



Exploring Continuing Professional Development Practices among English Teachers in Thailand after a Large-Scale Teacher Training

Punjaporn Pojanapunya^a, Angvarrah Lieungnapar^{b,*}, Sompatu Vungthong^c

^a punjaporn.poj@mail.kmutt.ac.th, School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand

^b angvarrah.li@ssru.ac.th, Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, Thailand

^c sompatu.vun@mail.kmutt.ac.th, School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand

*Corresponding author, angvarrah.li@ssru.ac.th

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Received 27/02/2024	ABSTRACT
Received in revised form 31/05/2024	Engaging in continuous professional development (CPD) is crucial for teachers to enhance their learning and teaching quality. A large-scale training has been debated as a one-stop training, while the investment's value remains debatable. This study examined the impact of a large-scale training program called the Bootcamp, organized in Thailand, on teachers' development through the analysis of questionnaire responses, interviews, and observations of teacher training activities. The findings reveal that the initial training led to the arrangement of several projects that utilized the resources of the initial project and facilitated the teacher development, as well as teacher trainers and support personnel. Furthermore, the training generated an indirect impact through the establishment of networks and collaboration in various forms, although ongoing support and encouragement are
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still required to transform these networks into sustained collaboration. The findings highlighted the importance of comprehensive long-term planning by stakeholders, including policymakers and CPD providers, to align immediate, follow-up, and future activities, foster collaboration through teacher networks, and leverage practical and cost-effective approaches like Professional Learning Communities (PLCs) to promote long-term impact on teacher development.

Keywords: continuous professional development, large-scale training, Professional Learning Community (PLC)

Continuing Professional Development Programs for Teachers

Teacher quality significantly impacts student learning outcomes (Hénard & Roseveare, 2012; Creemers et al., 2012). To improve English teaching, English teachers in primary and secondary schools should keep updating their knowledge, skills, and methodologies in English Language Teaching through several kinds of Continuing Professional Development (CPD) programs (Diaz-Maggioli, 2003; Yoon et al., 2007; Blank & De Las Alas, 2009).

Kennedy (2005) presents a CPD framework with nine models: Training, Award-bearing, Deficit, Cascade, Standards-based, Coaching/Mentoring, Community of Practice, Action Research, and Transformative. Each model is assessed based on its characteristics, effectiveness in different contexts, and knowledge cultivation. Illustrated with examples from the Scottish educational system, the framework demonstrates practical application and the potential to promote transformative practices, aiming to deepen understanding and stimulate discussion on CPD's core purposes.

In several countries, CPD programs for English teachers have primarily been organized and funded by governmental and private organizations, with their mission being education development. For example, a Professional Development Program for Japanese Teachers of English in Japan focused on teachers' implementation of the curriculum (Glasgow & Hale, 2018), and Project 2020 and Professional Development for High School EFL Teachers in Vietnam aimed at improving teachers' English proficiency and teaching skills as well as promoting action research (Hashimoto, 2018).

In Thailand, teacher quality and teacher development have also been emphasized, e.g., by the education reform implemented between 1996 and 2007 (Wiriyachitra, 2002) and Thailand's National Scheme of Education B.E.

2560 - 2574 (2017 - 2031) (Office of the Education Council, 2017). According to the development plan for teachers and educators, primary and secondary school teachers must continuously participate in professional development programs and maintain a portfolio of their participation. For example, they are expected to participate in CPD programs focusing on knowledge, skills, or the teaching profession for 12 to 20 hours per year and spend 50 hours participating in Professional Learning Communities (PLCs), the community of teachers and administrators who actively engages in ongoing learning, sharing knowledge, and applying what they learn with the goal of improving their professional skills and effectiveness, ultimately benefiting the students (Stoll et al., 2006). Moreover, participation in personal and professional development is one of the criteria for promoting teachers' academic standing (Office of the Teacher Civil Service and Educational Personnel Commission, 2018; 2019; LearnEducation, 2019).

The Thai Ministry of Education has provided support and resources to teachers in several forms, including human resources and training courses. For instance, the Human Capital Excellence Center: HCEC (<https://hcemc.obec.go.th/>) has been set up in educational regions nationwide, with the first center established in 2020 to promote teacher and educator development. The HCEC is run by a collaboration of teacher support personnel, including heads of Educational Service Areas Offices (ESAO) (The sectors within the Office of the Basic Education Commission, Ministry of Education, are responsible for administering primary and secondary education in their respective areas across Thailand), supervisors, school principals, teacher trainers, and teachers who provide or organize professional development sessions and training courses for English teachers. This ensures that teachers receive continuous support for their professional development.

