than in the last semester. - They get the inspiration from me and my showcase teaching.
3-4	<p>I suggest the collaborative learning into the Glocal Englishes classroom.</p>	<ul style="list-style-type: none"> - They set the activity in group work more than individual task. - They use F&F (friend help friend) technique to help the weak student. - They let the student to share ideas and brainstorm in their groups.
5	<p>I advise the student-centered than teacher-centered.</p>	<ul style="list-style-type: none"> - They listen to voice of the student more and they often to ask need of the student to learn in each module for ex. The module of London this topic is chosen from most of the students by voting. - The students get comfortable and joyful feeling after teachers open mind to listen to them more

In this section, the majority of the aspect is the student who take the participation and get along to learning from the beginning until to the finally. So they are the key of the learning (ongoing) process which satisfied atmosphere in the classroom. There are some issues which happened to the teachers in the GEC: ask the students themselves what they want, use materials and activities that develop

empathy, give opportunities for students to present and practice language, and encourage peer students (F&F technique) help each other and share skills.

However, some features of their teaching make a quite a difference to how much students learn, how hard they study, to their grades and to their desire to continue to study. Teachers should concentrate on those features that actually have an impact on learning and a large positive is on student's learning.

Some surprising evidences which students like teachers to be expressive and they like them to show interest in the subject, but this does not actually lead to very much better learning. Students can tell the difference between teachers they like and teachers who they think are effective. This is the "Students as Change Agents Model" below.

Furthermore, in the next agent of change is Technology, as we know that the technology is the potential to change what we do and how we do it, while using technology affords change in the work of teachers and students. Such as these follow;

- Using online or webs to find interesting facts or information.
- Using computer assisted instruction to supplement traditional practices.
- Using desktop publishing to make more class materials and handouts.

These are the evidences describe about the technology aspects:

"When I choose the worksheet from the internet ...it looks really up-to-date and in-trend contents". It's very easy to find and print out it. I feel comfortable very much".

"Sometimes if the students are not interested to me but I know grammar is feel bore so I use to open the grammar in clip videos to teach them instead" Then I see them when look at the big screen in front of the classroom... they are active and relaxed more". Wow!! The internet make me to have another alternative ways to teach them".

"In the next teaching hour I will ask students our topic is ...attraction places in your city... what do they think about? And I allow them to access the websites to search the information too". Internet is really save time and very useful for me and student.

"I give a chance to you but you must enter by yourself ... my dear students".

(Patcharapa reflection, 18th June, 2018)

Technology can act as an agent of significant, change in teacher-practices altering the way teachers and students. Students can often gain access to the same kinds of information available to practicing professionals. Moving outside a textbook to see subject matter in its more “private” form is freeing. It puts a good deal of pressure on both teacher and student to make sense of data, to filter on information, and to focus on important subject matter ideas. This practice demands that both of teacher and student become good “knowledge consumer”.

A great deal information and opportunity exist the web, but teachers must learn how to access it, how to use it in effective and efficient ways, and how to scope it for their students so they will find it useful and productive in their learning. The teacher must change from one who relies on textbooks to one who pushes new ranges of knowledge, resources and content. This is an easy task for most teachers- one in which teacher must learn to be comfortable. Teacher must learn to first recognize this insight as useful and then learn to utilize it and other alternative resources in their efforts to facilitate learning and at the end to situated activities and subject matter ideas, real-world tasks also.

If teacher have led readers to conclude that technology holds the key to fundamental change in teaching and learning. However, little will change as long as the perceived pressure is unidirectional-meaning technology will not significantly transform the role of the teacher until teachers also begin transform technology? Teachers are pragmatists. They seek means to desired ends and often find solutions in diverse and unlikely places. Until teachers bring these powers to carry on technology- to re-tool and re-orient technology resources in ways that make sense for their own students, contexts, and subject matters. Teachers must be given the time, support, and creative space to use technology in new ways that will eventually significantly change their role in the classroom.

All of above quotes present all of teacher, supervisor and student that we work out in GEC together. As a result, the teacher found the feedback from the students during the teaching process. So they try to encourage themselves to gain some new techniques in to GEC efficiency. The findings in brief are below.

Table 8 Shifts in Techniques in Glocal Englishes Classroom

From	To
Teacher centered	Student centered
- Only judge in the classroom	- Listen to voice of students
- Select contents by myself	- Based on student's need
Individual work task	Group work (collaborative learning)
	Friend help friend (F&F) technique
Only use the teacher handbook as the material	Bring various materials for student's learning
Mobile-banned in the class	Give a chance to students can use it to access the internet for searching the data from alternative sources

Theme 3: Relationship between Teacher & Student

"Circle of Change"

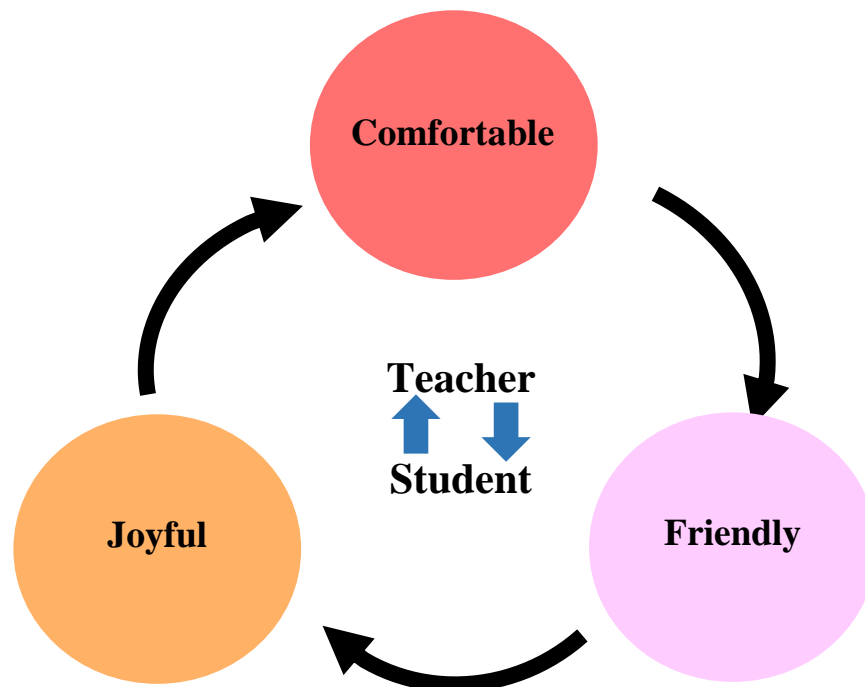


Figure 13 Circle of Change

Note: The color in each section is used to separate the change differently only. Given the limitation of qualitative data it should not convert the number.

In the last third theme is “Relationship between teacher & student” I pick up the circles because the change in relationship it’s the harmony and harder from the two factors that I described before. In fact, in the first week I found about the relationship I would like to say that very crucial problem with the students in two schools because most of them are homeless, their parent are divorced or separated and someone stay with cousins.

These are the causes make both of teacher and student seem so far and difficult to get inside to student’s mind because they are weak, scared with other person who come in their life. I used to talk with them

Nobody love and care me, even include my dad and mom.

They leave from me since I was a baby.

I don’t know “How can I do in each day For who.... For what?”

I feel very lonely in the world.

(Supervisor reflection from student, 25th May, 2018)

I look at theirs face, why they have something sad in the eyes.

I never seen theirs smile, why theirs lip are not move.

What happened with them, I feel they are not happy?

The teacher should to solve this problem quickly.

(Supervisor reflection, 25th May, 2018)

However, I believe that the student emotions are important and don’t look over it. If they are happy it’s very easy to teach a new knowledge or push them to go forward but in this case, we (teacher, administrator, and parent) need to help or heal mind of them first. So the relationship is mean to Hargreaves (1994) stated:

Good teaching is charged with positive emotion. It is not just a matter of knowing one’s subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. (p. 835)

In the second and third week in the Glocal Englishes class I observed the interaction that teachers always state in high position and students position are always under them so that why student are not give the trust to teacher because teacher are right in every time and sometime students have a question or want to know something more and teacher don't say that not to clear to them. Students are voice-less on teacher so the feeling of them are losing, unfriendly, bored, depressed when I watch them in the former course how I feel concerned with their relationship. Teachers and students are not in the same ways the evidences show

“When teacher says sit down now! Student sits with slow and make theirs faces are bored”. Why student don't allow the teacher's direction and look back to the teacher I wondered that you should tell them softly and don't force to them harshly.

(Transcribe from video recording, 8th June 2018)

After the class is finished I go straight to the teachers and tell them how I feel. You don't know that your students are not ready to study, please ask how they feel or what they want. Sometime the student needs to see their value, they want to present something to you. You should listen to them adjust your teaching plan by the information provided. Then the teachers reply to me

“If I am open-minded to hear a student's need...and I plan the activities or use some materials for them appropriately” I should ask them first and then it will be possible to work together”.

In the past ... why I didn't appreciate to my students even though they trusted in me sincerely” I ought to be given the opportunity to them ... let them think on theirs task. I didn't to want to block any opinion of the students.

(Davika reflection, 22nd July, 2018)

After we talk I send some warm words to the teachers.

I know that how to be a good teacher is not easy to be...

But if you have in mind to force it. I appreciate that someday you will do it.

I stand by you and I will always encourage you my dear.

(Supervisor reflection, 22nd July, 2018)

In the fourth week I come late 10 minutes when I take my foot step in the class I feel surprise with one of the students stand up and laugh. When I sit and observe I hear something and the evidence show

Patcharapa: What place in other country which you want to visit and search it? Let's me know. Who have an idea, show me your hand, stand up and tell it.

S1: (laughing) Teacher.... I want to go to London because I see it from the movie, it's very fantastic place.

Patcharapa: speaks with (sweet voice) WOW! I think so and I want to visit London too.

S2: (a bit shy) I like to travel at the Great Wall of China very much.

Patcharapa: Oh okay I love your answer but I need some vote from your friend now.

S & S: They have a small talk to each other about 5 minutes and the volunteer come in front of the class and say "we vote and choose London because we want to see the famous place and need to know about the history of it.

Patcharapa: Okay you guys. Let's find something you want to know in London now. Work in a group, let's imagine, a presentation to another group is don't forget. Enjoy and go for it!

(Transcribe from video recording, 6th July, 2018)

During the class are moving, I write down a short note and I see some evidence show that

I see the teacher walk around the class

Walk to each group

Ask them and student ask Teacher, I want to make an e-brochure about London... do you like my idea?

Teacher says ... of course you can do that and present it in your own way.

Both of them ... smiles and smiles

Oh my Gosh! This is I want to see since I come to work out with them

The happiness classroom will start at now

(Supervisor reflection, 6th July, 2018)

In the last fifth week I come to class early I look at the teachers and the students are sit and keep quiet. Something change the evidences show

Davika: Come to class with light green dress and says "Morning my dear students... How about you today?" Have you eaten your breakfast? Delicious or not.

Students: Look at her and answer in each individual

Davika: Today is Presentation day, are you ready to do it?

Student: Yes, we are ready.

Davika: I make a number 1-5. Each group send a volunteer to get it now. Prepare follow your group number. Are you ok?

Student: (exciting) to pick up the numbers. Some of them shout "Oh we got the number 1." Hurry up to present it my friends!

Davika: I give every group to prepare about 20 minutes and then we will start the presentation okay.

Students: OK.

(Transcribe from video recording, 20th July, 2018)

After the class finish some students walk and tell me

Today, my teacher is very kind.

She doesn't angry when I read a text incorrect but she smiles and says "Calm down and try to read it again." I feel not be serious. (Student 3)

I want to study with her I every semester. I feel like my mother teach me and I don't feel nervous when I study with her. (Student 4)

(Supervisor reflection from student, 20th July, 2018)

Since the Glocal Englishes start the teachers try to convert in some parts such as teacher's costume, teacher's voice, teaching style, technique by using technology, dare to adopt the mobile phone in the classroom etc. Under the converting in every step, time flies so fast in a few months ago that I can observe them is the

relationship between T & S are go along together, it should be to acceptance for each other.

In this part, I am as a willingness supervisor to catch sight of the better of T&S relationship and continue into build up the interaction in the classroom also. For the first day that they are met it is nothing about the relation at that time the environment is very quiet and silent. They not pay attention much more to each other but the time flies and the teachers adopted in some of their teaching style then try to change until the power of relationship will be get better on proceed gradually. It's the evidence from this section show that

Since I come to work and deal with you in every situation that happened.

I know that you are care about another person much because I watch when you teach in the class and if the student shows the strange facial or say something bad to you... you will keep it and turn to solve it... finally you need to build the happiness classroom for everyone completely.

And I'm happy that you change something of your teaching with my suggestion & glad to be an important part of GEC truly. "Believe and work hard for it ... the world can change by ours hand"

(Supervisor reflection, 20th July, 2018)

The relationship between teacher and student are most important at the first time they get the conflict on theirs mind. If they need to success in learning and teaching each other have to learn, open-minded and accept and all of these will ongoing until the relationship improving more and more and finally when they are in good mood and the next step to opening something new is not hard to reach it. The results are show

Table 9 Shifts the Relationship in Glocal Englishes Classroom

From:	To:
<p>Uncomfortable</p> <ul style="list-style-type: none"> - Teacher fix to find the contents or meaning of vocabulary from dictionary book only - Teacher fix students seating as the lecture style 	<p>Comfortable</p> <ul style="list-style-type: none"> - Students feel free when learn from many applications, websites or talking dictionary online - Students can sit in the circle in their group for discussion that make them relax and not gain stress or pressure
<p>Suspicious</p> <ul style="list-style-type: none"> - Teacher always set the higher position than students - Teachers not to act with nice physical expression to the students 	<p>Friendly</p> <ul style="list-style-type: none"> - Depends on the situation and Sometimes teacher act as another such as friend, facilitator or expert - When teacher try to open minded to say positive or touch on shoulder or head of students, they feel happy like the parent take care of them
<p>Depressed</p> <ul style="list-style-type: none"> - When students do something wrong the teacher will judge them with negative words that they feel exhausted - Teacher doesn't appreciate when students do something right (ex. When student write the wrong vocabulary the teacher always tells them stop and act upset. 	<p>Joyful</p> <ul style="list-style-type: none"> - The students feel relax and enjoy when teacher forgive and open some opportunities to do it again, they can create the task on theirs demands also. - The teacher shows the nice expression to the students even though they are wrong/ right admiring words to students that encourage them to practice English more

Lastly, in terms of students acting as change agents cover all of three themes of teacher's change, the importance of model is that shifting the agenda towards students through actively participating in enhancing their learning experiences. Such

as having a “voice” is important, but many remain to given the opportunities to drive and lead change initiatives. As students look inward and consider what it means to stand up for what they believe in, what impact a person can have and what motivates to create social change, the teachers can engage students with examples from history and can build a classroom culture that empower students to be great change agents themselves.

