โปรแกรมนิเทศครูเพื่อเพิ่มพูนทักษะการสอนภาษาอังกฤษแบบบูรณาการหลักสูตรท้องถิ่น
TEACHER SUPERVISION PROGRAM TO CONTRIBUTE TEACHER'S LEARNING
TO TEACH GLOCAL ENGLISHES

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บทคัดย่อ

ในปัจจุบันการพัฒนาวิชาชีพครูเป็นสิ่งจำเป็นอย่างยิ่งต่อในการพัฒนาเพื่อการจัดการเรียนรู้ โดยเฉพาะอย่างยิ่ง
การจัดการเรียนรู้ภาษาอังกฤษสำหรับหลักสูตรท้องถิ่น ซึ่งเป็นหลักสูตรใหม่ โดยมีการใช้โปรแกรมนิเทศครูเข้ามามีบทบาท
ในการช่วยเหลือและสนับสนุนการบริหารจัดการทั้งในด้านการเตรียม การวางแผนการสอน การเลือกใช้สื่อเพื่อให้เหมาะสม
กับเนื้อหารายวิชาและพื้นฐานความรู้ของนักเรียน

การวิจัยครั้งนี้มีจุดประสงค์เพื่อใช้โปรแกรมนิเทศครูเพื่อช่วยพัฒนาและเพิ่มพูนทักษะสำหรับครูเพื่อใช้
จัดการเรียนรู้หลักสูตรภาษาอังกฤษสำหรับท้องถิ่นได้ ผู้เข้าร่วมวิจัยครั้งนี้ คือครูประจำการ สอนรายวิชาภาษาอังกฤษ
จำนวน 2 ท่าน ในปีการศึกษา 2561 โดยมีเครื่องมือในการเก็บข้อมูล 3 อย่างคือ แบบสัมภาษณ์ การสังเกตชั้นเรียน
และการจดบันทึกสะท้อนความคิดของครู โดยนำข้อมูลที่ได้มาทำการวิเคราะห์โดยการจัดรหัส (Coding) เพื่อนำมาสู่
แปลความ และสรุปผล ว่าส่งผลอย่างไรต่อครูในการจัดการเรียนรู้หลักสูตรภาษาอังกฤษสำหรับท้องถิ่น ผลการวิจัย
พบว่า มีความคล้ายคลึงใน 2 ด้าน คือ บุคลิกภาพของความเป็นครู อันได้แก่ น้ำเสียง การแต่งกายรวมไปถึง
การแสดงออกทางกริยา ท่าทาง และในด้านความสัมพันธ์ระหว่างครูกับนักเรียน ซึ่งเป็นไปในลักษณะที่ดี น่าพึงพอใจ
แต่มี 1 ด้าน ที่มีความแตกต่างกันคือ เทคนิคการสอนภาษาอังกฤษในชั้นเรียน ทั้งนี้สืบเนื่องมาจากครูที่มีประวัติ
การจบการศึกษา และประสบการณ์การสอนที่แตกต่างกัน

คำสำคัญ : การพัฒนาครู, การเรียนรู้ของครู, โปรแกรมนิเทศครู, หลักสูตรภาษาอังกฤษท้องถิ่น

ABSTRACT

The purpose of this study was to explore effects of a teacher supervision program to enhance teachers' learning to teach Glocal Englishes. The participants were 2 in-service English teachers from two different high schools from Nakhon Ratchasima Provincial Administration Organization, who were purposefully selected to participate in this study. The research instruments used for data collection were supervision dialogue, classroom observations, and reflection note. Qualitative data were collected and analyzed by the thematic analysis method.

The results of this study indicated that the data revealed three themes, which were 1) teacher characteristic which included teacher costume, voice of tone and physical expression, 2) techniques in the classroom that refer about the teaching style that transform the English traditional style instead with Glocal Englishes teaching style, provide various medias in the classroom, focus on the students group work project, gave a chance to use the student's mobile phone to search the data or information from the internet and emphasized more on the student-centered, and 3) the relationship between student and teacher which included the students feeling about the comfortable, joyful and friendly. The Glocal Englishes classroom's atmosphere can be relax and happier because teachers try to conduct the new thing from the data shown in three themes and the feedbacks from the students were better and they wanted this learning style again. So, three themes were organized after the teachers implemented with teacher supervision program.

Keywords : Teacher professional development, Teacher's learning, Teacher supervision program, Glocal Englishes

INTRODUCTION

The English language is now spreading around the world, and it appears in many parts such as newspaper, television, radio broadcasting, advertisements, Internet, official language, economic, social activity, and education (Crystal, 2011; p. 5).The spread of English is because of the globalization period, with an ever-growing number of people speaking English in many regions of the world. Based on this spread, 'English' has become 'Englishes' and the status of English is now a global language, or is known as "Global Englishes" (Jenkins, 2015, p. 64).

