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INVESTIGATING THE EFFECTS OF COACHING AND MENTORING FOR NON-ENGLISH-MAJOR TEACHERS IN THEIR USE OF ENGLISH IN RURAL SCHOOLS IN THAILAND

A Thesis submitted by

Chalermwut Uthaikun

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Abstract

English proficiency is one of the most important skills for learning in a globalised world. As such, teachers in countries such as Thailand have been encouraged through various education policy levers in recent years to use English as a language of instruction so that students can improve their English proficiency. However, while there have been several policies to promote using English as a language of instruction in Thai schools, there remain multiple tensions and issues.

There were four aims for this study: 1) to investigate the challenges facing Non-English-Major (NEM) teachers in their English teaching practices in rural schools in Thailand; 2) to examine the effects of coaching and mentoring as professional development activities to support NEM teachers; 3) to analyse the reflections of NEM teachers in their use of English in teaching; and 4) to consider the policy implications of coaching and mentoring, to provide practical recommendations for English teaching in rural schools in Thailand. A case study methodology was employed to examine the experiences and professional learning through coaching and mentoring of ten NEM teachers, who worked in Subsomboon Pochai School Network, Khon Kaen Primary Educational Service Area Office 2 (KK PESAO 2), which is a rural area in Northeast Thailand.

Data were collected in two phases, through the use of observations, interviews and field notes. Thematic analysis was used to interpret the data, which were presented in thematic groupings. The findings revealed that the main challenges faced by NEM teachers in the use of English included being accustomed to the use of Thai as the language of instruction, having no incentive to reward the use of English nor punishment for not using English, teaching approaches and lack of available teaching resources, lack of solidarity from colleagues and a lack of school policies highlighting the need to teach English. The findings in relation to NEM teachers' reflections found that using English as a language of instruction was based on individual English experiences, that using English as a language of instruction encouraged students' and NEM teachers' English literacy development, and that using English as a language of instruction enhanced students' English competence.

This study found that coaching improved the NEM teachers' self-observation, self-confidence and self-monitoring in the use of English as a language of instruction. Further, the mentoring program led to improvements in NEM teachers' individual relationships, the

acquisition of new experience teaching approaches, self-confidence and self-monitoring, the promotion of collaborative learning in the use of English, and the sharing of unexpected questions regarding teaching and learning from NEM teachers. The mentoring program had the most profound effects on improving outcomes in comparison to the coaching program, in terms of skills, knowledge and experiences, self-observation, self-monitoring, collaborative teaching, building a strong relationship and instructional design and selection. There are implications for in-service teacher professional learning, in which NEM teachers can be better supported through coaching and mentoring to develop their skills and confidence in using English as a language of instruction in rural schools in Thailand.

Certification of Thesis

This Thesis is entirely the work of Chalermwut Uthaikun except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

Principal Supervisor: Associate Professor Stewart Riddle

Associate Supervisor: Professor Georgina Barton

Student and supervisor signatures of endorsement are held at the University.

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Abbreviations

ASEAN   Association of Southeast Asian Nations

CLT   Communicative Language Teaching

EFL   English as a Foreign Language

ESL   English as a Second Language

L1   First Language

MoE   Ministry of Education

NEM   Non-English-Major Teacher

OECD   Organisation for Economic Co-operation and Development

ONEC   Office of the National Education Commission

KK PESAO 2   Khon Kaen Primary Educational Service Area Office 2

UNESCO   The United Nations Educational, Scientific and Cultural Organisation

USQ   University of Southern Queensland

Chapter 1: Introduction

1.1 Introduction

In recent times, the Thai language has been mainly used as a medium of instruction for subjects in all education levels in Thailand. The education system in Thailand is composed of kindergarten, primary school, secondary school and tertiary levels. These education levels appear in the private and public education sectors. The management and administration of private and public education are under the supervision of Ministry of Education (MoE). Recently, the MoE has placed significant focus on the implementation of promoting English communication in other subjects in all schools (MoE, 2008) because English is an international language for global communication purposes. Therefore, the integration of English language instruction can provide substantial benefits for Thai people and the Thai economy through its connection to other cultures, traditions, customs, politics, laws and languages (MoE, 2008).

Nevertheless, there is strong evidence to suggest that a teacher in rural school lacking of confidence to use English for communication in classroom teaching (Hayes, 2010). Therefore, this study investigated the effects of coaching and mentoring as professional learning activities for Non-English-Major (NEM) teachers at the primary school level to use English as a language of instruction in rural schools in Thailand. NEM teachers were the focus of this study because they have never used English on a regular basis to instruct students in their schools (MoE, 2008). The importance of using English in rural schools in Thailand means that students may be more able to transfer the knowledge in various subjects that they have learned in Thai from NEM teachers (e.g., mathematics, science, arts and society) to apply to global communications, societal development, business development, cultural and traditional differences of world communities (MoE, 2008), trade and commerce (Tatte, 2020), motivation and creativity development (De Wilde et al., 2020). Moreover, a focus on the promotion of English in rural schools in Thailand is important because it has been observed that there has been shortage of English teachers in those areas (e.g., Atagi, 2002, 2011). This study investigated how NEM teachers' primary schools could be supported to effectively use English as a language of instruction.