English teachers in Thailand have been offered various professional development programs and activities at different levels of management, including school, regional, and national, to address diverse needs, interests, skills, and background knowledge. Several programs were organized on a large-scale, particularly for English teachers across Thailand. These programs include the Coupon for Teacher Development Project (Coupon Kru), which allows teachers to participate in several available trainings and activities according to their interests (Rojanasingsawad, 2015), Regional English Training Centres: RETC (Bootcamp) (British Council, 2022a), and Bootcamp Turbo, the post-Bootcamp project (British Council, 2022b).

Evaluating Continuing Professional Development Programs

There have been several critiques and controversies on the investment in a large-scale professional development project, mainly due to its unclear impact on teacher and learner development.

Five levels of impact need to be evaluated (Guskey, 2000, as cited in Lozano, 2002): Level 1: participants' reactions to a workshop, program, or series of events (generally least informative in terms of measuring impact); Level 2: participants' learning of new skills, knowledge from CPD, and attitudes; Level 3: information on organizational and support change; Level 4: participants' use of new knowledge and skills (Research indicates that most learners go through different phases of implementation, i.e., non-use, information seeking, preparation, mechanical use, routine use, refinement, integration with colleagues for greater impact, and reevaluation and modifying use (of most interest to policymakers).); and Level 5: student learning outcomes.

Most evaluations usually take the form of a satisfaction survey and disregard issues ranked higher in the level of evaluation, such as the issues related to knowledge gains, changes in teacher and school practice, and the link between knowledge gain and student learning outcomes (Hayes & Chang, 2012). They could not show that the actual effects and impacts of CPD in education are successfully evaluated (Guskey, 2000, cited in Lozano et al., 2002).

In Thailand, many educators argue against investment in large-scale professional development programs. For example, many educators argued against the Coupon for Teacher project, claiming its return was not worth the investment. It is unclear whether it contributes to actual benefits for teachers, especially the students – the target beneficiaries of professional development programs (MatichonWeekly, 2018). These critiques should receive attention since organizing a large-scale program requires massive resources, large amounts of funding and effort. Therefore, previous research suggests these programs need a built-in evaluation alongside professional development activities. The assessment is desired to include the elements of the impacts added to a common evaluation of teacher satisfaction surveys, the links between professional learning strategies and changes in teacher knowledge, classroom practices, and student outcomes (Hayes & Chang, 2012).

When considering the five levels of CPD project evaluation, Level 4, which pertains to participants' use of new knowledge and skills and tends to be of great interest to policymakers, and Level 5, which focuses on student learning outcomes, require time to gather data and cannot be immediately revealed upon project completion. Some studies show further impacts of the CPD programs based on these levels of CPD evaluation. For example, Lie et

al. (2022) studied the impact of the Teacher Professional Education project organized by the Indonesian Ministry of Education in two periods, namely after three months and after one year of the completion of the project. The study focused on the project's impact on teachers' use of English. Another example is Glasgow and Hale (2018), which collected data over two years on changes in teachers' self-perceptions as English teachers and the ability to deliver the curriculum.

Although these studies evidenced the evaluation of other impacts of the programs, our review of professional development program evaluations revealed that most evaluations, including those of large-scale training in Thailand, have been implemented immediately after completion to evaluate, especially regarding teacher experience and satisfaction. For example, Nillapun and Saengwattanakul (2014) assessed the coaching and mentoring training program for primary school teachers in an educational service area regarding topic knowledge and teacher satisfaction with the training program, trainers, and delivery. Similarly, Supising et al. (2018) investigated teacher satisfaction with the camp training regarding input, process, and product. It is likely that these evaluations are limited to immediate impact and are usually not beyond a survey of participants' experience and satisfaction.

Another issue that needs to be considered when evaluating a CPD program is the recommendation that CPD activities are more likely to be successful when mandated and implemented through collaboration between teachers and educational administrators (Hayes, 2019). However, previous evaluations have focused more on teachers but are less likely to involve educational administrators, although they also play an important role in teacher professional development systems.

Context of the Study

The real success of high-cost large-scale programs is that the programs have a further impact on the CPD practices of teachers in implementing new knowledge and skills into practice. This practice will sustain further professional practices in communities of practice over time, positively impacting other program implementation and teachers' engagement in further development plans and programs (Lozano et al., 2002; Diaz-Maggioli, 2003). By focusing on the latest large-scale training program organized in Thailand, the Bootcamp, this study investigated the extended impact of the program on CPD practices after its completion.

This study has extended the evaluation of the immediate impact, namely teacher learning and attitudes about the Bootcamp project, which the MoE organized in partnership with the British Council reported by Hayes (2019). This study followed up on teacher practices on their professional

development by investigating the activities they participated in after they participated in the Bootcamp training for 18 months to reflect the extended impact of the program.

