A Case Study of an English Teacher Learning Community in Thailand

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A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Education Program in Teaching English as a Foreign

Language

Department of Curriculum and Instruction

Faculty of Education

Chulalongkorn University

Academic Year 2017

กรณีศึกษาชุมชนแห่งการเรียนรู้ของผู้สอนภาษาอังกฤษในประเทศไทย

นางหสต์กมล ดวงมณี

Thesis Title	A Case Study of an English Teacher Learning Community in Thailand
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Field of Study	Teaching English as a Foreign Language
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Accepted by the Faculty of Education, Chulalongkorn University in Partial Fulfillment of the Requirements for the Master's Degree

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หสต์กมล ดวงมณี : กรณีศึกษาชุมชนแห่งการเรียนรู้ของผู้สอนภาษาอังกฤษในประเทศไทย (A Case Study of an English Teacher Learning Community in Thailand) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ดร. จุฑารัตน์ วิบูลผล, 182 หน้า.

วิธีการพัฒนาคุณภาพการจัดการเรียนการสอนวิธีหนึ่งในปัจจุบันคือ การจัดตั้งชุมชนแห่งการเรียนรู้ของผู้สอน ในชุมชนนี้ครูให้ความร่วมมือและสนับสนุนกันและกันเพื่อนำไปสู่การพัฒนา งานวิจัยนี้ได้สังเกตการเรียนรู้และการจัดการเรียนการสอนของครูภาษาอังกฤษในโรงเรียนรัฐบาล จำนวน 5 คน ในจังหวัดศรีสะเกษเป็นเวลา 3 เดือน ในระหว่างที่พวกเขาใช้เวลาร่วมมือกันในชุมชนแห่งการเรียนรู้ของผู้สอนที่ร่วมกันจัดตั้งขึ้นด้วยความสมัครใจ ข้อมูลจากการสังเกต การบันทึกหลังการสอน และแผนการสอน ได้ถูกนำมาวิเคราะห์โดยใช้วิธีการใส่รหัส

ผลการวิจัยแสดงให้เห็นถึงประโยชน์ของชุมชนแห่งการเรียนรู้ของผู้สอนที่ส่งผลต่อการเรียนรู้และการจัดการเรียนการสอนของครู ครูผู้สอนภาษาอังกฤษในงานวิจัยนี้ดูเหมือนจะได้เรียนรู้ที่จะพัฒนาการจัดการเรียนการสอนของตนเองจากกระบวนการต่าง ๆ ในชุมชนแห่งการเรียนรู้ของผู้สอน ได้แก่ การเตรียมแผนการสอนด้วยการเรียนรู้จากแหล่งเรียนรู้ออนไลน์ การแลกเปลี่ยนเรียนรู้เกี่ยวกับแผนการสอน และ การลงมือปฏิบัติในชั้นเรียน นอกจากนี้ ผลการวิจัยยังระบุว่า ชุมชนแห่งการเรียนรู้ของผู้สอนส่งผลให้ครูมีการพัฒนาการจัดการเรียนการสอนในหลายด้าน ผลการวิจัยนี้เสนอให้เห็นข้อดีที่เกิดจากชุมชนแห่งการเรียนรู้ของผู้สอนที่สร้างขึ้นด้วยความสนใจของสมาชิกมากกว่าการทำตามข้อบังคับ จากข้อค้นพบเรื่องข้อจำกัดของเวลาสำหรับการประชุม งานวิจัยในอนาคตอาจศึกษาเกี่ยวกับการใช้การเรียนรู้ร่วมกันผ่านช่องทางออนไลน์ในการแก้ปัญหาเรื่องเวลาสำหรับชุมชนแห่งการเรียนของผู้สอน

ภาควิชา	หลักสูตรและการสอน	ลายมือชื่อนิสิต	....
สาขาวิชา	การสอนภาษาอังกฤษเป็น	ลายมือชื่อ อ.ที่ปรึกษาหลัก	....
	ภาษาต่างประเทศ		
ปีการศึกษา	2560		

5783426427 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORDS: TEACHER LEARNING COMMUNITY/ INSTRUCTIONAL PRACTICE/ TEACHER LEARNING

HASAKAMON DUANGMANI: A Case Study of an English Teacher Learning Community in Thailand. ADVISOR: JUTARAT VIBULPHOL, Ph.D., 182 pp.

One of the current approaches to improving instructional quality is to form a Teacher Learning Community (TLC), in which teachers collaborate and support each other's development. In this study, the learning and instructional practices of five English teachers working in public schools in Sisaket were examined over the period of three months while they were collaborating in one TLC that the group established on their own free will. Data from the observations, journals, and lesson plans were then analyzed using the coding method.

The findings revealed benefits of TLC on teacher learning and instructional practices. The English teachers in this study seemed to learn how to improve their instructional practices from the processes in TLC including lesson plan preparation using online resources, lesson plan sharing, and classroom implementation. The findings also indicated that TLC improved the teachers' instructional practices in a few areas. The findings suggest the promotion of establishing TLC based on the interests of the members, rather than as a requirement. Due to the time constraints for face to face meetings, future research may explore how online collaboration may help overcome this challenge in TLC.

Department:	Curriculum and Instruction	Student's Signature	....
Field of Study:	Teaching English as a Foreign Language	Advisor's Signature	....
Academic Year:	2017		

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Instructional quality affects students' learning and achievement (Ketterlin-Geller, Baumer, & Lichon, 2015). One of the current approaches to improving instructional quality is the so-called 'Teacher Learning Community (TLC) (Wenglinsky, 2000). TLC is a term derived from Professional Learning Community (PLC). So, the studies about TLC are based on the same principles as PLC studies (Krutka, Carpenter, & Trust, 2016; Sjoer & Meirink, 2016). TLCs can differ in type from small groups of teachers of the same level of seniority or same departments, to large communities across school authorities or from online forums. (Barab, MaKinster, & Scheckler, 2003; Grossman, Wineburg, & Woolworth, 2001; Horn & Little, 2010; Milbrey W McLaughlin & Talbert, 2001; Rosenholtz, 1989). These communities may have different goals such as learning new contents or ideas, analyzing course content, or analyzing student work from national or local area data (Milbrey Wallin McLaughlin & Talbert, 2006). Research on TLC has been conducted extensively in recent years; however, studies that focus on English teachers learning community specifically is still limited (Graham, 2007).

Previous studies have revealed demonstrable benefits of TLC. For example, TLC can bridge the gap between teachers' knowledge and practice. It creates a platform for teachers to face challenges and address issues from the participants' own classroom experiences (Daugbjerg, 2016). Second, it encourages transformative teaching by facilitating a variety of collaborative viewpoints about classroom practice from the members of the community (DuFour, Eaker, & DuFour, 2005). Third, TLC can provide the support and advice to teachers facing difficulties in classroom through the practical advice offered about effective teaching approaches. In TLC, teacher are engaged in focused collective inquiry which, in turn, can improve students' performance (Borko, 2004; Scheerens, 2010; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). Lastly, TLC provides a safe environment forum in which teachers can share their experiences in order to find effective solutions to the issues they are facing (Daugbjerg, 2016).

The Ministry of Education in Thailand currently emphasizes the importance of teacher collaboration. The emphasis on the collaborative learning process in TLC

complements education policy in Thailand. At the present time the Education Administration in Thailand is trying to support English teacher's instructional ability, in order to facilitate and assist student's learning.

However, Thai teachers continually find themselves facing countless problems concerning their teaching. No professional support is available to most teachers as regards gaining knowledge to improve their learning as well as recommendations on how to follow any new policies. Since 2016, Ministry of Education has aimed for cooperation in teachers' learning which leads to learners learning development. Teachers can unravel problems and enhance learners according to learners and school context. PLC is an innovation that can create a learning community of teachers, therefore, Ministry of Education announced the policy that every school should set up the PLC. This is seen as a top-down policy which the ministry specify what schools should do. On the contrary, this research emerged from the voluntary of the participants who were English language teachers sharing the same goal to improve their instructions. This cooperation aimed for the benefits of learners

amongst the scarcity of teaching materials, support from stakeholders and also experts to give advices.

This study will be an opportunity to investigate how teachers learn in TLC and will provide insight in to what effect it has on their instructional practices. This in turn might be significantly beneficial for future studies about TLC in Thailand.

Research questions

1. How do English teachers learn in Teacher Learning Community in Thailand?

2. How can a Teacher Learning Community affect the instructional practice of English teachers?

Research objectives

1. To investigate how English teachers learn in a Teacher Learning Community.

2. To investigate how a Teacher Learning Community can affect the instructional practice of English teachers.

Scope of the study

This study was conducted in one province in Thailand within a period of three months. The participants were selected purposively based on the criteria that they had to agree on the key principle of Teachers Learning Community including, sharing the same mission, vision, values, and goals in supporting student learning and willing to share experiences and learn from one another. How teachers learned in the TLC and how the TLC affected their instructional practices were investigated in this study.

Definition of terms

Teacher Learning Community

Teacher Learning Community (TLC) refers to a group of teachers who share the same mission, vision, values, and goals with a focus on student learning. In TLC, the teachers volunteer to work and learn together in a collaborative culture. Members of a TLC are equally important and all work toward the same mission, which is providing good quality instructional practice to improve their students' learning. To collaborate with one another, the teachers engage in discussions in order to give comments on

one another's instructional practices, share successful teaching experiences, and collaboratively solve shared classroom problems. In this study, the TLC was established based on DuFour (2008) which include six principles as follows:

1. Shared mission, vision, values, and goals

TLC members worked interdependently with shared mission, vision, values, and goals.

2. Collaborative cultures of teachers learning

Participants work together using principles they have established to ensure collaboration.

3. Collective inquiry into best practice and current reality

In TLC, the participants inquired together into each other's current instructional approaches in a quest for best practice.

4. Action orientation: learning by doing

TLC participants committed to transfer ideas into action, not just involve themselves in talking or planning, but also commit to action, which meant studying

actual classroom teaching.

5.   A commitment of continuous improvement

TLC participants engaged in an ongoing cycle of learning to keep improving

their instructional practices.

6.   Results orientation

In the process of TLC, evidence of student learning was used to provide the

basis for teacher decision making to improve future practices.

Instructional Practices

Instructional practices refer to the activities conducted by the teacher in the

classroom. In this study, the instructional practices were investigated through

observation field notes, teachers' reflection journals and lesson plans.

Teacher Learning

Teacher Learning refers to the ways in which teachers construct knowledge

about instructional practices. Instructional practices. In this study teacher learning was

identified by evidence from observation field notes, journal reflections and lesson

plans that showed a change in teacher understanding of instructional activities,

Instructional materials and learners

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of the literature that provides the basis for

the theoretical framework of this study, the review first present the characteristics and

principles of TLC; second, factors that may affect the TLC quality.

Teacher Learning Community (TLC)

Definition of Professional Learning Community

The term Professional Learning Communities has various definitions. Some

definitions of professional learning community focus on the group members. Hord

(2008) defined PLC as a collaboration of professors (teachers and administrators)

sharing common goals and purposes, gaining new knowledge through collaboration

with one another in order to improve practices. Servage (2008) suggests PLC is a group

of people who meet regularly with the purpose to engage in collaborative curriculum

planning and development. While, (DuFour, DuFour, Eaker, & Karhanek, 2010) gave a

more concrete definition as the ongoing process by which educators seek to achieve

better results for their students by collaborations that lead to collective research and action.

Other definitions recognize professional learning community as a process, a strategy, or a type of school culture. Seashore, Anderson, and Riedel (2003) defined the term professional learning community as establishing an environment that fosters long-term collaboration. Feger and Arruda (2008) defined as a strategy for improving student achievement that the collaborative school culture and students learning are focused.

According these varying definitions, it appears that professional learning community is a group of professional, educators, individuals that continually pursue increasing their effectiveness in the teaching and learning processes in order to improve instructional benefits for students.

Development of Teacher Learning Community

Teacher learning community describes a collective or collective of teachers who "continually inquire into their practice and, as a result, discover, create, and

negotiate new meanings that improve their practice." (Squires, 2008). The research

on group development indicates that groups constantly progress and regress during

their evolution. (Cissna, 1984; Tuckman, 1965; Tuckman & Jensen, 1977; Worchel &

Coutant, 2001). Mennecke, Hoffer, and Wynne (1992) look at the ways groups develop

and classify them into three types, the first of which is called the progressive model.

This model notes that maturity and performance in a group will increase over time

(Bales, 1970; Tuckman & Jensen, 1977). The second is called the cyclical model which

captures recurring events in a group and how they affect the group's progress (Mann,

Gibbard, & Hartman, 1967). The third group proposed is non-sequential which refers to

what events occur as a result of external influences which can change the focus of

the group's goals and activities (Poole, 1983). While each model satisfies differing

developmental methods, there are features common to all three. One of these

features is part of an initial phase where group members experience uncertainty and

become reluctant in group participation and in expressing themselves because of an

overriding wish to fulfill their personal needs. When this happens, the group tends to

shift into a state where group members will need to agree shared goals, as well as

assume roles in order to achieve these established goals (Moreland & Levine, 1988; Wheelan, 1994). Moreover, research which looks at teacher learning communities has identified numerous   stages of development, such as becoming familiar with the material and learning how to work together so that stronger collaboration can be achieved. The observations collected in Grossman et al. (2001) study two high school departments' and their efforts to collaborate, and allowed researchers to identify four dimensions of group based work. These dimensions are: developing shared values for working together, fostering commitment to the group as an entity, supporting one another's intellectual growth, and cultivating and respecting diversity. In addition to this, Milbrey Wallin McLaughlin and Talbert (2006) outline a model describing three stages of community development that take place teachers strive to achieve team goals. This model also makes a distinction between the cognitive and communal principles of collaborative group work so that it is practicable. Likewise, Eaker, DuFour, and DuFour (2002) identified a four-stage model for how groups develop, ranging from pre-initiation to a sustained sense of community. While these developmental models seem sound in theory, there remain two potential shortcomings (Verbiest, 2011). One

of these shortcomings is that the stages which can be identified may not capture just how complex the development of a group can truly be. The second short coming is that moving from one stage to the next is not always likely and can happen in different orders. It is possible that movement from one stage to another may be more difficult during certain stages, as well as the possibility that the group may at times veer between stages of evolution. In addition to this, groups of teachers working together do not always work effectively. This study seeks to look at existing research and examine how the central features of teacher learning community are formed, as well as the relationship between these features and how the development of one can affect the development of another. Attention to these features intends to provide insight into the difficulties and triumphs of teacher learning communities.

Definition of Teacher Learning Community

Studies have defined what constitutes an effective professional learning community. However, in relation to this case study, where a specific smaller group of teachers with various backgrounds, expertise, and experiences collaborate together to

discuss teaching and learning ideas, learning from these exchanges with a view to improving the instructional practice in the classroom. Therefore, it is useful to highlight the key characteristics of Teacher Learning Community.

Teacher Learning Community may be defined as a group of teachers meeting regularly with the aim of improving their teaching and learning and supporting each other as a group. In each meeting, an idea or concept, pedagogy or theories are enabling to be put into practice. (William & Lehey 2009). Moreover, later in his study, he claims that students taught by an effective teacher can make more progress those students tight by a poor teacher. Therefore, teacher learning community enables to support the need for effective teacher development (William, 2010).

Gounder (2014) defines the key characteristics of a TLC is where a group of teachers come together to discuss an idea or concept, perhaps pedagogy and theory behind that idea and then some possible activities to enable that idea to be embedded into practice in the classroom.

The characteristics of TLC

In the literature, the characteristics of TLC can be linked to the core conceptual framework proposed in the study of the impact of professional development on teachers (Desimone, 2009). The *content focus* of TLC should involve both specific content knowledge and pedagogical content knowledge related to the curriculum implemented in the classroom. *Active learning* which can be defined as a key of TLC as teachers share ideas and discuss before trying them out in the real classroom and observing each other. Besides, *coherence* refers to the teacher learning which consist with their individual beliefs and existing knowledge. The *duration* is important as well; the longer period of TLC process can support the intellectual and pedagogical change and should include cycle of training, implementation and evaluation. Last but not least, the *collective participation* in the TLC has the experiences in teaching. This can relate to each other's experiences of the classroom. These factors can influence teacher's knowledge and skills and effect change in their attitudes and beliefs.

Many studies have been undertaken on TLCs. However, the principal aim in

this study is in an attempt to provide good quality instructional practice to improve students' learning. It is adopted the six essentials professional learning community characteristics of DuFour (2012)

Shared mission, vision, values, and goals

TLC participants work interdependently with shared mission, vision, values, and goals. These are fundamental (Andrews & Lewis, 2007). In particular, there is "an undeviating focus" on all students' learning (Hord, 2004) because teachers working in isolation is seen as potentially reducing teacher efficacy when teachers cannot network with peers to sustain core values and goals. (Newmann & Wehlage, 1995) . Karen S Louis, Kruse, and Bryk (1995) suggest joint commitment to core values provides a framework for "shared, collective, ethical decision making"

A collaborative culture with a focus on learning

To ensure effective collaboration in TLC, the members work with each other using the protocols that they create as a team. Teachers learn to pass on the benefits of this process to students. This includes: 'reflective dialogue' (Louis et al., 1995), debate about key educational issues concerning the sustained application of new

knowledge; 'derivatizations of practice', analysis of pedagogy, through collective feedback. (Karen S Louis et al., 1995). observation and case analysis, consensual planning and curriculum development (Newmann & Wehlage, 1995) seeking new knowledge (Hord, 2004) ; members' knowledge constantly converted into shared knowledge through interaction (Fullan, 2001) ; and applying innovative solutions to problems, that address pupils' needs (Hord, 1997). Collective learning is also evident, through the combined creation of knowledge (Karen Seashore Louis, 1994), whereby the school learning community holds significant discussions and jointly considers and disseminated data interpreting it jointly and distributing it among themselves.

Collective inquiry into best practice and current status

In TLC, the participants inquire together into their current instructional approaches in a search for best practice. This requires staff involvement in developmental activities that go far beyond perfunctory discussions of possible action and can have serious repercussions. (Louis et al., 1995) for example, joint review and open feedback (Hord, 2004). Research demonstrates the strong connection between collaborative activity and achievement of shared purpose. (Newmann & Wehlage,

1995). An environment of interdependence is foundational to such collaboration: a goal of better teaching practices would be considered impossible to implement without collaboration, linking collective activity and joint experience of success. Collaboration based on a culture of inquiry can resolve the issue of detachment. Teachers are more likely to accept new ideas and views and become willing to face risk (Brandt 2003) and take note of a constantly changing agenda, which effectively meets the needs of the school and community (Lieberman & Miller, 2001).

Action orientation: Learning by Doing

TLC participants commit to turn ideas into action, not just talking or planning but doing which means studying teachers teaching in classrooms. Professional learning communities can motivate teachers to deploy a pedagogy based on a student-oriented learning approach (Eaker et al., 2002). Developing a "good practice" involves taking collective responsibility for student growth; openly discussing challenges, using interactive teaching approaches, and collectively establishing a culture that enhances student learning.

Teacher inquiry and knowledge-building cycle
to promote valued student outcomes.

What are our students' learning needs?
• What do they already know?
• What sources of evidence have we used?
• What do they need to learn and do?
• How do we build on what they know?

What are our own learning needs?
• How have we contributed to existing student outcomes?
• What do we *already know* that we can use to promote valued outcomes?
• What do we *need to learn to do* to promote valued outcomes?
• What sources of evidence/ knowledge can we utilise?

What has been the impact of our changed actions?
• How effective has what we have learned and done been in promoting our students' learning and well-being?

Design of tasks and experiences

Teaching actions

Figure 2. 1 Teacher Professional Learning and Development: Best Evidence Synthesis Iteration Wellington, NewZealand: Ministry of Education (H. Timperley, A. Timperley, Wilson, Barrar, and Fung,2007)

A commitment to continuous improvement

TLC participants engage in an ongoing cycle of learning to keep improving their instructional practices. The literature indicates that members of a PLC consistently take collective responsibility for student learning (King & Newmann, 2001; Karen S Louis et al., 1995; Karen Seashore Louis & Leithwood, 1998). This collective responsibility helps to sustain commitment, fosters accountability to peers in those who might be tempted not to contribute as much as they can to the group thereby strengthening team

commitment (Newmann & Wehlage, 1995).

Results Orientation

In the process of TLC, evidence of student learning is used to provide the

basis for teacher decision making to improve future practices.

Moreover, Wiliam and Education (2009) points out that all of the teachers in the TLC

are expected to contribute and support each other. He suggested that the chair of

the group is not responsible for being a leader and giving direction. The chair of the

group is for keeping the group focused and on time in order to encourage honest

reflection and discussion.

Therefore, the role of the researcher in this study acts as a participant in the

TLC while also observing the situation of TLC by taking field notes during TLC meetings,

reviewing members' posts and comments on a social media, and interviewing the

other TLC members at the end of the TLC period.