Additionally, NEM teachers were targeted in this study in relation to their misunderstanding of the promotion of English in rural schools, in which English is expected to be taught only by English teachers (Vacharaskunee, 2000). Noom-ura (2013) argued that English teachers, who are a very limited number in rural schools in Thailand, tend to focus on English subject learning content only as they incline not to teach students learning content in other subjects. Further, Noom-ura (2013) noted that NEM teachers focused on teaching knowledge subjects (e.g., mathematics and science) without using English in classroom teaching, whereas English teachers aimed to teach English knowledge through subjects such as vocabulary, conversations and grammar. Students did not gain knowledge of other subjects in the form of English as a language of instruction. This situation revealed that teachers' misunderstanding of promoting English in rural schools brought about the significant problem of English development in the use of English as a language of instruction in Thailand. Correspondingly, several authors (e.g., Franz & Teo, 2017; OECD-UNESCO, 2016; The National Institute of Educational Testing Service, 2020) reported that using English for communication in Thailand has been a serious problem because most teachers and students have low proficiency in communicative English, including on international tests such as the Programme for International Student Assessment (PISA), the Ordinary National Education Test, and the Common European Framework of Reference for Languages test. Therefore, providing professional learning opportunities through coaching and mentoring were considered to be worthy approaches for NEM teachers to develop English proficiency, which can translate into the use of English as a language of instruction in their teaching practice.

There are potential advantages for NEM teachers in developing their English use through coaching and mentoring including improving their understanding that English learning is not solely the remit of English subject teachers but all subject teachers. Moreover, coaching and mentoring could improve NEM teachers' communicative English proficiency to support students and build learning environment in English atmosphere. Further, employing coaching and mentoring may enable NEM teachers to be experienced in the use of English as a language of instruction for their classroom management and instructional development in teaching practice.

1.2 Background to the Study

English has become an international lingua franca and plays an important role in the economic development of many formerly non-English-speaking countries across the globe. For example, in Thailand, the MoE (2008) argued that primary and secondary students need to learn English language for four key reasons: 1) to increase the standard of living and access to economic opportunities; 2) to better understand the activities of communities; 3) to develop new relationships; and 4) to learn different contexts of languages, traditions, dressings, thoughts and communities (p. 252). Since 2008, English has been a compulsory course in the foreign language learning area of the national core curriculum for teaching and learning in fundamental education levels—elementary, primary and secondary schools (MoE, 2008). Therefore, an exploration of effective methods, approaches and techniques to support teachers to teach in English is required to support Thai teachers and students in the use of English as a formal language of instruction in the English as a foreign language classroom.

However, the practice of using English as a language of instruction is a challenge for NEM teachers—such as science, mathematics and history teachers—generally teach using Thai as the only language of instruction (Noom-ura, 2013; Vacharaskunee, 2000). English teaching and learning outcomes based on the Basic Core Curriculum 2008 in Thailand are problematic; for example, students have low proficiency in communicative English (OECD-UNESCO, 2016). This needs to be resolved because Thai students who are in Grades 6, 9 and 12 undertake the Ordinary National Educational Test. The test is written in Thai and it is a mandatory examination to test students' thinking ability, to assess students' academic proficiency, to evaluate education quality at the national level—(The National Institute of Educational Testing Service, 2020), in which they had the lowest average scores in English in 2008–2014 compared with other subjects (OECD-UNESCO, 2016). These results supported the claim that low English learning outcomes are a cause for concern for policymakers in Thailand because if English language outcomes are not improved, Thailand may be the most delayed developed country in the Association of Southeast Asian Nations (ASEAN) community, which has many domains such as education, business, trade and advanced technology in medicine. Moreover, the findings of a case study of the Thai government's policy in professional development of teachers' English proficiency (Franz & Teo, 2017) revealed that most teachers' Common European Framework of Reference for

Languages scores were at A1 level—basic user/breakthrough. This level was significantly lower than the Thai government's expectation that teachers would have an English language proficiency level of B2—independent user/upper intermediate. This may result in a problem for English teaching because if teachers have low English proficiency, it might be difficult for them to help students to meet the B1 level—independent user/intermediate—which is the learners' language proficiency target set by the MoE (Maxwell, 2015).