The notion of globalization does not occur without criticism. Schaeffer (2003, unpaged) stated that some people argued that globalization is an old idea, some argued it is a new phenomenon, and others argued that present-day globalization is rooted in older concepts but has taken on a new form today. However, this study takes the stance that globalization not only helps disadvantaged people in remote parts of the world, it also influences students in developing countries by teaching them to have a global mindset and see the connection between themselves and the rest of humanity. Globalization links teachers, students, and the

scholars around the world so that they can pass on new ideas, further the spread of knowledge, and donate resources, all which creates a global community of learners (Globalization & Education Research Starters, 2017, online). Moreover, Yang & Qiu (2010, p. 21) claimed that "globalization is a powerful transformative force. It accelerates cross-border mobility of people, capital, and knowledge". Lee (2008, p. 566) stated that globalization in a particular sense, such in Americanization or Westernization, or even McDonaldization, and think it is a form of imperialism that spreads English language primacy over non-English speaking nations. Apart from negative criticism, the notion of globalization still retains great impact on the economic, state-of-the-art technologies, telecommunications, media, culture, and education throughout the world.

On the one hand, Glocal and glocalization refer to the merger of global and local perspectives on the socio-economic and political impact of all phenomenon that affects local and global communities. Glocalized learning and teaching refers to the curricula consideration and pedagogical framing of local and global community connectedness in relation to social responsibility, justice and sustainability. (Lynch & Patel, 2013, p. 223).

Boyd (2006, online; Khondker, 2004, online) asserted that glocalization is a good description of blending and connecting local and global contexts while maintaining the significant contributions of the different cultural communities and contexts. However, Kanoksilapatham (2015, p. 677) claimed that Thai learners of English need to be better equipped in adequate background knowledge with the English language and focus on integrated instruction of local culture awareness and English for subsequent development that can be building global English knowledge becomes essential, local knowledge is not less important. Thus, regarding globalization and localization in educational context, Luk-Fong (2005, p. 111) and Thing& Cheung (2011, p. 55) suggest notion of 'glocalization' combines 'global' with 'localization' into account. Glocalization presents of twin relationships that between globalization and localization and it is a way for progressive advancement to occur thus enhancing the quality of life

However, despite many calls for change, discussion remains largely at the theoretical level and there is both a scarcity at the practical level and a paucity of resources for those who wish to act on such proposals and bring a more GE perspective into the classroom (Galloway & Rose, 2013, p. 386). Therefore, if the change of the field for GE has to be made, it means that emphasize on the teachers first because the recent English teachers face a problem in teaching for examples; the appropriate teaching methods, the suitable instruction medias, or the distantly raw materials to support the GE paradigm. There are many types of teacher professional development to improve the teachers can join such as workshops, mentoring, meetings, conferences, and seminars (Office of Education Council, 2015, online).

RESEARCH OBJECTIVE

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

RESEARCH BENEFIT

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

Literature review

Teacher Professional Development

Teacher professional development is a requirement for all teachers. In practice, professional development for educators encompasses an extremely broad range of topics and formats. For example, professional-development experiences may be funded by district, school, or state budgets and programs, or they may be supported by a foundation grant or other private funding source. And they may be led and facilitated by educators within a school or provided by outside consultants or organizations hired by a school or district. And, of course, the list of possible formats could go on (The Glossary of Education Reform, 2013, online).

Teacher Learning as a Teacher Professional Development

In the field of teacher professional development (Borko, 2004, p. 3) for instance contexts which are meaningful to teacher's practice, that is social in nature and therefore need to situated in social contexts, and that it is distributed.

Research on teacher professional development arrangements aiming to improve or change classroom practice, that aligns with these views on teacher learning, emphasize that teacher professional development need to focus on a deeper understanding of subject matter and on guiding student's thinking about subject matter (Birman & Yoon, 2001, p. 3) provide examples of concrete classroom applications of the general ideas underlying the change (Davis & Krajcik, 2005, p. 915) expose teachers to actual practice rather that providing them with descriptions of practice (Elmore & Burney, 1997, p. 129-145) provide opportunities for collaboration with peers and experts in attuning the practice to the local context (Simmie, 2007, p. 163) involve follow-up support be coherent with teacher's own professional development goals and the goals for their student learning (Garet et al., 2001, p. 915) be stretched over time (Penuel et al., 2007, 921).

Aspect of teacher's learning

A theory of teaching, in harmony with your integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on a given day for given learners under various constraints of the particular context of learning. In other words, your theory of teaching is your theory of learning "stood on its head" (Brown, 2000, unpaged).