Factors influencing the quality of Teacher learning Community

Institutional support

Successful teacher learning communities are most effectively conducted by teachers but require support from the institutions in which they operate. Sufficient quality time and facilities, for example, are essential to these communities. Adjustments to the school schedule might be required to provide obligation-free time for learning community meetings. Management could, for instance add a few minutes to the Monday–Thursday school day, so students may go home earlier on Friday in order that teachers have time dedicated to learning community meetings. Similarly, administrators can ensure that learning communities have professionally acceptable rooms in which to meet.

Shared goals

Research shows that the most productive teacher learning communities in the long term are run from within by group members rather than by someone outside the community. Rather, these communities develop best organically, motivated by both

social and professional aspitations. Participants may come from various backgrounds

and settings, but they should commit to shared values such as an interest in creating

similar assignments or reaching similar goals. Furthermore, these learning communities

must involve teachers in tasks and roles that are linked to the classroom.

Time for reflection

Sufficient time for reflection allows teachers to assess current classroom

practices and identify where and how they can deploy more innovation and creativity.

Latent knowledge and instincts can be shaped into a clear plan and commitment for

the next collective task.

Benefits of Teacher Learning Community

There is general agreement that teacher learning communities help to develop

teacher expertise, which in turn leads to more effective student learning (Borko, 2004;

Scheerens, 2010; Stoll et al., 2006). Teacher learning communities focus on real day-

to-day issues in teaching, thereby creating peer group collaboration and long term

commitment (Cochran-Smith & Lytle, 1999; Darling-Hammond & Sykes, 1999).

Moreover, teacher participation in learning communities can bring about improved

standards of teaching and institutional reform (Darling-Hammond & Sykes, 1999; Little,

2002). Moreover, Goddard, Goddard, and Tschannen-Moran (2007) found evidence that

schools with greater levels of teacher collaboration experience improved performance

from students. However, this model for teacher learning does not concur with

traditional forms of professional development. In both the USA and Europe, for

instance, professional development has usually involves one-day workshops delivered

by professionals who work outside the school environment, or short-term courses

again delivered by those who are not teachers. (Sandholtz & Scribner, 2006; Villegas-

Reimers, 2003; Webster-Wright, 2009). Teachers then offer only minimal levels of

commitment to the learning from such training interventions (Cohen, 1990). This

situation is unlikely to encourage teachers to form a best practice for the benefit of

their students (Wood, 2007). What is required is an approach that motivates teachers

to work collaboratively to establish a teacher learning community that benefits both

members and their students. These learning communities can consist of small groups

of teachers from similar backgrounds or departments, as well as larger groups of
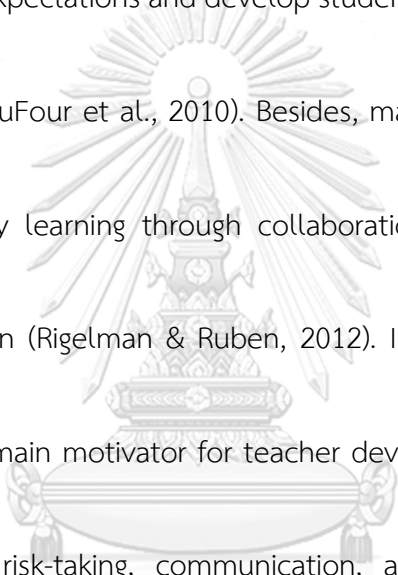
teachers and across school authorities or in online forums (Barab et al., 2003; Grossman et al., 2001; Horn & Little, 2010; Milbrey W McLaughlin & Talbert, 2001; Rosenholtz, 1989; Wood, 2007). They can also have different goals for their work, such as developing innovative pedagogy, or analyzing student work or district or authority-wide assessment data (Milbrey Wallin McLaughlin & Talbert, 2006). The group that is the focus of this study consisted of elementary teachers from the same school in the context of an after-school video club that sought to develop teachers' analysis of student thinking. Putnam and Borko (2000) emphasise the value of teachers "breaking set" (p. 6) of their daily teaching routines to explore their teaching from different viewpoints. This study focuses on the development of a teacher community where participants' own work was the instrument of analysis, yet took place outside the standard school day. To begin to examine the development of community, a review of the literature identified three core features of teacher learning communities: Collegial and Collaborative Interactions, Participation and Discourse Norms for Productive Collaboration, and Focus of Activity on Teaching and Student Learning.

Hord (2004) asserted that the community in an educational context has been

adopted a structure of PLCs. Most of the studies have been conducted on teachers'

development in the term of collaborative community and the terms such as

professional learning communities, communities in practice or teacher learning

communities have been implemented across publish research studies over time.

However, no matter which term is used, the purpose of the collaboration is to engage

teachers in continuous and sustained professional growth, with the goal of improving

student performance. Hannaford (2010) concluded that successful implementation of

learning communities provides a number of benefits to those individuals and school

systems participating in them.

The most common benefit discussed in the literature is the awareness of

belonging to a learning collective that motivates teachers to commit to continuous

improvement. Professional community in the school or teacher learning community

has been found to be an effective approach in boosting student motivation and

learning.Teachers believe that they learn more from their peers than any other source

(Williams, 2013). Williams established that together with increased student

achievement, it also provides a vehicle for improving teacher quality.

The collaborative amongst the teachers in the school showed the benefit of the students' performance (Saunders et al., 2009) as the collaborative sessions of teacher allow them to use student assessment data to identify classroom best practice (DuFour & Marzano, 2011). Moreover, it can also encourage students struggling in meeting performance expectations and develop students in need of academic support (DuFour et al., 2004; (DuFour et al., 2010). Besides, many studies have displayed the benefit for teachers by learning through collaboration aiming at the instructional practice implementation (Rigelman & Ruben, 2012). In their study showed that the collaboration was the main motivator for teacher development, especially the need for greater flexibility, risk-taking, communication, and on-going reflection about developing their skills base.

DelliCarpini (2014) studied modeling collaboration for ESL teacher candidates and found that explicit instruction and modeling have a positive effect on knowledge and beliefs of preservice teachers regarding professional collaboration. The study was conducted as a semester-long project where a TESOL professor and English Education professor modeled collaborative teaching and explicitly taught collaboration skills to

a teaching methods class made up of TESOL and Secondary English teacher candidates.

Park (2012) studied English co-teaching and teacher collaboration within the context of how two co-teachers collaborated during exchanges from a micro-interactional perspective. This was based on a Korean elementary school English classroom. The findings suggest that often teacher collaboration can be a spontaneous response to unforeseen instruction needs. Moreover, Rigelman and Ruben (2012)'s study outlined the benefit of collaboration which allow teacher to learn through collaboration targeting instructional strategy implementation. The result showed that the collaboration was the main reason for the teachers' development.

Professional Learning Community (PLC)

In this section, the researcher reviews key issues on professional learning communities in terms of definition of PLC, characteristics of PLC and how it differ from teacher learning community (TLC) respectively.

Characteristic of Professional Learning Community

Personal learning communities share a variety of characteristics. Hord (1997) identified five dimensions of professional learning communities: (a) supportive and shared leadership, (b) shared values and vision, (c) collective creativity, (d) supportive conditions, and (e) shared personal practice. Similar characteristics were later introduced by R. DuFour and Eaker (1998) who identified six characteristics of professional learning communities: (a) shared mission, vision, and values; (b) collective inquiry; (c) collaborative teams; (d) action orientation and experimentation; (e) continuous improvement; and (f) results orientation. Due to the commercial success of Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement (R. DuFour & Eaker, 1998), these six characteristics were introduced to

and embraced by the mainstream education community.

Later work expanded on those characteristics and provided more detail. In 2010, DuFour et al. listed the following six essential professional learning community characteristics: (a) a focus on learning, (b) a collaborative culture with a focus on learning for all, (c) collective inquiry into best practice and current reality, (d) action orientation: learning by doing, (e) a commitment to continuous improvement, and (f) results orientation.

Professional Learning Community and Teacher Learning Community

Many similar terms, with slightly differing interpretations are used to explain teacher collaboration. Some of the terms such as "Professional communities", "Organizational Learning", and "Learning Community" are commonly used.

The formation of professional teacher learning communities (PLCs) helps teachers to "extend their commitment as change agents" (Day, 1997, p. 4). The term TLC conveys the idea of teachers collaborating in an environment in which they exchange ideas and review their philosophies with the ultimate aim of becoming better

teachers in order to pass on the benefit of their acquired expertise to their students.

The concept of the learning community can be traced to Peter Senge's work on

learning organizations. A learning community of teachers is defined as a place where

teachers are engaged as "active learners in matters of special importance to them and

where everyone is encouraging everyone else's learning" (Barth, 1990). Lave, Wenger,

and Wenger (1991) began using the term, "community of practice", which is based on

the belief that individuals learn by participating both in social communities and

professional bodies. Normally TLCs function over relatively longer periods, e.g. a school

year, with stable membership that comprises both experienced and newly qualified

teachers. In most TLCs, groups of teachers evaluate current situations and agree

challenging alternative approaches to the status quo. Some TLCs adopt strategies such

as learning/lesson studies as part of a formal approach for research leading to action.

(Author, 2009). Regardless the formats adopted, the common practice among all TLC

involves teachers disseminating ideas, and contributing to debates on pedagogy and

teaching strategies. Members of a learning community are more committed to reform,

innovation and collaboration as a result of their enhanced expertise gained in the

teacher learning community. (Earley & Porritt, 2010; Stoll & Louis, 2007). The purpose

of such innovation and reform is that teachers in a TLC wish to improve the

achievements of their students.

The terms Teacher learning community and Professional learning community

are usually regarded as synonymous. In essence, TLCs focus on the professional

learning of teachers, occur within a cohesive group, encourage collective knowledge,

and aim to help students to improve their learning. The success of a TLC is aided by

the support of its institution and the strong commitment of its members to innovation

and improved instructional practices for the benefit of students.

Factors influencing sustainability of the professional learning community

Vision of team leader

The leader has a clear vision of how to improve collaboration and the existing

system The result is a dedicated learning environment. The long term-success of a

teacher learning community is greatly influenced by a leader who has a strong vision

of and is committed to reform.

Partnerships

Professional learning communities provide an opportunity for educational

stakeholders who operate outside schools to become involved in reforms and

innovation leading to benefits for students. An increasing number of schools has

established partners from the world of commerce in order to expand their support

base and resolve their educational challenges (Huffman & Jacobson, 2003; Lieberman

& Miller, 2001).

Teacher Learning

In this case study, two theoretical frameworks were used to focus on how

teacher learn in TLC; teacher professional development and collaborative learning.

Teacher professional development

Teacher professional development is the key to improve classroom

instructional practice. Teacher professional development makes teachers more

effective and effective teachers have more influence on student learning and academic

achievement. Professional Learning Community can help support effective

professional development by building the capacity of the teaching staff to achieve

school's vision and goals, challenging them to act in a new way, focusing in results,

and demonstrating a sustained commitment to continuous improvement (DuFour,

2004). This leads to the effective professional development.

Teacher learning and teacher professional development must occur within the

environment in which they interact. Teacher learning should occur in a situation where

the session or training is relevant to the particular needs of teachers and students

(Stoll et al., 2006). The best professional development is designed to help teachers

become more effective educators. DuFour (2004) suggested that the most effective

professional development occurs in the workplace. Professional development that is

on-site and of clear practical value is far more likely to motivate teachers to commit

to innovation and reform (Darling-Hammond & McLaughlin, 1995; Joyce & Showers,

2002; Nolan & Hoover, 2004).

Collaborative learning

Within the PLC model, promoting collaboration and collegiality among teachers

are essential component of effective professional development. Collaboration increases the sense of shared responsibility for student learning (Goddard et al., 2007). Similarly, Musanti and Pence (2010) found that the collaboration also enabled teachers to build stronger relationships, and work more effectively with and learn from each other. Lujan and Day (2010) found the teacher collaboration by implementing PLC can (a) provide an opportunity for teacher to meet regularly, (b) help build relationship, (c) provide supportive environment for teaching, (d) reduce isolation, and (e) develop shared norms that increase communication among teachers.

Research has revealed that teacher collaboration has a positive effect on teaching practice and student learning. Goddard et al. (2007) study found that the student achievement in schools that utilised teacher collaboration was higher than in schools where teacher collaboration was absent. Elbousty and Bratt (2010) also identified the benefit of implementation of PLC in a school context that the collaboration among teachers brings the opportunities for peer observations, insights into curriculum development, classroom management, motivation, and strong group efficacy. Moreover, teachers can reduce their stress, utilize of the instructional

strengths of the participants, and acquire of new skills. In addition, Morrow (2010)

indicated that collaboration was most effective when team members actively

contributed to the learning process; All participants must contribute to the process of

learning so they will be able to construct their own understanding of the information

presented (Vygotsky, 1978). A professional learning community is vital in securing

commitment to a continuous cycle of learning for teachers. Learning within this

environment consistently expands the expertise of teachers.

The literature demonstrates that collaboration enables teachers to engage in

collective study of pedagogy and encourages the use their knowledge to address the

needs of their students (Morrissey, 2000). Teachers learn by collaborating with other

teachers, examining student work, and reflecting on what they see. This enables

teachers to improve their instructional practice and therefore, effective professional

development (Darling-Hammond & McLaughlin, 1995).

Instructional practice

Effective instructional practices are the key to helping students to greater

success in their learning. In a recent case study, Hipp, Huffman, Pankake, and Olivier

(2008) found that successfully influencing student learning must focus on instructional

practice. Professional Learning Community model which was developed by R. DuFour

and Eaker (1998) has been adopted to use among teachers. The group's collaborative

learning among the group requiring them to use data from common assessments

enables them to define best teaching methodologies for their students. Moreover, PLC

models require collaborative practice to work in harmony student achievement;

teachers must share information within their own place of work and in tandem with

their own approaches (Attard, 2012). Learning communities can promote "learning

incubation centers". This phrase means a breeding ground for innovation and reform

where new techniques can be used successfully. Teachers work collaboratively to plan

and develop instructional approaches from which students have opportunities to

learn, discuss their experience of the teaching techniques used and decide what is the

best approach for them (Wiggins & McTighe, 1998). Thus, it can be seen from much

research that best instructional practice results from teacher collaboration (DuFour,

2004; R. DuFour & Eaker, 1998; Milbrey Wallin McLaughlin & Talbert, 2006).

TLC in Thailand and Challenges

Although numerous studies have been addressed the benefit of the Professional Learning Community, Teacher Learning Community of English teachers in Thailand established by agreeing to the shared mission vision values and goals still doesn't show a concrete result.

Here is some research about PLCs in Thailand.

Polanunt, Viseshsiri, and Sumettikoon (2015) conducted their research about management strategies for creating professional learning communities of schools under the Bangkok Metropolitan Administration. The objectives of this research were 1) to study the current levels of desire of the management for creating professional learning communities (PLCs) of schools under the Bangkok Metropolitan Administration (BMA) 2) to conduct a SWOT analysis (strengths, weaknesses, opportunities and threats) of the management relating to creating PLCs in schools under the BMA and 3) to develop management strategies for creating PLCs in schools under the BMA.

The findings reveal that 1) there is currently and generally a strong favorable

attitude of the management to create the PLCs in schools under the BMA. When considering each attribute, shared leadership and shared decision-making were considered as top priorities. The desire of the management to create the PLCs of schools under the BMA was at the highest level overall. 2) The strengths were the shared leadership and shared decision-making and the shared vision, mission and goals; the weaknesses were collaboration and common practice, the collective learning through inquiry, reflective dialogues and application of learning and the supportive conditions respectively. Technology was considered as the opportunity and the economic, the political and the social aspects were considered as the threats. 3) Five management strategies were developed including (i) To promote collaborative culture and shared practice; (ii) To support collective learning and application of learning; (iii) To develop teachers' expertise and to increase the effectiveness of the structural support; (iv) To improve the quality and clarity of shared vision, mission and goals; and (v) To increase the effectiveness of shared leadership and shared decision-making.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents details the research design, research instruments, data collection, and data analysis conducted in this study.

Research design

The present study was a qualitative case study research aimed to investigate two variables including teacher learning and teachers' instructional practice in a TLC. The data was collected using observations, journals and lesson plans. I gained a deeper understanding of phenomena of the TLC's members in learning and changing instructional practice by participating as a researcher and one of the participants. Online journal was employed to collect the results from report of teachers' reflection and lesson plans. In addition, the study was conducted in three months during the first semester in order to provide an opportunity to create teacher learning collaboration in Thailand by studying how do English teachers learned in TLC and How does TLC affect instructional practices.

Participants

To select the participants for this study with the objective of gathering data accordingly in order to answer the research questions. The main criteria were that the participants were English teachers, albeit from different contexts or backgrounds enabling observation of their collaborative learning. Finally, five English teachers teaching at different teaching levels, both primary and secondary education agreed to form a Teacher Learning Community for the purpose of this study. They all worked in public schools at Khukhan District, a province in Northeast of Thailand.

In this study, I acted as a participant in the TLC while also observing the situation of TLC by taking field notes during TLC meetings, reviewing members' posts and comments on a social media, and interviewing the other TLC members at the end of the TLC period. All participants played the same role in all the activities and processes of the TLC. All the stages of collecting data and participation within the TLC were conducted with respect to the participants' rights. The participants were informed of the objectives of the study and how their participation was not obligation. They

were each given a consent form which informed them about the research plan. They

then decided whether to voluntarily participate in the study or not. Also, they were

informed that they could withdraw at any time during the study without any negative

repercussions. According to the participants' agreement, to keep their identity

confidential, pseudonyms were used in all recordings, as well as, in this report. Lastly,

they were given the chance to review the data for verification before finalizing the

research results. Table 3.1 presents the demographic information of the five

participants.

Table 3. 1 Participants' Demographic Information

Pseudonyms	Age	Gender	Level of Teaching	Number of Years at School	Number of Years in Profession
Lumduan	32	Female	Grade 3	6	9
Yod	34	Male	Grade 7	8	12
Chai	34	Male	Grade 6	8	9
Lumyai	49	Female	Grade 2	20	22
Jid	39	Female	Grade 2	9	16

Lumduan was a 32-year-old teacher with nine years of teaching experiences

with lower primary school students. She graduated with a Bachelor of Education in English. Her current school assigned her to teach English for the regular program as well as the Intensive English Program. Her interest was to integrate online games and social media into her instructional practices. Lumduan said that she often had problems about classroom management. She agreed to join in the TLC and hoped that the other members would help her to improve this skill. However, she also mentioned she was quite worried about giving comments to other people's instructional practices.

Yod was a 34-year-old teacher with twelve years of teaching experiences with lower secondary school students. He graduated with a Bachelor of Education in English. His current school assigned him to teach English for the regular program. His interest was to gain new learning experiences in order to apply into his instructional practices. Yod showed very high intention to join in TLC. After he was informed briefly about TLC's principles, He right away answered to attend the orientation meeting. He said that he knew he would learn a lot from the other members.

Chai was a 34-year-old teacher with nine years of teaching experiences with

both lower and upper primary, as well as, lower secondary school students. His current

school assigned him to teach English for the regular program. His interest was to apply

entertaining materials like games and songs into his instructional practices. Chai

graduated with a Bachelor of Education in English, however, he said that he didn't

have confidence in preparing practice for his students. From his expression in the

orientation meeting, he didn't have positive attitude toward writing lesson plan.

Lumyai was a 49-year-old teacher with 22 years of teaching experiences with

lower and upper primary, as well as, lower secondary school students. Her current

school assigned her to teach English for the regular program. Her interest was to seek

new instructional practices and techniques into her own teaching context. Lumyai

graduated with a Bachelor of Arts in English. Without educational degree, but she had

the most teaching year experience in this TLC. Lumyai was a facilitator for English

training and workshop in the Primary Educational Service Area Office. She totally agreed

with the process of learning improvement in TLC. She confident to shared her teaching

experiences with the members. However, She said that she didn't have confidence

about writing lesson plan because she didn't graduate in the educational degree. In

addition, Lumyai hoped that joining in TLC could help her improve lesson-planning skill.

Researcher stance

I have taught English for 15 years, nine of which were spent teaching at a secondary school and six years on teaching at a primary school. In addition to my classroom experience, I have been involved in several educational strategy and research projects. For example, I was part of a collaboration in English Resource and Instruction Centre (ERIC) and assumed the role of both learner and teacher during my time at the center.

I have been in my current teaching position in a primary school for 7 years. I teach both in a regular program and an Intensive English program. While the regular program is taught mainly in Thai, IEP employs several foreign teachers with much greater emphasis on using English as the classroom language. In 2014 I became a founder member of another group at the Primary Education English Resource Center (PEER). We were a private group of 12 teachers who would meet regularly to sharpen

our teaching skills in a collaborative environment. The aim was to improve our teaching

ability. These experiences gave me the confidence to work collaboratively in TLC. In

TLC, I have two roles, first as the researcher and second as an active member of TLC.

As the researcher my role was to observe and note the dynamics and processes of

how the group worked together. As a group member, I took on exactly the same role

as the other TLC members. I did not claim any special knowledge and was always

eager to get viewpoints from other teachers as well as share my own knowledge and

experiences.

Both of the roles I experiences in TLC helped me to gain a significant amount

of knowledge from the group activities. Therefore, I entirely agree with an educator by

the name of Steven Anderson who once said: "Alone we are smart, together we are

brilliant" (2013).