Additionally, not only low English proficiency of teachers but also the shortage of English teachers in rural schools in Thailand leads to the process and methods of professional development to support NEM teachers to enable the use of English in those schools. There have been several professional development approaches to support NEM teachers in the use of English through one-shot training activities, lectures, behaviour modelling, case studies, on-the-job training, business games, team training, programmed instruction, simulation, internship, role-modelling, courses and workshops (e.g., Martin et al., 2013; Noe, 2017; Office of the Education Council, 2009). However, all of these approaches focus on a traditional behaviourist approach, in which the beginning teachers are receivers of knowledge (Pitsoe & Maila, 2012) rather than learners constructing knowledge (Villegas-Reimers, 2003). Conversely, a constructivist, professional development approach, may allow learners to construct their skills and knowledge together with experienced people, and can involve group discussion, demonstrations, working one-to-one, field visits and study tours, project-based models, action research, coaching and mentoring, school networks, teachers' networks, peer observation and team teaching, conference, seminar and workshop. (e.g., Malderez & Wedell, 2007; Villegas-Reimers, 2003). It has been revealed that coaching and mentoring are effective methods to support NEM teachers in the use of English (Rachamim & Orland-Barak, 2018; Van Driel et al., 2001) and to develop skills and knowledge such as interpersonal skills (Abbott et al., 2006), self-observation, self-reflection and problem-solving (Ben-Peretz et al., 2018), and building relationships (McQuade et al., 2015). Therefore, coaching and mentoring were selected as the key professional learning activities for this study.

1.3 Research Problem

The recent financial crisis in Asia had a significant economic effect, which led to further globalisation and internationalisation processes of intercultural and international economic

integration (e.g., Daly, 1999; Rasiah et al., 2014; Songkaeo & Yeong, 2016). The crisis prompted an 'education revolution' in Thailand because it influenced the Thai government's policies regarding education, industry, economics, imports and exports. Thailand is an important economic player in the region and a site for international investment (Julian, 2000). Further, education policy in Thailand was directly affected because English had become the language for conducting international trade and growing importance was being placed in it by policymakers (e.g., MoE, 2008).

The development of using English is necessary to be promoted as seen English is as a lingua franca. However, using English as a language of instruction would be a significant challenge for developing in Thailand because Thai teachers have continued to use Thai as the language of instruction to teach English, especially in the more under-resourced and isolated rural schools (e.g., Kaur et al., 2016; Kirkpatrick, 2012; MoE, 2008; Noom-ura, 2013; Vacharaskunee, 2000). This study consequently examined the effectiveness of coaching and mentoring as a professional learning support for rural Thai teachers to use English as a language of instruction in their classrooms. The study also explored the challenges faced by teachers in the use of English as a language of instruction in rural schools in Thailand. The findings of this study will potentially inform future education policymaking and administration in Thailand.

1.4 Research Aims

There were four research aims of this study:

1) To investigate the challenges faced by NEM teachers in their English teaching practices in rural schools in Thailand.
2) To examine the effects of coaching and mentoring as professional learning supports for NEM teachers in rural schools in Thailand.
3) To analyse the reflections of NEM teachers related to the use of English as a language of instruction in their teaching subjects.
4) To consider policy implications arising from coaching and mentoring and provide potential recommendations for English teaching practices for NEM teachers in rural schools in Thailand.

1.5 Research Questions

To address the research aims above, four research questions were developed:

1) What does English teaching by NEM teachers look like in rural schools in Thailand?

2) How can a coaching and mentoring program influence the use of English as a language of instruction by NEM teachers in rural schools in Thailand?

3) What are the reflections of NEM teachers regarding using English as a language of instruction in rural schools in Thailand?

4) What are the implications of coaching and mentoring and recommendations for future English teaching practices for NEM teachers in rural schools in Thailand?

1.6 Research Significance

My motivation for undertaking this research as an education leader arose from my work in the English program, Faculty of Education, Chaiyaphum Rajabhat University since 2011. Chaiyaphum Rajabhat University is a public university, which is located in Muang district, Chaiyaphum province, Thailand. My experience in relation to teachers in rural areas is that I typically have the responsibility to lead English teaching development projects as a researcher and teacher educator. All projects organised by Chaiyaphum Rajabhat University service both English major teachers and NEM teachers at primary and secondary school levels across Thailand. I mostly handle projects involved with action research and classroom research training, workshops and short training programs of English for communication. However, I have long been concerned about the effectiveness of those English courses for supporting in-service NEM teachers, most of whom are from rural schools in the Northeast of Thailand. From those projects, I observed that many teachers did not use English in my training courses. Instead, they communicated in Thai with me and other trainees when they were assigned to do activities such as small group discussion, role plays, demonstration teaching and English teaching simulations.

The teachers would often ask me to allow them to speak in Thai, even though they knew the training courses focused on communicative English. As such, I was motivated to understand their problems and barriers to using English as a language of instruction. In addition, in follow-up focus group sessions, we had opportunities to discuss the barriers of using English in teaching practices after completing those English training courses.