The key benefit to the students; involvement with the change agents’ initiative supports personal and professional development, self-knowledge, confidence, self-esteem, empowerment and leadership, and an enjoyable experience.

Aspects of Teacher Supervision Program Enhance Teacher’s Learning

For the research question 2: What aspect does the teacher supervision program contributes to development teacher’s learning to teach Glocal Englishes?

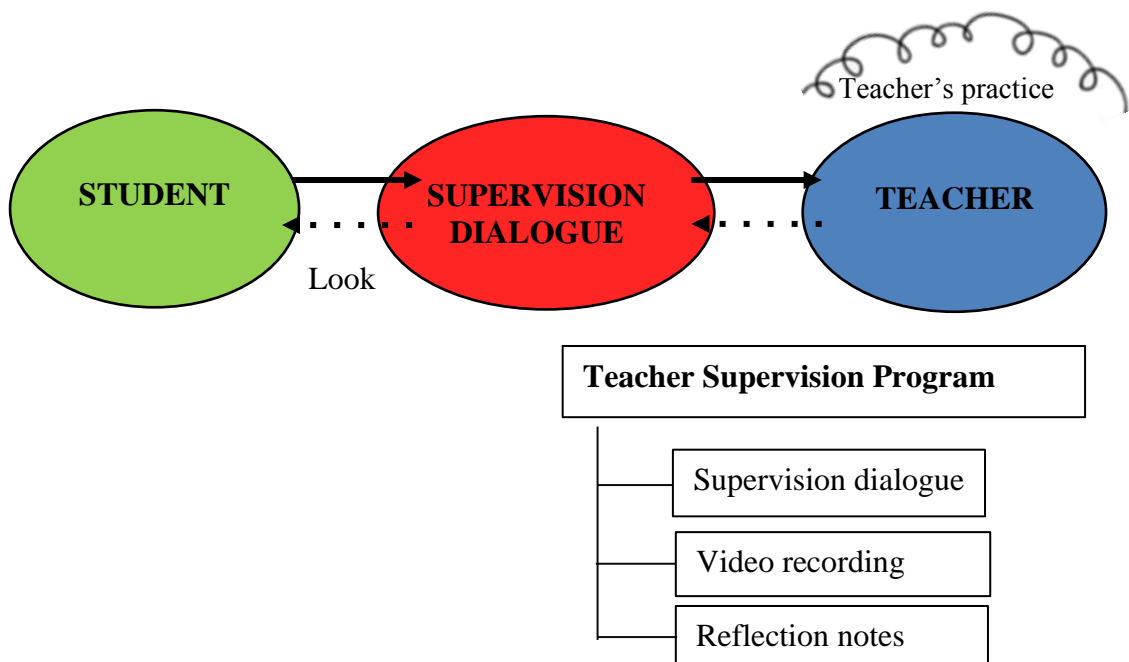


Figure 14 Teacher Supervision Program Functions

Firstly, before answer the next question please see the Figure 14 is above and I will describe later. Based on the answers in the research question 1 show the teacher’s change in three themes.

From the figure the change of teacher in three themes can be illustrated by the above procedures. For theme 1 “teacher characteristics” the change appears because pre-observation step by using the supervision dialogue that a few questions which I ask the teachers for survey, know how teachers think about the Glocal Englishes teaching, or what something do they need to theirs classroom. For example: Are you confident to teach Glocal Englishes? They answer to me that we don’t have the self-confident because we don’t understand with the Glocal Englishes principles anymore and we need to know about it more then they try to learn until they can apply to the real situation in the classrooms. Furthermore, the teachers tell me “we don’t know why the students look at us strange, they see my dresses and theirs face be stunned.” This is why I suggest you to give priority to your costume because it is the first gate the students meet you, first impression is also important together with the teacher’s voice of tone and physical expression are go along to happen faced to the students in harmony to push them to learning Glocal Englishes with happiness and efficiently.

Moreover, in the theme 2 “techniques in the classroom” I offer the during observation by use the video recording to capture what happen in the Glocal Englishes classrooms means that while the teachers teaching, the video recording and I am taking note on the interesting issues. Then we are watching the video together and we talk about Glocal Englishes teaching we focus on the teacher’s teaching style, material, student’s participation etc. For example: module of “Amazing London” the video recorded at 44 minutes the students feel bored and some of them are slept. The teachers face to me and says “we only sit in front of the class and read aloud the article about travel in London to them.” Then the teachers say “Why we don’t walk around the class and let the students read it or we can open video about London on You-tube instead?” and we will try it again in the next teaching hour.

Beyond to theme 3 “relationship between teacher & student” the main aspect which appear in the change of teacher characteristic is refer to the students because on the teaching process the students are in every part and they are seem like the mirror to reflect such as what teacher do how was it, how to add something more, or delete something out. From the evidences show that teacher try to change theirs costume, voice of tone and physical expression to fulfill the self-confidence to improve them to

ready to teach GEC more than the former traditional styles. They try to use the same traditional to the student but suddenly the student's effect to them urgently by their faces, emotion or expression. Therefore, the students are the surely agent of the teaching Glocal Englishes.

CHAPTER 5

SUMMARY OF THE STUDY, SUMMARY OF THE FINDINGS AND DISCUSSIONS

Summary of the Study

To understand the teacher professional development, this study attempted to enhance the change of teacher to teach Glocal Englishes by participate the Teacher Supervision Program. The following research questions was: To what extent does the professional development supervision program enhance teacher's learning to teach Glocal Englishes? To answer the above research question, first step I invited the two English in-service teachers to participate in this study I have to survey the need of teaching English in the secondary school in Nakhon Ratchasima province and I interviewed some of teachers and time to show up about the teacher's need such as the teachers has less of confident to teach Glocal Englishes because they were new novice with under three years of English teaching experience and some schools has only one or two in-service English teacher sometimes he/she wants to talk, plan, share ideas with other but they can't to do that because each teacher got the teaching workload nearly 24 hours per week means that they don't have much time to prepare their teaching as well. At the same time the newly school policy that emphasize to build up the student's skills in learning English.

When I know with some problems and needs of the teachers in the second step I try to find some ways to support them and the administrators or directors give the opportunity me to walk extremely to help them then I and the two teachers come to talk, share and plan "Glocal Englishes" project together. This is the wonderful time to make a good connection and very nice friendship between the university and the secondary school. For the last step finally I can find out the best way to help the teachers that is I used the "Teacher Supervision Program" because in each step of the program can be support teachers to teaching Glocal Englishes efficiently. There are three steps of Teacher Supervision Program consisted 1) Pre-observation by using the supervision dialogue to interview the teachers 2) During-observation using the video recording to capture or record what happen in theirs teaching in the classroom and

3) Post-observation by using the reflection notes from the supervisor and sometimes from the students and the teachers also. So, supervision as a developmental process designed to help and enhance an individual's motivation and skills necessary to accomplish the job (Pierce & Rowell, 2005). Basically, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers. Masadeh (2015) mentioned that to achieve the point of the investigation, a supervisory program of five principle viewpoints, specifically composing social targets, setting for the exercise, arranging the exercise content, showing the exercise content, and deciding assessment strategies was created in supervisory program.

According the presented findings, the research question “to what extent does the professional development supervision program enhance teacher's learning to teach Glocal Englishes?” was answered by based on the findings of this study it is reveal that teacher supervision program help three things; first is teacher characteristic, second is about techniques in the classroom and the third is relationship between teacher and student. It was observed that teacher's change doing this one because of the student's feedback and reaction. The information from the students are very important and express to me as a supervisor then I transfer it to the teachers. The three themes of teacher's change were depends on the teacher supervision program (supervisor also) and in this study the supervisor gain more information mostly from the students and they want me to send something to theirs teachers I observed and see they feel scared, fear and shy to tell theirs feedback straight to the teachers because the personal characteristic of the teachers are always un talkative and grumpy. When I am in a part of the Glocal Englishes classroom the students see that when I talk or suggest something to theirs teachers or when teachers ask or need some help then the teachers turn back to ask me first and they always give respect and honest to me. So, the students surely believe in me that I can send theirs need to the teachers. By pointing to ways the case study subject benefited from “reflection on his students' comment” (Pope, Beal, Long, & McCammon, 2011, p. 463).

Summary of the Findings

With the research first question, to what extent does the teacher supervision program enhance teacher's learning to teach Glocal Englishes? The findings were the three themes of teacher's learning to change which included teacher's characteristics, techniques in the classroom and relationship between teacher and student. For the part of teacher's voice tone the quality of the teacher's voice tone is a key factor in the teaching-learning process (Rogerson & Dodd, 2005). The classroom is a dynamic space of communication that language and teacher's expressive resource promote social interactions. The type of voice of the teacher can be a motivating or discouraging factor for the students (Barbosa, Cavalcanti, Neves, Chaves, Coutinho, & Mortimer, 2009). And Teaching entirely fulfills the conditions in which speech modification is most intensive: in an interactive situation with a need for clear communication (Garnier et al., 2010 cited in Hakala, Homqvist, & Sala, 2015). Beyond to the teacher's costume after the teachers gain some feedback from the students then they try to change or adopt in their costume because dressing is being be dress communicates identity through socially-conventional (Entwhistle, 2000). Young people are particularly aware of construction of identity through dress, having detailed knowledge of its visual, materials and symbolisms (Purdy, 2004). In Asian context, Asian L2 learners understand cosplay as a permissible escape from the discipline of mainstream society, through managed, hyper-real performances of fantasy selves in which individual perform as much as for audiences (Lamerichs, 2010). Through processes of aspiration and revision, they maintain multiple imagined local and international, personal and professional identities (Yashmina, 2002). And the last issue of the change of teacher characteristics is teacher physical expression is that classroom management particularly raises key issues in EFL classes and is one of the biggest challenges teachers face while they teach (Linse & Nunan, 2005). On the one hand, teachers and their caring behavior are considered to be among the most important environmental factors that can help learners to develop positive attitudes towards language learning and promote learners' effort or engagement in doing language learning tasks (Williams & Burden, 1997).

For the second theme of teacher's change is "Technique in the classroom" which Geerdink et al. (2015) fostered teacher educators' professional development in

research and in supervising student teachers' research with the activities for teacher educators. However, three of activities were primary aimed at enhancing the teacher educators' competencies contain with use various medias, group work project, access internet by using mobile phone and student-centered. Teacher use social networking is "the act of engagement" while it is a tool used to communicate with mass audience (Hartshorn, 2010). The school students between the ages of 12 to 19 years old. A few platforms they use are Facebook, YouTube, Google and others. In teaching English as a foreign language, technology is extensively integrated into EFL teaching a learning to help learners experience the target languages and cultures (Amaral & Meurers, 2011).

Thus, integrating technology into language teaching and learning is considered useful. Moreover, meaningful learning with learners' natural motivation, linked to participants' internal wishes and engaging tasks (De Brabander & Martens, 2014). Other experiments of assess the ICT ability of educational teamwork tasks have proved to enhance not only the target knowledge and skills, but also learners' motivation, both intrinsically and extrinsically (Dornyei & Scott, 1997; Dornyei, 2001; Ning & Hornby, 2014; Kim & Pekrum, 2014; Kukulska-Hulme, 2012; Sears & Pai, 2012). Collaborative learning is similarly infers that is based on building functional learning communities that focus more on the learner's adjustment to the community than on concrete learning procedures, as in cooperative learning (Oxford, 1997). Collaborative learning can concludes, associated with social constructivism, which focuses on the whole learning process as opposed to single tasks to be completed. Collaborative skills, and regular self-assessment of team functioning (Kaufman, Felder, & Fuller, 2000). Cooperative learning improves information acquisition and retention, thinking skills, interpersonal and communication skills and self-confidence (Johnson, Johnson, & Smith, 1998). Further, to reach a goal to be student-centered follow social interaction to understanding of child development (Vygotsky, 1986) means that children are unable to learn and develop if they are removed from society, or are forbidden to interact with it. On the other hand, in terms of teacher development refer to the students interaction which teacher have with people, objects, and events in their external/ internal environment will help to shape their thinking and behaviors.

Move to the third theme of teacher's change is called "Relationship between teacher and student". When both of them try to open mind and heart to listen to each other the feeling of them will be in the positive way since they work in Glocal Englishes project for three months until at the present it will be strongly emotion and shape into a good relationship. On teachers perceptions of teacher-student interactions show a connection between these perceptions and teacher wellbeing. Chen and Chen (2013) examined the process and impact of supervision by offering a detailed of what happens before, during, and after a supervisor's visit. Framed in the sociocultural framework, the results that supervision did not help Judy to become self-regulated, to help generate more insights on the supervision practice in specific and language teacher development in general. Positive interactions (e.g. students sharing their problems and their positive experiences with the teacher) can be a driving force behind teacher's commitment to the teaching profession (Newman, 2000). A relationship perspective, focus is on teacher's view of the relationship as a whole rather than teacher's view of student classroom behavior might prove useful, especially in the prediction of long-term educational outcomes or teacher wellbeing (Pianta, 2006). Based on interpersonal theory, (Wubbles, Brekelmans, den Brok, Levy, Mainhard, & Van Tartwijk, 2006) show high levels of both agency and communion in their everyday teaching and more students perceive teacher behavior to be high on both agency and communion, the more their learning and motivation are enhanced. The more teachers know about their students, the better the rapport the teacher has with them and the more likely they are to benefit from the teachers' experience. This teaching inherently interactive because it depends on interacting with active, growing minds (Tiberius & Billson, 1991). Moreover, the teacher-student relationship has an important impact on students' attitudes and achievements, as well as that students create inside the school. If students feel comfortable with the teacher and the environment in the school, they can construct more positive relations such as friendship, develop a better way to behave in the social context and improve their social skills (Larson, 2011).