This composition lets in quite a number of readings into time period "teacher change" permanency stability. According to Clark & Hollingsworth (1994, pp. 153-164), a quantity of alternative perspectives shall be identified.They explained six perspectives on teacher change: first, change as training means change is something that is done to teachers; that is, teachers are "changed". Second, change as adaptation means teachers "change" in response to something; they adapt their practices to changed conditions. Third, change as personal development means teachers "seek to change" in an attempt to improve their performance or develop additional skills. Fourth, change as local reform means teachers "change something" for reasons of personal growth. Fifth, change as systemic restructuring means teachers enact the "change policies" of the system. And Sixth, change as a growth or learning means teachers "change inevitably through professional activity"; teachers are themselves learners who work on a learning community.

The notion of ongoing and life-long professional learning for teachers has been focused by various authors including Schon (1983, unpaged) emphasized the importance of ongoing, critical reflection in teaching, in his notion of teachers as "reflective practitioners".
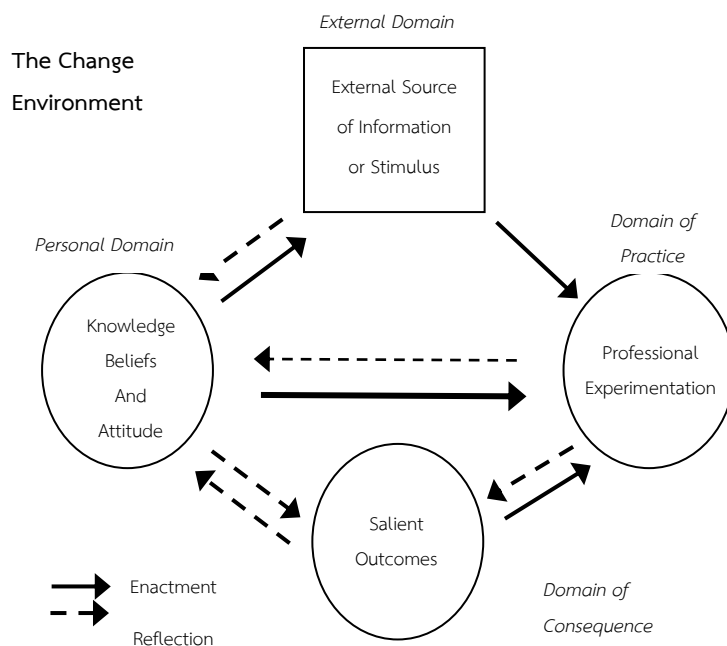
Figure 4 The Interconnected Model of Professional Growth
Source : Clark and Hollingsworth, 2002, pp. 947-957**.**

Supervision

Supervision of teachers is an important part of both pre-service and in-service teacher education programs, and teacher educators have a wide choice of supervisory behaviors which they can use in the process of training second language teachers. That many second language teacher educators continually limit themselves to the same reasons for doing supervision and the same supervisory behaviors (Gebhard, 1984, pp. 517-525). Learning outcomes are discussed and agreed with the trainee, as well as the clinical supervisor in charge of that period of training when appropriate (Abdulla, 2008, p. 6).

Sociocultural theory and language teacher supervision

In this study, the Supervision Program will be designed based on the sociocultural theory (Vygotsky, 1986, unpaged). According to Golombek & Johnson (2003, p. 731), sociocultural theory is not just a theory of learning as commonly understood; it is a theory of higher cognitive development, capable of providing adequate explanation for the process of teacher learning.

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

RESEARCH METHODOLOGY

Participants

The participants in this study were two in-service English teachers in two secondary schools in the northeastern part of Thailand. The first teacher name was Ms.Patcharapa and the second teacher name was Ms. Davika from. The teachers are purposefully selected based on the following criteria. By in depth-interviewed method with 5 questions from 8 in-service English teachers after that the participants in the study were 2.

Instruments

Supervision dialogue

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

Classroom Observation

Observation is used for classroom observation in during observation step, I will use the video recording to record information or what happened in the classroom while observing. In the teacher's part for example material, worksheet, activity and lesson plan. In the student's part for example feedback or participation in this class. (Bogdan & Biklen, 1992, unpaged).