Teachers reflected that they did not know how to use English in their classroom teaching. They explained that while they can speak basic English, they did not have experience in using English to teach students nor did they have experienced English teachers to guide them.

Additionally, some teachers reflected that their schools did not have an English teacher and that they must teach English in their own ways, such as assigning students to read and write, as well as using dictionaries to look up the meaning of words. As someone who works closely with teachers in the development of their English language skills, I am aware of the importance in this research project and the potential implications for policy and practice in English teaching for NEM teachers working in rural schools in Thailand.

Given that the Thai government would expect NEM teachers to use English as the main language of instruction in all school subjects, this research is significant because it is necessary to understand what the effects might be on NEM teachers—those who teach subjects such as mathematics, science, arts, occupations and technology, health and physical education, social studies, religion and culture (MoE, 2008)—and how to best support them in their professional learning related to using English as a language of instruction. Moreover, English as a medium of instruction (EMI) is the expected focus of this research study. The finding of this study will be used to claim the official policy (The Basic Education Core Curriculum, 2008) that it should be reviewed to promote EMI rather than Content and Language Integrated Learning (CLIL) and others (e.g., EP, MEP, ELIS). This study first determined what the experiences of these teachers were in relation to using English as a language of instruction and then examined whether coaching and mentoring could develop NEM teachers' use of English and support their teaching practices in rural schools in Thailand. I am committed to the project of improving NEM teachers' English language proficiency in rural schools, which are located far away from the city centre. Moreover, English teachers are limited in number and English resources are insufficient to support teachers' language teaching. Therefore, undertaking a coaching and mentoring program to promote the use of English as a language of instruction for NEM teachers became the focus of this study.

1.7 Thesis Overview

The remaining chapters of this thesis are organised in the following manner. Chapter 2 reviews the theories, literature and recent research studies to identify the key research gaps related to this study. First, the history of education policy in Thailand is discussed to give an overview of the changes in each time period. A brief history of education policy and system in Thailand provides an overview of policies and education system reforms in Thailand. Second, English language policy in Thailand is reviewed and explored to identify a major gap addressed by this research. Teachers' professional development and professional learning are also discussed in relation to employ approaches to support NEM teachers in the use of English as a language of instruction. Third, coaching and mentoring are reviewed regarding their similarities and differences for professional learning. Finally, coaching and mentoring as professional learning approaches for NEM teachers are highlighted, to justify why they were selected to support the use of English for NEM teachers.

Chapter 3 describes the methodology used to achieve the research objectives of this study. It addresses my role as the researcher in this research in relation to the conducting of coaching and mentoring programs to support NEM teachers' use of English as a language of instruction. Moreover, the research conceptual framework and research paradigm are described and the research design of case study is justified. Further, the data collection and data analysis are described.

Chapter 4 reports on the findings from the Phase 1 data, which included classroom observations and interview conducted with NEM teachers. The chapter examines significant challenges faced by NEM teachers in rural schools in Thailand, including NEM teachers' customary use of L1, no reward nor punishment, teaching approaches, teaching resources to promote the use of English, teachers' solidarity in the use of English in schools, and school policies regarding the use of English. Moreover, this chapter analyses the reflections of NEM teachers regarding the use of English as a language of instruction in rural schools in Thailand.

Chapter 5 reports on the findings of how the coaching and mentoring programs undertaken during the study supported NEM teachers in the use of English as a language of instruction. The effects are analysed according to prominent themes, including the effects of the

coaching and mentoring programs on the use of English in NEM teachers' practices, as well as the effects of coaching program versus the mentoring program.

Finally, Chapter 6 concludes the thesis with an examination of the outcomes of the research and a synthesis of the research findings in relation to challenges faced by NEM teachers in the use of English as a language of instruction and influences of coaching and mentoring as professional learning activities. The chapter addresses implications for practice, policy and theory and methodology. The limitations of the study are also noted. Additionally, potential future research pathways of this study are considered. Finally, the thesis concludes with a summary of the key outcomes and contributions to the research field.

Chapter 2: Literature Review

2.1 Introduction

This chapter presents a review of literature related to the history of education in Thailand. It explores the literature regarding the education policy and systems in Thailand, including the Constitution and *National Education Act* as key policy levers for the basic education system—elementary, primary and secondary levels (MoE, 2008)—which led to the policy emphasis on English language teaching and English as a language of instruction. Further, this chapter examines the literature regarding teachers' professional development and professional learning, with a focus on coaching and mentoring as professional development for English and NEM teachers. Finally, the chapter synthesises research gaps of professional development approaches to promote using English as medium of instruction in rural schools, from which coaching and mentoring are employed to support NEM teachers in rural schools. Coaching and mentoring will also lead to the implementations of professional development policy in rural schools in Thailand.