From the findings above and the previous studies of teachers' change show that all of three themes; the teacher characteristic, technique in the classroom and relationship between teacher & student. After the teachers attended to the Teacher

Supervision Program they continuing to change firstly, the main factor is from teacher's willingness to improve themselves because they need some support from the other relate institutes. On their willing be a cause of the teacher's inspiration to do make the students happy to study Glocal Englishes course and to develop their teacher profession too. Secondly, the teacher supervision program was contained of the characteristics of effective teacher professional development for five procedures; supportive, job-embedded, instructional-focus, collaborative and ongoing which all of the procedures could support the teachers to challenge to teach Glocal Englishes effectively.

In addition, the roles of supervision in this study is "non-directive supervision" and the steps of supervision which consist the pre-observation (supervision dialogue), during-supervision (video recording) and post-supervision (reflection notes) are also help the teachers and supervisor to work in the project with pleasure, capable and we give the respect for each other we think we are the colleagues in the same profession more than boss and employers that Baecher and Thuy (2011) studied to elicit supervisor's beliefs and practices regarding the components of effective supervision. Which observations and post-observation discussions, peer observations are additionally implemented in imitation of motivate teacher's cogitation then collaboration, then video-mediated remark can keep a powerful tool between teacher's professional educations. Lastly, the sociocultural theory (Vygotsky, 1986) the students can be choose the contexts and learn on their needs or interesting with some special around themselves both of teachers and supervisor believe that if the students can participate, make some decision that me them get freedom and feel comfort and happy more than study Englishes in the past. We try to build up the student's attitudes to love and appreciate in English language.

The second research question, what aspects in the teacher supervision program to contribute of teacher's learning to teach Glocal Englishes? The findings of the aspect that affect to the teacher's change are two factors from first is the supervisor and others from the teacher supervision program. All of these that I described on the above section. The main aspect in the study is the supervisor that use the supervision dialogue of teacher supervision program to teach Glocal Englishes (GE) supervisor is an outsider to come up with the description of teaching Glocal Englishes such as

supervisor bring the principles of Global Englishes classroom (GEC), help the teachers in the preparation step, find some materials to support the student's need, support the teachers to select the appropriate contexts and the way of using technology into the GEC. Moradi et al. (2014) investigated what language teachers' perceptions are concerning educational supervision. The findings were EFL teachers believe the current supervision practice is integral because amateur teacher, an essential component in-service training because the of expert growth, supervisors exercising their very own rule and dominion over teachers yet teachers experience aggravated or anxious due after the presence of supervisor. In the same time the supervisor gets some feedback from the student's reaction and sometimes the supervisor observed in the classroom I found some interesting/ missing information then I take them to share with the teachers. So, the supervisor can be the mediator of the GEC. The mediator is derived from the social constructivism, which claims that children learn independently by exploring their environment and significant others who are the ones shaping their learning (Williams & Burden, 1997). Moreover, the role of supervision which supervisor has an important role to play and also a part of the classroom, supervisor support is a general ideas developed by supervisors by considering the well-being of their subordinates, offering them solid assistance and emotional support (Kossek, Pichler, Bodner, & Hammer, 2011). Hence, "university supervisors may be the most undervalued actors in the entire teacher preparation equation when one considers the knowledge, skills, and they must have to teach about teaching in the field" (Burns & Badiali, 2016, p. 156). The mediation of the supervisor is so important at this point in facilitating the necessary attending to what actually happened in the classroom (Bates, Dritis, & Ramirez, 2011).

Besides ones of the aspects are the teacher supervision program used by supervisor and priority aspect which so crucial in this study is the students. Student agency is the capacity of students to act purposively towards individual goals, change the established pattern of classroom interactions, and actively evaluate learning practice for the specific context (Arnold & Clarke, 2014). Based on empirical data from observations, interviews and questionnaires, many studies have reported improvement in learning experience because of agentive actions from students, revealing benefits such as increased student confidence, interest, engagement and

willingness to learn (Blair, 2009 cited in Luo, Yang, Xue, & Zuo, 2018; Reeve & Tseng, 2011). However, unlimited student agency does not necessarily lead to a better learning experience in student-centered learning environments, as students still perceive the need for more instructor guidance and facilitation (Kim, Kim, Khera, & Getman, 2014; Strayer, 2012). After all, the findings that answered above are from the supervisor using the teacher supervision program to the teachers and the students are the agency in teacher's change/ learning too.

In conclusion, in the 1st theme: these two in-service English teachers show similar development in teacher characteristic refers to costume, voice of tone and physical expression. The 2nd theme: two in-service English teachers they show different patterns in the several techniques in the classroom because of since a background from one factor which one of the teachers was graduated from the Bachelor of Education in teaching English and other teacher was graduated with the Bachelor of Art in Business English. The last 3rd theme: they show similar development with the relationship between teacher and student are straight on the positive atmosphere. All of three themes show different patterns especially on the techniques in the classroom as well.

Discussion

When the two in-service English teachers joined the teacher supervision program. The similar development which they can do in the first theme is teacher characteristics (costume, voice of tone and physical expression) and in the third theme is about the relationship between teacher and student. But in the second theme is about the techniques in the classroom is different from all of the themes.

From the findings reveals make sure that the teacher supervision program can push the teachers to teach Glocal Englishes but it cannot be support on overall of three themes because of first important factor is about the context of the schools located in the red zone; students distance from their parents, a remote area from the expert, other supporting, up-to-date materials, and especially on the technology or internet (very low Wi-Fi). Moreover, the second factor is in the difference background of the two teachers; one teacher finished in Bachelor in Education for teaching

English and the teaching experience when she was a pre-service student too. Other teacher who came from Bachelor of Art in Business English and she did not take some chance to teach in the school before. The point of discussion it should be noted that this program was implemented the context of red zone. This context are very important for readers to keep it in mind why reading later sections because the context have the interpretation, Davika because she didn't have an Education degree or Patcharapa, she had the E-san accent show that she has low teaching proficiency. Certified educators are normally the individuals who graduated authorize instructor training programs; some are likewise required to finish an enlistment program or to breeze through a national instructor examination test so as to get a permit. There is banter in the USA between the individuals who request full confirmation (Darling-Hammond, 1999; Darling-Hammond, Berry, & Thorenson, 2001) and others (Goldhaber & Brewer, 2000) who contend that students of instructors who hold full affirmation accomplish likewise to the individuals who think about under educators with brief, "crisis" accreditations. These creators additionally contend that loosening up necessities for affirmation is a method for pulling in scholastically skilled school graduates to instructing and an approach to enlist an increasingly assorted pool of applicants required for a various understudy populace. Concentrates on the impact of educator experience on understudy learning have discovered a positive connection between instructor viability and their long periods of experience, however, not generally a critical or a totally direct one (Kitgaard & Hall, 1974; Murnane & Phillips, 1981) the proof as of now accessible recommends that while unpracticed instructors are less powerful than increasingly senior educators, the advantages of experience seem to level off following a couple of years (Rivkin, Hanushek, & Kain, 2005). The Coleman reported (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, 1966) he effect of various educator foundation attributes, including long periods of experience, training level, and execution on a vocabulary test, at last reasoning that instructor foundation qualities largely affected understudy accomplishment than some other general class of school impacts with the exception of understudy body organization. Darling-Hammond, Chung, and Frelow (2002) stated that in numerous nations educator capabilities that are viewed as identified with understudy learning have turned out to be alluring focuses of instructor training

change. A portion of these changes require the professionalization of instructor training by making it longer, overhauling it to graduate projects, and directing it through components of licensure, accreditation, and advancement lined up with principles. González-Pienda (2003) pointed out that not only school execution as well as the adolescent's identity development is affected by his own biography in their family and social, social and social settings, deciding individual and social abilities. This creator expresses that school execution conditions incorporate a lot of individual and relevant elements (socio natural, institutional and instructional). Thinks about that the individual factors incorporate the understudy qualities as a student as insight, dispositions, learning styles, earlier information, sex, age and persuasive factors (self-idea, learning objectives, causal attributions ...); and the socio-ecological factors allude to social family and financial status, occurring in explicit semantic and social condition inside the adolescent is developing. Institutional factors, as indicated by this creator, allude to the school as an instructive establishment and incorporate school association factors, course, educators' training and preparing, partners, working condition seen by the members in the instructive network.

In the context of the studies of Carrascal and Rotela (2009) uncovered that the family as the principal instructive foundation with explicit elements has the ability to meddle with the learning and advancement of its individuals and in this manner legitimately or in a roundabout way in their scholarly outcomes. These creators presumed that there are families who are unfit to help the instructive procedure; their instructive practices, assets, propensities, time and obligations are restricted, speaking to a deterrent to the achievement and learning of their kids.

Furthermore, the teaching and learning supervision component which can tap the capability of secondary schools in showing introductions, viable correspondence and add to building up the capability of instructors towards brilliance in their profession (Abebe, 2014; Norlela & Mohd Munaim, 2011 cited in Darishah, Daud, & Omar-fauzee, 2017). Henry and Smyth (1985) mentioned in whatever unique circumstance, supervision is intended for development of work execution. Supervision ought to be utilized to fortify viable showing strategies and empower instructor's development and expert improvement. Today, unique individuals sees supervision in various focal point. In a wide sense, supervision as a formative

procedure intended to help and improve a person's obtaining of the inspiration, mindfulness, and aptitudes important to viably achieve the current task.

So that, when the two in-service English teachers implemented the teacher supervision program after that outstanding change is the Personal Domain only which domain refers to knowledge, beliefs and attitude Clark and Hollingsworth (2002) for example the theme of teacher characteristic and the relationship between teacher & student that the teachers show the development in the similarly patterns. Other domain are not appears in the development of the two teachers because the context of students, schools and the difference background of the teachers are not support the achievement of teaching Glocal Englishes as expected.

Theoretical Contribution

Gurnam, Chan, and Kaur (2010) stated that the supervisory process can help the school to evaluate the competence of teachers in terms of skills, knowledge and behavior of teachers towards teaching and learning in the classroom through the involvement of students. I agree with them by assuming that other teacher/ people who will read this dissertation to gain an understanding about the procedures of Teacher Supervision Program (TSP) to development in teachers in teaching Glocal Englishes for improve teacher professional development effectively.

Limitation of the Study

Understanding of the discoveries in this investigation ought to be directed circumspectly. Give the confinement of an elucidating investigation, it was not my aim to knead the discoveries crosswise over settings. Or maybe, this investigation gives exact proof to exhibit the potential advantages of these planned exercises. Second, the information in this examination were for the most part self-announced which probably won't reflect true practices of actualizing in the Glocal Englishes classroom.

I called it "unexpected outcomes" and other one of limitation, it would be improbable if I said that there were no limitations in this study. In this section, I found that the teacher was interrupted by teacher duty and decrease of timeline to collect the

data from four months to three months and from four themes to two themes because the too much workload of teacher duty and the teachers were joined in the seminar for five weeks with urgently order.

Recommendations for Future Research

According the findings, the teacher' learning/ change to teach Glocal Englishes when they are attended the Teacher Supervision Program (TSP), the aspects are the supervisor and the students who are the agency of the classroom. Moreover, the longitudinal research is suggested to help the future researchers to understand and generate new insights into teacher's learning/ change to teach Englishes and work as an ongoing process of becoming a willingness English teacher in their teacher professional development.

Epilogue

I believe in myself. I trust in the way I choose. One day I am going to be an English supervisor. This message below that is my inspiration to do my duty best.

How to be a willingness teacher is not easy

How to be a fulfill supervisor is more difficult

But we born to be to cooperate for our beloved students.

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APPENDICES

APPENDIX A
Ethical Approval Form

ETHICAL APPROVAL FORM



แบบรายงานผลการพิจารณาจริยธรรมการวิจัย คณะศึกษาศาสตร์ มหาวิทยาลัยบูรพา

๑. ชื่อวิทยานิพนธ์
ชื่อเรื่องวิทยานิพนธ์ (ภาษาไทย) โปรแกรมนิเทศครูเพื่อเพิ่มพูนทักษะการสอนภาษาอังกฤษ
แบบบูรณาการหลักสูตรท้องถิ่น
ชื่อเรื่องวิทยานิพนธ์ (ภาษาอังกฤษ) TEACHER SUPERVISION PROGRAM TO ENHANCE TEACHER'S
LEARNING TO TEACH GLOBAL ENGLISHES
๒. ชื่อนิติ Ms. Thananya Viriyapanyanont หลักสูตร ปรัชญาดุษฎีบัณฑิต (หลักสูตรนานาชาติ)
รหัสประจำตัว ๕๗๘๑๐๐๘๗ สาขาวิชา การสอนภาษาอังกฤษในฐานะภาษาโลก คณะศึกษาศาสตร์
 ภาคปกติ ภาคพิเศษ
๓. ผลการพิจารณาของคณะกรรมการจริยธรรมการวิจัย:
คณะกรรมการจริยธรรมการวิจัย ได้พิจารณารายละเอียดวิทยานิพนธ์ เรื่องดังกล่าวข้างต้นแล้ว
ในประเด็นที่เกี่ยวข้อง
๑) การเคารพในศักดิ์ศรี และสิทธิของมนุษย์ที่ใช้เป็นตัวอย่างการวิจัย
๒) วิธีการที่เหมาะสมในการได้รับความยินยอมจากกลุ่มตัวอย่างก่อนเข้าร่วมโครงการวิจัย
(Informed consent) รวมทั้งการปกป้องสิทธิประโยชน์และรักษาความลับของกลุ่มตัวอย่างในการวิจัย
๓) การดำเนินการวิจัยอย่างเหมาะสม เพื่อไม่ก่อความเสียหายต่อสิ่งที่ศึกษาวิจัยไม่ว่าจะเป็น
สิ่งที่มีชีวิตหรือไม่มีชีวิต
คณะกรรมการจริยธรรมการวิจัย มีมติเห็นชอบ ดังนี้
(✓) อนุมัติโครงการวิจัย
() ไม่อนุมัติ
๔. วันที่ให้การอนุมัติ:.....๒๗.....เดือน เมษายน พ.ศ. ๒๕๖๓

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APPENDIX B

List of Experts

LIST OF EXPERTS
EXAMINING THE VALIDITY OF THE RESEARCH INSTRUMENTS

1. Assistant Professor Dr. Thawascha Dechsubha

Lecturer of Master of Art in Teaching English as a Foreign Language
(TEFL) Program, Graduate School Nakhon Ratchasima Rajabhat University

2. Assistant Professor Dr. Prayad Bhoonkhokrak

Lecturer of Master of Art in Teaching English as a Foreign Language
(TEFL) Program, Graduate School Nakhon Ratchasima Rajabhat University

3. Assistant Professor Dr. Janpanit Surasin

Lecturer of Master of Education/ Doctor of Philosophy in Teaching English
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APPENDIX C
Supervision Manual

SUPERVISION MANUAL



“Are you an English teacher? If you say yes! Please read it below

Why teacher Supervision program is essential for English teachers?