Beyond the experience of teachers in the program itself, the study also followed up on activities in which the teachers engaged whether the activities are or are not related to the Bootcamp. For example, CPD activities that are commonly available to teachers include peer coaching, reflective activities, peer observation and feedback, individualized professional growth plans, journals, teacher portfolios, action research and inquiry, customized online learning, professional learning networks, study groups, and communities of practice (Diaz-Maggioli, 2003; Fairman et al., 2020; Opasrattanakorn, 2021).

The study monitors post-Bootcamp CPD activities, including peer coaching, reflective practices, and community engagement, while also soliciting insights from key stakeholders such as school administrators and policymakers. These perspectives are essential for comprehending the infrastructure supporting teacher development and the policy implications influencing their professional growth. Diaz-Maggioli, 2003; Fairman et al., 2020; Hallinger, 2011; Hayes, 2019; Nomnian & Arphattananon, 2018; Opasrattanakorn, 2021; Pojanapunya et al., 2021; Robinson et al., 2008; Whitworth & Chiu, 2015).

The content of this article is based on a full report submitted to the British Council (Pojanapunya et al., 2021) which reported CPD practices of English teachers after the Bootcamp training, a large-scale training organized in Thailand. In investigating the CPD practices, focusing on CPD projects and activities teachers participated in after the training, which may or may not be relevant, the Bootcamp would also inform further impacts of the training. Some of these impacts might lead to long-term impacts when support is provided. We, therefore, investigated teacher professional practices after this large-scale project as a case study to share insights into teacher development. The findings could therefore be useful for policymakers, teacher CPD activity providers, and educators as input for them to support teachers and encourage their continuous development even after they complete particular training or professional development activities. After completing the Bootcamp reported in this study, the further impact could provide useful information for CPD providers and stakeholders on project management, side-benefits of particular training, and ongoing support, which should be given after the training to engage teachers in continuing professional development. For teachers, the experiences of the teachers in CPD practices shared in this study would motivate them to engage in self-development. This study was conducted to address the following:

- (1) types of CPD activities in which the teachers participated after the implementation of the large-scale training provided by the Thai MoE in partnership with the British Council - the Bootcamp training, which reflects teacher professional practices after they passed the training and side-benefits of the large-scale training, and
- (2) teachers' perspectives on CPD, e.g., success, challenges, and support needed for CPD and other key personnel, which would suggest directions for developing further CPD practices.

Methodology

This study was conducted 18 months following the completion of the 2018 Bootcamp (see Pojanapunya et al., 2021). The data collection involved a multi-method approach, including an online survey, interviews with teachers and key CPD personnel, and observations of ongoing CPD activities.

Participants

1. Online Survey Respondents: 1,326 primary and secondary school teachers from Thailand who attended the Bootcamp were surveyed online. This large sample size was selected using a convenience sampling technique, based on the availability and willingness of participants to take part in the survey. This approach was chosen due to its practicality and efficiency in reaching a large number of teachers who had direct experience with the Bootcamp, thereby facilitating a broad evaluation of the program's impact across different regions and school contexts.
2. Trained vs. Untrained Teachers: The study involved 13 teachers who completed the Bootcamp training and eight who did not. This purposive sampling aimed to directly assess the Bootcamp's impact. Comparing these groups aids in identifying changes in professional practices resulting from the training and assessing the Bootcamp's broader influence on non-attendees.
3. Teacher Trainers (Thai Master Trainers - TMTs): Four TMTs, part of the initial cohort of Bootcamp graduates and subsequently trained as Thai Master Trainers, were included. This expert sampling, a subset of purposive sampling, aimed to understand the cascading effect of the training program, given the pivotal role these trainers play in disseminating Bootcamp knowledge and practices to a broader teacher audience.

4. Teacher Supervisors: Five supervisors were interviewed to comprehend systemic support and challenges in CPD implementation. They were chosen for their official role in facilitating teacher development in the Thai education system.

Data Collection

The data from key informants was collected through three main methods: an online survey, interviews, and observations of CPD activities.

Online Survey

An online survey was developed to collect teachers' views on Continuous Professional Development (CPD) and recruit volunteers for subsequent interviews. This survey comprised four sections with 28 questions, addressing participant backgrounds, CPD activities linked to the Bootcamp, and unrelated CPD activities. Additionally, two open-ended questions sought teachers' comments and suggestions to enhance CPD activities in Thailand. To ensure questionnaire validity and reliability, two CPD project consultants reviewed it.