Research Instruments

This study employed three instruments including observation field notes,

journals, and lesson plans. The data from the three sources were used for data

triangulation. The details of each instrument are as follows.

Observation Field notes

Participatory observation was employed in this study. Using this as a data collection method. Hence, in each TLC meeting, I actively engaged in the activities as a member of the team and observed what happened in the meeting. The identity of the researcher was revealed for the whole time throughout the study. Field notes were taken during and immediately after each meeting in order to record the details of how the participants participated in the meeting and the content of the discussions. The notes were then re-written into expanded field notes. The discussions were also audio recorded to assist the researcher to recheck and complete the expanded field notes.

Journal

Journals were the participants' self-reported reflections which were posted and shared as learning resources for all members. After each lesson, each participant reflected on the results of their lesson plan implementation in a journal by posting it in a private group in a selected online social media. In this study, each participant

posted eight journals which allowed the other members to comment on how to improve the lesson. The reflection were made on the lesson plan t In the study, each member wrote a journal after hat was already discussed in the face-to-face meeting. The teachers could write the journal in English or Thai based on their preferences.

Lesson plans

The participants were asked to post eight lesson plans including four lesson plans that they shared in the face-to-face meeting and the remaining four being produced by each participant themselves. All the lesson plans were posted by each teacher in a private group in the social media.

TLC Procedure

The TLC, in this study, was conducted using six principles of Professional Learning Community proposed by Dufour (2008) as follows.

1.   Shared missions, vision, values, and goals

2.   Collaborative culture with a focus of learning

3.   Collective inquiry into best practice and current reality

4.   Action orientation: Learning by doing

5.   A commitment to continuous improvement

6.   Results orientation

This TLC was established in May 2017 and run for three months. As shown in

Table 3. 2, there were two processes in this PLC. First, the TLC was established and,

second, the members learned in TLC. The first process was conducted in the

orientation in the first meeting. The second process included four Face-to-Face

meetings and online journals and discussions. All meetings were conducted in Thai;

however, the members agreed to use English as much as they could for their

communication in order to improve their spoken language proficiency.
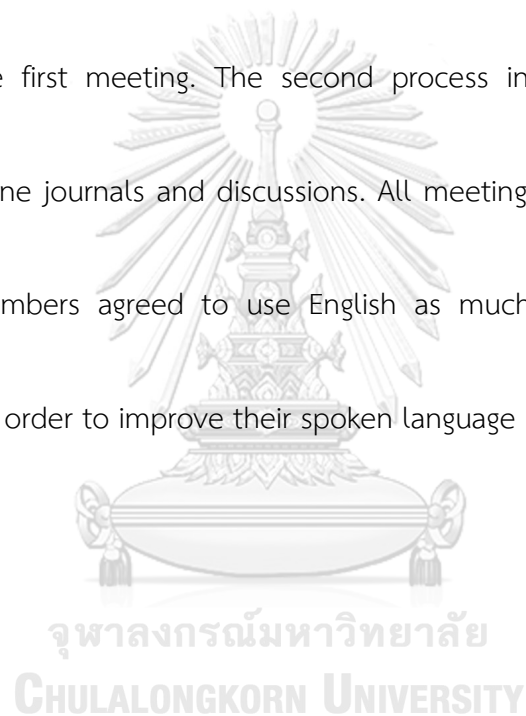
Table 3. 2 TLC Process and Main Activities

Process	Activities
1. Building the Teacher Learning Community	
1.1. Orientation	Selecting participants
1.2. First Meeting	Establishing missions, vision, values, and goals
	Scheduling meetings
2. Teacher Learning in TLC	
2.1. Face-to-Face Meetings	Lesson plan sharing
	Group discussion
2.2. Online Communication	Reflections of past teaching in journals

Building the Teacher Learning Community

To set up the TLC, I created a list of prospective participants which consisted of teachers of English at different levels in Sisaket. The teachers were contacted about the study by means of phone calls and then informed about the scope of the study. Moreover, the participants were asked to attend an orientation meeting if they were interested in participating in the study.

Orientation meeting

In the orientation meeting, the teachers were informed of the ethical dilemmas that they may encounter as participants in this study. They also learned about the concepts and the six principles of TLC. The teachers who agreed to participate in this study were asked to sign a consent form and invited to attend the first meeting.

In this meeting, the participants determined the missions, vision, values, and goals together. A set of questions adapted from DuFour (2008) was used to guide the discussions. The adapted questions were translated from English to Thai by the researcher first, then, having an expert in the Thai language examine the questions for the appropriateness of the comprehension before revising accordingly and having another three experts (The first two experts were in the field of Teaching English as a Foreign Language and the other one was a native speaker of English.) examine again for the appropriateness of the translation and comprehension. For the tasks in this meeting, the members were guided to form the shared mission, vision, values, and goals of this TLC group as follows.

Building a shared mission

To identify the mission of the TLC. The participants were asked to candidly share their opinion about the follow questions:

a. วัตถุประสงค์ของการสอนภาษาอังกฤษคืออะไร

What is the purpose of our English teaching ?

b. การสอนในห้องเรียนภาษาอังกฤษของเราควรมีลักษณะอย่างไร เพื่อให้มั่นใจได้ว่านักเรียนเกิดการเรียนรู้

What should our teaching look like in an English classroom to ensure that all students learn?

c. บุคคลภายนอกจะเห็นการเปลี่ยนแปลงการสอนของเราอย่างไรบ้าง?

How would people see our teaching changing?

The responses from the participants were then synthesized to create the group mission that all participants agreed upon as follows.

"สมาชิกในชุมชนแห่งการเรียนรู้ผู้สอนภาษาอังกฤษตกลงที่ทำงานโดยประสานความร่วมมือในการวางแผนการสอนเพื่อสร้างแรงจูงใจให้แก่ผู้เรียนในการเรียนภาษาอังกฤษ"

"The participants agreed to work on collaboratively plan in team in order to

create students' motivation in learning English."

Building a shared vision

Based on the agreed mission, the participants co-created the vision in order to

identify the expected future direction. The discussions were guided using the following

questions.

a.คุณจะอธิบายเกี่ยวกับห้องเรียนภาษาอังกฤษที่ทีมของเรากำลังพยายามสร้างว่ามีลักษณะ

อย่างไร

Can you describe the kind of English classroom we are trying to create?

b.ห้องเรียนภาษาอังกฤษที่จะสามารถช่วยให้ผู้เรียนพัฒนาความสามารถทางภาษาอังกฤษได้

ตามพันธกิจของเรา ควรมีลักษณะอย่างไร

What would our English classroom look like if it were a great place to inspire

students to achieve their English proficiency based on the mission?

c. หากต้องอธิบายวิสัยทัศน์เกี่ยวกับการสอนภาษาอังกฤษในภาพรวมของกลุ่มเราให้ชุมชนฟัง

ภายใน 2 นาที จะอธิบายว่าอย่างไร

What do you want to say to clarify our vision of English teaching to the community if you only have two minutes?

I led all participants to discuss the answers from a-c to create the picture of their vision. Then, the answers from all participants were synthesized and agreed to be the shared vision of this TLC as follows.

"สมาชิกชุมชนแห่งการเรียนรู้ผู้สอนภาษาอังกฤษมีความมุ่งหวังให้นักเรียนมีแรงจูงใจในการเรียนภาษาอังกฤษ โดยมีการเตรียมการปฏิบัติการสอนที่มีประสิทธิภาพเพื่อส่งเสริมการเรียนรู้ มีการพัฒนาการปฏิบัติการสอนจากการแลกเปลี่ยนเรียนรู้ระหว่างกันทุกครั้งที่มีการประชุม เพื่อนำไปสู่ต้นแบบแห่งการเรียนรู้และเขียนบันทึกหลังสอน หลังจากการนำแผนไปลงมือปฏิบัติในห้องเรียนจริงเป็นลำดับ"

"TLC participants envisioned reaching students' motivation in learning English. Effective instructional practices to support students' learning will be provided. Consequently, the shared learning and results of instructional practice development be discussed to collect best practices by the end of each face-2-face meetings and writing reflection journal after implementing their instructional practices in real classroom teaching."

Building the shared values

Shared values are defined as collective commitment work together as a TLC to accomplish the mission and vision regarding their roles. The discussion was led using the following questions.

a. เราจะสนับสนุนพันธกิจและวิสัยทัศน์ของชุมชนแห่งการเรียนรู้ได้อย่างไร

How can we contribute to the common missions and vision of our TLC?

b. ในฐานะชุมชนแห่งการเรียนรู้เราจะสามารถบรรลุพันธกิจและวิสัยทัศน์ได้อย่างไร

How can we as a team accomplish the missions and vision?

c. เราจะสร้างระบบความรับผิดชอบให้เกิดในชุมชนแห่งการเรียนรู้ได้อย่างไร

How can we create the system of accountability in our TLC?

d. เราจะเปลี่ยนแปลงวัฒนธรรมการสอนภาษาอังกฤษในชุมชนแห่งการเรียนรู้ได้อย่างไร

How can we change our culture of TLC in English teaching?

After discussing the shared values of this TLC, the following statements were what the participants agreed.

- The participants committed to attend five face-to-face meetings

to present and discuss about their lesson plan and instructional

practices.

- The participants committed to improve their lesson plans and

 instructional practices based on the team's suggestion

conclusion and implement in live classroom teaching.

- The participants agreed to provide candid result to reflect in

after each teaching via the team online communication

channel.Therefore, to improve, collect best practices and

move on.

- The participants agreed with learning interdependently to gain

knowledge. Then, work together on improving instructional

practices in response the goals.

- The participants committed to follow TLC agenda and

responsible for their assignment roles.

Building shared goals

To be able to monitor the progress of the work in TLC and keep all the participants on track, common goals were determined by all participants.   The following questions were used to guide the discussion.

a. ผู้เรียนจะพัฒนาสิ่งใดบ้าง

What will the students improve?

b. เราจะทราบได้อย่างไรว่าเป้าหมายตามวิสัยทัศน์ที่ตั้งไว้บรรลุผล

How will we know that we have achieved the goals?

c. เป้าหมายที่ตั้งไว้เป็นไปได้จริงหรือไม่

Are the goals we determined realistic?

d.ร่องรอยหลักฐานใดบ้างที่เราสามารถนำมาใช้ในการวัดผลความสำเร็จของผู้เรียน

What are the evidences we can use to measure the pupils' achievement?

e. การประเมินผลเพื่อตัดสินผลการเรียนรู้จะเกิดขึ้นเมื่อใด

When will the final assessment of the goal occur?

The answers obtained from the above questions were used to create the goals

of the TLC.

All students who study with the participants will be increased learning motivation in learning English. Learning motivation will be created by using effective instructional practices. Within three months, Learning Motivation Checklist which applied from "Extract from the MOLT Classroom Observation Scheme Adapted from Guilloteaux & Dörynei (2008)" (Thayne, 2013) will be conducted to measure their motivation performance in classroom after each teaching.

These agreed missions, vision, values, and goals were carried out to guide the following TLC process of Teacher Learning in TLC.

Teacher Learning in TLC

During this phase, the participants conducted their instruction and participated in TLC face-to-face meetings and online social media communication. The six principles were used to guide the practices in this process.

Face-to-face meetings

Four face-to-face meetings were agreed among the members to be conducted

every other week. In these meetings, the participants discussed and learn from one

another in order to achieve their established goals. Each meeting was structured in

three steps.

Step 1 Lesson plan sharing

At the first face-to-face meeting, each participant presented their lesson plans

created on the basis of the commitment from the orientation meeting. The next face-

to-face meeting continued with a discussion into the results of previous teaching

reflection for collective inquiry into best practices. This was followed by each member

presenting their lesson plan.

Step 2 Comment and discussion.

After each lesson plan presentation, a discussion was then held by all

participants to provide feedback and comment on one another's lesson plan.

Step 3 Conclusion.

Through discussion, different ideas and variations of teaching methods were

required by participants to be expressed as regards to each lesson plan in order to

provide each member the knowledge to create continuous improvement and obtain

a better lesson plan for their students.

Online communication

A private group on an online social media communication platform was created

to be used amongst the participants. On this platform the participants were asked to

post their lesson plans and journals.

Data Collection

In this study, I employed the 'participants' observation method.' By joining in

with the group as a member of the TLC. To collect the data, I attended the face-to-

face meetings in order to join in with discussions and share ideas with the other

members. During the meetings I took observation field notes in relation to the

participant's discussions. Moreover, I also asked for permission from the participants

to record their conversations during the meetings. The observation field notes were

studied and rewritten into expanded field notes with the help of the audio recordings.

The other two artifacts were collected from the online communications. These were

acquired from the Facebook group whereby the participants implemented practices

into their classroom teaching followed by group reflections.

Data Analysis

In this process, the data obtained from the field note observations and artifacts were analyzed as follows.

Open coding was conducted at the first level of analysis regarding to codifying and categorizing. The data obtained from expanded field notes observation, document of journals and lesson plans. Immediately after face-to face meeting. I read and reread to compare them for similarities, differences, and questioning the phenomena that are reflected, conceptualized patterns of the data. During this process, words or phrases which emerged as patterns to represent them were named and listed as a document of 'Open Coding'

Document of 'Open Coding' List

1.	Create relax atmosphere

2.	The participants feel uncomfortable

3.	The participants feel free to share knowledge and experiences

4.	Give comment to improve each other instructional practices

5.   Obstacles in joining in TLC

6.   Learn from providing presentation in face-to-face meeting

7.   Learn from listening to each other experiences in the meeting

8.   Learn from reading each other journals

9.   Learn from each other instructional practices

10.   Learn from self- learning

11.   Learn from real teaching in classroom.

12.   Goals of providing instructional practices

13.   Classroom management

14.   Teaching strategy

15.   Teaching activity

16.   Learn about writing lesson plan

17.   Assessment

Second, axial coding was employed. I focused on the original field notes

observation and documents of journals and lesson plans. They were coded based on

the research questions and then categorized into themes. To start axial coding, I looked

for the significant words or phrases that occurred repeatedly in the analysis investigation from reading. I listed those words and phrases according to the name list of coding documents. Finally, all the codlings in the list were read and reread again to emerge into categories based on relationships in the next process.

Categories list

Research Question 1: How do English teachers learn in TLC

1. Learn from members' experience

2. Learn from online resources

3. Learn from reading books and journals

4. Learn from each other lesson plans

5. Learn from Teaching

6. Learn from the meetings

7. Learn by supporting each other

Research Question 2: How does TLC affect instructional practices.

1. Teacher have clearer goals in providing their instructional practices

2.   Teacher improve their classroom management skills

3.   Teacher improve their teaching strategies

4.   Teachers improve their teaching activities

5.   Techer improve their lesson planning

6.   Teacher improve their students' learning assessment

At the final coding process, Selective coding played an important role as a procedure of determining the data from the axial coding process. I closely reviewed all categories to observe their associations. Consequently, the categories which were constant emerged as themes. The themes from three artifacts, field notes observations, journals and lesson plans were triangulated to demonstrate Themes of this study. The themes, then corresponded to provide answers to the research questions.

Themes list

Research Question 1: How do English teachers learn in TLC

1.   Learning from online resources

2.   Learning from lesson plan sharing

3.   Learning from implementing ideas to classroom

Research Question 2: How does TLC affect instructional practices.

1.   Improvement of classroom management

2.   Improvement of teaching strategies

3.   Improvement of lesson planning skills

CHAPTER IV

FINDINGS

The purpose of the study was to investigate how English teachers learned collaboratively in a Teacher Learning Community and how a Teacher Learning community influenced the instructional practices of the English teachers. To adequately investigate the research questions, the data for the analysis in this chapter were obtained by coding from three instruments. The observation field notes were triangulated via face-to-face meetings, and an online journal together with lesson plans compiled by the participants. The chapter proceeds to report the findings from the study. Throughout the report, I examined the most significant categories from the open coding, and theming of the data triangulation. Specific example excerpts of data are provided in order to emphasize how English teachers learned in a TLC and how a TLC affected the instructional practice of English teachers.

According to the first orientation meeting, the members in TLC committed to follow the norms of TLC. In order to learn collaboratively, the members attended the

face-to-face meetings every other week for four times within three months. Every

member agreed to prepare his or her own lesson plan to present in the face-to-face

meeting, then gave comments on the other participants lesson plan. They also shared

ideas and through discussions gathered the best ideas of providing instructional

practice for each member. After that, the members brought new knowledge and

experiences to formulate and produce better lesson plans. They then transferred their

lesson plans to their classroom teaching. Subsequently, the members observed and

assessed their classroom teaching and the students learning. Eight journal reflections

from each teacher including the other four journals without discussion lesson plans

were reported via a closed group on Facebook. Therefore, the data were analyzed to

answer the two following research questions.

Research Question 1: How do English teachers learn in Teacher Learning

Community in Thailand?

In this study, teacher learning was identified by evidences in filed notes, journal

reflection and lesson plans that showed a change in teachers' understanding of

instructional activities, instructional materials and learners. To answer this question,

the data obtained from three sources: expanded field notes, journal reflections, and

lesson plans. These three sources were sued for the purpose of triangulation. The

three themes emerged from the three sources are presented based on the importance

of how do English teachers learn in a TLC as follow.

Learning from online resources

All the participants sought information regarding various components of

teaching. For example, methods for giving effective instructions, different teaching

techniques and the use of good classroom management. The majority of the teachers

learning occurred during group discussions when each member reflected upon the

knowledge they had acquired individually from online resources. The evidence to

support their learning are provided in Excerpts 1 - 4 as follows;

Excerpt 1 shows how the TLC members learned about the method of writing

a lesson plan. Yod reflected in Lumyai's online journal reflection that he had gained

understanding about the PPP instructional steps from reading in website and watching

video clips on YouTube. Involvement in TLC, encouraged Yod and the other members to take greater responsibility for gaining new knowledge to share and discuss in the face-to-face meetings. In this case, Yod become aware of the benefits of using the Internet as an online learning resources. Moreover, the excerpt revealed that the process of writing journal reflections, the point that included lesson plans gave them opportunity to read and discuss. Yod shared knowledge that he learned from online resources. Thus, other members were motivated to learn together interdependently from Yod's learning. It showed that, learning from online resources was one of the ways that teachers learned through attending TLC. In addition, sharing and giving feedback in the TLC process inspired the participants to develop their learning in TLC and made the learning more effective.

Excerpt 1

Yod: ขออนุญาตเพิ่มเติมในส่วนของแผนป้าลำไยนะครับ ที่ตอนประชุมผมถามพี่

จิตว่าการเขียนแผนการสอนแบบ 4 P เป็นยังไง เพราะแผนของป้ายังไงก็ดู

เป็น PPP แล้วพี่จิตก็บอกว่า <u>เราลองต่างคนต่างไปค้นกันดูดีไหมว่ามันเป็น</u>

ยังไง แล้วค่อยมาเล่าให้กันฟังเพิ่มเติม ไม่รู้ว่าของคนอื่นได้ข้อมูลยังไงนะ

ครับ แต่ผมของอนุญาตแชร์ของตัวเองก่อนว่าผมหาการเขียนแผนแบบ 4P

ไม่เจอครับ แต่หลังจากอ่านข้อมูลในอินเตอร์เน็ตและดูยูทูปหลายคลิปแล้ว

ตอนนี้ผมมั่นใจและสามารถบอกได้เลยว่าวิธีการเขียนแผนและการสอนของ

ป้าลำไย เป็นแบบ PPP ครับ เพราะมีขั้น warm up, ขั้น presentation,

ขั้น practice, และขั้น production ครับ

May I add about Lamyai's lesson plan. When we had a

meeting, I had asked Jid what 4P form of lesson plan should

be. Because I definitely agree that Lamyai's lesson plan is PPP

form. Therefore at this point, <u>Jid said that we might have to find</u>

<u>out what 4P's form of lesson plan should be and then we</u>

<u>would discuss and share later. I don't know about the other</u>

<u>members, but may I share my information first?</u> I could not find

how to write 4P's form of lesson plan. <u>But, after searching on</u>

<u>internet and video clips on Youtube,</u> <u>now I could say that</u> the

lesson planning and teaching method of Lumyai was PPP

because it consisted of a warm up stage, a presentation stage,

a practice stage and a production stage.

(Lumyai's Journal reflection Lesson plan 1, page 3)

Additionally, Excerpt 2 showed how TLC member learned new songs and games from the Internet. Chai could see that the other members used the knowledge and experiences which they learned from online resources to support and improve their instructional practices. The changes were proved by the results of other members' teaching. Observing the benefits of using online resources from the others inspired Chai to use online resources to support him preparing instructional practices. Chai included his new knowledge into the TLC process by presenting new songs in the lesson plan presentation. This situation clearly showed how the TLC inspired the participants to learn through online resources. In return the TLC's members also learned from his sharing in the face-to-face meeting.