2.2 History of Education in Thailand

There have been three main phases of education reform in Thailand (MoE, 2008). Modernisation was the first phase of education reform in Thailand, which came from the vision of King Rama V (1868–1910), who advocated for all civilians to be provided with a foundation education. The emphasis was on the development of trade and commerce to reduce Thailand's dependency on Western countries (Fry & Bi, 2013), although centralisation continued during the reign of King Rama V (Kaur et al., 2016). Afterwards, Thailand changed the regime from monarchy to democracy as part of its process of decentralisation (Pitiyanuwat & Sujiva, 2001). The second phase of the education reform in Thailand was related to the students' uprising (1973–1980). Four key focuses of the reform were the inequity and inequality of education, the unity of education management and administration, the public and relevance of curriculum and research need of education policy to a decision-making of education reform (Fry & Bi, 2013). The uprising brought about the concept of education decentralisation of the Thai government, which led the government to be aware of people's rights under the democracy. Unfortunately, the third phase of education reform in Thailand (1997–2010)—the crisis of opportunity—was

caused by the economic crisis in Southeast Asia (Fry & Bi, 2013). Decentralisation has been promoted throughout the country to encourage increased education quality in Thailand (OECD-UNESCO, 2016). These three phases of education reform—modernisation, students' uprising and decentralisation—produced an educational revolution in Thailand, which has brought attention to the importance of the English language in Thailand's education system and to ensuring economic prosperity.

2.3 Education Policy in Thailand

2.3.1 The Constitution and National Education Act as Key Policy Levers

Education policy in Thailand changed following a period of significant education reform in Thailand and after the 1997 economic crisis in Southeast Asia. Section 81 of the Constitution of the Kingdom of Thailand 1997 states:

> The State shall provide and promote the private sector to provide education to achieve knowledge alongside morality, provide law relating to national education, improve education in harmony with economic and social change, create and strengthen knowledge and instil right awareness with regard to politics and a democratic regime of government with the King as Head of the State, support researches in various sciences, accelerate the development of science and technology for national development, develop the teaching profession and promote local knowledge and national arts and culture. (Asian Legal Information Institute, 2018, Chapter V)

The Thai government generated laws and regulations for national education, with an emphasis on education improving society—civilians' quality of lives, good governance in communities and economic outcomes (OECD-UNESCO, 2016), which has led to a process of significant decentralisation and promotion of education quality. This mission brought about the implementation of several National Education Acts and Basic Core Curriculums:

- 1999—National Education Act 1999
- 2001—Basic Education Curriculum B.E. 2544 (A.D. 2001)
- 2002—National Education Act 1999 and Amendments (Second National Education Act B.E.2545, 2002)
- 2008— The Basic Education Core Curriculum B.E. 2551 (A.D. 2008).
- 2010—National Education Act 1999 and Amendments (ThirdNational Education Act B.E.2553, 2010)

Moreover, the Thai government included various education provisions in the National Education Act 1999. They asserted the objectives and principles of provisions, educational rights and duties education system, national education guidelines, educational administration and managements, educational standards and quality assurance, teachers, faculty staff and educational personal, resources and investment for education and technologies for education (Office of the National Education Commission [ONEC], 1999). This demonstrated that the government attempted to settle the education infrastructure.

The education infrastructure supported Thais to serve their rights to be educated in the education provision for all. As seen in section 54 of constitution of Thailand 2017, a person has had the right to get at least 12 years of basic education free of charge—primary and secondary schooling—provided by the government (Constitueproject.org, 2021). Moreover, disabled people also have had the same rights as normal people, although the persons who have physical and mental process deficiency need to be supported in their education. Likewise, it was noted that gifted learners need to be provided suitable education provision that matches with their proficiency (ONEC, 1999). The National Education Act 1999 indicated that the government intended to educate all learners without discrimination. They have also attempted to develop education at least basic education that it could help learners to apply knowledge in their real life.

As the result of the education provision, educational service areas were established to decentralise the government's authority to serve education management as a node (ONEC, 1999). Each of the educational service areas is required to have the Committee for Education, Religion and Culture to cooperate in the management of education policy development. They have the authority to establish, dissolve and combine educational institutions and are responsible for promoting and supporting private schools in the service area. The minister directly decentralised educational authority to administrators in service areas for supporting budget, personnel management and general administration (ONEC, 1999). These committees were significant for the study because they act for equity between urban and local (rural) areas of education in relation to institution management through the decentralisation process. Regarding this study, rural school teachers were focused on promoting professional development—a provision of academic attainment—so that teachers can develop teaching skills.