The spread of English is because of the globalization period, with an ever-growing number of people speaking English in many regions of the world. Based on this spread, ‘English’ has become ‘Englishes’ and the status of English is now a *Global language*, or is known as “Global Englishes” And others argued that present-day globalization is rooted in older concepts but has taken on a new form today (Jenkins, 2015, p. 64).

Thailand has an awareness of glocalization because the curriculum emphasizes the learning area for English languages is aimed at enabling learners to acquire a favourable attitude towards English language. Kanoksilapatham (2015) claimed that Thai learners of English need to be better equipped in adequate background knowledge with the English language and focus on integrated instruction of local culture awareness and English for subsequent development that can be building global English knowledge becomes essential, local knowledge is not less important. So, regarding globalization and localization in educational context It is evident that in order to push the field of ELT to be more GE oriented and preserve local culture, a teacher professional development is needed. The term teacher professional development is used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help teachers improve professional knowledge, competence, skill, and effectiveness. The variety of teacher professional development means to acquire a body of knowledge and skills to improve the quality of teacher’s teaching and ultimately to improve students outcomes (Iemjinda, 2007). With the goals of teacher professional development in mind, evaluating the impact of teacher professional development activities must be at the forefront of planning your teacher professional development program.

What is Teacher Supervision Program?

Supervision of teachers is an important part of both pre-service and in-service teacher education programs, and teacher educators have a wide choice of

supervisory behavior which they can use in the process of training second language teachers. It seems to be the case, however, that many second language teacher educators continually limit themselves to the same reasons for doing supervision and the same supervisory behaviors (Gebhard, 1984). The educational supervisor is responsible for providing adequate support to the trainee for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Through a regular appraisal process the educational supervisor should also ensure that the trainee follows a program which meets the educational objectives as laid down by the training body. Learning outcomes are discussed and agreed with the trainee, as well as the clinical supervisor in charge of that period of training when appropriate. (Abdulla, 2008).

Characteristics of effective teacher professional development

Supportive

Intrinsic motivation is a necessary prerequisite for learners of all ages. It combines the needs of individuals with school or district goals (King & Newmann, 2004) and engages learners from all levels, including teachers, paraprofessionals, and administrators (National Staff Development Council, 2009). Teachers' personal and professional needs are considered and their individual learning styles and preferences are accommodated.

Job-embedded

Teachers deem professional development relevant when it directly addresses their specific needs and concerns (Guskey, 1995), or when they see a connection between a learning experience and their daily responsibilities. Even when professional development takes the form of a more traditional in-service or workshop, follow up activities such as a job-embedded projects or action research increase teachers' perceptions of relevance and authenticity which in turn supports professional learning. One particularly effective follow up activity is written reflection, Reflection is most effective when written shortly following a learning experience and reviewed again at a later time (Tate, 2009).

Instructional-focus

Instructionally-focused professional development supports teachers toward that goal. One recent study found that emphasis on instructional strategies over subject area content is not as likely to result in improved student learning outcomes (Quick et al., 2009). Emphasis on subject area content and how to teach it addresses individual needs and school/district goals by differentiating professional development to accommodate varying teaching assignments, career stages (Fessler, 1995), and teacher responses to educational innovation (Loucks-Horsley & Stiegelbauer, 1991). Instructionally-focused professional development is effective because teachers consider the emphasis on subject area content and pedagogy relevant and authentic to their daily responsibilities.

Collaborative

Effective professional development is interactive when it engages teachers socially through regular opportunities to share problems, ideas, and viewpoints, and work together toward solutions (Guskey, 1995). Research shows that teachers value opportunities to learn from and with one another (Lieberman & Pointer –Mace, 2008) toward common goals such as planning instruction, analyzing student work, and peer observations (Mundry, 2005). In fact, one study found that teacher-to-teacher coaching and mentoring was more likely to result in higher-order learning experiences for students than traditional professional development activities (Quick et al., 2009).

Ongoing

Finally, effective professional development for teachers is ongoing, which involves a combination of contact hours, duration, and coherence. Research shows that the more time teachers spend engaged in professional development, the more likely their teaching practice is to improve (Porter et al., 2003). Effective professional development is coherent because it is connected to clear goals such as a school improvement plan or state learning standards (King & Newmann, 2004). When teachers' varying professional development experiences are related to each other as well as to school goals or state learning standards, they are able to see the "big picture". This causes teachers to perceive their learning experiences as more valuable (Quick et al., 2009), which makes them more likely to change their teaching practice to positively affect student outcomes (Porter et al., 2003).

Roles of supervision

Supervision might also take from many patterns Gebhard (1984) contrived five models of language teacher supervision includes *directive supervision*, *alternative supervision*, *non-directive supervision*, *collaborative supervision* and *creative supervision*. These models are describing shortly in the Table below.

Model	General Description
1. Directive supervision	The teaching behaviors, and evaluate the teacher is mastery of defined behaviors. supervisor's role is to direct and inform the teachers, model
2. Alternative supervision	The supervisor's role is to suggest a variety of alternatives. The purpose of offering alternatives is to widen the scope of what a teacher will consider doing.
3. Non-directive supervision	The supervisor listens attentively and non-judgmentally as teachers describe their work and reflect on their teaching.
4. Collaborative supervision	The supervisor actively works with the teacher and attempts to establish a sharing relationship.
5. Creative supervision	This model allows a combination of different models as supervisors see the need to switch roles during supervision.

Steps of non-directive supervision

The steps in this Supervision Program which I will use in the study is non-directive supervision approach that is the one of five models of supervision (Gebhard, 1984)

Step of Supervision	General Description	Data Instrument
1. Pre-observation	<ul style="list-style-type: none"> - Supervisor always let the teacher know the supervisor is coming - Lesson plan is discussed in advanced - Teacher and supervisor mutually decide on what is going to be looked in the observation 	- Participant (Supervision dialogue)
2. During observation	<ul style="list-style-type: none"> - Supervisor takes notes, video records, and other teachers may be observing as well - Teacher has determined the target area of instruction they wish to focus on in the lesson 	- Participant (Observation and Video recording)
3. Post-observation	<ul style="list-style-type: none"> - Teacher begins by telling the supervisor what was noticed in the lesson - Both supervisor and teacher take notes examine video, analyze student work samples 	- Participant (Reflection notes)

Non-directive supervision

“*Non-directive supervision*” is an approach to supervise the teacher. Gebhard (1984) argued while collaborative supervision places teacher and supervisor in a sharing relationship, non-directive supervision does not. Nor does a non-directive supervisor prescribes or suggest non- prescriptive alternatives. What a non-directive supervision does do was recently expressed by a teacher when she said, my supervisor usually attempt s to have the teacher to come up with his/her own solutions to teaching problems, but she isn’t cold. She’s giving person, and I can tell that she cares.

Anyway, my supervisor listens patiently to what I say, and she consistently give me her understanding of what I have just said. The same teacher also expressed the consequences of this type of supervision for her when she added, “I think that when my supervisor repeats back to me my own ideas, things become clearer. I think

this makes me more aware of the way I teach- at least I am aware of my feelings about what I do with students.”

In addition, from the previous document journals in supervision in 1976-1982 shown that “I think that when my supervisor repeats back to me my own ideas, things become clearer. I think this makes me more aware of the way I teach-at least I am aware of my feelings about what I do with students when teacher talked about how the supervisor listened and provided an understanding of what she had said, she was referring to something that Curran (1978).

The strength of this model is that the supervisor’s nonjudgmental approach to the teacher’s comments encourages self-expression and sharing ideas. This may help the teacher to be aware of his/her basic assumptions, to question them, to feel freedom to create choices and try new ideas. Moreover, the supervisor can make the teacher feel worthwhile, important and capable of growth. However, not all teachers are willing to come up with their own solutions to teaching problems. For instance, while working with novice teachers, the supervisor might be expected to offer suggestions on the best way to teach or to advise teachers by providing alternative ways of teaching.

Principles for Teaching Glocal Englishes

1. Use translocal and socially situated knowledge, by accommodating knowledge and practice from *alternative sources*, and the particularly at the *grassroots* (Canagarajah, 2005).

2. Emphasize students to “think locally but act globally” urging them to claim a sense of ownership of English (Nettle & Romaine, 2000, p. 197).

3. Provide myriad opportunities for communication in English based on values, cultural norms, and needs of learners (Block & Cameron, 2002).

No	Principle	Definition
1	Use trans local and socially situated knowledge, by accommodating knowledge and practice from <i>alternative sources</i> , and the particularly at the <i>grassroots</i>	Teaching Glocal Englishes uses a variety of knowledge from different sources, for example, knowledge of global interest or knowledge of local interest. These various sources of knowledge will enable students to make connection between global issues and local identity.
2	Emphasize students to “think locally but act globally” urging them to claim a sense of ownership of English	Teaching Glocal Englishes emphasize the need to think locally, act globally. Teachers should encourage students to appreciate their cultures. <i>What about ownership of the language?</i> Teacher propose a paradigm shift from English as a Global Language to doing English as a Glocal language. Our lived experiences testify to claim that it is when English learners have a sense of ownership of the language and are treated as legitimate English speakers, writers, and users that they will continue to invest in learning and using English, appropriating and mastering it for their own purposes in their specific contexts.
3	Provide myriad opportunities for communication in English based on values, cultural norms, and needs of learners	The teacher act to construct and negotiate different identities seem most robust and dynamic in contacts with people and ideologies from other discourse communities, or other cultures. It may be this urge to represent ourselves in front of “other” people that has facilitated our development of communicative competence.

No	Principle	Definition
		Nowadays teacher has been taught from the view point of their cultures, think of new techniques and materials so that global language learners can meet the challenges of the emerging global civilization and use the global language for their diverse needs.

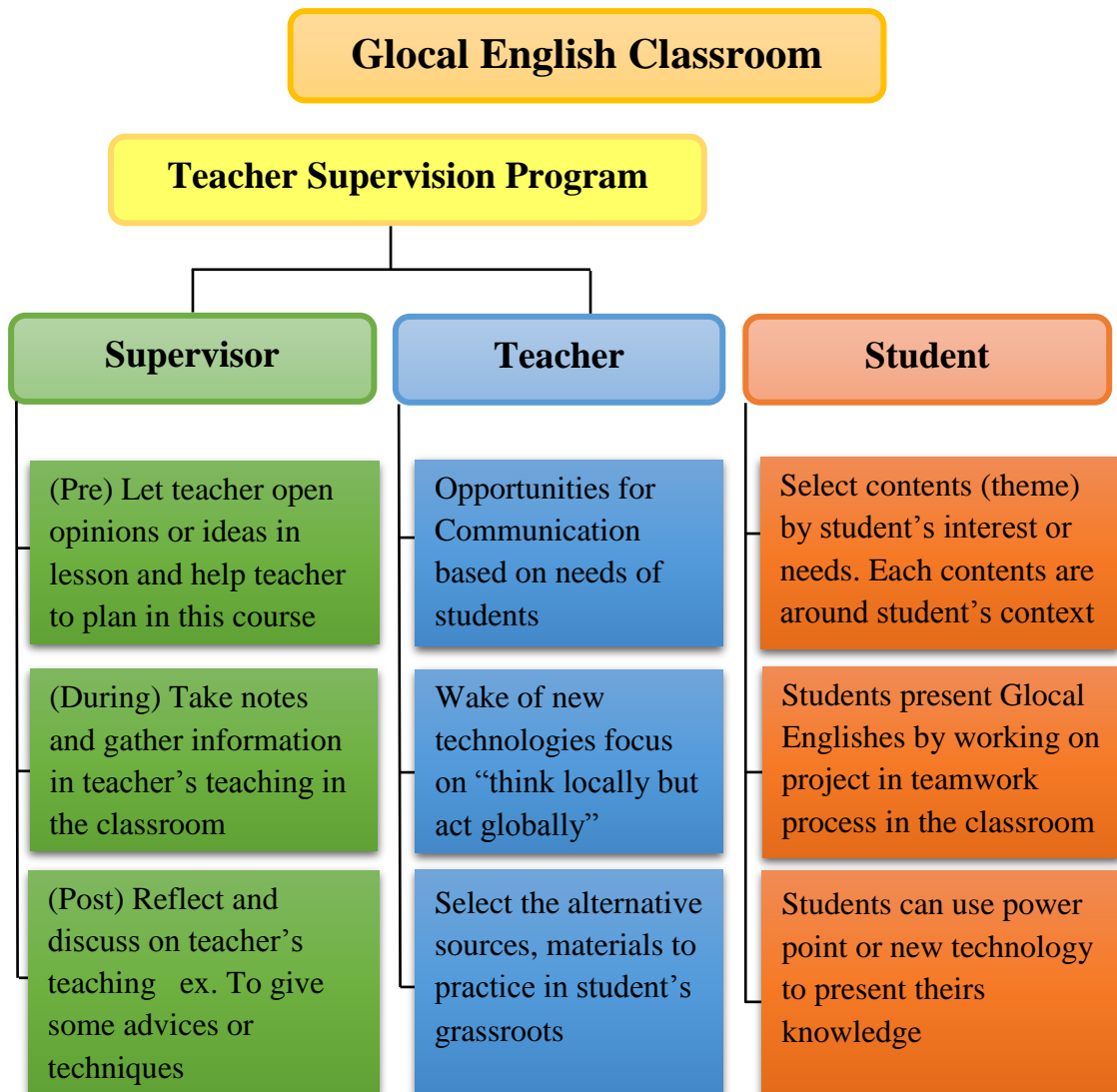


Figure A1 Framework of Glocal English Classroom

APPENDIX D
Pre-observation

PRE-OBSERVATION

“School A”