Excerpt 2

Chai: สำหรับเพลง How's the weather? นี่นะครับ ผมก็ได้มาจากการ<u>ค้นใน</u>

<u>อินเตอร์เน็ตครับ</u> คือแต่ก่อนก็เล่นคอม เล่นอินเตอร์เน็ตตลอด แต่ว่าจริง ๆ

คือไม่ค่อยได้ใช้เพื่อหาความรู้หรือหาสื่อช่วยในการสอน <u>แต่พอมาอยู่ในกลุ่ม</u>

<u>เห็นแผนของพี่ ๆ คราวที่แล้วใช้ความรู้เกมส์ ใบงานจากเน็ตกันเยอะและผล</u>

<u>การสอนก็ดีด้วย ผมเลยลองมั่งครับ</u> มันทำให้ผมรู้ว่าจริงๆ แล้วเขียนแผน

หรือเตรียมการสอนมันก็ไม่ยากเนาะ เพลงอะไรร้องไม่เป็น เกมอะไรจะใช้

ในการสอนเรื่องนี้ <u>แค่กูเกิลก็ออกมาละ</u> เราอยากร้องเป็นอยากรู้ว่าเกมเล่น

ยังไง ก็ฝึกร้องจากยูทูปบ้าง <u>เรียนรู้วิธีการเล่นจากเว็ปต่าง ๆ บ้าง</u> อย่าง

<u>ผมก็ร้องเพลงนี้ได้จากการฝึกร้องตามในในยูทูปครับ</u> ยิ่งถ้าโรงเรียนมีทีวีมี

คอมพิวเตอร์ตามห้องเรียนก็ยิ่งสะดวกต่อการสอน ก็โหลดมาเลยครับ ง่ายดี

For the song 'How's the weather', <u>I got it from searching from</u>

<u>the Internet.</u> Actually, I use the Internet a lot in my daily life,

but I hardly use it for exploring knowledge or materials to

support my teaching. However, <u>attending in this TLC and seeing</u>

<u>most of you improved your practices by using online resources</u>

<u>inspired me to try to use it supporting my practice.</u> It made me

know that, actually, writing a lesson plan or preparing for the

class, was not that difficult. For the song you don't know, or

which game can be used to teach this lesson, just google it. We

want to learn how to sing, we want to know how the game. We

could practice singing from Youtube, learned from websites. For

me, I could sing this song from singing along the Youtube clip. If

the school has TV and computer installed, it will be more

convenient to teach. Then, download now, it's simple.

(Expanded Field Notes 3, page 196-197)

Excerpt 3, shows how TLC members learned about amount of new vocabulary

to be presented in one period by reading from various websites in the Internet. In this

excerpt, Lumduan presented in the face-to-face meetings that she preferred to use

the Internet to obtain the best answer and learned by herself. Being a member of TLC

made her responsible for helping her group by finding useful information to share to

support each other. She shared new knowledge and the results of implementing in

class with the other members in the TLC.

Excerpt 3

Lumduan: เรื่องที่เป็นบทเรียนหนูเลย ต้องเรื่องนี้ค่ะ ก่อนมารวมกลุ่ม หนูเคย

แม้กระทั่งทำเล่มคำศัพท์แจกนักเรียน แล้วไม่สอนด้วยค่ะ บังคับท่อง ท่อง

ไม่ได้ครูก็แจกขนมจีบ ฮ่าๆๆๆ <u>พอมาได้ยินพี่สอนถกกันว่าควรสอนกี่คำ 10</u>

<u>คำหรือ 15 คำ ในใจก็นึกค้านนะคะว่ามันมีวิธีประหยัดเวลาได้มากกว่านั้น</u>

ด้วยความชอบไอทีค่ะ มันสะดวกดีไม่ถามใครด้วยค่ะเพราะกลัวเสียหน้า

<u>เลยไปลองค้นดูวิธีการสอนค่ะว่าเราควรสอนเด็กเล็กเนี่ย</u> ประมาณกี่คำต่อ

คาบ งานนี้สะดุ้งเลยค่ะ 2-8 คำบ้าง 5-10 คำบ้าง เฮ้ย นี่เราทำผิดมา

นานแค่ไหนแล้ว <u>แล้วในนั้นนะคะก็จะบอกด้วยว่าต้องสอนยังไง ยิ่งค้นยิ่ง</u>

<u>เจอ มีวิธีการนำเสนอยังไง ตัวอย่างที่ครูคนอื่น ๆ เขาสอน ลองเอามาทำ</u>

<u>ตามเรื่อย ๆ ค่ะ</u> ตามนั้นค่ะเห็นผลการเปลี่ยนแปลงอย่างชัดเจนค่ะ นักเรียน

จะค่อย ๆ สะสมคลังคำศัพท์เพิ่มขึ้นเรื่อยๆ แล้วไม่เครียดเวลาเจอหนูด้วย

ฮ่าๆๆ ก็ได้เรียนรู้ แล้วก็<u>เปลี่ยนแปลงพัฒนามาเรื่อย</u>

The lesson I learned must be this one. Before I joined the TLC,

I made vocabulary booklets for students and I didn't't teach

them. I forced them to memorise the vocabulary in the booklet.

If they couldn't do it, I would wag them (laugh). When I heard

your discussion that whether we should teach 10 or 15 words,

I really disagreed with the ideas because there was a way to

safe time. I like to use IT. <u>It is very convenient</u>. I don't need to

ask anyone because I'm afraid of losing face. I went search on

internet about how many words to teach young learners in one

period. I shuddered! Some said 2-8 words. Some said 5-10

words. <u>Oh! how long I'd been doing it wrong. I also found out

how to teach. The more I searched the more I found out.</u> How

to present the words. Students gradually learned more

vocabulary. They were not stressed out when they saw me

(laugh). I learned. I changed and improved.

(Expanded field notes 4, page 182-183)

Likewise, in Excerpt 4 Lumyai learned how to motivate students from websites.

Exchanged learning among the TLC's members reflected on how the issue could be

solved in her teaching. Lumyai chose the Internet as her primary tool of learning. She

read from a variety of example cases and suggestions via websites in the Internet. She

completed her learning by applying new knowledge to improve her practices. The

success was confirmed by the changes in her students behavior. Her isolated learning

was shared with the other members during the discussions.

Excerpt 4

Lumyai: คือป้ารู้ว่าป้ามีจุดบอดเรื่องชอบให้รางวัลนักเรียน <u>แต่พวกเราบอกว่าถ้าเรา</u>

<u>ไม่มีของรางวัลให้เด็กตลอดจะทำยังไง</u> ป้าก็เลย<u>ไปลองค้นข้อมูลข้อแนะนำ</u>

<u>จากเว็ปต่างๆ</u> นี่ค่ะ "How to Spark Intrinsic Motivation in Your

Students" บทความ ป้าอ่านแล้วก็อ๋อ........ <u>ต้องทำอย่างนี้นี่เอง พอทำตาม</u>

<u>แล้วก็เออ....</u> มันใช่ การแจ้งเรื่องและวัตถุประสงค์ที่จะสอนก่อนเริ่มสอน

ทำให้เขามีเป้าหมายชัดเจนขึ้น การให้ฟีดแบคทำให้เขารู้สึกว่างานเขามี

คุณค่าได้รับความสนใจ รู้ว่าผิดถูกตรงไหน แล้วใส่ใจที่จะแก้ไขมากขึ้นค่ะ

ก็รู้สึกเค้าเปลี่ยนแปลงพฤติกรรมดีขึ้นอยู่นะคะ   แล้วก็รายละเอียดอื่นๆ อีก

ลองอ่านดูนะคะ   ป้าปริ๊นเอามาเผื่อทุก ๆ คน

I knew that my weak point was giving students rewards. <u>When</u>

<u>you said that what would happen when we didn't have</u>

<u>anything to give students anymore</u>. <u>I searched on internet and</u>

<u>found an article</u> "How to Spark Intrinsic Motivation in Your

Students". After reading it, I felt <u>'oh this is what we should do'.</u>

<u>I tried and it worked.</u> Informing student the lesson objective

before starting the lesson makes them have clearer goal. Giving

feedback makes them feel that their work got intention. They

knew which part was right or wrong. They paid more attention

in correcting their work. <u>It changed their behaviors.</u> There were

more detail. You can read more. I've made copies for

everyone.

(Expanded field notes 4, page 173)

In summary, the participants were motivated to learn in order to advance their instructional practices. These excerpts show that all TLC members benefited from online resources. Their self-studies online seem to have helped them gain a variety of instructional ideas. However, without the process of cooperative learning in TLC the data from using online resources won't be increased too much. On the other hand, joining in TLC created many factors for them to learn in many ways. For instance, in this case the participants were motivated to learn independently from online resources in order to improve their instructional practices. They were fueled by their own responsibility as group members, group assignments, their curiosity from group discussions and also their reflections. The shared advantages were after the participants' learnings, when they would bring them to share for interchanging and promote learning interdependently.

Learning from lesson plan sharing

The lesson plan sharing in the face-to-face meetings showed to be another helpful process for teacher learning. In this process, TLC members took turns

presenting their lesson plan. After one member presented his or her lesson plan, the

other members would ask for more clarification to be able to understand that lesson

plan in detail and discuss further in order to find the best way to improve the lesson

plan. Finally, the teacher who presented the lesson plan reflected on what he or she

learned the from the group suggestions. However, the lesson plan owner had to decide

on their own how to revise their lesson plan since each school context may vary. The

following 5-8 excerpts showed that teachers learned from the lesson plan sharing

sessions.

In Excerpt 5, Chai noted how he had learned a new strategy of grouping

students from Yod when he read his lesson plan.

Excerpt 5

Chai: ผมชอบนะแผนพี่ยอดเพราะว่ามันสนุกอ่ะ เด็กทำแล้วก็สนุกอธิบาย<u>เป็นขั้น</u>

<u>เป็นตอนสอนเริ่มจากง่ายไปยาก ให้เด็กทำกิจกรรมจากกลุ่มใหญ่ แล้วค่อย</u>

<u>ๆ ลงไปสู่กลุ่มเล็กลง ๆ จนกระทั่งการฝึกเป็นคู่ แล้วก็เดี่ยวในที่สุด</u> ผมไม่เคย

<u>นึกถึงความละเอียดอ่อนเหล่านี้เลย</u> คือดีอ่ะ

Chai: *I like Yod's lesson plan because it was fun. My students loved it. It was well organized and simple. <u>It started from easy task and then more challenging. The students could learn from a variety of learning task such as a big group work, a small group work, pair work and finally individual work</u>. They were very good activities which <u>I've never thought about them before.</u>*

(Expanded Field Notes 1, page 35)

In Excerpt 6, Lumyai accepted that she learned how to write a step-by-step lesson plan from listening to Lumduan's presentation.

Excerpt 6

Lumyai: นี่ๆ ป้าขอชื่นชมน้องลำดวนในฐานะครูที่เกิดก่อนด้วยใจจริงเลยนะ <u>นี่คือสิ่งที่ป้า</u>   <u>มองเห็น</u>และอยากให้ทุกคนสังเกตไปพร้อมกันนะว่า   การนำเสนอลำดับขั้นตอนการสอนของน้องลำดวนจากแผนนี้น่ะ   <u>มีความต่อเนื่องสอดคล้องเป็นขั้นเป็นตอนดีมาก</u> โดยเฉพาะไอ้ขั้นตอนจัดกิจกรรมการสอนตั้งแต่ข้อ 1-18   ทุกคนเห็นเหมือนป้ามั๊ยว่ามันละเอียดมาก   คืออ่านปุ๊บ

สามารถมองเห็นภาพเลยน่ะว่าการสอนของน้องจะเป็นยังไง <u>กิจกรรมที่</u>

<u>สอดคล้องกับการนำไปสู่จุดประสงค์การเรียนรู้ได้เลยน่ะ</u> เออ....คือ คือ ถ้า

ใครเขียนแผนไม่เป็น <u>แล้วได้มาดูมานั่งฟังน้องลำดวนอธิบายก็จะสามารถ</u>

<u>มองออกอ่ะ</u> ว่าต้องวางแผนอะไรก่อนหลัง ยังไง สะน็อมนุฮอง (ภาษา

เขมรซึ่งแปลว่า ดีมากเลยค่ะ) ป้าขอคาราวะเลยน่ะ

As an experienced teacher, I sincerely admire Lumduan. This

is what I see and want everyone to observe that Lumduan's

presentation of teaching steps in this lesson plan is a

continuously and harmoniously procedure. Especially, activities

in from item 1-18, do you see what I see that it's very detailed.

You see a clear picture how she taught when you read it. <u>The</u>

<u>activities conformed with the learning objective</u>. Umm...er...er...

if someone who doesn't know how to write a lesson plan,

<u>listens to Lumduan, you can see what to do first and after and</u>

<u>how</u>. Sa Nom Nu Hong (Khmer – meaning very good). I respect

that.

In Excerpt 7, Yod reported how the lesson plan sharing session gave him ideas for his teaching activities.

Excerpt 7

Yod: *After TLC members' discussion, I brought all comments I've learnt from the meeting to modify my activities. All comments were advantages, were suitable with my mixed abilities students; such as, I learned from Chai's comment, and applied activity in production stage. I guided my students to make 5 sentences with various appearance words, I tried to control activities concisely in this period with lively environment.*

Excerpt 8 showed how Lumduan learned about using word cloud activities from reading Lumduan's lesson plan in the journal reflection.

Excerpt 8

Lumduan: หนูขออนุญาตแลกเปลี่ยนนะคะป้าลำไย ยอมรับเลยว่าจากที่ฟังป้าอธิบาย

ตอนมิทติ้ง ฟังดูน่าสนใจมาก แต่ยังไม่เก็ทซะทีเดียว จนมาถึงตอนที่ป้า

การเขียนละเอียดขึ้นแล้วเอามาแชร์ใน journal อีกรอบทำให้หนูเห็นภาพ

ชัดขึ้น เข้าใจ และเห็นประโยชน์ว่าการใช้วิธีถามโดยรวม โดยให้

นักเรียนเบรนสตอร์มคำศัพท์ก่อนโดยผ่านกิจกรรม words cloud น่าสนใจ

มากค่ะ เห็นเลยว่าเป็นการกระตุ้นกระบวนการคิดของนักเรียนได้เป็นอย่าง

ดี ไม่ใช่นั่งรอให้ครูสอนคำศัพท์อย่างเดียว ส่วนกิจกรรมการเขียนประโยคที่

พี่อัมบอกว่าเด็กเขียนได้เพียง 2 ประโยค ซึ่งไม่เป็นไปตามแผนนั้น ใน

ส่วนตัวหนูคิดว่าจะปรับสำหรับ ป.3 หนูจะทำใบงานในลักษณะ

Controlled practice ไว้ แล้วให้เด็กเติมเฉพาะคำที่สำคัญ ทำให้เด็ก

ทำงานได้เร็วขึ้นและเสร็จทันเวลา ขออนุญาตแชร์ประสบการณ์นะคะ

May I exchange (ideas)? I admitted that when I listened to you

in the meeting, it sounded interesting but I didn't quite get it

until you wrote more details and shared in the journal again. It

made me see a clearer picture, understand and see the

benefits of asking students to brainstorm vocabulary through

words cloud activity. It was really interesting. I can see that it

stimulates thinking process of students very well. They don't

just sit and wait for teacher to teach vocabulary. In the writing

activity that Lumyai said that students could write only 2

sentences which was less than what she planned. I think I will

adjust it for P.3. I will make worksheet as a controlled practice.

Students will fill in only important words. It will make students

work faster and finish in time. May I share my experience?

(Lumyai's Journal reflection Lesson plan 2, page 9)

From this data it can be concluded that the TLC members acquired knowledge

and improved their instructional practices from the group discussions which enabled

them to listen to and clearly understand the other members' lesson plans. Through

sharing their plans and ideas a greater level of self-awareness was achieved, which in

turn was the catalyst for each participant to strive for even better thought out lesson

plans.

Learning from implementing the ideas in the classroom

Once all the members had gained ideas from the face to face meetings they were then able to assess their own knowledge and experiences to improve their planning practices and implement this into the classroom. Results from the data indicated that the teachers knew from their own teaching whether or not their instructional practices were effective for their students to learn. They recognized which practices were better than others and which practices needed to be improved for future use. In this study evidence was gathered from 4 excerpts as follows;

Excerpts 9 shows how Chai learned about setting goals as well as the different abilities in learning amongst his students. In this excerpt Chai reported in his journal that he learned from the results of his teaching. His students were unable to follow his instructions and became confused during the activity. This occurred because his practice was not planned thoroughly. Also he had difficulties finding volunteers to participate in the activity and encourage the other students. In this case the fact that he simply adopted Lumduan's activity was the reason for his failure. His student's

proficiency alone provided no support in order for them to feel confident within the

activity. The need for providing practices tailored to the suitability and variable abilities

of his students was evident.

Excerpt 9

Chai:　　　　จากความผิดพลาดที่เกิดขึ้นในการสอนครั้งนี้　<u>ผมได้เรียนรู้ว่าส่วนหนึ่งมา</u>

<u>จากความไม่ชัดเจนในการวางแผนของผมเอง　แต่อีกส่วนหนึ่งมากจากการ</u>

<u>ที่ผมตั้งใจปรับแผนกิจกรรมตามพี่ๆ　มากเกินไปจนลืมคำนึงถึงศักยภาพของ</u>

<u>นักเรียนตัวเอง</u> โดยเฉพาะเรื่องของความกล้าแสดงออก ซึ่งนักเรียนของผม

ขาดมาก　ผมไม่สามารถเลือกกิจกรรมในแบบของน้องลำดวนได้เลยหากยัง

ไม่สามารถเปลี่ยนนักเรียนได้

Chai:　　　　*From the mistakes, <u>I learned that it partly came from lacking</u>*

<u>clarity in my planning and it also partly came from my attempt</u>

<u>to adjust my activity plan according to your suggestions without</u>

<u>considering my students' abilities,</u> especially their self-

confidence which is their great lack. I can't choose activities like

Lumduan if I can't change my students.

(Chai's Journal reflection Lesson plan 3, page 26)

Excerpt 10 shows how Chai learned about lesson planning and class time management after implementing his lesson plan in the classroom. In this excerpt Chai reported in his journal reflection that he took the lesson plan which was the best practice previously taught in his group to teach his students without any adjustment. The result was that his students were unable to follow his teaching. The vocabulary was too difficult for them. Consequently, they couldn't understand and became unwilling to participate causing the teacher to spend more time trying to explain. Chai learned how to better plan his practices should he wish to use other member's plans in the future. He learned that he must make adjustments allowing him to be more active with his students. He also recognised the need to schedule his time better in order to increase the quality of classroom management.

Excerpt 10

Lumyai　　　ในความคิดของพี่ คำศัพท์ wake up น่าจะเปลี่ยนเป็น get up ดีกว่าไหม

เพราะ wake up หมายถึง รู้สึกตัวตื่น แต่ get up คือ ตื่นนอน จึงน่าจะใช้

get up จะเหมาะกว่า

Chai　　　　ครับ โดยสรุปเลยนะครับ จากการสอนตามแผนนี้<u>ทำให้ผมได้คิดเลยว่า ผม

เอาแผนคนอื่นมาเลยโดยไม่ได้ปรับ   ไม่ได้ศึกษาให้เข้าใจมันพลาดมาก</u>

อย่างคำศัพท์นี่มา<u>รู้ตัวอีกทีตอนยกบัตรคำขึ้นโชว์นักเรียน</u>ว่าพลาดละ ส่วน

เรื่องเวลาก็<u>เข้าใจได้ทันทีที่สอน</u>ว่าเพราะเด็กผมเขาช้าน่ะ ไม่กล้าแสดงออก

ด้วย กำหนดเวลาเท่าเจ้าของแผนเดิม เลยใช้ไม่ได้ ต้องยืดเวลาออก พอ

ยืดออกก็ไปกระทบเป็นลูกโซ่ครับ   มันพลาดมากเป็นบทเรียนเลยครับพี่ ก็

ได้เรียนรู้ครับ รู้แบบหน้าชาเลย ยอมรับครับ ขอบคุณทุกคำแนะนำ จะ

เอาไปแก้ไขในแผนหน้าครับ

Alright, in conclusion, teaching by this lesson plan made me

realise that if I use someone's lesson plan without adjusting or

studying, it will be a mistake. For example, this word, I <u>realised</u>

after I already showed it to students that It was a <u>mistake.</u>

Timing wise, I <u>realised right away when I taught</u> that my

students were slow and lack of self-confidence. <u>I couldn't use</u>

<u>the same timing as the original plan. I needed to expand it</u>.

When I did, it caused a chain effect. It was a big mistake that

<u>I've learned</u> embarrassingly. Thank you for every suggestion. I'll

use them to revise the next lesson plan.

(Chai's Journal reflection Lesson plan 1, page 8)

Excerpt 11 shows how The TLC's member discovered that one game 'Stop the

Bus' by trying to play this game with different age students from the example. In this

excerpt, Lumduan told us in face-to-face meeting, from implementing this game with

her students, the results showed that this game could also be used with young learners

after trying it with a few class.