Further, the decentralisation of educational service areas brought about not only state organisation sector but also local administration organisation sector and private sector to provide education. ONEC (1999) stipulated that the local administration organisation sector has the right to provide education at all education levels regarding local needs and readiness. Moreover, the ministry has to assess the readiness of local administration education provision and also cooperate and support budget for local administration (ONEC, 2002). Meanwhile, the private sector has freedom to provide education at all types and levels of education, but it has to be monitored and evaluated on quality, standard and evaluation of education management by state educational institution which is under control of Office of the Private Education Commission (ONEC, 2003). Further, the ministry must allocate budget, tax exemption or reduction for private sector with appropriateness that this sector can administrate education being self-reliance (ONEC, 2010). The government promotes education success as their mission of education for all and the opportunity of people to receive an affordable and high-quality education. The key significance of education policy, reform and system in Thailand came from the 1997 Constitution of the Kingdom of Thailand, which led to the provision of basic education in Thailand. As a result, the promoting of teacher professional development is also an important mission in accelerating the elevation of national education development, which led to the purposes of conducting this research study.

2.3.2 Education Systems in Thailand

Previously, the education system of Thailand had changed several times:

> The 4–6–2 system (four years of primary, six year of secondary school) to a 7–5 system (seven years of primary and five years of secondary school) to a 6–3–3 system (six years of primary, three year of secondary and three years of high school). (Pitiyanuwat & Sujiva, 2001, p. 94)

Each system has been amended to serve Thai people for different purposes such as social development, life skills development, communication and literacy in different periods of times (ONEC, 1999). Moreover, the amendments of these education systems were caused by education reform in Thailand (ONEC, 1999). For instance, a policy of education for all learners was established to promote basic education to support a commitment to equity and equality. As observed in Section 16 of the National Education Act, there are two levels of formal education: basic education, which provides schooling free of charge for 12 years of

study and higher education, which is divided to be 'lower-than-degree level and degree level' (ONEC, 1999, p. 9).

In addition, Section 17 of the National Education Act states that 'compulsory education shall be for nine years' (ONEC, 1999, p. 9). This means that students have to study at least from Grades 1 to 9 (i.e. between 7 and 16 years of age). Moreover, Section 18 of the National Education Act focuses on early childhood and basic education levels that have to be under the '(1) Early childhood development institutions… (2) Schools, namely… (3) Learning centres, namely…' (ONEC, 1999, p. 10). These sections revealed that it is necessary for education stakeholders (e.g., educational policymakers, education administrators, principals, teachers and so on) to support the education of students. Especially, principals and teachers who are close to learners need to be adequate in terms of quantity—a number of teachers in school—and quality—skills and knowledge in teaching. These Sections of the National Education Act bring about several approaches to the development of the teaching profession at various levels including preschool, primary and secondary school. Consequently, the elevation of the education system development occurred alongside the promotion of various educational management models and education provisions.

Currently, the provision of education has led to the creation of three types of education systems in Thailand: formal education, non-formal education (adult education) and informal education. The ONEC (2002) asserted that formal education focuses on goals, approaches, duration of education, assessment and evaluation. All of these indicators are the certain conditions for graduation. Non-formal education is flexible regarding the stipulation of goals, format and methods of education management, duration of education, assessment and evaluation in accord with subjet matters when considering individual needs. Informal education promotes self-study based on learners' interests, proficiency, readiness and learning from people, community, real-life situation, resources and media. For this project, the formal school education system was the focus, with an emphasis on NEM teachers in rural schools. Conversely, non-formal education and informal education system were not a focus for this study because there is no educational level from non-formal education and informal education that these systems promote learners to learn independently for lifelong education (Sungsri, 2018). These systems were not appropriate for the selection of NEM teachers for professional development. Therefore, this research

aims to study only the formal sector that NEM teachers are available to select to be participants.

These education systems generated three sectors in basic educational administration of Thailand and led to the promotion of teachers' professional development. Atagi (2002) illustrated that there are three sectors of educational reform: state, school and classroom. The state sector is composed of decentralisation, leadership, assessment and resources. The school sector focuses on clear goals, school-based management, school leadership, cultural environment and professionalisation of teachers and the classroom sector emphasises curriculum, pedagogy, technology and class size. These levels work together in two ways: top-down and bottom-up communication (Keene et al., 2017; Watanabe, 2017). For instance, in the top-down approach, the educational administration of the state will support priority needs of education operation such as budget, personnel, policies, development plan, professional development, core curriculum of basic education towards the educational service areas then send through all schools. Meanwhile, in the bottom-up approach, both classroom and school levels have to develop school curriculum based on a general core curriculum from the state. These approaches are important to consider when investigating how policy may influence rural Thai teachers' implementation of teaching practices in English as language of instruction.

The OECD and UNESCO (2016) stated that the decentralisation of the management of education sectors in basic education system still have the internal obstacle of administration. For instance, they pointed out that the number of schools in Thailand have expanded. Those schools have the right to access educational support resources and teachers' career development, but rural schools have not accessed education resources to support their teaching career in practice yet. They noted that this issue led to the contradiction to the policy of education provision that the National Education Act has stipulated to allocate and support all resources and professional development to education institutions. It indicates that there are some issues with the intended Thailand education systems in actual practice (ONEC, 2002). It could be argued that education reform is an approach to solve problems, although it could also be argued that education reform without appropriate supports for teachers creates further obstructions, hence the reason for this study.