Pre-observation ถามก่อนสอนจริง

1. What is the class about?

- วิชาที่เปิดใหม่มุ่งเน้นให้นำทรัพยากรในท้องถิ่นสื่อการเรียนรู้ใกล้ตัวนักเรียนมาบูรณาการเข้ากับภาษาอังกฤษเพื่อให้นักเรียนเกิดการเรียนรู้และมีเจตคติที่ดีในการเรียนภาษาอังกฤษสามารถต่อยอดหรือนำไปใช้ในชีวิตจริง

- คอร์สนี้ต่างจากอังกฤษทั่วไปการให้คะแนนมี P กับ U ประเมินโดยรวมจากชิ้นงาน, ทักษะคิด, กระบวนการทำงานกลุ่ม

2. What do you want your students to be able to do?

- สื่อสารพูดภาษาอังกฤษได้ ไม่เขิน มีความมั่นใจ

- นักเรียนมีความสุขและสนุกกับการเรียนและเปิดโอกาสให้นักเรียนได้เรียนรู้จากสิ่งใกล้ตัว และนักเรียนเป็นคนเลือกหัวข้อที่จะเรียนเอง

- นักเรียนมีโอกาสได้ใช้ internet เข้ามาช่วยในการเรียนอยากให้นักเรียนเห็นคุณค่าของ internet มากกว่าแชทหรือเล่น Facebook

3. In the end of each unit what is your expectation?

- เห็นบรรยากาศการทำงานเป็นทีม, การช่วยเหลือซึ่งกันและกัน

- นักเรียนสนุกไปกับบทเรียนที่มีส่วนร่วมในการเลือก

- นักเรียนสามารถพัฒนาการพูดภาษาอังกฤษไปเรื่อยๆอย่างต่อเนื่องและถูกต้อง

- นำเสนอผลงานผ่านหน้า Facebook เว็บไซต์ที่เป็นประจักษ์ได้

Plan 1

ครั้งที่ 1 (4 มิถุนายน 2561)

Setting up course

ขั้น Pre-observation ใช้ supervision dialogue

คำถามที่ 1: Are you confident to design the

สร้างแรงบันดาลใจ กระตุ้นความอยากรู้อยากเรียน และอีกกิจกรรม คือ small group แบ่งนักเรียนออกเป็นกลุ่มละไม่เกิน 5 คน จะได้ทั้งหมด 5 กลุ่ม นักเรียน 26 คน ให้นักเรียนไปหาเนื้อหา ข้อมูลของฉันทที่ 1 “บ้านโนนวัต” มาให้ครูดูก่อน activity with Glocal English Course?

Why? Why not?

- มีความมั่นใจในเนื้อหาที่จะสอนพอสมควรแต่ไม่แน่ใจว่ากิจกรรมที่จะใช้สอดคล้องกับการสอน GEC หรือไม่ ยกตัวอย่างกิจกรรมเช่น สายทิพย์ พานักเรียนหรือสถานที่จริง สร้างแรงกลุ่มไหน work เอาเป็นแนวทางให้กลุ่มอื่นๆ ดูและปรับแก้

- เนื่องด้วยข้อสอบและเพิ่งบรรจุไม่นานยังไม่ชำนาญในเรื่องการเขียนแผนการสอนและบางกิจกรรมให้เหมาะสม -นักเรียนที่สอนเป็นเด็กที่มีความสนใจแค่ไม่เกินครึ่งชั่วโมงแรก ครูจะทำอย่างไรกับเวลาที่เวลาสอนที่เหลือเรื่อง time management ครูค่อนข้างกังวล -อยากเน้นให้นักเรียนสามารถพูดสื่อสารเนื้อหาของฉันทที่ทำให้คนอื่น, ชาวต่างชาติฟัง นักเรียนพูดได้อย่างถูกต้อง, การ stress, เน้นเสียง annunciation ถูกต้องเหมาะสม

- ถ้าถามความมั่นใจกับการสอนคอร์สนี้ มั่นใจ 50 % เพราะเป็นรายวิชาเปิดใหม่ไม่เคยมีใครสอนให้รู้ว่าสอนไปถูกหรือผิดยังไงและที่สำคัญไม่มีใครมาช่วยเพราะที่โรงเรียนก็มีครูภาษาอังกฤษแค่คนเดียวต้องการคำแนะนำจากผู้เชี่ยวชาญรวมทางข้อ comment เพื่อจะได้ปรับปรุงในฉันทต่อไปได้อย่างมั่นใจ

คำถามที่ 2: what you want to know about the GEC?

- ครูต้องการการเขียนแผนการสอนที่เหมาะสม, การวางกิจกรรม, การจัดห้องการเรียน เพื่อให้นักเรียนได้เรียนรู้คอร์สอย่างเต็มที่คุณต้องการที่จะเข้ามาเติมเต็ม, guide แนวทาง

- ครูไม่แน่ใจว่าเนื้อหาของแต่ละฉันทที่นำมาจะเหมาะสม / มากไปน้อยไปควรเพิ่มหรือควรลดอะไรบ้าง

-อ่านที่ถูกต้องควรนักเรียนพูดภาษาอังกฤษให้ฝรั่งเข้าใจพูดในบริบทเนื้อหาทางวัฒนธรรม ประเพณีของเราให้เขาเข้าใจ

คำถามที่ 3: If you want to promote GEC, how would you change your course?

- จากที่ครูเน้นการสอนง่ายๆ, เกม, เพลง, ใบงาน, ที่บางครั้งนักเรียนไม่ได้อยากเรียนเช่น เรื่อง Tense แต่ครูคิดว่าดีมีประโยชน์ใบงานหาง่ายใน internet จึงนำไปให้เรียน

- ความจริงคือนักเรียนอยากเรียนในสิ่งที่รอบตัว สภาพแวดล้อมเพียงแต่จะทำอย่างไร แทรกลงไปในคอร์สได้อย่างไร

- อยากขาย อยากนำเสนอ “ความเป็นไทย” โดยใช้ภาษาอังกฤษเป็นสื่อในการนำเสนอให้ทุกคนได้รับรู้

Plan 2

(ครั้งที่ 2) 21 มิถุนายน 2561

Lesson Planning

ขั้น During-observation ใช้ Video recording

ธีมที่ 1: Ban Non-Wat (บ้านโนนวัต)

ขั้น Pre : ผู้เดินเข้ามาในห้องเรียน กล่าวทักทายนักศึกษา Good afternoon, How are you today? นักเรียนตอบ I'm fine, thank you and you? ครูตอบ I'm ok. Let's sit down!

- ครูเปิดประเด็นคำถามว่า ใครรู้บ้างจังหวัดของเรามีสถานที่ท่องเที่ยวที่ไหนน่าสนใจหรือใครเคยไปที่ไหนมาบ้างแล้ว ลองมาแชร์ให้เพื่อนกับครูฟังหน่อยสิ นักเรียนตอบ เขาใหญ่, ปากช่อง, ย่าโม, เซ็นทรัล, เทอมินอล, พิมาย, น้ำตกวังเณร...etc.

- ครูถามต่อใครเคยไปพิมายบ้างนักเรียนต่อส่วนมากเคยไป เพราะอยู่ใกล้อยู่ในพื้นที่ จากนั้นครูถามต่อแล้วเคยได้ยินชื่อแหล่งโบราณคดีบ้านโนนวัตไหม อยู่ห่างจากโรงเรียนของเรา 17 กิโลเมตร รู้ไหมว่าต่อไปทางจังหวัดจะส่งเสริมให้เป็นสถานที่ท่องเที่ยวเราเองในฐานะคนโคราชเป็นเจ้าบ้านต้องเตรียมความพร้อมในการต้อนรับนักท่องเที่ยวและนักท่องเที่ยวมีทั้งชาวไทยและชาวต่างชาติ เราจึงต้องเตรียมตัวด้านภาษาอังกฤษเพื่อนำเสนอข้อมูลให้แก่นักท่องเที่ยวรับทราบ นักเรียนตื่นตัวต่างพากันพูดพุด/ผมจะพูดได้หรือครับ พูดแล้วฝรั่งจะงงไหมฮ่าๆ ครูบอกว่านั้นแหละถึงต้องเตรียมตัวไ้เราทุกคนพูดภาษาอังกฤษได้

ขั้น While - group discussion : ครูเองก็เป็นคนไทยพูดได้เธอก็เหมือนกันมันฝึกฝนจะพูดให้เอง จากนั้นครู หยิบโบรชัวร์ (ทางอบจ. จัดทำ) มาแจกให้นักเรียนตามกลุ่ม ครูแบ่งนักเรียนตามกลุ่ม จากนั้นให้เวลา 10 นาทีอ่านโบรชัวร์ในระหว่างที่เด็กอ่านครูเดินตามกลุ่มเมื่อหมดเวลาครูถามนักเรียนว่า “โบรชัวร์เป็นภาษาไทยอ่านเข้าใจไหม” นักเรียนตอบว่าเข้าใจค่ะครับแต่มีงบบ้างหลายยุค, หิน, สำริด ศัพท์ไม่คุ้นเลยคะ/ครับ นักเรียนไม่เคยเห็นไม่คุ้นกับโบรชัวร์แบบนี้ แต่พออ่านไปแล้วบอก ครูว่าเหมือนพิมายเลยครู จังหวัดเราจะดังใหญ่แล้ว ครูถามต่อถ้าครูให้ทุกกลุ่มวางแผนว่าจะนำเสนอข้อมูลเหล่านี้อย่างไร เป็นภาษาอังกฤษ จะทำอย่างไรกันนักเรียนตอบหาข้อมูลคำศัพท์ในอินเทอร์เน็ต, Google จากนั้นครูโชว์ภาพบ้านโนนวัตในรูปมีโครงกระดูก, หม้อ, กำไล, ดิน... ครูบอกนักเรียนในแต่ละกลุ่มว่าลอง list ศัพท์ที่มีอยู่ในรูปภาพมานำเสนอหน้าชั้นใช้เวลา 30 นาที กลุ่มใดที่ได้คำศัพท์มากที่สุด แปรตามความหมาย อ่านออกเสียงได้ถูกต้อง กลุ่มนั้นชนะ จากนั้นครูเดินดูตามกลุ่ม นักเรียนถกเถียง, เปิดมือถือหาคำศัพท์, มีตัวแทนพิมพ์ใส่ word เพื่อที่จะได้นำเสนอผ่าน Projector แบ่งหน้าที่และช่วยเหลือภายในกลุ่ม เมื่อหมดเวลาแต่ละกลุ่มจะออกมานำเสนอภาพรวม คำศัพท์ได้อยู่

ประมาณ 20 - 30 คำ ครบทุกกลุ่มแล้วครูมาสรุปทราบและการอ่านออกเสียงให้นักเรียนฟังซ้ำอีกรอบพร้อมทั้งสรุปกลุ่มที่ชนะ

จากนั้นครูเอารูปภาพบ้านโนนวัดขึ้นโปรเจคเตอร์แล้วให้ทุกกลุ่มลองใช้คำศัพท์ที่สามารถนำมาแต่งประโยคอย่างน้อยกลุ่มละ 20 ประโยคครูยกตัวอย่างประเภทประโยคต่างๆจากนั้นให้เวลาเด็กช่วยกันแต่งประโยคกลุ่มใดแต่งเสร็จให้นำมาให้ครูตรวจโดยผ่านการตรวจจากครูแล้วถึงจะได้รับสิทธิในการทำวีดีโอคลิปสั้นเรื่องบ้านโนนวัดทุกกลุ่มขมกเขม้นเพราะถูกบอกว่าทีมไหนทำดีสวยอาจถูกต้องจะได้ไอ้โพลได้ในหน้าเว็บของโรงเรียน ทุกคนที่เข้ามาจะเห็นเธอเธอจะเป็นประหนึ่งดาราดเลยและถ้าผลงานของนักเรียนดีพอทาง อบจ. จะคัดเลือกให้รางวัลด้วย ครูจะให้เวลาทำ 1 สัปดาห์พร้อมทั้งชี้แจงคะแนน 30 คะแนน

1. Teamwork	10
2. Participation in Classroom	5
3. Video (สวยงาม, มีซับ, อ่านง่าย, เสียงชัด)	10
4. ไอเดียในการสร้างสรรค์ผลงาน	5

Supervisor: ชมเชยครูในการสร้างความเชื่อมั่นสร้างความมั่นใจในการพูดภาษาอังกฤษครูทำให้เห็นว่าคนไทยก็พูดอังกฤษได้นักเรียนลดความประหม่าลง

: ดูเอาใจใส่เดินดูทุกกลุ่มให้คำแนะนำทุกกลุ่มตามทันและถามทั้งคาบครูแทบไม่ได้นั่งเลยพยายามเคลียร์ปัญหาที่เกิดขึ้น

: ขึ้นชมครูที่เริ่มสอนจากสิ่งง่ายศัพท์ไปจนถึงรูปประโยค มีการให้นักเรียนใช้เทคโนโลยีเข้ามาจัดการกับการสอนเน้นให้นักเรียนฟังเสียงอาจจะ speaking online dictionary