To facilitate data collection, the questionnaire link was circulated among teachers in Thailand via email, social media, and through official channels such as the Educational Service Area Offices (ESAO). Additionally, the English Language Institute, the Office of the Basic Education Commission (OBEC), and ESAO collaborated, resulting in 1,326 collected responses.

Interviews

We conducted 56 interviews with various stakeholders involved in the Bootcamp, including trained and untrained teachers, Thai Master Trainers (TMTs), and supervisors. Notably, some participants held multiple roles and were interviewed separately for each role, thus the total number of interviews does not directly correspond to the total number of participants. These semi-structured interviews aimed to examine the Continuing Professional Development (CPD) activities undertaken by teachers post-training and assess the Bootcamp's impact. They also provided insights into CPD practices, successes, challenges, and the administrative support required for teachers' professional growth. Each interview lasted between 30 to 45 minutes.

Observations

To understand teacher practices in CPD activities, we observed both online and onsite sessions. We attended two Bootcamp Turbo sessions, a condensed version of the original program, organized by the Thai Ministry of Education (MoE) and facilitated by Thai Master Trainers (TMT's). Additionally, we reviewed seven online recordings of professional learning communities (PLCs), comprising Line groups, Facebook groups/pages, and a face-to-face PLC session. These observations provided insights into CPD practices among teachers.

Data Analysis

Data collected from the interviews, the online survey, and the observations were analyzed to identify types of CPD and the experience of teachers in CPD activities, practices, and perspectives on the activities. Qualitative and quantitative analyses, mainly thematic analysis and the analysis using descriptive statistics were conducted. Corpus-based analysis, including the analysis of word frequency and the use of words in contexts, was also conducted to provide evidence to facilitate thematic analysis. For example, high-frequency words, the words which frequently occur in the responses from the participants, can indicate interesting and important responses. The findings were interpreted accordingly to provide suggestions and recommendations for promoting future teacher professional development.

Results and Discussion

This section presents the findings and discusses the issues that emerged from the analysis, which should be valuable for future project implementation. This part focuses on two main issues, aligned with the purpose of this study: CPD activities in which teachers participated after large-scale training and teacher development practices as the results of the implementation of the large-scale training and the other CPD activities.

Note that the findings in this article have been summarized as key highlights that will be useful for individuals involved in planning teacher development projects. The detailed findings are in the full report (see Pojanapunya, et al. 2021).

CPD Activities in which Teachers Participated after a Large-Scale Training

Based on the observations, interviews, and questionnaires, CPD activities in which teachers participated after a large-scale training can be categorized into two main groups: (1) the ones which are related to the provided large-scale project – the Bootcamp and (2) the ones which are not.

The CPD Activities which are Related to the Large-Scale Bootcamp

Several activities were created and initiated according to the implementation of the Bootcamp, for example, the training of Bootcamp contents, the reflection activities after the training, and the competition and academic showcase.

For the training of Bootcamp content, there were three main activities: Bootcamp Turbo training, Bootcamp-based training, and teacher training sessions delivered by trained teachers for untrained teachers at schools. Firstly, Bootcamp Turbo trainings were the formal cascading ones implemented by the Ministry of Education, Thailand in 2019, a year after the end of the British Council Bootcamp Project. The training sessions were designed by the British Council to be more concise (ranging from one to three days). However, the training team under the supervision of each Educational Service Area Office could make some adjustments to cater to the teachers' needs. The second and third types were Bootcamp-based training programs that delivered similar content and activities as an intensive program called Bootcamp Turbo. However, the difference was the training team. These training programs were run by the teachers who received Bootcamp training, and for some cases also with TMTs for untrained teachers at schools.

There were Bootcamp Lesson Distilled and Bootcamp-PLCs for the reflection activities after the training programs. Bootcamp Lesson Distilled refers to various types of activities guided by the supervisor, such as seminars for discussing the Bootcamp content-incorporated classroom practices. For Bootcamp-PLCs, there were both formal and informal PLCs. The formal ones were conducted in many educational service areas for teachers to share knowledge, skills, and experiences gained from Bootcamp training whereas the informal ones were conducted through online/social media platforms such as the PLC Bootcamp Facebook Group and Line Group of small groups of teachers who created the networks after the training.

The competition and academic showcase category were the Best Practice activity, which included a teaching contest and conference set up by an educational service area office. Firstly, the teachers who joined the contest had to design a lesson plan with activities that were applied from Bootcamp,

and then record a video and submit it for the competition. The best teaching records were selected to present to the public at an academic conference. At the conference, after the presentation of the best practices, the participants led a group discussion on the presented lessons with strengths and weaknesses for the application to the classroom. Finally, the representative of each group presented the ideas discussed to other groups.