Education system development in Thailand has been influenced by the economic development in Southeast Asia, which is an external factor to promote education development (ONEC, 2010). Thais need to improve their skills and knowledge for career competitiveness. Hallinger and Lee (2013) pointed out that the effect of economic crisis motivates Thailand to accelerate education system reform due to globalisation and economic competition (Witte, 2000). Moreover, the Thai education system is related to economics because labourers and workers in various occupations are part of the economy (Betts et al., 2009). People who graduate from a good education system can seek more advanced careers and employment opportunities (Tucker, 2019; Yijälä & Luoma, 2019). Entrepreneurs prefer to hire workers who have a good command of English and they like to recruit knowledgeable and experienced employees to meet their businesses, marketing and trading requirements. The Thai government seeks to develop a continuous and modern education system to produce quality workers (ONEC, 2010). In connection with this research study, teacher profession development has been a policy focus because it is considered to be part of the educational management system so that teachers can develop their knowledge and ability to effectively teach students in preparation for a globalised world of work, in which English language proficiency is key.

Further, the preparation of efficient human resources to develop the country has activated basic education system development in Thailand. For example, there are a lot of investors in education in Thailand such as international schools, heavy industry, the automobile industry and the beauty industry (e.g., Charoensukmongkol & Tarsakoo, 2019; Zhang et al., 2019). Atagi (2002) highlighted that the modern ways of societies and specific economy motivate educational reform in Thailand, which indicates that businesses need to have workers during this time that Thailand is an economic centre in Southeast Asia as the target country for tourists all around the world (Zhang et al., 2019). Importantly, English is needed to be a medium language of those businesses and social activities so English has been emphasised to promote in basic education system (MoE, 2008). Correspondingly, this study focused on supporting the development of English language competence of NEM teachers, so that those teachers could better support their students.

The development of the Thai education system has become a core mission of the Thai government to provide for Thai people based on their different purposes (e.g., communication and literacy, social development, life skills development, language

proficiency and so on). These purposes motivate the Thai government not only to develop the education system but also to develop a policy of teacher professional development in English language instruction, which is from the influence of global communication and change of world community.

2.4 English Language Policy in Thailand

2.4.1 English Language Development in Thailand

Prior to 1997, the teaching and learning of English in Thailand was focused on English as a Foreign Language (EFL), which was taught by traditional approaches such as the grammar–translation method. Punthumasen (2007) stated that the grammar–translation teaching method focused on reading and writing skills, grammar, translating texts, vocabulary learning by mother tongue translation, without emphasising speaking and listening skills. It was employed to teach in a non-native speaking country and mostly focused on reading and writing skills. In the traditional approach, students rarely had an opportunity to interact with other students in language classroom learning, so they kept silent and cannot improve their English-speaking skills (Smith & King, 2018). Further, Vacharaskunee (2000) noted that most English teaching in Thailand used Thai language to focus on grammar, so English had been rarely used in daily communication. Kam (1998) noted that Thailand was a country that studies EFL, where English usage in everyday communication is limited. Such an approach can lead to low communication capacity, which is a recognised issue for the imperative improvement of English communication by the Thai government (MoE, 2008).

Consequently, the MoE introduced teaching of English in Thailand's National Education Act 1999 at the primary and secondary school levels as a core subject to promote foreign language learning. Primary level has six grades (Grades 1–6), lower secondary level has three grades (Grades 7–9) and upper secondary level also has three grades (Grades 10–12) (MoE, 2008). Grades 1–3 students have to spend 40 hours to study English each grade grade 3–6 students have to spend 80 hours each grade, grade 7–9 students have to spend 120 hours each grade and grade 10-12 students have to spend 80 hours, each grade respectively (MoE, 2008). The reason for the different learning hours could come from learners' period of learning reception. However, it is evident that the MoE has acknowledged the importance of English to include it at all levels of schooling.

Consequently, English within the basic education in Thailand is important regardless of the learning indicators of curriculum and students' learning reception (MoE, 2008).