Supervisor: อยากให้คุณมีเวลาให้นักเรียนพักเบรกบ้าง อย่างเช่น พอเสร็จการนำเสนอคำศัพท์แล้วไม่ควรสั่งงานแต่งประโยคต่อทำให้นักเรียนได้พักสักพักจะสับนาที นักเรียนจะรู้สึก fresh ก่อนมาทำงานขึ้นต่อไป

: เสนอให้ครูพานักเรียนไปดูสถานที่จริง ถ้าเป็นไปได้

: ชอบเทคนิคการให้นักเรียนแข่งขันกันเป็นทีมและมีรางวัลให้แต่จะทำอย่างไรให้นักเรียนแข่งขันเมื่อใดและรางวัลเป็นแค่ผลพลอยได้ไม่ใช่ประเด็นหลักของการแข่งขัน

: อยากให้ครูพูดช้าลงกว่านี้ เพราะด้วยศัพท์ที่เรียนส่วนมากนักเรียนไม่เคยเรียนไม่คุ้นเคยอาจพานักเรียนอ่านมากกว่า 1 ครั้งก็ได้

ขั้น Post : ครูทำหมายเลข 1-5 ให้แต่ละกลุ่มส่งตัวแทนมาจับเพื่อที่จะได้รู้ว่าทีมไหนจะนำเสนอ ก่อนหลัง จากนั้นให้แต่ละกลุ่มเตรียมตัวเตรียมวิธีโอมานำเสนอหน้าชั้น 10 นาที

: นักเรียนทยอยนำเสนอจนครบทุกกลุ่ม จะเห็นได้ว่าทุกกลุ่มมีการเตรียมตัวมาพอสมควร ประกอบกับการแบ่งกลุ่มผู้แบ่งด้วยการเอาคนที่เรียนดีมาคละกันอยู่ในแต่ละกลุ่ม เพื่อให้มาช่วยเพื่อนที่เรียนอ่อนสมาชิกทุกคนได้มีส่วนร่วมในโปรเจคท์นี้บางคนเก่งจะได้อ่านสคริปต์มาก บางคนอ่อนขาดความมั่นใจที่จะพูดก็ได้พูดแต่เนื้อหาจะน้อยลง

: การให้คะแนนครู + อาจารย์นิเทศก็เป็นคนให้คะแนน

Supervisor: เสนอให้นักเรียนกลุ่มอื่นเข้ามามีส่วนร่วมในการให้คะแนนเปิดโอกาสให้นักเรียนได้ give feedback กับเพื่อนด้วยกัน

: ชื่นชมในการเอาเด็กเก่งมาช่วยเด็กอ่อน (peering)

: ควรให้นักเรียนเข้ามาซ้อมนำเสนอก่อนนำเสนอจริง จะได้ชี้จุดแก้ไขได้ทัน

ครู : ขาดความมั่นใจกลัวแต่งประโยคผิด, ใช้คำไม่เหมาะสม เลยขอให้อาจารย์นิเทศช่วยอ่านช่วยแก้ไข

: ไม่ทันคิดคิดแต่อยากได้ชิ้นงานไม่ได้ให้นักเรียนหยุดพัก

: ขาดการติดตามเด็กเป็นระยะ (น่าจะให้มาซ้อมนำเสนอก่อน)

: แผนการสอนเขียนเสร็จไม่ทันก่อนสอน, สอนไปเขียนไปและแผนการสอน module ต่อไปยังไม่ทำได้ทำ

: ครูพยายามเน้นการแข่งขันให้ได้ความรู้ไม่ใช่ของรางวัล

Supervisor + ครู: เห็นด้วยว่าควรมีการพานักเรียนไปสถานที่จริงผู้ดำเนินการเรื่องงบ, รถ

: เห็นด้วยกับการค้าเด็กกินไปช่วยเด็กอ่อน

: นักเรียนสนุกสนานกับการเรียนบทเรียนนอกหนังสือหลักนักเรียนแสดงความตั้งใจพยายามออกมาทำให้การทำงานเป็นกลุ่มประสบผลสำเร็จ

: บรรยากาศในห้องเรียนสนุกสนานนักเรียนร่าเริงผิดกับการสอนอังกฤษที่ผ่านมานักเรียนจะเงียบไม่ใส่ใจ อาจเป็นเพราะได้เรียนรู้สิ่งที่ใกล้ตัว มองเห็นภาพที่ชัดเจนกว่าและส่วนมากเนื้อหาในหนังสือเรียนจะยากเกินกว่าระดับความรู้ของนักเรียน

คำถามใน supervision plan 2

1. How does GEC principles help you to achieve GEC capability and understanding?

- เป็น guideline อดีในการทำความเข้าใจว่าคอร์สนี้คืออะไร ต้องสอนไปในทิศทางไหน

2. Do the GEC principles help you in writing lesson plan? Why? Why not?

- GEC principles ช่วยให้เห็นภาพรวมในการวางแผนการเขียนแผนการสอนได้มาก แต่ด้วยความที่ยังไม่เคยเขียนแผนคอร์สนี้ ก็เลยยังก็กลัวๆ กลัวๆ ที่จะทำ แต่จะลองพยายามทำ

3. Can you write the lesson plan based on GEC principles? Why? Why not?

- น่าจะทำได้เพราะฉันชื่อของแต่ละข้อมีความชัดเจนและสามารถเข้าใจได้จนนำไปสู่การลงมือเขียนจริง

คำถามใน supervision plan 3

1. Are you confident to invent the GEC activity or media? Why? Why not?

- มั่นใจ 50 50 ที่จะผลิตนวัตกรรม สร้างกิจกรรม อาจเป็นในลักษณะโครงการ project ที่ดึงโลก Social เข้ามา เช่นให้นักเรียนทำ Clip Video แล้วโพสต์ในหน้า Facebook หรืออาจจะพัฒนาทำเป็น Website แหล่งท่องเที่ยวในชุมชน

2. Are you confident to put the GEC in your activity or media? Why? Why not?

- มั่นใจที่จะเอา GEC principles มาใช้ในการเรียนการสอนโดยเน้นเทคโนโลยีและความต้องการของนักเรียน รวมไปถึงแหล่งเรียนรู้ของชุมชนสร้างสรรค์ผลงานในลักษณะเชิงประจักษ์

- ถึงประสบการณ์การสอนจะน้อยแต่ก็มีใจรักในการสอนจะตั้งใจสอนคอร์สนี้ให้สำเร็จ

3. Do you know more about GEC? Why? Why not?

- อยากดูตัวอย่างถ้ามีโรงเรียนไหนครูท่านไหนเคยสอนในคอร์สแบบนี้

- อยากให้นักเรียนได้ใช้เทคโนโลยีเพื่อการเรียนมากกว่าการใช้เน็ตเพื่อแชท Facebook จะพยายามบูรณาการระหว่างภาษา + เทคโนโลยีให้ได้

Plan 1

(ครั้งที่ 3) 7 มิถุนายน 2561

Setting up course

ขั้น Pre-observation ใช้ supervision dialogue

คำถามที่ 1 : Are you confident to decide the activities with Global English**Course?**

- ครูเข้าใจว่าคอร์สนี้คือคล้ายๆ กับหลักสูตรท้องถิ่นที่มีการบูรณาการเนื้อหาที่อยู่รอบตัวรอบโรงเรียน มาผสมผสานกับภาษาอังกฤษ สร้างแรงจูงใจ สร้างทัศนคติที่ดีกับรายวิชา “อังกฤษเป็นเลิศ” นี้ แต่ความมั่นใจที่จะสอน มั่นใจในด้านการแนะนำให้นักเรียนสืบหาข้อมูลจากแหล่งต่างๆ ที่มีมากมาย (อินเทอร์เน็ต, แผ่นพับ, วารสาร, ect.) และต้องการให้นักเรียนนำข้อมูลเหล่านั้นมาสร้างบทสนทนา บทแนะนำสถานที่ท่องเที่ยวได้ด้วยภาษาต่างๆ แต่อ่านและใช้คำได้ถูกต้องเหมาะสม นำเสนอในลักษณะ Short clip, VDO, Power Point และครูจะนำไปโพสต์ในเว็บไซต์โรงเรียนและถ้ามี work อาจจะทำคลิปใน YouTube

- อนาคตอันใกล้ “บ้านโนนวัด” จะเป็นสถานที่ทางโบราณคดีแห่งหนึ่งที่ทางจังหวัดนครราชสีมาจะโปรโมท จึงเป็นเหมือนการเตรียมความพร้อมในการนำเสนอข้อมูลเป็นภาษาอังกฤษไว้ล่วงหน้า

- ครูต้องการสร้าง mini guide และต้องการฝึกให้นักเรียนสามารถพูดภาษาอังกฤษเพื่อนำเสนอต่อ visitors ทั้งชาวไทยและต่างชาติ ได้อย่างถูกต้องไม่อาย

- สิ่งที่ครูมั่นใจ คือ การจัดกิจกรรมให้เด็ก คัดสรรคเนื้อหาของธีมให้เด็ก แต่สิ่งที่ไม่มั่นใจเลยคือ การใช้คำศัพท์โดยเฉพาะศัพท์เฉพาะ (Technical terms) และการใช้ประโยคที่จะบรรยายจะถูกต้องหรือเปล่า ไม่มั่นใจว่าเราจะนำเสนอไปชาวต่างชาติจะเข้าใจไหม

- ครูกังวลกับการเขียนแผนการสอนวิชานี้ เนื่องจากไม่มีแนวทางให้ศึกษาเพราะเป็นวิชาใหม่

- สิ่งสำคัญที่ครูคิดว่าต้องมีในคอร์สนี้คือ แผนการสอน สื่อที่จะใช้สอน การวัดประเมินผล ชิ้นงานของนักเรียน ครูคิดว่าการใช้สถานที่จริงเป็นสื่อการเรียนการสอน **

คำถามที่ 2 : What do you want to know about GEC?

- ต้องการรู้ว่าวิชานี้ทำอย่างไร เสนออย่างไรจะบรรลุผลสำเร็จ ต้องการให้วิชานี้เป็นช่องทางสื่อสาร/บอกชาวต่างชาติว่า วัฒนธรรม ประเพณี สถานที่โบราณคดีของไทยมีคุณค่า มีความงาม มีศิลปะ มีประโยชน์ แต่จะทำออกมาอย่างไร ในลักษณะไหน ที่ชาวต่างชาติจะเข้าใจ

- อยากสื่อสารได้อย่างมีมาตรฐาน ถูกต้อง ชัดเจน ชาวต่างชาติ/นักท่องเที่ยว/ผู้ที่สนใจยอมรับและเข้าใจในภาษา วัฒนธรรม ศัพท์ รูปประโยคที่เราต้องการนำเสนอ
- อยากรู้ต่อไปว่า เราจะควรโฟกัส ไปที่อะไรก่อน-หลัง เช่น เน้นเนื้อหา เน้นการนำเสนอในช่องทางต่างๆ หรือทั้ง 2 อย่างไปพร้อมๆ กัน
- คนอื่นๆ ชื่นชมวัฒนธรรมของไทย + ความสามารถทางภาษาอังกฤษของนักเรียน อยากพานักเรียนไปให้ถึง British, American Standard ในเรื่องการ speaking

คำถามที่ 3 : If you want to promote GE, how would you change your course?

- จะเปลี่ยนจากการสอนเดิมๆ ที่เน้นแต่แกรมม่า มาเป็นเน้นให้นักเรียนได้เรียนรู้จากสิ่งที่อยากเรียนและได้ใช้เทคโนโลยีเข้ามาช่วยในการจัดการเรียนการสอนให้ทันสมัย แต่ในเนื้อหาที่สอนจะสอดแทรกแกรมม่าไว้ด้วย ไม่ตัดทิ้ง หันไปโฟกัสที่ภาษาเพื่อการสื่อสารให้มากขึ้น
- เปิดและสร้างโอกาสให้นักเรียนท้องถิ่น รากหญ้า (grassroot) มีโอกาสได้ทำโปรเจกต์ด้านภาษาอังกฤษให้ชาวต่างชาติชื่นชมดูบ้าง
- มีความตั้งใจจะให้เด็กกล้าพูด กล้าแสดงออก และใช้ภาษาอังกฤษให้ได้มากที่สุด

Plan 2

(ครั้งที่ 4) 18 มิถุนายน 2561

Lesson Planning

ขั้น During-observation ใช้ Video recording

ธีมที่ 1: Ban Non-Wat (บ้านโนนวัต)

ขั้น Pre

- 20 นาทีแรก ครูเริ่มสอน ครูเดินเข้ามาด้วยรอยยิ้มพร้อมกับเสื้อผ้าสีสดใส ทักทายนักเรียน Good morning, how are you today? นักเรียนตอบกลับ OK, fine ... จากนั้นครูแนะนำว่า วิชานี้มีจุดประสงค์รายวิชาคือ เพื่อให้ให้นักเรียนได้เรียนภาษาอังกฤษจากสิ่งแวดล้อม สถานที่สำคัญ สิ่งที่นักเรียนมีความสนใจ ซึ่งนักเรียนได้เลือกตั้งแต่ชั่วโมงแรกแล้วคือ แหล่งโบราณคดีบ้านโนนวัต เพราะเป็นสถานที่สำคัญทางประวัติศาสตร์ และอยู่ในพื้นที่ใกล้โรงเรียน จะได้สร้างเป็นบทเรียนได้ไว้เตรียมทำ mini guide ของโรงเรียนได้ ไว้ต้อนรับและให้ข้อมูลนักท่องเที่ยวได้

- ครูนำเสนอความสำคัญประโยชน์ของการสร้างบทเรียนบ้านโนนวัต
- นักเรียนมีความสนใจ ยกมือซักถาม หัวเราะ ยิ้มไปกับผู้สอน
- อาจารย์นิเทศนั่งหลังห้อง สลับเดินไปมาบ้าง eyes contract กับครูยิ้มและส่งกำลังใจให้ครูชู 2 นิ้ว สู้!