Excerpt 11

Lumduan: (หัวเราะ) ทีนี้ไอ้ stop the bus น่ะ พี่เขาใช้สอนเด็กโตไม่คิดว่ามันจะใช้ได้

ตอนแรกคิดว่ามันใช้ไม่ได้หรอก แต่ก็ยังอยากลอง ตอนแรกลองกับ 3/4 มัน

น่าจะเล่น<u>ได้เอามาลองเล่น พอเล่นจริงๆ เด็กทำได้เว้ย ก็เลยเออ ถ้ารู้อย่างงี้</u>

<u>ก็จะเอามาเล่นตั้งนานแล้ว</u> ก็เลยเอาไปลองเล่นกันเด็กห้องอื่น ๆ ด้วย <u>ก็</u>

หลาย ๆ ห้องเข้าก็พิสูจน์แล้วอ่ะค่ะว่าใช้กับเด็กเล็กได้ แล้วเขาก็เรียนรู้ได้เร็ว

ด้วยหลัง ๆ นี่เป็นนักเรียนเองที่ เปลี่ยนกันออกคำสั่งให้เพื่อนทำ หนูกำหนด

คำศัพท์ให้เฉย ๆ

Lamduan	*(Laugh) The 'stop the bus', I didn't think it would work. At first I thought it wouldn't't work, but I wanted to try. I first tried with 3/4. I thought they might be able to play it so I tried, and <u>I found it actually worked!</u> So I thought that if I knew it would work, I would have tried earlier. <u>Then, I tried with other classes.</u> It's proved that it can be used with young learners. They learned very fast. Later, it turned to be students who took turn giving directions to their friends. I only gave them vocabulary, and applied the technics you suggested. (Laugh)*

(Expanded Field Notes 3, page 124)

Excerpt 12 shows that lesson implementation helped the members in TLC to

learn about choosing activity to encourage students' motivation in speaking English. In

this excerpt, Yod reflected in journal reflection that his students could speak English

when he adapted Lemduan's game to use with his students. Students enjoyed and

willing to participate in learning activity.

Excerpt 12

Yod: จากผลการสอนในวันนี้ทำให้ผมได้เห็นว่า<u>การกระตุ้นให้นักเรียนพูด

<u>ภาษาอังกฤษไม่ยากอย่างที่คิด</u>   ถึงแม้ว่าจากผลการประเมินนักเรียนยัง

พูดไม่ถูกต้องตามหลักไวยากรณ์เท่าที่ควร   แต่เกมที่น้องลำดวนแนะนำมา

ทำให้นักเรียนของผมกระโดดออกมาพูดทันทีที่เป่านกหวีดสัญญาณครับ

<u>เห็นเลยว่าพอเขาสนุก และรู้สึกปลอดภัย เขาก็กล้าที่จะพูดมากขึ้น</u>

Yod: *From the results of the instruction today, <u>I realized that</u>*

<u>encouraging students to speak English is not that difficult</u>. Even

though the evaluation showed that students' speech were not

grammatically correct, the game Lumduan suggested made my

students jumped out to speak as soon as I blew the whistle.

<u>This is clear that when they have fun, they feel safe, and they</u>

<u>were more confident to speak.</u>

(Yod's Journal reflection Lesson plan 3, page 38)

Implementing ideas was the process in which the members in TLC applied their lesson plans previously produced in the group discussions into their actual classrooms. The results obtained from these lessons fueled their learning by indicating as to whether the practices that they applied were successful or not. Consideration was later given to that lesson along with feedback which was posted in the reflection journals. The sharing of lesson plans along with the journal postings allowed each member to become more knowledgeable and therefore their lesson plans improved. The practice of implementing their newly gained ideas and lesson plans into the classroom helped the members to prove their hypothesis.

Research Question 2: How does Teacher Learning Community affect

Instructional Practice?

Instructional practices are the keys required to enable the teachers to encourage student interaction allowing them to achieve their learning outcomes. In order to answer the research question in this study, the changes to the teachers'

instructional practices were investigated through observation field notes, teacher

reflection journals and lesson plans. The themes from each source were triangulated

to validate the data. The three themes of instructional practices consisted of lesson

planning, classroom management and teaching strategies. These were developed as

follows,

Improvement of classroom management

In this study, the members learned from the three keys learning in TLC as

reported in the previous research question themes. From learning all the members in

TLC put their effort on designing the effective instructional practices in order to create

students' motivation in learning English. As a result, the data presented that the effect

of TLC on instructional practice was the improvement of classroom management. In

this theme, I presented the evidences reveal the various techniques and strategies

from all the members in order to support their classroom management. They used

classroom management to ensure that their classroom learning run smoothly without

interrupting.

In excerpt 13 shows that reading the report benefits to improved classroom management. This is supported by the improvements in classroom management that resulted from careful reflection in journals. Successes and failures were honestly recorded as part of a continuous improvement process. After Yod reported the results of his students learning, he got the reply from Lumyai reflected her ideas how to give clarity in their learning and told about her success experiences to be the evidences. She explained that, a further benefit of increased classroom management was clearer learning goals, which meant students were more able to understand what they were trying to achieve by the end of the class and how this would help them in their studies.
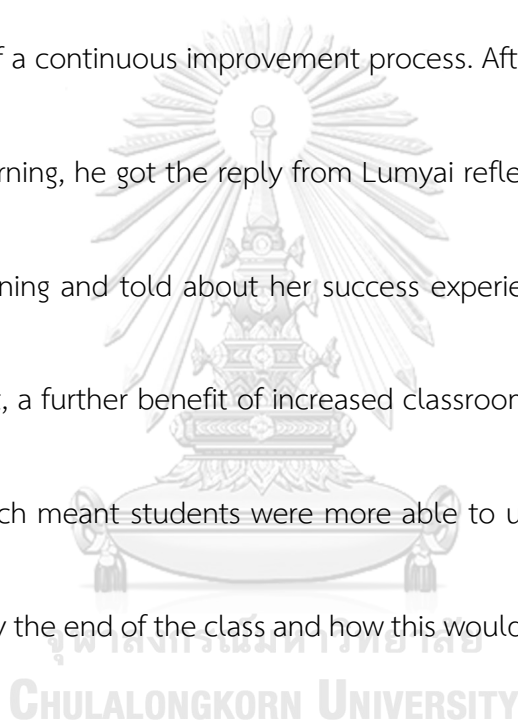
Excerpt 13

Lumyai   การให้ feedback ในขั้น Practice Stage ในส่วนของ Target Language นั้นควรจะนำไปไว้ก่อนขั้น Presentation ไหมจ๊ะยอดเพื่อให้นักเรียนจะได้รู้เป้าหมายในการเรียนว่าเขาจะต้องโฟกัสตรงส่วนไหน และจะได้นำไปใช้ในขั้น Practice และนำเสนอในขั้น Production ต่อไป จากประสบการณ์ที่พี่

ทำมาคือเหมือนเราได้นำทางเขาแล้วน่ะว่าจะต้องเดินไปในทิศทางไหนเขาก็

จะตั้งใจเดินมากขึ้น   แล้วผลที่ผ่านมาคือนักเรียนของพี่จะตั้งใจเรียนมากขึ้น

และรู้ว่าจะต้องโฟกัสจุดไหนยังไงเป็นพิเศษ

Lumyai   *Should providing feedback of target language in the practice*

stage come before presentation stage? As the result, the

students would know the aims of learning that which part they

should focus. Moreover, they can also apply those goals in

practice and production stage. From my experience, once the

teacher guided students the direction they should go, they paid

more attention to follow those directions and also realized that

which part they should put more importance on.

(Yod's journal reflection 1, page 7)

In excerpt 14 presented the case of TLC member learned from journal

reflection discussion. Yod learned from Lumyai's experience about the benefits of

clarifying learning goals and target language to students. In this case, trust on each

other's experiences played an important roles to motivate the members to learn and

improve their instructional practices

Excerpt 14

Yod   ครับสำหรับแผนที่ 3 นี้ก่อนอื่นผมต้องขอขอบคุณป้าลำไยครับที่ให้

คำแนะนำจากประสบการณ์ของตัวเองเลย ในแผนแรกของผมน่ะครับซึ่งผม

เรียนตามตรงว่าผมมีความเคารพและเชื่อมั่นในประสบการณ์อันยาวนาน

มากกกกกกก ของป้าลำไยเสมอมาอยู่แล้วนะครับ เพียงแต่ว่าผมรู้สึกว่า

อยากได้ข้อมูลที่ละเอียดขึ้น ผมเลยไปค้นคว้าเพิ่มเติมจากอินเตอร์เน็ต และ

มาปรับเขียนเพื่อพัฒนาแผนกาสอนที่สามของผมครับ ก่อนนำเสนอผมขอ

อนุญาตแจกแผนก่อนเลยนะครับ (ยอดแจกแผนการสอนของตนเองให้

เพื่อน)

Yod   *For the third lesson plan, I would like to thank you Lamyai that*

suggested me how to improve my first lesson plan from her

own experience. I could say that I respected and trusted in her

experience. However, I still wanted more detail, so I searched

more information from the internet and applied to develop the

third lesson plan. Before presenting, I would like to distribute

you my lesson plan.

(Expanded field notes 2, page 73)

The clearer effect of TLC on instructional practice improvement showed in

Excerpt 15. After Yod learned from Lumyai's experiences, he continued his learning

by exploring from the Internet, which he integrated with knowledge from TLC about

clarity of learning to improve his instructional practice. In the excerpt, it was the lesson

plan showed Yod's strategy in relation to improve his classroom management. He

inserted the clarity of learning outcomes and target language after warm up stage but

before starting the presentation stage as presented in the follow excerpt,

Excerpt 15

Lesson plan 3 Warm up stage   1................

2...............

3. Teacher inform the learning outcomes

and target languages to the students: By

the end of the lesson students will be

able to identify the differences in has

got/have got using

4. Target language: ......have got long hair

......has got

black eyes.

(Expanded field notes 2, page 74)

Moreover, the data in this study showed how the members in TLC attempted

to more carefully involve all their students to feel at ease and participate in the

classroom activities. In Excerpt 16 we see that the TLC members learned methods of

how to group students together from discussions in the face to face meetings. In the

Excerpts Chai wrote his lesson plan to improve his practices based on Yod's lesson

plan and outcomes which were shared in his journal reflection. Participation in the TLC

introduced Chai and the other members to new strategies which assisted them with

their classroom management in order to get all the students involved in the lesson.

This procedure created the opportunity for all of the students to be able to complete

tasks by themselves.

Excerpt 16

Chai ครับ จากตัวอย่างวิธีการแบ่งกลุ่มนักเรียนของพี่ยอดที่มีแชร์ในการประชุม

ครั้งที่แล้วน่ะครับ <u>ผลการสอนของพี่ยอดทำให้ผมเห็นตัวอย่างการใช้กลยุทธ์</u>

<u>การแบ่งกลุ่มเด็ก</u> เพื่อเก็บเด็กโดยให้ทุกคนได้รับภาระงาน และค่อย ๆ

เพิ่มบทบาทในภาระงานจนกระทั่งนักเรียนทุกคนสามารถทำงานได้ด้วยตนเอง

ครับ<u>ในแผนนี้ผมจึงได้ลองพัฒนาแผนของผมโดยตามตัวอย่างของ พี่ยอด</u>

<u>ครับ</u> จากแผนนี้พี่ ๆ จะเห็นว่าผมได้เริ่มจากการที่ผมถามโดยใช้คำถามเดิม

ไปเรื่อย ๆ โดยไม่แปล แล้วให้นักเรียนช่วยกันตอบคำถามทั้งห้อง แล้ว

เปลี่ยนกิจกรรมโดยให้นักเรียนช่วยกันเรียนรู้ร่วมกันในกลุ่มมีการฝึกถาม

ตอบประโยค จากนั้นก็เล่นเกม Mill drillถามตอบเป็นคู่เปลี่ยนคู่ไปเรื่อย ๆ

แล้วให้อธิบายภาพโดยเป็นกิจกรรมเดี่ยวครับ ผมรบกวนพี่ ๆ ช่วยให้

คำแนะนำด้วยครับว่าควรเพิ่มเติมปรับปรุงตรงไหนบ้าง

Chai   *From what Yod shared how to group the students in the last*

meeting. From that, I could see the example of the strategy of

grouping students in order to distribute work to every student

equally, then we added more work to students until they can

work on their own. For this lesson plan, I tried to develop the

lesson plan from the example of Yod's. You will see that I

started by asking the same question without translating then

asked all students to answer the questions. After that I changed

the activity by letting students to learn together in a group and

practice to answer questions. Then, I let them play Mill Drill

game by get them ask and answer questions pair then students

had to describe the picture by their own. May I ask for more

suggestion, what should I improve further?

(Expanded field notes 2, Lesson plan 3, page 89)

Giving feedback occurred throughout this study as shown in Excerpt 17 where

a shifting from teacher to students promoted self-reflection on their work by the students. In this excerpt Lumduan expressed how she had improved giving feedback by realizing during the face to face meetings and journal reflections how the others had shifted the focus from teaching to student's learning. She learned new strategies from her co- members such as self-correction feedback as used by Lumyai to create awareness of her students learning difficulties and promote understanding. This practice caused Lumduan to change her approach from simply checking worksheets and giving individual comments and she began to incorporate other member's strategies. From this Lumduan indicated that her instructional improvement benefited the students learning. In addition, Yod stated that student feedback allowed the teacher to calculate student learning as well as support formative assessment.

Excerpt 17

Lumduan ขอบคุณพี่ ๆ ที่ชมและให้กำลังใจค่ะ <u>คือมันก็มาจากการสังเกตแผนของพี่ ๆ ทั้งที่เราคุยกันในที่ประชุมแล้วก็ที่ตามที่เราอภิปรายเพิ่มเติมในบันทึกหลัง สอนด้วย</u> เกี่ยวกับการ feedback <u>หนูเห็นชัดเลยว่าทุกคนให้ความสำคัญ</u>

แล้วก็เริ่มมีการเปลี่ยนแปลงมาใช้การ feedback ที่เน้นให้นักเรียนได้มีส่วน

ร่วมมากขึ้น ทั้งตัวต่อตัวทั้งแบบกลุ่ม แต่ที่ทำให้หนูสนใจขึ้นมาคือ ที่ป้า

ลำไยบอกว่านักเรียนของป้าสามารถประเมินและบอกได้ว่าทำไมเขาถึงแต่ง

ประโยคไม่ได้

Lumduan *Thank you all for the compliment and the support. I learned*

from observing your lesson plans, having a meeting and also

discussing on notes after lesson with you all. In terms of giving

feedback, I could see that everyone put the importance on

that. We started to give feedback that emphasized students to

participate more in pair and in groups. However, the most

interesting point was that once Lamyai told that her students

could evaluate themselves and they were able to tell the

reasons why they could not make the sentences.

Lumyai ใช่ๆๆ พอให้เวลาเขาคิด เขารู้ปัญหาของเขาเอง ถึงแม้เขาจะแก้ไม่ได้ แต่

อย่างน้อยก็ตระหนัก อือ คราวหลังก็จะต้องใจเรียนตรงจุดนั้นมากขึ้น

Lumyai *Yes, once you provided them time for thinking, they would know*

their problems. Even though they could not solve the problems,

at least they realized which point they should focus more.

Lumduan   ค่ะนั่นแหล่ะ แล้วก็ของพี่ยอด พี่ยอดบอกว่า ให้นักเรียนทำ peer

feedback กับเป็นกลุ่ม เป็นคู่ อย่าหัวเราะหนูนะคะ หนูไม่เคยทำเลยจริง

ไม่เคยรู้ด้วยว่ามันดียังไง <u>จนได้ฟังตัวอย่างจากที่พี่ยอดแชร์</u> แล้วก็นี่แหล่ะ

<u>เห็นแผนของทุกคนเปลี่ยนๆ เรื่อยมา</u> ก็แบบ อ้าว! เป็นหนูคนเดียวที่ยังใช้

การตรวจงาน กาถูกผิด เฉลยคำตอบบนกระดาน<u>อยู่ ก็เลยเปลี่ยนบ้าง ซึ่ง</u>

<u>มันดีอ่ะ</u> โดยเฉพาะเด็กหนูเขากล้าแสดงออกอยู่แล้ว เด็กเล็กจะถูกจะผิดก็

ไม่ค่อยอายเท่าไหร่ ที่หนูจะเพิ่มเติมคือ การฟังนักเรียน feedback กันเอง

<u>มันทำให้หนูสอนง่ายขึ้น มันทำให้เขาตั้งใจเรียนไปโดยอัตโนมัติค่ะ ก็</u>

<u>จัดการการเรียนการสอนได้ดีขึ้นด้วยค่ะ</u>

Lumduan   *Yes, Yod also said that he asked students to do peer feedback*

for both in pair and in group. Please don't laugh at me but I

never do that before. <u>I never know how good it is until I heard</u>

<u>from what Yod shared</u> and also I saw the lesson plans from

you all. Oh! I was the only one who still corrected students'

work by ticking and crossing out, writing the keys on the board.

I tried to change how to give feedback and it was good.

Especially, for my students who are confident. For the young learners, they are not shy when they do something right or wrong. One thing that I would like to add up is that to listen to students to give feedback to each other can help me a lot to teach more easily. It also helps the students to pay more attention to the lesson so that I can organize the lesson better.

Yod	ขออนุญาตเพิ่มเติมจากน้องลำดวนครับ คือนอกจากนั้นการฟังนักเรียนเค้า feedback กันเอง ยังสามารถประเมินผลระหว่างเรียนได้ด้วยว่าเขาเข้าใจไม่เข้าใจยังไง คือถ้าสังเกต จดบันทึกดี ๆ เนี่ย เราสามารถบอกได้เป็นรายคนเลยครับ

Yod	*I would like to add more from what Lamduan said, listening to what students giving each other feedback can also evaluate students whether they understand during study or not. If the teacher observe closely and note down, we can tell their*

feedback individually.

<div align="right">(Expanded field notes 3, Lesson plan 5, page 147)</div>

The technique of checking understand was a regular occurrence during this study. The data indicated that the members had improved their instructional practices as regards to checking understand whilst teaching. In Excerpt 18 Chai reported in online journal reflection how he had tried using this practice after suggestions from other members. In doing so he found that his classroom activities ran smoothly and his students achieved better learning. The members in TLC learned various techniques to check their students understanding but the main methods that everybody knew were ICQ (Instruction question and Concept checking question). Therefore, in order to facilitate and enhance their students learning the practice of checking students understanding was added to their classroom management.

Exceprt 18

Chai   จากที่ผมรายงานแผนการสอนไป   <u>ก่อนอื่นผมต้องขอบคุณทุกคนมากนะ</u>

<u>ครับที่ช่วยแนะนำวิธีการแก้ปัญหาความวุ่นวายในการทำกิจกรรม   หรือ</u>

<u>แม้แต่เวลาสอนของผม   บอกได้เต็มปากเลยว่าที่การสอนจากแผนนี้ประสบ</u>

<u>ความสำเร็จเนื่องจากว่าได้เทคนิคการตรวจสอบความเข้าใจของนักเรียนไป</u>

คือก่อนหน้านี้ที่ผมมีปัญหามากในการจัดระเบียบเด็กในห้อง เขาไม่ค่อยฟัง

พอทำกิจกรรมก็ไม่เข้าใจ   หรือเรียนเสร็จก็ไม่รู้เรื่อง   แต่พอได้เทคนิคการ

การทดสอบความเข้าใจของนักเรียนไปแทรกเข้าไปในระหว่างการจัดการ

เรียนการสอน   บอกเลยว่ามาช่วยได้มากครับ   คือรู้สึกได้เลยว่าการสอน

ของผมมันไม่วุ่นวาย   แต่มันมีความเป็นขั้นเป็นตอน   ก่อนทำกิจกรรมทุก

ครั้งหรือแม้ขณะที่สอนอยู่ก็ทำครับ   ตัวอย่างจากในแผน เช่น ถ้าก่อนเล่น

เกมส์ผมก็จะถามว่า Running or walking ? เพื่อเช็คกติกา What will

you write on the board ? เพื่อถามความเข้าใจ Can you copy your

friends?   อันนี้ถามเพื่อดักเด็กไว้ก่อนครับไม่ให้ลอกกัน ดีครับ   นักเรียน

เรียนรู้เรื่องมากขึ้น   ห้องเรียนสงบสุขขึ้น <u>ผมใช้มาเรื่อย ๆ ครับตั้งแต่แผนที่

3 เป็นต้นมาครับ</u>

Chai   *From what I told about my lesson plan, first of all, <u>I would like*

            to thank you to you all to provide me the suggestion how to

            solve the problems during organizing the activities. I can say

            that this lesson plan was successful because of the technique</u>

of checking understanding. I had a lot of problems of controlling

students, they did not want to listen to me so that they could

not understand what they should do in the activities, also they

did not understand about the lesson. However, after

implementing the technique of checking understanding, it

helped a lot. My lesson was more in order for both before doing

activities and during teaching. For example, before playing

game, I asked my students "running or walking" in order to

make sure that they all knew the rules, I asked "What will you

write on the board" in order to make sure that they

understand, I asked "Can you copy your friends?" in order to

avoid them from cheating. It was good. The students

understood better. My class was also more peaceful. *I have*

been using this technique since the third lesson plan.