This activity allowed teachers to showcase what they learned from training and how they implemented it in the classroom. It also allowed them to reflect on the strengths, weaknesses, and benefits, and make suggestions based on actual experiences. We can say that this part is directly relevant to Level 4 of project evaluation, the use of new knowledge and skills. Therefore, organizing an academic showcase is a way to follow up on the benefits of applying knowledge. Additionally, we could ensure that trained teachers can apply their knowledge and adapt and improve it to suit a particular context in the future (Borg, 2015).

Based on these findings, it is clear that the Bootcamp, a case study of the large-scale program, can contribute to several types of follow-up activities, including a short training course, workshop, PLCs, and competition with the content generated based on the original large-scale program. Furthermore, we could also see that there were further collaborations among trained teachers, untrained teachers, supervisors, TMTs and their organizations, the educational service area offices, and schools.

The lesson learned from the findings is that when organizing large-scale training or CPD activities, providers need to consider planning additional related or follow-up activities that are relevant to the main program. This will enable the continued sharing of training materials, resources, and human resources, ensuring that the budget allocated for the main program is utilized to its fullest potential.

The CPD Activities which are not Related to the Main Large-Scale Project, the Bootcamp

Although the activities reported in this part are not directly relevant to the Bootcamp training, the data provides background information on typical CPD activities that schoolteachers usually receive for their professional development, particularly those in which teachers participated after the Bootcamp. Furthermore, it can still serve as useful input for management regarding teacher professional development.

The CPD activities the teachers reported participating in can be divided into three groups: training sessions, reflection activities, and competition and academic showcase. First, training sessions included workshops delivered by university lecturers, ones organized by publishers, and training sessions for

networking between primary and secondary school teachers. The second group was reflection activities in the form of PLCs, Supervisory sessions, and Focus groups. PLCs refer to an activity in which teachers must complete a minimum number of hours (e.g., 50 hours per year for a career promotion, 40 hours per semester for a teacher evaluation). Similar to PLCs as the follow-up of the Bootcamp, teachers organized and attended PLCs, as required by MoE policy, on different platforms including Line Groups (less informal), Facebook Groups/Pages (less informal), and face-to-face PLCs (more formal). The detailed characteristics of each of the three types gained from the observations and teacher interviews can be seen in Table 1.

Table 1

Summary of Three Types PLCs in Terms of Their Usefulness and Usability

PCL type	Line Groups	Facebook Groups/Pages	Face-to-face PLCs
Number of members	Small-to-moderate	Large	Small-to-moderate
Time constraint	No time constraint	No time constraint	Only 1 or 2 hours once a week or once in a while
Formality/ familiarity among the members	Most of them know one another	Most members do not know each other	All of the members know each other
Continuity	Depends on each context	Active and continuous	Depends on each context
Sharing multimedia or materials	Sharing multimedia or materials	Sharing multimedia or materials	No sharing of multimedia or materials (discussion-based)
Rich discussion/ interaction	Two-way communication but the discussions are not as rich/deep as face-to-face PLCs	One-way communication (The ones who post the content vs. the ones who view the content.)	Rich discussion and interaction among the members
Main purpose	To communicate	To share	To discuss

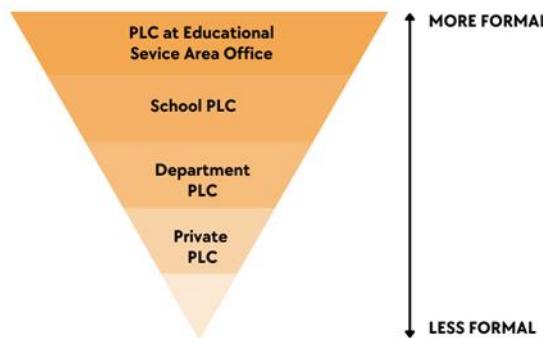
For face-to-face PLCs, although they are generally considered more formal than the online/social media ones, different levels of formality should be recognized for different types of face-to-face PLCs. Figure 1 depicts ‘pyramid PLCs’ which shows that PLC types at higher levels that often

involve a larger number of people (e.g., PLCs at an Educational Service Area Office) tend to be more formal than those at lower levels (e.g., Private PLCs).

It is worth noting that this is just a general pattern we could identify from the data. However, there is a variety of forms in which the numbers of members involved, organizers, and formality of the PLCs could vary, and these factors should be considered key factors in structuring PLCs in particular contexts for particular purposes.

Figure 1

Forms of Professional Learning Community (PLC)



The third one is the competition and academic showcase in which instructional media competition and academic showcase is the main activity. Teachers can submit their teaching media and materials for competition or sharing sessions in a teacher conference.