ขั้น While → Brainstorming

จากนั้น ครูพานักเรียนจำนวน 29 คน นั่งรถโรงเรียนไปแหล่งโบราณคดีบ้านโนนวัต ซึ่งห่างจากโรงเรียน 4 กิโลเมตร ระหว่างทางนั่งรถไป นักเรียนสนุกสนาน ร่าเริง หัวเราะ ทางที่ไปบ้านโนนวัตเป็นบรรยากาศทุ่งนาสีเขียวมีต้นไม้ข้างทาง มีควายอยู่ในทุ่งนา นักเรียนบอกอยากมาแบบนี้อีก ไม่มีวิชาไหนพามาออกโรงเรียนเลย พอไปถึงบ้านโนนวัต ครูเรียกนักเรียนมารวมกลุ่มและแบ่งกลุ่มออกได้ 6 กลุ่ม กลุ่มละ 5 คน ให้เวลา 40 นาที ให้แต่ละกลุ่มเดินสำรวจคร่าวๆ และให้ทุกกลุ่มจับประเด็นสำคัญ สิ่งที่ยากนำเสนอต่อครู มาให้ครูดู จากนั้นทุกกลุ่มก็แยกย้ายกันสำรวจ บางกลุ่มจดบันทึก ถ่ายรูป มีการถกเถียงกันว่าเอาเนื้อหา หรือเน้นรูปภาพไหนที่สำคัญไปบอกครู

จนครบเวลาที่กำหนดเริ่มจากกลุ่มที่ 1 ไล่ไปจนถึงกลุ่มสุดท้าย ออกมาพูดแสดงความคิดเห็นว่าจะเลือกอะไรมานำเสนอ ภาพรวมแล้วนักเรียนอยากนำเสนอข้อมูลตามที่มีแผ่นประชาสัมพันธ์ของทางอบจ. ใช้เป็นแนวทาง นักเรียนจะแบ่งคนที่เจอเนื้อหาในแต่ละจุด เลือกตามความสมัครใจ ทุกคนมีบทจะพูด จะไม่เอาเปรียบกัน ทุกกลุ่มดูกระตือรือร้นตั้งใจจะทำงานชิ้นนี้ แต่นักเรียนก็มีความกังวลว่าเนื้อหาที่จะส่งให้ครูดู script ทำเป็นภาษาอังกฤษนั้นจะถูกต้องไหมครูบอกให้นักเรียนทำมาก่อนลองเขียนมาตามที่ทำได้ อาจจะใช้อินเตอร์เน็ตในการช่วยเขียนมาก็ได้

50 นาทีก่อนหมดชั่วโมง เด็กแบ่งตามกลุ่มที่หาที่นั่งพูดคุยและเขียนสคริป ครูเดินดูรอบๆ ทุกกลุ่มสอบถามว่าเป็นยังไง เขียนถึงไหนแล้ว มีตรงไหนติดขัดไหม และครูก็ได้แจ้งนักเรียนต่อว่างานกลุ่มจะให้เวลากลุ่มละ 15 นาทีในการนำเสนอ จะมานำเสนอในรูปแบบต่างๆ ให้แต่ละกลุ่มไปเลือก เช่น PowerPoint clip VDO โบชัวร์ และอื่นๆ

เนื้อหาที่จะใช้นำเสนอให้อ้างอิงข้อมูลจากแผ่นประชาสัมพันธ์ที่อบจ.ทำ แต่ให้เอามาทำเป็นภาษาอังกฤษง่ายๆ ในแบบของตัวเองไม่จำเป็นต้องแต่งประโยคที่ดูเป็นทางการมากนัก เน้นให้ใช้ภาษาของตัวเองแต่งประโยคเอง แต่ศัพท์บางคำเป็นศัพท์เฉพาะด้านก็ต้องคงไว้ด้วย

จากนั้นให้เวลาทุกกลุ่มทำงานและให้เวลาอีก 1 สัปดาห์ในสัปดาห์ถัดไป จะให้ออกมานำเสนองานและในระหว่างก่อนวันนำเสนอทุกกลุ่มต้องมารายงานความก้าวหน้าว่าทำไปถึงไหนอย่างไร ให้ครูฟังเป็นระยะและให้ซ้อมนำเสนอ 1 รอบก่อนนำเสนอจริง

- Supervisor : ชอบแนวคิดการทำงานเป็นทีม (team work) เน้นการช่วยเหลือดูแลซึ่งกันและกัน ภายในกลุ่มผลักดันให้เกิดการสร้างแรงบันดาลใจและพร้อมที่จะแข่งขัน
- : การลงพื้นที่จริง (field trip) ทำให้นักเรียนได้สัมผัสสถานที่ สิ่งของใกล้กาย วัฒนธรรมจริงๆ นักเรียนตื่นเต้นและยิ้มแย้มแจ่มใสตลอดเวลาที่อยู่นอกห้องเรียน
- : อาจารย์นิเทศแนะนำครูว่าสคริปต์เนื้อหาภาษาอังกฤษควรมีการตรวจสอบจากครูก่อนแล้ว ให้นักเรียนนำไปปรับแก้ก่อนที่จะซ้อมอ่าน ครูก็ขออนุญาตส่งต่อ script ให้อาจารย์นิเทศช่วยพิจารณาต่ออีกเป็นการ Double check
- Supervisor : แนะนำครูให้นักเรียนอ่านตามศักยภาพตามแบบตัวตน ถึงแม้มี accent จะไม่ใช่ American หรือ English accent ก็ไม่ต้องกังวล ให้นักเรียนอ่านอย่างถูกต้อง stress หนัก-เบาให้ชัดเจน ถึงจะอ่านออกเสียงออกตามสำเนียงไทย Tinglish ก็ตาม
- : อาจารย์นิเทศฝากย้ำครูให้นักเรียนหาศัพท์รูปประโยคจากอินเทอร์เน็ต อยากให้ใช้เทคโนโลยีให้มากขึ้น
- : แนะนำวิธีการนำเสนอ presentation ให้ครูแนะนำนักเรียนไปดูตาม YouTube ที่อัฟโพลด์ไว้ในแหล่งการเรียนรู้สถานที่ท่องเที่ยวอื่นๆ มีมากในโลกโซเชียล
- : เกณฑ์การให้คะแนน ครู + อาจารย์นิเทศก์ ร่วมกันวางแผน
- | | | |
|----------|---|---|
| 30 คะแนน | → | การมีส่วนร่วมความตั้งใจ |
| 10 คะแนน | → | เนื้อหา, ppt, คลิป |
| 10 คะแนน | → | ความถูกต้องของเนื้อหาอ่านอย่างถูกต้องชัดเจนมั่นใจ |

- : กลุ่มไหนไม่มาซ้อมนำเสนอถือว่าผิดกติกาโดนหัก 2 คะแนน ในส่วนความตั้งใจและการมีส่วนร่วม
- : จับกลุ่มตามความสมัครใจ

ขั้น Post Comments and Feedback

ครูพานักเรียนนั่งรถไปบ้านโนนวัต พอไปถึงแยกย้ายให้แต่ละกลุ่มเตรียมตัวในการนำเสนอ ลักษณะการนำเสนอของทุกกลุ่มคล้ายๆ กันคือ ทุกคนจะมีบทพูด ทุกคนจะได้พูด บางคนพูดไม่เก่งในมือจะมีสคริปเพื่อฆ่าเสียงแล้วอ่าน บางคนมีความมั่นใจ เดินไปพูดไป ไม่เขิน มักมีการอ่านผิดถูกบ้าง เด็กก็ไม่อายพูดผิดแล้วก็พูดใหม่ มีการใช้ Body gesture เช่น ผายมือ ชี้ไปที่รูปภาพตามตัวต่างๆ ถีลาท่าทาง สีหน้ายิ้มแย้ม ระหว่างนั้นมีการบันทึกวิดีโอของแต่ละกลุ่ม จนครบ 6 กลุ่ม

จากนั้นก็กลับมาที่โรงเรียนครูเปิดวิดีโอของแต่ละกลุ่มขึ้นโปรเจคเตอร์ ครูแจกกระดาษโหวตให้คะแนนแต่ละกลุ่ม ทุกกลุ่มห้ามเลือกกลุ่มของตัวเองและกลุ่มไหนได้คะแนนโหวตมากที่สุดจะถูกคัดเลือก และนำคลิปไปโพสต์ในเว็บไซต์ของโรงเรียนต่อไป

Supervisor : ครู + อาจารย์นิเทศก์ นั่งดูวิดีโอของแต่ละกลุ่มด้วยกัน

- : อาจารย์นิเทศฝากถึงการดูแลก่อนนำเสนอผลงานของแต่ละกลุ่มให้ครูดูแลใกล้ชิด เข้าถึงเด็กสม่ำเสมอ เด็กจะรู้สึกแคว้งคว้างและจะมีกำลังใจเมื่อมีครูมาช่วย
- : อาจารย์นิเทศแนะนำในการให้กำลังใจทางบวกเสริมแรงกับนักเรียน ถึงแม้บางกลุ่มจะนำเสนอออกมาไม่ดีเท่าที่ควร ไม่อยากให้ใช้คำตำหนิติ หรือการเปรียบเทียบ จนเกินไป เพราะนักเรียนจะเสียกำลังใจและขาดความมั่นใจในการทำชิ้นงานขึ้นต่อไป และต้องการเสนอให้ครูสรุปทเรียนตามตอนท้าย

ครู : ยอมรับว่าคุณเอาใจใส่นักเรียนน้อยมาก เนื่องจากทุกวันต้องมีภารกิจอื่นๆ เยอะแยะ อาทิ ขยายของสหกรณ์ ครูเวร แต่ในครั้งต่อไปจะให้คำปรึกษานักเรียนมากขึ้น ถ้าไม่มีเวลาจริงๆ ก็จะมีนัดเด็กมาคุยก่อนเลิกเรียนช่วง 16.00 น. ยอมรับว่าใช้คำรุนแรงกับเด็กเกินไป เช่น โง่ ไม่ฉลาด จะไม่ใช่คำเหล่านี้อีก ครูขาดความมั่นใจในการทำสคริปต์เนื้อหาเป็นภาษาอังกฤษ จึงต้องขอความช่วยเหลืออาจารย์นิเทศก์ให้ช่วยดูหรือตรวจสอบอีกครั้ง

ครู + Supervisor: เห็นตรงกันว่า ข้อดีของนักเรียนคือ ความมั่นใจและตั้งใจจะอย่างไร จะตั้งสิ่งเหล่านี้ ออกมาใน Project ต่อไป การเรียนรู้ในห้องเรียนมีประโยชน์ต่อนักเรียนมากกว่าที่คาดไว้ นักเรียนเรียนรู้ได้อย่างมีความสุข outside English And enjoying English ได้เริ่มต้นขึ้นแล้ว ให้กำลังใจนักเรียนทุกกลุ่ม กลุ่มไหนแพ้-ชนะไม่สำคัญ สร้างกำลังใจให้นักเรียนไม่ ท้อและไปต่อ

PS. ครู + อาจารย์นี่เทศเลี้ยงก้วยเตี้ยวนักเรียนทุกคน ทุกคน Happy

คำถามใน Supervision Plan 2

1. How does GEC principles help you to achieve GEC capability and understanding?

- ช่วยให้ scope ในการเขียนแผนการสอน ช่วยให้ดึงเทคโนโลยีเข้ามามีบทบาทในห้องเรียน สร้างแรงบันดาลใจให้นักเรียนเรียนรู้จากสิ่งใกล้ตัว ให้เห็นประโยชน์จากแหล่งเรียนรู้ในชุมชนนำมาผสมผสานกับภาษาอังกฤษ ได้ประโยชน์แบบ 2 in 1
- สร้างความมั่นใจให้กับครูในการบริหารจัดการคอร์สนี้สอนไปอย่างมีทิศทาง สอนได้ไปเป็นไปตามกรอบที่วางแผนไว้

2. Do the GEC principles help you in writing lesson plan? Why? Why not?

- ช่วยให้มองแผนการสอนที่จะเขียนได้ชัดเจนมากขึ้น
- Principle ต่างๆ มีความชัดเจน นำมาตีโจทย์ได้ไม่ยาก สามารถทำได้จริงในห้องเรียน
- มีแนวทางในการเขียนแผนการสอน ช่วยได้มาก

3. Can you write the lesson plan based on GEC principles? Why? Why not?

- I will try my best ถึงแม้จะเพิ่งมีคอร์สนี้ แต่มั่นใจว่าจะสามารถเขียนแผนการสอนได้โดยใช้ GEC principles มาเป็นกรอบแนวทาง

คำถามใน supervision plan 3

1. Are you confident to invent the GEC activity or Media? Why? Why not?

- มีความมั่นใจมากขึ้นเมื่อได้สอนมา 1 module
 - อยากพัฒนาให้ GEC เป็น Media ในมุมอื่นๆอีก นอกจาก VDO, presentation
- อยากให้มีมาตรฐานจะ upload ในยูทูป
- จะพัฒนาโปรเจกนี้ อัปโหลดผลงานนักเรียนผ่านหน้าเว็บไซต์โรงเรียน

2. Are you confident to put the GEC in your activity or media? Why? Why not?

- จะใช้ GEC มามีบทบาทในการจัดกิจกรรมการเรียนการสอน ทั้งนี้ทั้งนั้นจะเน้นไปหาเทคโนโลยี นวัตกรรมทันสมัยใหม่ๆ เพื่อให้สอดคล้องสอดรับกับโลกยุค global

- มั่นใจในระดับหนึ่งในการจัดการเรียนการสอน รู้สึกมั่นใจขึ้นกว่าตอนที่ยังไม่รู้จักคำว่า GEC คืออะไร ได้ทราบ principles ทำให้เข้าใจมากขึ้น

3. Do you know more about GEC? Why? Why not?

- ณ ตอนนี้อยู่ไม่รู้อะไรมากแต่สิ่งที่พยายามจะทำให้ได้คือ พัฒนาคอร์สนี้ไปพร้อมๆ กับพัฒนานักเรียนให้ได้มากให้ได้เรียนรู้ในบรรยากาศของภาษาอังกฤษ + เทคโนโลยี (Smart Classroom)

PRE-OBSERVATION

“School B”