(Chai's journal reflection 6, page 8)

Excerpt 19 shows how the members used gestures and tight transitions ensuring

maximum instructional time in order to further help student learning. In this excerpt

Lumyai told the group in the face to face meeting how she learnt to use gestures from

Jit. As she explained the results indicated that her young learners had a better

understanding of her instructions from using this approach. She also found the use of

tight transition signals beneficial for classroom management. All of the members in

TLC adopted these techniques from each other in order to support their students

learning.

    Excerpt 19

Lumyai	เพิ่มเติมนิดหนึ่งนะ ในแผนนี้จะเห็นว่าจะวงเล็บไว้ว่า"เอามือชี้ไปที่หู" หลัง
	คำว่า Listen! หรือจะเป็น Teacher says: 1-2-3-eyes on me (ครูใช้หัว
	แม่มือชี้มาที่ตัวเอง) แล้วก็ Students say: 1-2 eyes on you (นักเรียน
	ผายมือไปที่ครูแล้วเงียบ) หรือตอนที่ป้าให้นักเรียนเลิกฝึกสนทนา แล้วป้า
	เขียนไว้ว่า Teachers says: The rain drops แล้วต่อด้วย Students
	say: stop! stop! stop! คือป้าฟังที่จิต แชร์ประสบการณ์การจัดการ
	ห้องเรียนของจิตโดยใช้เทคนิคนี้คราวก่อนน่ะค่ะ คือด้วยความเชื่อมั่นในตัว

จิตอยู่แล้ว ป้ามั่นใจว่าต้องได้ผล แล้วยิ่งเด็กป้าเป็นเด็กเล็กอ่ะ เค้าต้อง

สนุกแน่ ๆ ดีกว่าแหกปากตะโกนว่า นักเรียนฟังครู! พูดอยู่นั่นจนหมดลม

หายใจเด็กก็ไม่หัน แล้วรับประกันค่ะว่าได้ผลจริง ๆ ลองแล้ว ก็เลยอยาก

เอามาแชร์ให้น้องๆ ได้ใช้ด้วย เลยเขียนวงเล็บไว้ในแผนด้วยค่ะ

Lumyai   *I would like to add more information. In this lesson plan, in the*

parentheses stating that point at your ear, after the word

"Listen!" or Teacher says: 1-2-3-eyes on me (the teacher point

at themselves) then Students say: 1-2 eyes on you (Students

open their hand and point at the teacher then be quiet). Or

when I asked them to stop practice communicating, I wrote that

Teachers says: The rain drops then students say: stop! stop!

stop! I heard from Jit that she shared her experience last time.

I trusted her so I was sure that this technique would work.

Especially, my students are young, they will be fun. It's better

than shouting at them that "Listen to me please" Even though

I kept shouting until I ran out of breath, they wouldn't pay

attention. I confirm that this technique really works because I

tried before. So, I would like to share with you all. That's why I

put the parentheses in the lesson plan.

(Expanded field notes 2, Lesson plan3, page 93)

Improvement of teaching strategies

The members learned from collaborative learning in TLC through their actual

teaching and by assessing strategies. The members applied their instructional practices

based on their school and student context to promote student learning. Data analysis

in this study provided evidence that participation in the TLC had affected the

members' instructional practices. The evidence is as shown in excerpts 21 – 25

Excerpt 20 shows the strategy of encouraging students to support each other

as a group whilst the teacher undertook the role of observer to facilitate their students.

In this excerpt, Yod detailed in the face to face meeting how he used group discussions

in his classroom teaching. By acquiring information from several websites, he improved

his instructional practices by integrating this strategy to encourage his students to finish

the task by speaking English. Yod indicated that his students were more engaged when working in a group. From Yod's experience and shared knowledge Lumduan and Lumyai also applied this strategy to improve their teaching. Lumduan stated that her students felt more comfortable working in a group as opposed to working alone. Lumyai recorded that her students achieved better learning from actively being involved in group discussions. While Chai stated that this strategy couldn't work well with his students.

Excerpt 20

Yod   ครับผม ที่อภิปรายมาทั้งหมด <u>ผมอยากให้พี่น้องสังเกตนิดหนึ่งว่าผมมีการ</u> <u>ปรับเปลี่ยนวิธีการสอนนิดหนึ่งสำหรับแผนนี้ครับ</u> คือทั้งในขั้นการเรียนรู้ การฝึก และขั้นสร้างผลงานของเด็ก ผมใช้วิธีการให้เด็กทำงานเป็นกลุ่ม ทั้งหมดเลยครับ สืบเนื่องจากว่าผมค้นจากอินเตอร์เน็ตแล้วเจอการจัดการ เรียนการสอนโดยใช้กระบวนการกลุ่ม แล้วเด็กผมเป็นเด็กโตเลยลองมาจัด ดูครับ ซึ่งปรากฏว่ามันได้ผล ผมเลยมาเพิ่มเติมในแผนนี้ <u>เผื่อเป็นแนวให้</u>

<u>ได้เอาไปปรับใช้เพิ่มเติม</u>   แล้วก็ให้พี่น้องช่วยกันดูแล้วก็จะได้ขอคำแนะนำ

จากพี่น้องทุกท่านด้วยครับ

Yod   *Yes, from our discussion, <u>I would like you to notice that I</u>*

<u>changed my teaching method.</u> For this lesson plan, At the stage

of learning, practice, and elaborating, I asked students to work

in group for every stage. That was because I searched from the

internet, and I found cooperative learning technique. I tried this

technique with my students which are adolescent and it really

worked. So, I add more information in this lesson plan <u>in order</u>

<u>to apply to the next ones.</u> However, please give some

suggestion.

(Expanded field notes 3, Lesson plan5, page 157)

In excerpt 21shows the teaching strategy that encourage all the students to

participate in learning by using brain storming activity. In this excerpt, Chai stated that

he encourage his students to concept knowledge from their learning by using brain

storming activity and draw mind mapping instead of concluded the lesson for his

students. He said in face-to-face meeting that, learning about group discussion from

Yod, gave him the idea to remind of brain storming strategy. As a results, the other

members aware of the benefit of brain storming strategy and used it order to design

their new instructional practices.

Excerpt 21

Chai   แผนนี้ผมต้องขอบคุณพี่ยอดครับ (ฮ่าๆๆๆ) ชีวิตผูกพันกับพี่ยอด คือผม

เห็นพี่ยอดพูดเรื่อง Group discussion เลยทำให้ผมนึกถึงเรื่องวิธีการ

เบรนสตอร์มมิ่งครับ ซึ่งมีลักษณะคล้าย ๆกัน แต่ของผมคือ เอามาใช้ช่วง

สรุป wrap up ครับ   แทนที่เราจะสรุปให้นักเรียนฟังเอง ผมก็ออกแบบ

แผนการสอนที่เป็น Learners Center มากขึ้น โดยให้เด็ก ๆ เขาทำงาน

เป็นกลุ่ม ช่วยกันออกความคิดเห็นและสรุปออกมาโดยการออกแบบ Mind

mapping ของเขาเองครับ

Chai   *For this lesson plan, I would like to say thank you to Yod*

(hehehe) my life is bond with Yod. I heard from what Yod shared

about group discussion, so I thought about brainstorming. They

are similar. I applied this technique at the wrap up stage.

Instead of summarizing the content for the students, I focused

more on learner center by asking students to work in group, to

have a discussion, and to summarize through creating their own

Mind mapping.

Lumyai   โห........มีความคิดสร้างสรรค์เหมือนคนอื่นด้วย (แซว แล้วหัวเราะ) ป้าก็

เห็นด้วยกับชายนะคะว่า<u>เราสามารถดัดแปลงหลักการการทำงานเป็นกลุ่ม</u>

<u>ของเด็กไปเพื่อพัฒนาการสอนของเราได้</u> จริงๆ นะ ป้าเห็นประโยชน์ของ

แนวการสอนแบบนี้เหมือนกัน เพียงแต่อาจต้องคิดถึงความยากง่ายตาม

สภาพของเด็กด้วยนะป้าว่า

Lumyai   *Oh, you are also creative like others (joking) I agree with Chai*

that <u>we can adapt the technic of working in group of students</u>

<u>in order to develop our teaching</u>. I also see the benefits of this

technic but we might have to think about whether it would be

easy or difficult for our students.

(Expanded field notes 4, Lesson plan5, page 195)

In Excerpts 22-24 shows how the members interchanged ideas and information regarding student motivation strategies to help design their instructional practices. The following excerpts detail how various activities, games and songs were created by the members to motivate and assist their student's learning. However, those materials were not only beneficial for the students but they also created opportunities for the participants in TLC to learn and improve their practices.

Excerpt 22 provides the discussion among the TLC members on how to improve their teaching strategies in order to create Learners Center instructional activities. During the face to face meeting the group discussed an activity known as "Wall Crawl'. After some of the members had applied this activity into their teaching it was agreed that the activity be adopted as the best practice in relation to providing conditions for the students to learn by themselves. During this activity, the teacher was only the facilitator to support and observe students learning and lead the final

discussion to wrap up the activity. The following excerpt shows the evidence of

teaching strategy improvement.

Excerpt 22

Lumyai   ป้าใช้กิจกรรมนี้ในการสอนนักเรียนของป้าประมาณ 2-3 ครั้งแล้วนะ ทั้ง

นักเรียนที่ป้าเอาแผนมานำเสนอใน TLC และกลุ่มอื่น เพราะจริง ๆ แล้ว

ป้าเอาความรู้ที่ได้จากที่มาคุยกะพวกเราไปสอนนักเรียนทุก ๆ ห้องของป้า

Lumyai   *I used this activity with my students for a few times. Both of the*

class this lesson was designed for this TLC and other classes.

Actually I brought knowledge I gained from talking in this group

to use with all my classes.

Yod   ใช่ครับผมก็ใช้เหมือนกัน แต่คือผลที่ได้ เอาจริง ๆ คือผมว่ามันใช้ไม่ได้กับ

เด็กที่ไม่ตั้งใจเรียนแล้วก็ไม่ให้ความร่วมมือในการทำกิจกรรม

Yod   *Yes, I used it as well but the result was, in fact, that I thought*

it wouldn't work with students who didn't pay attention and

give participation in class.

Jid ���งั้นพี่มองว่าไม่ใช่ตัวกิจกรรมที่ทำให้เขาไม่ตั้งใจเรียน แต่เป็นพฤติกรรมที่เขา

มีอยู่เดิมไหม ต้องถามต่อว่าแล้วเราจะมีวิธีการกำหนดเงื่อนไข หรือ

สถานการณ์ยังไงให้กิจกรรมของเรามันน่าสนใจ ซึ่งในส่วนตัวพี่มองว่าตัว

กิจกรรมน่ะมันดีตรงที่มีความท้าทายและเป็นการฝึกความรับผิดชอบ

ส่วนตัวเขาอยู่แล้ว โดยให้เขาเรียนรู้ด้วยตนเองอย่างอิสระ เราแค่คอยดูห่าง

ๆ ว่าเป็นตามที่เราตั้งใจหรือเปล่า

Jid *I think that it wasn't activity that made them didn't pay*

attention but it was their own learning behaviors. It's our job to

set the condition or situation to make our activities interesting.

In my opinion, I think an activity itself is challenging and teach

students responsibility. Students can learn independently and

we just observe them.

Yod ขออนุญาตนะครับ สำหรับผม ผมเห็นต่างนะครับ คือผมว่าขั้นตอนที่

อธิบายกิจกรรม การเช็คความเข้าใจในกติกาก็สำคัญนะครับ นักเรียนของ

ผมให้ความสนใจมากครับ ตอนสรุปกิจกรรม ผมให้เขาเขียนสรุปด้วยตัวเอง

แต่ก็มีการกำหนด outline เพราะผมรู้ดีว่าเด็กของผมไม่ได้เก่งขนาดนั้น

เพราะฉะนั้นก็เอากิจกรรมแบบ semi-control ให้เขาคิดเองด้วย ช่วยเขา

บ้าง จะได้ไม่รู้สึกว่ามันยากจนเกินไป จนทำให้เขาท้อไม่อยากทำ อีกอย่าง

ที่ผมออกแบบตอนท้ายกิจกรรมนี้แบบนี้ก็เพราะว่าผมหลีกเลี่ยงการแข่งขัน

ครับ ให้ทุกคนได้มีเวลาเท่า ๆ กัน และใช้ความรู้ที่เขาได้มาจากกระดาษที่

ติดไว้ตามผนัง เวลาส่งก็ให้ส่งทั้งสองอย่างครับทั้งกระดาษที่เป็น

Yod   *May I say something? I see it differently. I think the stage when*

we explain the activity and check their understanding of the

rules is also important. My students highly paid attention. In

conclusion stage, I asked them to write a conclusion by

themselves but set the outline for them because I knew that

my students' abilities weren't good enough. I also use semi-

control activity with them. I let them think by themselves and

helped them sometimes so they wouldn't feel it was too

difficult which might discourage them. I designed the end of

activity this way because I tried to avoid a competition. I allow

them to take the same amount of time and use the notes

posted on the wall. When they finished, they had to hand in both piece of work.

Lumduan หนูขอต่อยอดจากความคิดเห็นของพี่จิตค่ะ ในเรื่องของการออกแบบ กิจกรรมให้น่าสนใจ คือหนูใช้หลักการของ Wall crawl นี่แหล่ะค่ะ แต่ก็ ทำให้มันน่าสนใจขึ้นมาอีกนิดหนึ่งคือ ในห้องหนูจะมีบอร์ดที่เคลื่อนที่ได้ที่ ตกแต่งอย่างสวยงาม ติดไว้ตามมุมต่าง ๆ ของผนังห้องค่ะ แล้วติดแถบ ประโยคหรือ สิ่งที่ต้องการให้นักเรียนเรียนรู้ไว้บนบอร์ด เด็กหนูเป็นเด็กเล็ก ค่ะ หนูจึงให้เขาเรียนรู้ด้วยกันเป็นคู่ ไปเป็นคู่ สังเกตดูเขาช่วยกันดีค่ะ คน หนึ่งจดคนหนึ่งอ่าน แต่ในส่วนของใบงานจะให้คนละหนึ่งแผ่นอยู่แล้ว ไม่ให้ทำด้วยกันค่ะ

Lumduan *I expanded it from Jit's ideas about designing interesting activity. I used the principle of Wall Crawl but made it a bit more interesting. I have beautifully decorated movable boards around the classroom walls. I put up sentences I want students to learn on the boards. My students are very young learners. I let them learn in pair. From my observation, they helped each*

other. One read and another one write down. When it comes

to worksheet, they do it individually.

(Expanded field notes 3, page 147)

Excerpt 23 illustrates how the face-to-face meeting affect instructional practice

strategy. In this excerpt, one of the TLC's members introduced a game to his class to

support his teaching. Later in his online reflection he reported that he had improved

his practice by integrating the game ' change chairs ' as a warm-up activity into his

lesson in order to motivate and lead his students to the next stage. Yod learned this

game from Jid in face-to-face meeting and the following excerpt highlights his learning

through his improved lesson plan.

Excerpt 23

Table 4. 1 Yod's lesson plan

stage	Interaction	Procedure	Aim
Lead-in stage	S - S T - S	**Change chair Activity** ● Students sit on their chair in a big circle ● Teacher stands in the center of the circle and give instruction of playing game. ● Teacher provide all students with a stripe of sentence for each. ● The teacher starts the game by saying 'Change chair if you've got number..........' ● The students who've got those numbers stand up and switch their seat and	- To set their readiness - To focus the class -To let them familiar with the target language

stage	Interaction	Procedure	Aim
		read their sentence aloud. *(this/these-that-those)*	
Feedback	T – S	● Teacher praises students clap hands, smile and say "Excellent"	To encourage students

(Yod's journal reflection, lesson plan 7, page 45)

Moreover, apart from Yod, the other members also learned and applied the structure of this game in various stages of their lesson planning. For example, Chai applied this game to introduce new vocabulary in his presentation stage of his lesson. (Chai's journal reflection , Lesson plan 3, page 3). Lumyai applied the game to introduce the target language during the practice stage. (Lumyai's lesson plan 2, page 5), while Lumduan used this game as an instrument for assessment in the production stage of her lesson. (Lumduan's journal reflection, Lesson plan 3. Page 8). However, the school's context and student's proficiency were key factors to be considered when

integrating the game to support teaching strategies for encouraging students' motivation.

Excerpt 24 provides details how the results of students' learning affect their teaching strategy improvement. After teaching, Lumyai reported in her journal reflection that she created chant of chunks to influence her students' speaking skill. From her observation, She found out that her students felt relax and could speak naturally. In addition, the results of Lumyai's activity was clearly evidence of her success. The benefit of using this activity inspired the members to learn in order to apply in their instructional practices in the future.

Excerpt 24

Lumyai　　　ผลจากการสอนในครั้งนี้คือ นักเรียนมีความสุขในการเรียนและสามารถพูด

ถามตอบได้อย่างเป็นธรรมชาติ เพราะเขาได้ฝึกโดยใช้ Chant ช่วยจำจนขึ้น

ใจและพูดได้คล่องปากแล้วโดยป้าใช้วิธีการแยก　　Chunk　　ของTarget

language ที่ต้องการสอนมาเรียบเรียงเป็น Chant เพื่อง่ายต่อความเข้าใจ

สนุกสนานในการฝึกและง่ายต่อการท่องจำให้นักเรียนเขาคุ้นเคยเป็นกลุ่ม ๆ

ของคำไปเลยก็จะง่ายเวลาจับมาเข้าประโยค เหมือนในตัวอย่างในแผนการ

สอนในข้างต้น

Lumyai   *The results of this teaching was students were happy and able*

to speak naturally because they practiced with chanting until

they memorized it by heart and speak comfortably. I divided

and rearranged the chunks of target language into simple and

fun chunks. Students got familiar with groups of words. It would

be easy when they formed the sentences as you see in the

previous lesson plans.

Lumduan   น่าสนใจมากค่ะ จากที่ป้าอธิบายมันชัดเจนว่านักเรียนเขาสามารถเอามาต่อ

ยอดในการพูดได้   แต่หนูยังมีความสับสนในเรื่องของการปรบมือให้จังหวะ

ว่าปรบตามช่องจังหวะหรือเปล่าคะ   เพราะสังเกตจากที่ป้าขีดเส้นใต้ไว้ใน

แผน ไม่ได้ลงจังหวะสม่ำเสมอทั่วไปค่ะ อยากเอาไปใช้บ้าง เพราะเด็กหนู

เป็นเด็กเล็กเหมือนเด็กป้า   แต่อยากให้ป้าสอนเพิ่มเติมในการประชุมครั้ง

หน้าหน่อยค่ะ

Lumduan	*So interesting. You once explained that students could expand it into speaking but I was confused with clapping hands with the rhythm because I noticed that what you underlined in the plan wasn't constantly rhythmic. I would like to use it because my students are young learners as yours but I would like you to explain more in the next meeting.*
Yod	เห็นด้วยครับน้องลำดวน
Yod	*I agree, Lumduan*
Chai	เห็นด้วยครับ ชอบครับ อ่านแผนแล้วรู้สึกสนุกครับ
Chai	*I agree. I like it. It was fun reading the plan*

<div align="right">(Lumyai's journal reflection, Lesson plan 4, page 56)</div>

Improvement of lesson planning skills

One of the apparent changes observed among TLC members was their ability to plan English lessons. From the first few weeks, the data revealed that the

participants lacked the ability to write lesson plans. Excerpts 25 to 26 showed how

three members explicitly connected on their own skills in lesson planning.

Excerpt 25

Lumduan หนูอยากรู้ว่าขั้นตอนของพี่ลำไยน่ะมันคือ 3P ทั่วไปหรือเปล่าคะ <u>หนูไม่ค่อย</u>

<u>แม่นเรื่องรูปแบบการเขียนแผนค่ะ</u>

I would like to know stage of Lumyai's teaching. Is that 3P

teaching<u>? I'm not sure about lesson planning pattern.</u>

(Expanded field notes 1 Lumduan 566-568, page 22)

Excerpt 26

Lumyai เอ่อ ป้าอยากบอกว่า คือ คือ ความจริงแล้ว<u>ป้าก็แยกไม่ออกชัดเจนหรอกอัน</u>

ไหน 4P อันไหน 3P

Hmm...I would like to tell that....that actually <u>I cannot tell</u>

<u>exactly,</u> which one is 4P or which one is 3P

(Expanded field notes 1, page 22)

Excerpt 27-28 were the evidences to clarify that the members in TLC did not

clear about lesson plan writing method. However in relation to improve their ability to

design instructional practices, the other three members also agreed that they need to explore more knowledge. Then, brought back to share in the face-to-face meetings discussion. As shown in excerpt 15 Chai lacked of confidence to present his practice lesson plan so he didn't prepare his lesson plan to share with other members.