These findings show that, although not initiated from the Bootcamp training, these activities keep the teachers active in professional development. The difference between these Bootcamp non-related activities and the Bootcamp follow-up activities is the topic. While the follow-up activities were run based on the content and focus of the Bootcamp training, the topic for non-related activities can be more varied. Not only was large-scale training offered to teachers, but there were also various programs that provided opportunities for teachers to enhance their professional skills.

Teacher Development Practices as the Result of the Implementation of Large-Scale training and the Other CPD Activities

The previous part reported on professional development activities which the teachers attended after the Bootcamp training. We found that the teachers had the opportunity to attend the activities relevant and irrelevant to the Bootcamp. In this part, we further describe the teacher development

practices in terms of how these activities contributed to their development in two main aspects: teacher development and teacher network and collaborations.

Teacher Development

Teachers and teacher support personnel can be considered as those who receive direct benefits from the CPD activities in terms of professional development.

For the trained teachers, they attended the Bootcamp which took around three weeks or 90 hours with the aim of developing teachers' communicative teaching skills and instructional practices in primary and secondary education in Thailand (British Council, 2018). The training sessions taught them various knowledge and skills necessary for teachers, such as lesson planning, speaking activities, vocabulary, reading, and grammar.

'We have used what we have gained from Bootcamp in preparing our lessons, and it is still useful today.'

(Trained teacher A)

They were also required to plan and deliver microteaching lessons and participate in follow-up tasks in the form of face-to-face meetings carried out five weeks after the training programs. After that, they were given advice and consultation through face-to-face mentoring/coaching in schools and online forums, social media, and online platforms. In addition, they created connections with other teachers in the same ESAO.

'For those who haven't directly completed a teaching degree, they can still receive shared experiences, teaching techniques, and assessment methods from other teachers in Chiang Mai province and neighboring provinces through their networking.'

(Trained teacher B)

However, because the Bootcamp was a three-week project, the teachers felt they were absent from their school and away from students too long. In many small-scale schools, teachers of English also teach other subjects with some of the schools only having one English teacher teaching students in more than one level. Therefore, they had difficulties dealing with these limitations to attend this large-scale CPD project. Due to the same factors, school principals did not support the teachers to participate in CPD projects which would keep them out of school for weeks.

'The limitations of participating in the project include long duration, the need to find substitute teachers, a shortage of teachers at the school, and the burden on colleagues. If it is not possible to find substitute teachers, students will not be able to study.'

(Trained teacher C)

For other CPD activities for teachers in general, some teachers did not see a long-term impact of the activities on their development due to the discontinuity of projects, a frequent change of policies, and a heavy workload for teachers that block them from attending developmental activities continuously.

For TMTs, they are the teachers who were assigned the role of teacher trainer. They received Bootcamp training and were selected by British Council experts and the MoE to be trainers because of their potential. Their main responsibility involved the Bootcamp-related training programs: 1) Bootcamp Turbo, 2) Bootcamp-PLCs, and 3) other training programs which related to the Bootcamp contents or activities.

In terms of professional development, they were trained by British Council experts to be teacher trainers and gained various types of new experience in activities invited by supervisors or an ESAO (e.g., being a judge in a best practice competition, providing training programs for untrained teachers, giving feedback in a supervisory session together with supervisors).

'After completing the Bootcamp, TMT will provide continuous support for teacher development through LINE group communication. This allows informal mentoring, tracking the implementation of knowledge and providing collaboration for those who did not pass the Bootcamp when attending training sessions.'

(Thai Master Trainer A)

After receiving the training, one of the main activities for their role was being a trainer in the Bootcamp Turbo, which was based on the Bootcamp curriculum. They were required to design the curriculum and training processes before, during, and after the training and advise teachers on incorporating the Bootcamp Turbo content and activities into actual classroom practice.

However, despite the great potential for professional development in the group of TMTs, there is a small number of them (45 TMTs). The challenges for TMTs lie in the fact that this role involves a heavy training workload that is outside their career promotion as a teacher.

In the case of TMTs, it is evident that the large-scale training project has had a positive impact. Specifically, in terms of Level 4 evaluation, which

involves the use of knowledge and skills, TMTs applied the knowledge and experience gained from the training for the trainers in several subsequent activities after the Bootcamp, including those that were not direct follow-ups of the Bootcamp.