Reflection

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

RESEARCH RESULTS

The main aspect in the study is the supervisor that use the supervision dialogue of teacher supervision program to teach Glocal Englishes (GE) supervisor is an outsider to come up with the description of teaching Glocal Englishes such as supervisor bring the principles of Glocal Englishes classroom (GEC), help the teachers in the preparation step, find some materials to support the student's need, support the teachers to select the appropriate contexts and the way of using technology into the GEC. Moradi et al. (2014, p. 1214) investigated what language teacher's perceptions are concerning educational supervision. The mediator is derived from the social constructivism, which claims that children learn independently by exploring their environment and significant others who are the ones shaping their learning (Williams & Burden, 1997, unpaged). Moreover, the role of supervision which supervisor has an important role to play and also a part of the classroom, supervisor support is a general ides developed by supervisors by considering the well-being of their subordinates, offering them solid assistance and emotional support (Kossek et al., 2011, p. 289). Hence, "university supervisors may be the most undervalued actors in the entire teacher preparation equation when one considers the knowledge, skills, and they must have to teach about teaching in the field" (Burns & Badiali, 2016 p. 156). The mediation of the supervisor is so important at this point in facilitating the necessary attending to what actually happened in the classroom (Bates, Drits, & Ramirez, 2011, p. 69).

Based on empirical data from observations, interviews and questionnaires, many studies have reported improvement in learning experience because of agentive actions from students, revealing benefits such as increased student confidence, interest, engagement and willingness

to learn (Blair, 2009, unpaged; Reeve & Tseng, 2011, pp. 257-267). However, unlimited student agency does not necessarily lead to a better learning experience in student-centered learning environments, as students still perceive the need for more instructor guidance and facilitation (Kim et al., 2014, pp. 299-310; Strayer, 2012, p. 171). After all, the findings that answered above are from the supervisor using the teacher supervision program to the teachers and the students are the agency in teacher's change/ learning too.

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

DISCUSSION

The point of discussion it should be noted that this program was implemented the context of red zone. This context are very important for readers to keep it in mind why reading later sections because the context have the interpretation, Davika because she didn't have an Education degree or Patcharapa, she had the E-san accent show that she has low teaching proficiency.

Certified educators are normally the individuals who graduated authorize instructor training programs; some are likewise required to finish an enlistment program or to breeze through a national instructor examination test so as to get a permit. There is banter in the USA between the individuals who request full confirmation (Darling-Hammond, 2000, p. 1; Darling-Hammond, Berry, & Thorenson, 2001, pp. 57-77) and others (Goldhaber & Brewer, 2000, pp. 729-737) who contend that students of instructors who hold full affirmation accomplish likewise to the individuals who think about under educators with brief, "crisis" accreditations. These creators additionally contend that loosening up necessities for affirmation is a method for pulling in scholastically skilled school graduates to instructing and an approach to enlist an increasingly assorted pool of applicants required for a various understudy populace. Concentrates on the impact of educator experience on understudy learning have discovered a positive connection between instructor viability and their long periods of experience, however, not generally a critical or a totally direct one (Kitgaard & Hall, 1974, p. 40; Murnane & Phillips, 1981, p. 691) the proof as of now accessible recommends that while unpracticed instructors are less powerful than increasingly senior educators, the advantages of experience seem to level off following a couple of years (Rivkin, Hanushek, & Kain, 2000, p. 2).

The Coleman reported (Coleman et al., 1966, unpaged) he effects of various educator foundation attributes, including long periods of experience, training level, and execution on a vocabulary test, at last reasoning that instructor foundation qualities largely affected understudy accomplishment than some other general class of school impacts with the exception of understudy body organization. Darling-Hammond, Chung, and Frelow (2002, pp. 286-302) stated that in numerous nations educator capabilities that are viewed as identified with understudy learning have turned out to be alluring focuses of instructor training change. A portion of these changes require the professionalization of instructor training by making it longer, overhauling it to graduate projects, and directing it through components of licensure, accreditation, and advancement lined up with principles. Gonzalez-Pienda (2003, p. 247) pointed out that not only school execution as well as the adolescent's identity development is affected by his own biography in their family and social, social and social settings, deciding individual and social abilities.

In the context of the studies of Espitia and Montes (2009, unpaged) uncovered that the family as the principal instructive foundation with explicit elements has the ability to meddle with the learning and advancement of its individuals and in this manner legitimately or in a roundabout way in their scholarly outcomes.

Furthermore, the teaching and learning supervision component which can tap the capability of secondary schools in showing introductions, viable correspondence and add to building up the capability of instructors towards brilliance in their profession. (Tesema, 2014, unpaged). Smyth and Henry (1985, p. 1) mentioned in whatever unique circumstance, supervision is intended for development of work execution. Supervision ought to be utilized to fortify viable showing strategies and empower instructor's development and expert improvement.

So that, when the two in-service English teachers implemented the teacher supervision program after that outstanding change is the Personal Domain only which domain refers to knowledge, beliefs and attitude Clark and Hollingsworth (2002, 947-957).

SUGGESTIONS

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

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