Excerpt 27

Chai   ผมต้องขอโทษด้วยนะครับ ที่ไม่พร้อมในการมาประชุมครั้งนี้ คือจริง ๆ แล้วคือ อ่ะ ผมเปิดใจเลยก็แล้วกันว่า <u>ผมเขียนแผนไม่เป็น มันมีกี่ขั้น มีอะไรบ้าง</u> เพราะฉะนั้นผม<u>ไม่เคยเขียนแผนเอง</u> ส่วนใหญ่ผม<u>ก๊อปส่งวิชาการโรงเรียนเลย</u> แต่ถามว่าผมเตรียมการสอนยังไง คือผมก็จะดูว่าจะสอนเรื่องอะไรแค่นั้น แล้วก็เตรียมตัวคร่าว ๆ ว่าต้องทำอะไรยังไง แล้วก็สอนได้ครับ วันนี้เลยอยากมาขอดูก่อนครับ

I'm sorry that I wasn't prepared to join the meeting. In fact, to be honest, <u>I don't know how to write lesson plans, how many steps it has, what it consists of, so I've never written lesson plans by myself.</u> Most of the time, <u>I just copied them from</u>

somewhere and submitted them to Academic Affairs

Department. If you want to know how I teach, I just check what

topic I have to teach and roughly prepare myself on how to do

it, then I just teach. Today I only just would like to observe.

(Expanded field notes , page 54)

Therefore, during the first meeting I needed to stress the importance of lesson

plans and provide the discussion for the members with the information required.

Seeing the benefit of sharing knowledge in the TLC, as one of the members, I led the

discussion in order for the group to participate.

Excerpt 28 was the situation in one face-to-face meeting to emphasis the

importance of planning instructional practices.

Excerpt 28

Jid   เอาล่ะค่ะ เดี๋ยวเรามาเริ่มนำเสนอแผนแรกของวันนี้กันเลย อ้อ ๆ แต่หนูขอ

ย้อนไปเรื่องคราวที่แล้วนิดนึงนะค<u>ะ</u>   <u>ซึ่งทุกคนเห็นกันแล้วว่าใช่ไหมคะว่า</u>

<u>แผนการสอนมีความสำคัญมากไหน   และเราทุกคนเห็นพ้องกันว่าเราน่าจะ</u>

หาวิธีการพัฒนาการเขียนการสอนร่วมกันอย่างไร ในด้านศักยภาพของ

พวกเราทุกคนก็ใช่ว่าเราจะไม่รู้อะไรเลย เพียงแต่ว่าบางอย่างเราต้องศึกษา

เพิ่มเติมด้วย ต่อนี้ไปก็ขอให้เราทุกคนช่วยกันสังเกตลำดับขั้นตอนการเขียน

แผนการสอน ข้อดีและจุดอ่อนของแผนสมาชิกเรา เพื่อเราจะได้ปรับปรุง

พัฒนามาเขียนแผนการสอนที่เหมาะสำหรับการเรียนรู้ของเราต่อไป

Jid   *Let's present our first lesson plan today but I want to talk*

about the previous lesson plan last week. Everybody can see

that how lesson plan is important and we all agree how we

will develop how to write lesson plan. We all have ability to

do it but we also need to learn more. From now on, during a

discussion, I would like everybody to notice the steps of writing

lesson plan, strengths and weakness of the lesson plans of

each member, in order to improve our writing lesson plan skills.

Lumyai   อ่า ใช่เลยค่ะ แผนรอบนี้พี่เก็บรูปแบบ กลยุทธ์ต่าง ๆ จากการคุยกันในการ

ประชุมครั้งที่แล้วของพวกเรามาใส่เยอะเลยค่ะ อ่ะเชิญค่ะชาย

Lumyai   *Yes, this lesson plan, I applied the patterns, strategies, from*

what we discussed last time. Chai, please go next.

(Expanded field notes 2, page 59)

In excerpt 28 Lumyai mention about the changing of pattern and strategies in

her instructional practices as a result of the previous discussion in the TLC. As already

stated, this initial discussion was the catalyst for the TLC participation and the

importance of lesson plans was made apparent for all to see. The consistently

clarification data from all sources indicated that learning in TLC influenced all the

members' instructional practices development.   The summary of each participant

improvement was as follows,

Chai

Chai learned from joining in TLC a lot. His improvement was show clearly in all

data sources. The evidences revealed how he tried to gain knowledge and experience

to imply to his lesson plan. He wrote the learning outcomes as well as design his

practice by using systematic classroom management. By applying strategies to support

student achievement, he put the emphasis on defining his forms so that his lesson

plans related to what he actually wanted his students to learn. In excerpt 29 was the

example from his learning in TLC. Comparing between lesson plan 1 and lesson plan

7, Chai wrote clearer goals in learning outcomes, more concisely target language and

suitable numbers of vocabulary for student to learn in one period.

Excerpt 29

Lesson plan 1 *Learning outcomes*: -

Target Language: *Present simple tense*

Vocabulary: *get up, take a bath , get dressed , have*

breakfast , go to school , study , have

lunch , play , go home , do homework ,

have dinner , watch TV. , read, go to bed

Lesson plan 7 *Learning Outcomes:*

1. Be able to pronounce and give the

meaning of seasons and weather

conditions.

2. Be able to ask and answer about

seasons and weather condition.

Target Language: *How's the weather?*

     It's_____.

Vocabulary: *weather, cloudy, rainy, windy, sunny,*

snowy

(Chai's Journal reflection, page 1-22)

Moreover, TLC discussion in the face-to-face meetings and journal posts

allowed Chai to gather examples of collective best practices. By lesson three it was

noticeable that Chai had started to change his practices. In warm up stage, Normally

Chai only write the game's name or activity's name in his lesson plan. In the third

plan, Chai told us in the face to face meeting that from the group suggestion made

him considered about the meaningful of games or activities to be used in warm up

stage to lead his students to better understanding in the presentation stage. He wrote

well instruction clarify steps of how to run activities. As presented in excerpt 30.

Excerpt 30

Lesson plan 1 Warm up: *Teacher greets students and tells the students*

about daily routine.

Lesson plan3 Warm up: *1. Teacher greets students*

2. Teacher leads students to review the

vocabulary from the previous period and let

them play whispering game.

3. Teacher divides students into two groups

equally.

4. Teacher explains how to play and

demonstrate the game.

5. Teacher writes vocabulary words on paper and show it to the first student of the group. The first student whisper the word to the next student until the last student.

6. The last student raises his hand and shout the word out loud. The fastest group who can shout the word correctly will win the game.

7. Teacher gives compliment to the winner.

8. Briefly discussion and whole class feedback.

(Chai's Journal reflection, page 1-22)

By lesson 6 all the members agreed that Chai was capable of producing extremely well thought out lesson plans. By the end of the study, although it caused him a certain amount of anxiety. However, by supporting of the TLC's members he did produce his eighth lesson plan written completely in English.

Lumduan

Although Lumduan already possessed good ability at teaching, she did however recognize the advantages of using various materials from the TLC's members sharing and discussion. She changed her practices of only using PPT in her lessons and began to introduce activities, games and songs to improve her teaching. In excerpt 19 - 22 were the TLC's members replied in Lumduan's online journal reflection posts.in revealed the improvement of providing instructional practices in her lesson planning.

In excerpt 31, in the TLC the members benefits from cooperative learning. They had opportunity to reply in online journal reflections in order to shared and learned from one another. In this case, Lumyai asked Lumduan to lead to discussion on providing many opportunities for students to learn from many strategies and activities. This was the example to indicated that not only the lesson plan owner who benefited in TLC discussion, oppositely, the more the members shared, the more they learned.

Excerpt 31

Lesson plan 1 Lumyai:　　　　พี่ชอบมากเลยนะคะที่น้องลำดวนเอาพาวเวอร์พ็อยท์มา

ช่วยสอน　　พี่อยากทำเหมือนกันแต่ทำไม่เป็น　　แต่พี่มีข้อ

สงสัยว่า<u>การที่น้องใช้พาวเวอร์พ็อยท์ตลอดทั้งคาบ</u>　　ทั้ง

การนำเสนอ แบบฝึกก็อยู่ในนั้น สรุปในนั้น เด็ก ป. 3

<u>สามารถควบคุมนักเรียนได้ตลอดไหมคะ แล้วนักเรียนเขา</u>

<u>มีอาการเบื่อบ้างไหม</u>

Lumyai: *I like the way that you use PowerPoint to support*

your teaching very much. I want to teach like

that as well but I don't know how to create the

PowerPoint. But I curious to know <u>if you used</u>

<u>PowerPoints through every stage of your</u>

<u>teaching</u>, *presentation, practice and production*<u>.</u>

<u>*Could you control your classroom? Were they*</u>

<u>*bored sometimes?*</u>

(Lumduan's lesson plan, page 24-31)

From excerpt 32 Lumduan began to use new techniques in her practice to

support students' learning. Furthermore, Lumduan gain more games from Lumyai in

relation to use in presentation stage and make her instructional practice more interesting.

Excerpt 32

Lesson plan 4 Lumyai   <u>พี่ชอบการนำ shadow reading มาใช้ในการสอนอ่าน</u>

<u>แผนนี้เด่นตรงที่สร้างความมั่นใจให้กับนักเรียนที่เรียน</u>

<u>อ่อนและปลูกฝังความมีน้ำใจให้แก่เด็กที่เรียนเก่ง</u>   แต่

ลำดวนคะ พี่จะเสนอทำให้แผนนี้เด่นและสวยขึ้น <u>โดยการ</u>

<u>เพิ่มกิจกรรมเร้าความสนใจในขั้นPresentation</u> เนื่องจาก

เด็กมีความรู้เดิมในเรื่องคำศัพท์ชื่อวิชาแล้ว   การเล่นเกม

Hang man คำศัพท์ชื่อวิชาต่าง ๆ จะทำให้เด็กได้ทบทวน

คำศัพท์ไปในตัวด้วย   จากนั้นจึงถามข้อมูลชื่อวิชาที่อยู่ใน

บทอ่านต่อไป

Lumyai   *<u>I like that you used shadow reading technique</u>*

<u>to teach reading. The unique of this lesson plan</u>

<u>is to encourage low ability students to be more</u>

confident and also cultivate high ability students

to be more generous. However, we can adjust

this lesson plan to be more unique and

wonderful by adding the attractive activities at

the presentation stage because the students

had background knowledge about the subject

vocabulary. To play Hang Man game of the

subject vocabulary might help students to have

a good chance to review the vocabulary. Then

the teacher can ask students about the

information of each subject in reading passage.

Lumduan   เลิศค่ะ ... Hang Man เป็นเกมที่น่าสนใจนะคะ เด็กๆ

น่าจะชอบ #ขอบคุณค้า

Lumduan   *Cool ...Hangman is an interesting game. Students*

might like it. #thank you

In addition, excerpt 33-34 were the clearly evidences of Lumduan's instructional practices improvement. She integrated many activities and approaches and classroom management in her lesson planning. As Yod and Chai replied in Lumduan's online journal reflection after read her reports as follows,

Excerpt 33
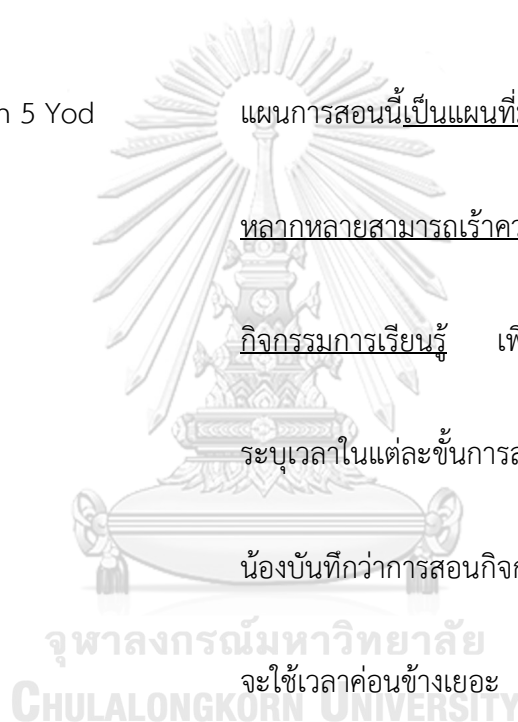
Lesson plan 5 Yod   แผนการสอนนี้เป็นแผนที่มีกิจกรรมการเรียนรู้ที่

หลากหลายสามารถเร้าความสนใจของผู้เรียนได้ตลอด

กิจกรรมการเรียนรู้   เพิ่มอีกนิดเดียวคือผมอยากให้ลอง

ระบุเวลาในแต่ละขั้นการสอนให้ชัดเจนเพราะอ่านจากที่

น้องบันทึกว่าการสอนกิจกรรมในแต่ละขั้นตอนค่อนข้างที่

จะใช้เวลาค่อนข้างเยอะ

Yod   *This lesson plan has many interesting activities*

that attract student whole period. However, May

I suggest you to identify the clear time span in

each stage because. From my reading your

report, In each teaching activity stage takes quite

long time lots of time.

(Lumduan's lesson plan, page 24-31)

Excerpt 34

Lesson plan 5 Chai

สำหรับแผนการสอนในครั้งนี้ <u>ลำดวนทำให้เราเริ่มมองเห็น</u>

<u>พัฒนาการการเขียนแผนการสอนที่เริ่มต้นการเขียนแผน</u>

<u>โดยใช้ภาษาอังกฤษทั้งเอาส่วนที่คุยกันไปปรับใช้</u> และการ

<u>หาความรู้ใหม่มาแบ่งปัน</u>   และที่โดดเด่นมากในแผนการ

<u>สอนนี้คือ approach</u> ที่ใช้ในการสอนในครั้งนี้เป็นสิ่งใหม่

สำหรับกลุ่มเรามาก คือ Pre-While-Post listening ใน

ส่วนของกิจกรรมการเรียนรู้ในแต่ละขั้นสามารถสร้าง

ความมั่นใจในการเรียนของนักเรียนได้เป็นอย่างดีเลยครับ

Chai:

For this lesson plan, you show us the

development of writing lesson plan in English.

Taking new knowledge from discussion to apply

in her instructional practices and sharing her new

knowledge. One thing that is very unique in this

lesson plan is the approach that you

implemented. It is the new approach for our

group. The Pre-While-Post listening in each stage

of the activities can enhance students'

confidence well.

(Lumduan's lesson plan, page 24-31)

Excerpt 35 was the example presented the different of Lumduan lesson plans.

After she had learned in the TLC about the effective of activities on students' learning.

Then she tried to make change in her lesson planning.

Excerpt 35

Lesson plan1 Production Stage: 1. ครูแจกแบบฝึกทักษะการเขียนภาษาอังกฤษ

เรื่อง What subject do you like? ให้กับ

จำนวนนักเรียน

2. นักเรียนทำแบบฝึกทักษะการเขียน

ภาษาอังกฤษ แล้วร่วมกันเฉลยคำตอบแบบฝึก

ทักษะการเขียนภาษาอังกฤษ

1. The teacher distributes a worksheet of

what subject do you like? to students.

2. Students do the exercise and correct

it together.

Lesson plan8 Production Stage:

1. Students presents their mini book.

2. Teacher monitors and records

example of

good/ error language.

3. Present with the whole class and

peer feedback.

(Lumduan's lesson plan, page 24-31)

For the part of production stage, Lumduan no longer only used worksheets but she added activities in order to encourage her students to perform tasks by themselves from previously gained knowledge. During the lesson she would monitor and facilitate students and provoke discussions and involvement in the activities in order to conclude and wrap up the lesson

Conclusion

This chapter explores findings in answer to the following questions: How do English teachers learn collaboratively in a Teacher Learning Community? and How does a Teacher Learning community influence the instructional practices of English teachers? The triangulated data revealed that the TLC influences collaborative learning in a variety of ways. Members are more innovative in researching learning; they are more focused in the design of instructional practices and writing lesson plans; they benefit greatly from the interchange of ideas in the TLC. Moreover, instructional practices are greatly enhanced through participation in TLC. Members are more confident about trying new ideas and as a result of face-to-face meetings and journal

reflections, they have more ideas to implement in the classroom. Field notes indicated

moments of illumination by members and greater understanding and motivation on

the part of students.

CHAPTER V

DISCUSSION

This chapter presents the summary of the study, summary of findings, and a discussion of the findings. It also presents the ways in which teachers learned in TLC to develop their teaching and the effect of TLC on instructional practices in comparison with the findings of a previous study considered together within a Thai context. In addition, pedagogical complementation and recommendations to benefit future study will be presented in this chapter.

Summary of the study

The study employed qualitative research methods to achieve two main purposes. First, it aimed to determine how English teachers learn in a Teacher Learning Community. The second objective was to identify how a Teacher Learning community influences the instructional practices of English teachers. The five participants in the research were drawn from schools in Sisaket Educational Service Area Office 3, in Sisaket province. The participants were volunteers and demonstrated a commitment to the shared mission, vision, values, and goals of the Teacher Learning Community.

The research instruments used in this study were field notes, observation, journal reflection, and lesson plans compiled from all activities and meetings. The data obtained by coding from the three instruments was analyzed by using data triangulation.

Summary of the Findings

This study was articulated by data derived from the triangulation of expanded field notes, journal reflections and lesson plans. The findings clearly clarified the research questions as follows,

The data illustrates that teachers drew on different aspects of instructional practice from a variety of online sources. Through their involvement with TLC, teachers assumed greater responsibility for learning and committed to updating their journals. The journal reflections and feedback sessions illustrate the extent and effectiveness of members' learning from online sources.

Collaborative learning from sharing lesson plans was a natural progression from online learning. Knowledge gained by members was transferred to lesson plans and

later shared with other members. These practical instructional techniques were combined for the benefit of all members and later for their students. Specific feedback was given in face to face meetings that could later be used in improved lesson planning; in particular planning strategies for teaching specifics such as vocabulary and grouping students were particularly beneficial to members. Teachers presented lesson plans and colleagues asked for specific direction and clarification. This process of refining not only facilitated shared knowledge but also gave impressive clarity in the group lesson plans.

Teachers learned the prime importance of tailoring ideas to their particular students and classroom environment. Simply copying ideas without considering the specifics of their student populations was unproductive. Great ideas still needed to be evaluated carefully and shaped to suit the requirements of each teacher's students. One of the ways of addressing student motivation problems was to tailor the material to suit the students for whom it was prepared. In addition, there was a very useful review process in TLC where teachers could give feedback about what worked, what

did not and why; crucially, how to address issues or implement further improvements also brought benefits.

Members learned that one of the keys of effective classroom management was careful design and planning. In this way potential problems could be reduced or eliminated, which is more effective than trying to remedy something that has already gone wrong through poor planning. As a result, the learning process ran much more smoothly with minimal disruption. Also, when teachers have a clear picture of what they are trying to achieve and communicate this to the students, it increases student motivation because students know what they are trying to achieve and what they have to do to achieve it. This aspect of clarity was effectively supported by shared journal reflections and feedback. In essence, the clearer the direction, the more students were likely to understand what to do and how to commit to the learning process.

There were several invaluable benefits from the shared experience of TLC members. One very practical benefit was making best use of online resources in lesson planning and as a result students became more engaged as they were presented with stimulating material. In addition, teachers became more aware than ever that teaching

strategies needed to be shaped differently for each student population. The value of

shared knowledge about what worked and what did not could not be over-estimated.

Real practical experience from professional colleagues about pitfalls to avoid and

techniques that succeeded were treasures beyond a price.

One of the major benefits in this arose from lesson plan sharing. This occurred

in several stages. Plans would be presented and opened for comment, challenged and

clarified. Later, the presenting teachers would reflect on and share what they had

learned as a result from this process. One of the significant improvements in TLC was

how preparing lesson plans was viewed; they were no longer a necessary evil but a

useful tool that could even be fun to write. In addition to the greater clarity of purpose

in writing and implementing lesson plans, teachers found that their greater clarity of

purpose enabled them to give more effective guidance to the students in their care.

In summary, the findings of this study provide clear evidence of the benefits of

TLC regarding collaborative learning and instructional practice. Members' professional

development was enhanced by shared experiences in face-to-face meetings and

through journal reflections. Members experienced increased confidence in preparing lesson plans and exploring sources and new material. The members also appreciated the atmosphere of trust and mutuality established in the TLC. Innovation was no longer seen as a possible threat, mistakes were not an embarrassment but learning opportunities.

As a result of the improved collaborative learning, teaching techniques were greatly expanded. Lesson plans became clearer, class structures were more efficient, and student understanding was verified more clearly. Students benefitted not just from one local classroom teacher but from all the members of the TLC. There was a sense in which everybody's students were cared for by every member of the TLC. Consequently, the improved instructional practices are ongoing within the context of a shared teacher network.

Discussion

Three major findings from the present study are discussed in light of related literature in this section.

TLC that was established by members could affect teachers' learning and instructional practice.

Based on the findings in this study, the data showed that all the teachers had learned to improve their lesson planning, teaching strategies and classroom management techniques through the collaboration in TLC. The data from all three sources, especially journal reflection reports, also showed the changes in their instructional practices. These major findings from the present study provide another concrete evidence to support the literature on the benefits of teacher learning communities (e.g. Bolam et al. (2005) Darling-Hammond & McLaughlin, 1995); Little, 2002; Louis & Marks, 1998; DuFour & Marzano, 2011; Supovitz & Christman, 2005). For example, Darling-Hammond and McLaughlin (1995) noted that, in PLC, teachers learned by collaborating with one another to implement new ideas, examine student work, and reflect on what they see. They explained that these processes enabled teachers to improve their instructional practice and therefore, improved students' learning achievement (cf. Bolam et al. (2005) Little, 2002; Louis & Marks, 1998; DuFour & Marzano, 2011; Supovitz & Christman, 2005). Supovitz and Christman (2005)

explained that in the community teachers shared their expertise with one another and thus resulted in improving their own instructional practices. The teachers in this present study also reported the benefits of the lesson plan sharing session in helping them learn how to improve their lesson design and instructional materials.