For supervisors, their main responsibilities were to supervise teachers on teaching practices and facilitate the professional development of the teachers in an ESAO. They were responsible for designing supervision plans, observing classes, and organizing CPD activities for the teachers in their educational area. The number of schools, as well as the teachers, under each supervisor varied across contexts. Based on the information from the supervisors we interviewed, the number of schools varied from 10 to 20 per person. Most supervisors supervised several teachers of English as well as those of other subjects in several areas located in the same ESAO. Therefore, one of the main challenges of supervisors was that some of them needed help supervising and providing support for all teachers, especially those who were in schools located in remote areas due to time and distance constraints.

After the Bootcamp in which the supervisors took part, the supervisors addressed that they gained some benefits from this participation. They had opportunities to broaden their experiences in doing post-Bootcamp activities, for example, designing an intensive training course, based on the content of the Bootcamp training with the TMTs, giving support for teachers in the Bootcamp-related PLCs, and organizing teacher training workshops for schools located in their area. In doing this, they broadened their knowledge and skills in designing and adapting courses. They also facilitated and learned from the trained teachers in the PLCs. Most importantly, they created networks and collaboration with many TMTs and teachers, strengthening their relationships. The findings align with Kennedy and Laurillard (2019), indicating that the large-scale training directly impacted the knowledge acquisition of trained teachers, while the indirect impact was the formation of collaborations during the training programs.

By organizing a single large-scale project, we can observe that it has resulted in positive outcomes, fostering the development of education personnel with great potential. These individuals have gained practical experience in project management and actively participated in both large-scale and small-scale projects. It can be asserted that members of this group possess the ability to become change agents, particularly when supported by a robust system that provides sufficient support and appropriate incentives. Moreover, their networks and collaborations can significantly enhance the potential for creating bottom-up collaborations among supervisors, TMTs, and teachers. This goes beyond relying solely on top-down projects initiated by the Ministry of Education (MoE) and the Office of the Basic Education Commission (OBEC).

Teacher Networks and Collaboration of Teachers and Teacher Support Personnel

In this study, we examined collaborative networks resulting from large-scale training and CPD activities among teachers and support personnel, guided by Main and Pendergast (2017). These networks, of varying sizes, consist of participants from similar backgrounds, including teachers within the same English department, Bootcamp cohort attendees, PLCs within educational service areas, and mixed groups of TMTs, supervisors, and trained teachers.

The networks function as hubs for sharing diverse teaching resources and information, including techniques, materials, assessment methods, and updates, as indicated by the prevalence of key terms in interview data. However, despite the proliferation of networks, particularly through platforms like Line, their effectiveness and enduring impact vary. While some teachers perceive them as fostering connections, many networks fade without fostering substantive, ongoing collaboration or engagement.

The data revealed four distinct collaboration patterns within these networks (see Figure 2):

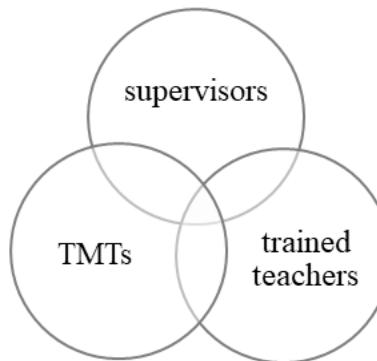
1. Supervisors and TMTs: This collaboration, deemed crucial and widespread, involves activities like school visits for observation and feedback, as well as sharing Best Practices sessions.
2. Supervisors, TMTs, and Trained Teachers: This trio collaborates on post-Bootcamp tasks such as facilitating PLCs, conducting classroom observations, and designing courses that expand upon Bootcamp content.
3. TMTs and Trained Teachers: They collaborate on organizing cascade training for individuals not yet trained in the Bootcamp, with TMTs often guiding implementation of Bootcamp techniques in classrooms.
4. Supervisors and Trained Teachers: Supervisors may task Bootcamp-trained teachers with leading cascade training sessions or sharing their experiences in applying new techniques with untrained peers.

These diverse interaction patterns contribute to the overarching goal of enhancing teacher CPD. Their effectiveness is influenced by factors such as shared goals and interpersonal relationships among supervisors, Thai Master Trainers (TMTs), trained teachers, and broader communities of practice (Kennedy, 2005). These relationships are rooted in the unique expertise and experiences each group brings. Supervisors provide oversight and policy alignment, TMTs offer specialized training and mentoring, and trained teachers contribute practical insights and peer support. When these roles

converge effectively, they foster a dynamic environment conducive to continuous professional growth, innovation, and educational advancement.

Figure 2

Four Patterns of Collaboration among Teachers and Teacher Support Personnel



Conclusion and Recommendations

Organizing a large-scale project provides direct benefits to the participants involved and generates subsequent positive impacts. These impacts can be categorized into three main types.

Firstly, the large-scale project has resulted in the organization of smaller, related projects. The large-scale project is an input and a starting point for generating new ideas. The research findings demonstrate that numerous projects have been developed based on the content and structure of the initial Bootcamp large-scale project.