ถามก่อนสอนจริง

1. What is the class about?

- คลาสนี้เป็นคลาสใหม่ที่ต้องการให้นักเรียนเรียนรู้ภาษาอังกฤษโดยใช้แหล่งการเรียนรู้หรือสื่อที่มีอยู่ใกล้ตัว อยู่ในชุมชนนักเรียนจะสามารถเรียนรู้ภาษาอังกฤษที่ไม่ใช่อยู่เฉพาะในห้องเรียนหรือเรียนตามหนังสือเรียนตามปกติ

- เน้นให้นักเรียนได้สื่อสารได้มากที่สุด ได้มีโอกาสคิดหรือใช้ถ้อยคำสำนวนประโยค

ข้อความที่เป็นภาษาของตัวเองหรือที่นักเรียนแต่งขึ้น

- ให้นักเรียนมีทัศนคติที่ดีต่อภาษาอังกฤษอย่าง สร้างแรงจูงใจในการเรียนและส่งเสริมให้ผู้เรียนเรียนรู้ต่อเนื่อง นำไปใช้ประโยชน์ได้จริง

2. What do you want your student to be able to do?

- สื่อสารภาษาอังกฤษได้อย่างถูกต้อง ชัดเจนมากขึ้น

- มีความกล้าแสดงออกในการนำเสนอผลงาน (ความมั่นใจ)

- นักเรียนสามารถสืบค้นความรู้ ข้อมูลของงานแต่ละชิ้นได้โดยใช้แหล่งสืบค้นต่างๆ เช่น Google, You-tube, แผ่นพับ, โบว์ชัวร์ และอื่นๆ

3. In the end of each lesson, what is your expectation?

- ครูอยากลองเปลี่ยนเป็น Student-center ดูมากกว่าเน้น Teacher-center

- นักเรียนกล้าที่จะแสดงออกในด้านความคิด การสื่อสารภาษาอังกฤษ

- นักเรียนมีจินตนาการในการออกแบบชิ้นงานของตัวเอง

- นักเรียนมีความสุขกับการเรียนรู้คอร์สนี้

- นักเรียนนำไปใช้ในชีวิตหรือสถานการณ์จริงๆ ได้

- สามารถนำเสนอความเป็นไทย วัฒนธรรม ประเพณีผ่านงานผ่านชิ้นงานให้ทุกคนได้รับรู้

APPENDIX E
Post-observation

POST-OBSERVATION

(Reflection notes)

After finishing the first module

“I need to understand how to use GEC principles in the activity, how to motivate the students to speak English in the class. That is a real communication so teacher should speak English with the students too.”

“I really have less of the confidence to design the GEC activity for the students because it’s very newly course and my English teaching experiences are low however, I am as a teacher have to try to do it because the students will get the advantage for doing the activities. So I need to practice as much as possible so in the future I will design the activities well.”

(Patcharapa, self-reflection, 25th May, 2018)

“A new knowledge of Glocal English Course (GEC). The teacher should communicate in English to teach with the students with their needs.”

“Unfortunately I do not have the confidence because I think I should practice to speak English more, now I am not confident to design the GEC activity because I cannot speak English fluently but in the future, if I need more practice, I am sure that I can design the GEC activities as well.”

“I think the GEC activities are not appropriate for the weak students, so the teachers should find the techniques for help the weak students. For the smart students, I think they can do the activity perfectly. So, friends help friends in the group is one technique which is possible.”

(Davika, Self-reflection, 31st May, 2018)

As a supervisor, I gave the advice for building up in three issues; Teacher’s self-confidence, Techniques for English classroom and how to support students to create their projects. Moreover, I support teachers to follow the GEC principles, I try to change them to open their and get the better attitude in teaching this course.

“I was appreciating you for your good teaching on this principle. You don’t worry while you’re teaching them, this is the beginning of the module. I notice that the

students are very happy and lively when they worked in group. You try to let them share the ideas to other friends. They are not shy and they have more confidence in speaking English with the Thai accent. Finally, they will present you with the enjoyable and happy projects. That is the great way to push them to study English and present the Thai culture to the other in the world.”

(Supervisor reflection, first module, 4th June, 2018)

After finishing the second module

“GEC principle steps make the students more interested in doing activities with various resources. One resource is access to the internet which enables the learning process. They can communicate, whether right or wrong, so they will have more confidence. I feel more confident while I design the lesson plan because the teaching steps flow and students could go along with theirs voluntarily.”

“Teachers as the facilitator who guide the students and build up their speaking ability. I will not correct the students’ error immediately, I will tell them and give more chances to practice with more time.”

“I can notice the students’ knowledge from their practice that I provide for them and do practice freely. When I know the students’ capability I can apply my lesson that is suited for their ability and they can use English in their daily life. The students will benefit by communicating in real situations. “

(Patcharapa, Self-reflection, 16th July, 2018)

“I learned about how to let the students select a suitable way to find out information or data in each group. I now have a better understanding about GEC principles than in the first module. Today is the last day of the course that I can learn techniques and how to use them in the English classroom. I have learned how to design the lesson plans based on the GEC principles. I intend to apply the theory of GEC activities provided by my supervisor. These theories will enhance my knowledge and the knowledge of my students. .”

“I’m confident to put the step and try out what they know on my GEC activity because the activity is not only allowing students to communicate but also

allows the students to think independently by their own background knowledge. These factors make the activity fun and it is suited for the concept of learning. “

(Patcharapa, Self-reflection, 19th July, 2018)

Supervisor: I am very proud that you want to encourage your students to communicate in English. It is right way to teach communicative activity because you allow them to create the new sentences, you don't force the students that you are provided.

I am very happy to see the writing task when your students finish free practice, you can integrate from the data writing and speaking to the student's presenting skill. You could provide the speaking or presenting skills while you are teaching English as the GEC principles: Link the different skills together since they usually occur so in the real situation.

I see your better improvement in your teaching but you should not miss even one GEC principle. Please pay attention carefully; I am sure that you can adjust your teaching next time.

(Supervisor reflection, second cycle, 25th July, 2018)

APPENDIX F
Supervising Plan

SUPERVISING PLAN

“Supervision is designed to engage the supervisor and the teacher in a supportive and interactive process”

Supervising Plan “Totally 5 times for all two schools”

Time	Supervision Plan	Objectives	Product	Principle
1	Setting up course syllabus - Introduce teachers to the concept of Glocal Englishes	Assist in developing course syllabus	Course syllabus	1,2,3
2	Lesson Planning - Theme 1: Ban Non Wat	Assist in writing the first lesson	Lesson Plan, Media-activity plan	1,2
3	Review and feedback on the first theme	Assist in consulting all of procedures	Reflective Journal	1,3
4	Lesson Planning - Theme 2: London	Assist in writing the second lesson	Lesson Plan, Media-activity plan	1,2
5	Review and feedback on the second theme	Assist in consulting all of procedures	Reflective Journal	1,3

SUPERVISION PLAN 1

Topic: Setting up course syllabus

Time: 50 minutes

Date:

Supervising Objectives

After this supervision plan, the teachers will be able to:

1. Design a course syllabus for teaching Glocal Englishes.
2. Have a better understanding of teaching Glocal Englishes.

Warm Up

The teachers bring their course syllabus previously designed to discuss with the supervisor. Examples of questions to be used for discussion are as follows:

- a. Are you confident to design the activity with Glocal Englishes course?

Why? Why not?

- b. What do you want to know more about GEC?

c. If you want to promote Glocal Englishes, how would you change your course?

Presentation

The supervisor shows the principles of Teaching Glocal Englishes to the teachers and gives examples for each principle.

Practice

The teachers and the supervisor collaboratively designed the course syllabus.

SUPERVISION PLAN 2

Topic: Lesson planning

Theme 1st: Let's go!! Ban Non Wat

Time: 2 hours (100 minutes)

Date:

Supervising Objectives

After this supervision plan, the teachers will be able to:

1. Teach Glocal Englishes follow the first lesson plan.
2. Use technology or media available in the classroom.

Warm Up

The teachers bring their first lesson plan and discuss with the supervisor.

Examples of questions to be used for discussion are as follows:

- a. How does GEC principles help you to achieve GEC capability and understanding?
- b. Do the GEC principles help you in writing lesson plan? Why? Why not?
- c. Can you write the lesson plan based on GEC principles? Why? Why not?

Presentation

The teacher teaches and use the materials follow their lesson plan procedures

Practice

The supervisor observing the teacher and students in the classroom and write the reflective journal

SUPERVISION PLAN 3

Topic: Review and feedback on the first theme

Time: 1 hour (50 minutes)

Date:

Supervising Objectives

At the end of the first lesson the supervisor will give the opportunity to:

1. Let the teacher talk about their teaching Glocal Englishes on the first theme.
2. Address anything that may need improvement in your Glocal classroom.

Presentation

The supervisor will give feedback, comments or techniques about teaching Glocal Englishes to the teacher. Followed by questions after their last teaching about:

- a. Are you confident to invent the GEC activity or media? Why? Why not?
- b. Are you confident to put the GEC in your activity or media? Why? Why not?
- c. Do you know more about GEC? Why? Why not?

Practice

The teacher keeps any feedback provided by the supervisor and tries to incorporate them into the next lesson.

SUPERVISION PLAN 4

Topic: Lesson planning

Theme 2nd: Let's talk!! London

Time: 2 hours (100 minutes)

Date:

Supervising Objectives

After this supervision plan, the teachers will be able to:

1. Teach Global Englishes follow the second lesson plan
2. Use technology or media materials available in the classroom

Warm Up

The teachers bring their second lesson plan and discuss with the supervisor.

Examples of questions to be used for discussion are as follows:

- a. How does GEC principles help you to achieve GEC capability and understanding?
- b. Do the GEC principles help you in writing lesson plan? Why? Why not?
- c. Can you write the lesson plan based on GEC principles? Why? Why not?

Presentation

The teacher teaches and use the materials to follow their lesson plan procedures.

Practice

The supervisor observes the teacher and students in the classroom setting and notates observations in the reflective journal.

SUPERVISION PLAN 5

Topic: Review and feedback on the second theme

Time: 1 hour (50 minutes)

Date:

Supervising Objectives

At the end of the first lesson the supervisor will give the opportunity to :

1. Let the teacher talk about their teaching Glocal Englishes on the second theme.
2. Address anything that needs improvement in your Glocal classroom?

Presentation

The supervisor will give some feedback or techniques about teaching Glocal Englishes to the teacher and ask some questions about:

- a. Are you confident to invent the GEC activity or media? Why? Why not?
- b. Are you confident to put the GEC in your activity or media? Why? Why not?
- c. Do you know more about GEC? Why? Why not?

Practice

The teacher keeps any feedback provided by the supervisor and try to incorporate them into the next lesson.

LANGUAGE USE IN NON-DIRECTIVE SUPERVISION

The supervisor is equipped with another lens, so to speak, which allows them to look at a particular issue. The supervisor helps to mirror or reflect the ideas of the teacher. The point must be made clear that the non-directive approach is not a hand-off approach. The supervisor plays an active role, but much of that is defined by teacher.

The sentences and feeling will be used in non-directive approach;

1. What makes you say that?
2. Could you do more?
3. I believe you can do it!
4. That sounds good. What other things can you do?
5. Always use “We” it means closed- relationship between supervisor and teacher.
6. Respect for each other, no one is more important than the other.
7. Ability to communicate with each other freely, speak honestly.
8. Always keep the closed-relationship between supervisor and teacher.

Supervisor Plan:

1. Pre-observation Step

I have questions for the teachers being observed prior to starting to teach Glocal Englishes for example:

- 1.1 How do you plan to teach Glocal Englishes?
- 1.2 What are expectations from your Glocal Englishes class?
- 1.3 How about your material to teach Glocal Englishes?
- 1.4 Which type of cultural content do you feel that your students like best?
- 1.5 Have you ever been asked questions about cultural information in a textbook or other?

2. During-Observation Step

I will use video recording for collecting information during the teacher teaching Glocal Englishes. In addition I will observe and notate what happened in the

classroom, such as student's participation, methods of teaching and materials or authentic tools utilized. When the class is finished I will watch the video again and notate things I missed in the classroom setting.

3. Post-observation step The teacher and I will watch the video together, then (Unfinished thought?)

Supervisor: As a supervisor, I will observe the teacher and give constructive input where needed. For example, I may ask what they feel needs improvement in their class followed by suggestions on teaching techniques.

Teacher: Allow teachers to express their opinions or ideas. And they will have the opportunity to ask the supervisor questions. After that, I will ask some questions to the teacher for example:

- 1) As you reflect on the lesson, to what extent were the students engaged productively in Glocal Englishes class?
- 2) Did the students learn what you intended for them to learn? Were the learners goals accomplished?
- 3) Did you need to add more in Glocal Englishes class?

APPENDIX G
Supervision Observation Form

**SUPERVISION
PRE-OBSERVATION FORM**

This form shall be given to the English teacher at least three days prior to the pre-observation. The “Teacher’s Pre-Observation Data” shall be completed and submitted to the supervisor at least one day prior to the pre-observation.

English Teacher’s Name	School’s Name
Module’s Topic	Date/Time

1. What specific curriculum is taught in today’s lesson? (Competency? Learner objectives?)

.....

.....

.....

.....

2. What instructional strategy (ies) do you plan to use for this lesson (examples: lecture, small group, cooperative groups, discussion, question/answer, technology integration, etc.) and why?

.....

.....

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.....

3. What learning activities will the students be partaking in?

.....

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4. How will you determine if the learner's outcomes have been reached? What type of assessments?

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.....

5. How will you plan for student differences (various learning styles, multiple intelligences, differentiated instruction, etc.)?

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PRE-OBSERVER/ EVALUATOR COMMENTS:

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**POST-OBSERVATION
REFLECTION SHEET**

English Teacher's Name:

School's Name:

Date:Module.....

1. As you reflect on the lesson, to what extent were the students engaged productively? What evidence do you have to support your opinion?

.....

2. Did the students learn what you intended for them to learn? Were the learners goals accomplished?

.....

3. What do you believe to be the strengths of this lesson?

.....

4. Did you alter goals of the instructional plans as you taught the lesson?

.....

5. What do you feel are your areas of potential growth?

.....