The TLC in the present study were established using the bottom up process, in which the members agreed on their own free will to work together, without being required by any top-down policy or institutional requirement. The teachers in this TLC taught the same subject, English, and volunteered to join the community and committed to follow the norms and to achieve the missions and vision that they established by themselves (cf. Dufour, 2004, 2008). The data from all sources revealed a strong commitment and energetic participation in organizing face-to-face meetings and to share journals and lesson plans online throughout the three-month TLC amidst their own busy schedule. The positive results in this study showed how member commitment can help this self-established TLC to overcome the time issue mentioned in literature as a critical factor in running TLC (e.g. Cochran-Smith & Lytle, 1999; Dalal,

2013; Darling-Hammond, 2005; Hiebert, Stigler, & Manaster, 1999; Lortie, 1975; Paine &

Ma, 1993; Wang & Paine, 2003).

Sharing is the key process.

The second key finding in the present study suggests the importance of the

sharing process in facilitating the members' learning in the TLC, as noted in previous

studies (e.g. Mahfud, 2017; DuFour, Eaker, and DuFour (2005). In this TLC, sharing was

a key activity in all processes, from the first meeting to face-to-face meetings and

online social media interactions. The data from all sources consistently showed how

all the members benefited and learned how to improve their instructional practices

from those sharing sessions. To improve the performance of educators, Mahfud (2017)

indicated sharing as a key aspect to support teacher collaboration. DuFour et al. (2005)

explained that sharing can promote a collaborative culture of teacher learning and

transformative teaching. They elaborated that when teachers shared their expertise

with one another in TLC, each member could learn from the best practices and apply

the ideas in their own style that fits their contexts and students. In the situation such

as the one in the present study, a number of English teachers did not have an educational degree in English teaching, the sharing opportunities created in this self-established TLC seemed to have compensated the lack of 'experts' in the community (cf. DuFour, Eaker, & DuFour, 2005). Mertler (2018) explained that when teachers had a chance to 'share' and 'learn' from one another, they could gain confidence in trying out new ideas in their classrooms.

Culture of collaboration and trust: Key factors for the success of TLC

The success of the TLC in the present study suggested that the culture of collaboration and trust built among the members were the key factors (cf. Cochran-Smith & Lytle, 1999; Lave & Wenger, 1991a; Cordingley, 2013). When working in TLC, the members changed from learning for teaching only their own students to learning for improving their instructional practices in order to support the community's shared goals, which was described as a shift from independent working to interdependent working by Dufour & Dufour (2012). The findings in this study revealed that the processes implemented in this TLC, which were based on the six principles of PLC

(DuFour, 2008), changed the culture of learning among the members from isolate learning to collaborative learning. By agreeing to the core values regarding the equal roles of the members, all the teachers, with varying teaching experiences and expertise, had the same opportunity to present their ideas and provide feedback to one another. In this TLC, the members reported trusting one another and were observed to feel 'safe' to give candid information when sharing their lessons and reflecting on their instructional practices. Lave and Wenger (1991a) noted that 'trust' is vital to a successful TLC. Cordingley (2013) explained that when members trust each other, they are more likely to try things out and consequently learn from that. The members in this TLC consistently reported how they were there to 'learn' and 'share' in the community without fearing to 'lose face'.

Limitations of the study

The present study has provided insights into how an English teacher learning community can be established in a voluntary manner; nevertheless, the implication of the findings should be used with a few limitations. First, since the number of the

members in the present TLC was rather small and shared similar socio-economic and geographical backgrounds. This may have affected their working style and culture. Second, the changes in the teachers' instructional practices were determined based on the written documents, including the journals and lesson plans that the teachers shared in the TLC only.

Pedagogical implications

The findings from this study provide insights into how a teacher learning community can be initiated and established from the 'bottom' up. The six principles, proposed by DuFour (2008), employed in this study seemed to create the structure that support the culture of collaboration and create trust among the members. Adopting the processes designed in this study in establishing other teacher learning communities with similar needs and contexts are encouraged.

Suggestions for further studies

Based on the findings in the present study, a few areas could be further researched. First, since the members of TLC in the present study shared similar socio-

economic and geographical backgrounds, an investigation of how a TLC can be

established by members with varied backgrounds would provide insights into how

socio-economic and geographical backgrounds may affect the way that TLC members

work together. Second, in this study, TLC members' struggles to find time for face-to-

face meetings; therefore, finding out how online communication platforms can

supplement face-to-face meetings. Insights from such research would benefit the

promotion of TLC establishment among members from different schools or areas.

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APPENDIX

Appendix A

Consent form for Participation in A Case Study of an English Teacher Learning
Community in Thailand Research Study

I volunteer to participate in a research study conducted by

Mrs. Hasakamon Duangmani.

I understand that the project is designed to gather information about:

1. How do English teachers learn in a Teacher Learning community in Thailand?

2. How can a Teacher Learning community affect the instructional practice of
    English teachers?

    I will be one of 5 people participating in this research.

1. My participation in this project is voluntary. I understand that I will not be paid
    for my participation. I may withdraw and discontinue participation at any time
    without penalty. If I decline to participate or withdraw from the study, no one
    outside the participants will be told.

2. I understand that most participants will find the process interesting and
    thought-provoking. If, however, I feel uncomfortable in any way during the
    project, I have the right to decline to answer any question or to withdraw from
    any activities.

3. Participation involves being interviewed and observed by Mrs. Hasakamon
    Duangmani. Notes will be written during TLC activities and meetings. Audio

tapes will also be made. If I don't want to be taped, I will not be able to participate in the study.

4.   I understand that the researcher will not identify me by name in any reports using information obtained from this study without my prior written permission, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5.   Colleagues at my school will neither be present during TLC activities nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

6.   I fully understand the briefing provided to me by Mrs. Hasakamon Duangmani. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7.   I have been given a copy of this consent form.

_____ Participant   _____ Participant

(Lumyai)   (Lumduan)

Date ___8__/ _May _/ _2017_   Date ___8__/ _May _/ _2017_

_____ Participant   _____ Participant

(Chai)   (Yod)

Date ___8__/ _May _/ _2017_   Date ___8__/ _May _/ _2017_

_____ Participant and researcher

(Mrs. Hasakamon Duangmani)

Date ___8__/ _May _/ _2017_

Appendix B

Participants Demographic

Participant 1:

I am an English teacher at a local school which has an extended school program aimed at improving levels of educational achievement. I have been teaching English for 22 years. My position is that of an English teacher who teaches in P.1, P.2 M.1, M.2 and M.3. I am also responsible for all students' activities; school parents meeting, Mother's Day, Father's Day, Christmas Day, New year's Day, National Children's Day. My position also includes being a school counselor teacher, a classroom counselor, a school emcee and a supporter of all school activities as well as being involved with the school director's work too. I believe that if we try very hard with experience gained year by year and by paying up most attention we can support and develop our teaching and our students for being successful in the near future . I am very pleased to join the TLC group because I would like to gain more knowledge and learn from other teachers experiences for developing teaching English. And lastly , all the useful things that I gain will be used to help educate my beloved students. I will be very pleased to share my ideas with TLC's members. I truly think that everything that we share together will be

useful for everyone. Hopefully, in the future we can still come to meet, greet,

join together and share our teaching experiences forever.

Lumyai

Additional School

Participant 2:

My school is my school which is located in Sisaket province. There are 173

students and 17 teachers here and my school is a local schoolc8which has an

extended school program. I have been teaching English for twelve years. My

responsibility is an English teacher who teaches Basic English and Extra English in

Mattayom 1 – 3. Furthermore, I am also responsible for teaching Physical Education

and Agriculture to students in Mattayom 1 – 3. My position also includes being a

classroom consultant and I am required to support all activities in my school. My belief

in teaching English is that everyone can learn the language by himself or herself

naturally but will succeed better if taught by a good teacher. If the teacher always

puts their heart in their students' learning, students will completely get their probable

knowledge and experiences from the teacher. Moreover, the teacher should

emphasize, repeat and revise their lesson with the use of various activities. TLC group

originated from little dreams which contain the same vision to develop our students

from the heart. I'm so proud to be joining this TLC. I hope to gain knowledge and

experiences from the activities that we have been starting open-minded discussion and brainstorming with each other. Not only our discussions can lead me to create a new thing for my students but I also bring our teaching experiences for sharing to the others too.

Yod

Additional School

Participant 3:

My name is Chai. I was born on December, 22th, 1983. Now I am 34 years old. I finished Bachelor degree 12 years ago. Now I am an English teacher. I have been teaching English for 9 years. I teach M.1-3 and I am very happy when I teach English, although my English isn't that good so I'm still practicing. TLC is one of the ways to improve my English. TLC will give me a big new experience. I hope to get new ideas for making lesson plans, more new knowledge and more new instructional media from TLC's members. At the same joining time TLC will make me happy, make me smile and I hope every member will accept me in this TLC group . TLC will be my family. Thank you every one especially Ms.Hasakamon Duangmani (P' lek). I love TLC.

Chai

Additional School

Participant 4:

My name is Lumduan. I have been teaching for 9 years. I teach English in Prathomsuksa 3 at my School. Our school has regular classes and IEP classes. We provide the camps and activities for our students during the year such as English, Science and Math camp, Christmas day, etc. As an English teacher, I expect that my students can read and write English, including communication with other people so I try to encourage them to study English by using several materials such as games, songs, online media, etc. I believe that if they enjoy themselves during English lessons, they will be more willing to learn English. Finally, I hope they will love English and will have a successful future.

TLC is a group of people sharing as it brings members together from different backgrounds and levels of experience to join together. I wish to join this team and work together as friends. Even though we work in other schools, when we have time we will meet to share ideas about songs, chants, games, materials, etc. Moreover, we will support and help our team to solve the problems in the classroom. I'm conscious of learning during a meeting such as how to write the lesson plans or how to use classroom management techniques which allow my skills and capabilities to grow. I

think the results of TLC will not only be students' development but also the progress

of teaching and teacher behaviors.

Lumduan

Primary School

Appendix C

TLC Principles (DuFour & Reason,2016)

1) Shared mission, vision, values, and goals

2) A collaborative culture with a focus on learning

3)   Collective inquiry into best practice and current reality

4) Action orientation: Learning by Doing

(5) A commitment of continuous improvement

TLC Questions Discussion for group setting

1. The shared mission, vision, values, and goals

   1.1. Building shared missions.

      a. What is the purpose of us teaching English?

      วัตถุประสงค์ของการสอนภาษาอังกฤษคืออะไร

      b. What should our teaching look like in an English classroom to ensure

      that all students learn?

      การสอนในห้องเรียนภาษาอังกฤษของเราควรมีลักษณะอย่างไรเพื่อให้มั่นใจได้ว่า

      นักเรียนเกิดการเรียนรู้

      c. How would people see our teaching changing?

      บุคคลภายนอกจะเห็นการเปลี่ยนแปลงการสอนของเราอย่างไรบ้าง?

1.2. Building a shared vision.

a. Can you describe the kind of English classroom we are trying to create?

คุณจะอธิบายเกี่ยวกับห้องเรียนภาษาอังกฤษที่ทีมของเรากำลังพยายามสร้างว่ามีลักษณะอย่างไร

b. What would our English classroom look like if it were a great place to inspire students to achieve their English proficiency based on the mission? ห้องเรียนภาษาอังกฤษที่จะสามารถช่วยให้ผู้เรียนพัฒนา ความสามารถทางภาษาอังกฤษได้ตามพันธกิจของเรา ควรมีลักษณะอย่างไร

c. What do you want to say to clarify our vision of English teaching to the community if you only have two minutes?

หากต้องอธิบายวิสัยทัศน์เกี่ยวกับการสอนภาษาอังกฤษในภาพรวมของกลุ่มเราให้ชุมชนฟัง ภายใน 2 นาที จะอธิบายว่าอย่างไร

1.3. Building the Shared Values

a. How can we contribute to the common missions and vision of our TLC?

เราจะสนับสนุนพันธกิจและวิสัยทัศน์ของชุมชนแห่งการเรียนรู้ได้อย่างไร

b. How can we as a team accomplish the missions and vision?

ในฐานะชุมชนแห่งการเรียนรู้เราจะสามารถบรรลุพันธกิจและวิสัยทัศน์ได้อย่างไร

c. How can we create the system of accountability in our TLC?

เราจะสร้างระบบความรับผิดชอบให้เกิดในชุมชนแห่งการเรียนรู้ได้อย่างไร

d. How can we change our culture of TLC in English teaching?

เราจะเปลี่ยนแปลงวัฒนธรรมการสอนภาษาอังกฤษในชุมชนแห่งการเรียนรู้ได้

อย่างไร

1.4. **Building shared Goals**

a. What will the students improve?

ผู้เรียนจะพัฒนาสิ่งใดบ้าง

b. How will we know that we have achieved the goals?

เราจะทราบได้อย่างไรว่าเป้าหมายตามวิสัยทัศน์ที่ตั้งไว้บรรลุผล

c. Are the goals we determined realistic?

เป้าหมายที่ตั้งไว้เป็นไปได้จริงหรือไม่

d.   What are the evidences we can use to measure the pupils'

achievement? ร่องรอยหลักฐานใดบ้าง ที่เราสามารถนำมาใช้ในการวัดผลความ

สำเร็จของผู้เรียน

e. When will the final assessment of the goal occur?

การประเมินผลเพื่อตัดสินผลการเรียนรู้จะเกิดขึ้นเมื่อใด

2. Collective inquiry into best practice and current reality.

a. What is the best way to sequence their learning?

วิธีใดเป็นวิธีที่ดีที่สุดในการจัดขั้นตอนการเรียนรู้ของผู้เรียน

b. What are the most effective strategies to use in teaching this essential

English?

กลยุทธ์ใดที่มีประสิทธิภาพมากที่สุดในการสอนภาษาอังกฤษ

c. How will we know when they have learned it and how to enrich their

learning?

เราจะทราบได้อย่างไรว่าผู้เรียนเกิดการเรียนรู้   และจะส่งเสริมศักยภาพการเรียนรู้

ของผู้เรียนเหล่านี้อย่างไร

d. How will we respond when they don't learn to help them reach

achievement?

ทำอย่างไรเมื่อพบว่าผู้เรียนไม่เกิดการเรียนรู้   เพื่อแก้ปัญหาและช่วยให้ผู้เรียน

เหล่านั้นสามารถบรรลุวัตถุประสงค์ในการเรียนรู้ได้ ?

e. What can we learn from each other to enhance our effectiveness?

เราจะเรียนรู้อะไรบ้างจากสมาชิกในชุมชนแห่งการเรียนรู้   เพื่อเพิ่มประสิทธิภาพ

การสอนของตนเอง

3. A commitment to continuous improvement

a. Gather evidence of current levels of student understanding.

รวบรวมร่องรอยระดับความเข้าใจของนักเรียน

b. Develop strategies and ideas to build on strengths and to address

weaknesses in students learning.

พัฒนาแนวความคิดและวิธีการสอนเพื่อสร้างจุดแข็ง   และแก้ไขจุดอ่อนในการ

บทเรียนนั้น ๆ

c. Implement those strategies and ideas.

นำวิธีการและแนวคิดไปสู่การปฏิบัติ

d. Analyze the impact of the changes to discover what was effective

and what was not.

วิเคราะห์ผลกระทบที่เกิดจากความเปลี่ยนแปลงเพื่อค้นหาวิธีการที่ส่งผลและไม่

ส่งผลต่อการเปลี่ยนแปลง

e. Apply new knowledge in the next cycle of continuous improvement.

นำองค์ความรู้ใหม่ไปปรับใช้ในวัฏจักรการพัฒนาต่อไปอย่างต่อเนื่อง

4. Results Orientation

a. The effectiveness of the teaching was assessed on the basis of
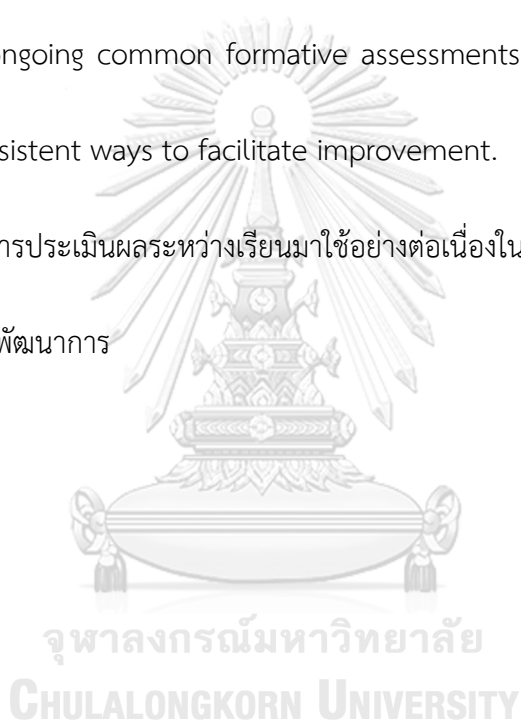
student results (DuFour, 2003).

สามารถประเมินประสิทธิภาพของการสอนได้จากผลการเรียนรู้ของนักเรียน

b. results of common formative assessments were   shared amongst team members (Langston, 2006).

มีการแบ่งปันแลกเปลี่ยนข้อมูลจากการประเมินผลการเรียนรู้ระหว่างเรียนของนักเรียนระหว่างสมาชิกในกลุ่ม

c. ongoing common formative assessments were used and scored in consistent ways to facilitate improvement.

นำการประเมินผลระหว่างเรียนมาใช้อย่างต่อเนื่องในทิศทางเดียวกันเพื่อส่งเสริมการพัฒนาการ

Appendix D

Question for norms setting discussion

Consideration	Proposed Norm
Time a. When do we meet and how often do we meet? จะมีการจัดการประชุมเมื่อใด และเกิดขึ้นมากน้อยเพียงใด b. How long will each meeting be? การประชุมแต่ละครั้งจะใช้เวลานานเท่าใด c. How much time will we spend on each lesson plan presentation and discussion? สมาชิกจะใช้เวลาในการการนำเสนอและอภิปรายแผนการสอนแต่ละแผนนานเท่าใด d. When will we post our lesson plans and journals? สมาชิกจะเผยแพร่แผนการสอนและบันทึกหลักการสอนในสื่อออนไลน์เมื่อใด	

Consideration	Proposed Norm
Confidentiality a. Will the face-to-face meetings be open to welcoming other teachers? การประชุมกลุ่มจะให้ครูท่านอื่น ๆ เข้าร่วมการประชุมหรือไม่ b. What can be said after the meeting? อะไรบ้างที่จะนำไปพูดได้หลังจากการประชุม c. Do we agree to provide candid information to clarify our current practices? สมาชิกเห็นด้วยหรือไม่ที่จะเปิดเผยข้อมูลเท็จจริงที่เป็นปัจจุบันเกี่ยวกับวิธีปฏิบัติของเรา d. Do we agree to relate honest information of students' level of learning? สมาชิกเห็นด้วยหรือไม่ ในการนำเสนอข้อมูลที่เป็นจริงเกี่ยวการระดับผลการเรียนรู้ของผู้เรียนหรือไม่ **Participation**	

Consideration	Proposed Norm
a. What are the roles of TLC participants? สมาชิกในชุมชนแห่งการเรียนรู้ควรมีบทบาทอย่างไร บ้าง b. How will we encourage everyone's	
participation? เราสามารถกระตุ้นให้สมาชิกทุกคนมีส่วนร่วมได้ อย่างไร c. What do we expect from the TLC participants ? เราคาดหวังอะไรจากสมาชิกในชุมชนแห่งการเรียนรู้ a. How will we conclude the discussion for commitment? เรามีวิธีการสรุปการอภิปรายเพื่อสร้างข้อตกลงร่วมกัน อย่างไร? **Collective commitments** b. How will we deal with TLC participants	

Consideration	Proposed Norm
conflicts ? เรามีวิธีการจัดการข้อขัดแย้งระหว่างสมาชิกผู้เข้าร่วม ได้อย่างไร c. Will we reach a commitment by consensus? เราจะบรรลุข้อตกลงอย่างเป็นเอกฉันท์หรือไม่ **Meeting channel** a. Where will we meet?จะจัดการประชุมขึ้นที่ใด b. Which social media will be used to share and discuss posts? จะใช้สื่อสังคมรูปแบบใดที่เราจะใช้เพื่อแบ่งปันและ อภิปรายข้อมูล	

VITA

Mrs. Hasakamon Duangmani obtained her bachelor degree in Education, majoring in English Language from Ubon Ratchathani Rajabhat institute in 2001. After 16 years in teaching experience, she continued her Master degree in teaching English as a Foriegn Language, Faculty of Education, Chulalongkorn University. She is a senior professional level tracher at Anuban Sriprachanukool School in Khukhan, Sisaket province.

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