Secondly, the large-scale project has made significant contributions to the development of personnel with potential in the field of teacher projects. Research findings indicate that individuals, including supervisors, TMTs, trained teachers, and even those who did not directly participate in the large-scale project have taken the initiative and participated in subsequent smaller projects. The experiences gained from both large-scale and smaller projects empower these individuals to provide input for initiating, managing, and developing future projects. In other words, this group of personnel has the potential to become change agents within their respective contexts (Childress et al., 2020).

Thirdly, the large-scale project has fostered the creation of both large and small networks. Although current research may not explicitly showcase the benefits derived from having extensive networks, it is highly plausible

when an enabling system is in place to promote collaboration within these networks. This can be achieved through strategies such as providing funding for smaller projects, facilitating research collaboration, organizing teaching practice contests, or joining lesson planning (Yuan & Zhang, 2016). As a result of these networks, subsequent collaborations can naturally give rise to further projects in the future.

This current research provides several recommendations for policymakers and educators, serving as a guideline for them to consider when planning and managing teacher development.

Firstly, stakeholders involved in teacher development, including policymakers and CPD activity providers, should establish a long-term development plan that extends beyond immediate project goals to encompass large-scale initiatives. Research findings suggest the necessity of concurrently developing strategies for both the main project and subsequent related projects. These should include 1) plans for follow-up activities that maintain the content and structural integrity of the main project, 2) plans for the development and promotion of personnel responsible for organizing and conducting large-scale projects, equipping them with the skills to engage in further related activities, and 3) plans for managing and enhancing networks of teachers and other stakeholders formed from large-scale projects. These plans should focus on fostering collaboration within these networks, thereby empowering personnel to initiate and participate in broader educational collaborations.

This approach ensures a comprehensive, sustainable strategy that supports continuous professional development and network growth. Regarding the potential activity, as the other recommendation, one which has the potential to initiate collaboration and is highly practical is PLC. Not only is it run without a budget requirement, but the PLC can also be conducted in various forms, ranging from formal ones for a large group of participants to informal ones for small participating groups. Apart from serving as an initial activity to foster collaboration, PLC can also serve as a support system and help create continuity in teacher development. More importantly, PLC has the potential to generate long-term impact after organizing large-scale projects that require budget investment, making the investment even more worthwhile.

About the Authors

Punjaporn Pojanapunya: An Assistant Professor and a researcher in Applied Linguistics at School of Liberal Arts, King Mongkut's University of Technology Thonburi (KMUTT), Thailand, where she earned her PhD. Her research interests focus on corpus linguistics, the methodology of keyword

analysis, and the application of corpus-based methods to address issues in applied linguistics research. Based on her PhD work, she has co-authored papers on keyword analysis titled 'Log-likelihood and odds ratio: Keyness statistics for different purposes of keyword analysis' and 'The influence of the benchmark corpus on keyword analysis.' Recently, her research focus has expanded to include teacher education and enhancing professional development for English teachers in Thailand. She has taken the lead and participated in multiple research projects funded by leading educational organizations, such as 'Evaluation of continuing professional development following the Regional English Training Centre Project' and 'Initial English teacher education at Rajabhat universities in Thailand.'

Angvarrah Lieungnpar: A lecturer, researcher and the Associate Dean for Research and Academic Services at the faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University. After gained a bachelor's degree in English from Thammasat University, she started her career in teaching. To pursue her professional development, she continued her higher education and earned a Master's in English for Specific Purposes from Kasetsart University. After years of dedication, she eventually holds a Doctorate Degree in Applied Linguistics from King Mongkut's University of Technology Thonburi. Her research interests and specialties include English for Specific Purposes, genre analysis in ESP, text linguistics and corpus linguistics.

Sompatu Vungthong: An Assistant Professor at School of Liberal Arts, King Mongkut's University of Technology Thonburi, Thailand, and a PhD graduate from Faculty of Human Sciences, Macquarie University, Australia. Her PhD thesis title is 'New technologies for teaching children English as a Foreign Language (EFL): A mixed-method exploration of teachers' views about tablet applications and children as EFL learners, the design of tablet applications for EFL, and their integration in primary classrooms in Thailand'. Her research interests include EFL teaching, systemic functional linguistics, critical discourse analysis and social semiotics. She has written a book chapter in the book 'Identity: Beyond tradition and McWorld neoliberalism' and published in national (e.g. rEFLections, Journal of Human Sciences & MANUTSAT PARITAT: Journal of Humanities) and international (e.g. TESOL Quarterly & Asian EFL Journal) journals.

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