The MoE has also emphasised the indicator of communicative English in the National Education Act 1999 and Amendments (Second National Education Act B.E.2545, 2002 and Third National Act B.E. 2553, 2010); The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) because it realised that globalisation and internationalisation of English communication required a more communicative approach to English teaching and learning (e.g., Franz & Teo, 2017; Hayes, 2010; Hengsadeekul et al., 2014; Nomnian, 2013; Noom-ura, 2013; ONEC, 1999, 2002, 2010). As a result, a different approach known as Communicative Language Teaching (CLT) was promoted for English teaching throughout Thailand. CLT enabled students to develop their communication skills, to use different language functions, to understand how to use different texts types and to use appropriate language in formal and informal situations (Littlewood, 1981; Richards, 2006). Moreover, the English Language Institute (Office of the Basic Education Commission, 2015) recommended that Thailand should promote CLT in language teaching related to the Common European Framework of Reference for Languages (Strasbourg, 2018). This more recent framework has been employed as the main standard for increasing English language competence in Thailand. Traditional English teaching approaches such as grammar–translation have been replaced in Thailand by CLT, which could be an approach to increase learners' communication competence. The communicative English development policy has affected many stages of English teaching in Thailand. There are six stages of English development in Thailand, which aim to be a useful operation in upholding and reforming language teaching:

1) Use the Common European Framework of Reference for Languages to be the main principle for language teaching and learning in terms of goals and developments, curriculum development, assessment and evaluation and teachers' development:
2) Engage to teach English for communication.
3) Promote language teaching to meet the standard with school readiness.
4) Promote upgrading English competence and proficiency by supporting special projects, special curriculums such as English Program, Mini English Program English for Integrated Studies.

5) Upgrade teachers' competence and proficiency with CLT and Common European Framework of Reference for Languages.

6) Promote to use the media and technology to develop the language competence of teachers and learners (Office of the Education Council, MoE, 2014, pp.1–6).

As a result, English development in the Thai education system has been based on a drive for effective use of English as a language instruction of teachers and learners.

2.4.2 English As a Language of Instruction

Several factors of world community rapidly motivate English to be a language of instruction in the globe (Crystal, 2003). Those factors include political activities, cultures business, industrial investment, commercial activities, technology (Nunan, 2003; Rao, 2019; Seidlhofer, 2005). Moreover, communicational culture activates English as a global language (Kayman, 2004). He noted that global network also raised English to be used in various groups of people in societies. Crystal (2003) stated that instructional education, communication and media and press led English to be an international language. Similarly, Meighan (2019) noted that digital media and online sources concrete global communication through English. As a result, English has been promoted to be used as a language of instruction in teaching and learning in various countries in different purposes and teaching contexts.

There are several teaching and learning contexts of using English as a language of instruction for global communication (Kirkpatrick, 2012; Richards, 2017). Teaching English as a second language (ESL) is where English has been used to communicate as an official language in the country while teaching EFL refers to teaching English to non-native English speakers where English is not used to communicate as an official language in the country, but English is mandated as a subject in classroom teaching (Kam, 1998; Kirkpatrick, 2012; Richards, 2017). Several studies have demonstrated that English as a medium of instruction in Southeast Asian countries are in the teaching contexts of either ESL or EFL (Kam, 1998; Kirkpatrick, 2012). Kirkpatrick (2012) noted that ESL has been taught in Singapore, Malaysia, Philippines and Brunei Darussalam, while EFL has been taught in Indonesia, Laos, Cambodia, Myanmar, Vietnam and Thailand. Richards (2017) argued that many countries focus on promoting the development of English language proficiency for civilians that CLT approach is the focus for teachers. Correspondingly,

English as a language of instruction in the Thai EFL teaching context was the aim of this research study, with its investigation of the challenges and professional development approaches to support NEM teachers in Thailand in the use of English as a language of instruction.

Moreover, scholarly work has noted that increasing the emphasis on English as a language of instruction bring about to other skills of Thai learners (e.g., Cleesuntorn, 2015; Davila, 2016; Pheeraphan, 2013), including 'learning and innovation skills, information, media and technology skills, life and career skills, social and cross cultural skills' (Cleesuntorn, 2015, p.138). Effective English communication enables graduates to engage in globalised economic, political and social contexts. Nomnian (2013) proposed that it was important to encourage Thais to use English as a member of the ASEAN community, with the Office of the Basic Education Commission emphasising the development of primary school teachers' and learners' English proficiency. Foley (2005) also argued that the role of English in Thailand has changed from language use solely in the classroom to language use across professional, political and social contexts.

Further to the problem of English skills development and the use of English as a language of instruction in classrooms, is a compounding factor arising from the shortage of English-speaking teachers in the Thai education system and recruitment issues in finding and retaining English-speaking teachers (Mattavarat et al., 2017). Rakpolmuang et al. (2004) argued that the shortage of teachers has been due to a policy of limited personnel replacement of retired teachers, teachers' early retirement project, moving in and out of teachers and resignation of casual teachers. The result was that the shortage of English-speaking teachers has exacerbated the problem of students' low English proficiency in Thailand (Nonkukhetkhong et al., 2006). With the policy challenges faced by school principals, several models of professional development such as training programs and peer teaching have been devised in an attempt to solve the problem of the shortage of English teachers in Thailand's rural schools (Suwannoppharat & Chinokul, 2015). This solution by schools reveals that they are not ignorant of the importance of English and that they are attempting to develop teachers' and students' English proficiency.

The promotion of English as a language of instruction focusing on communicative English teaching has employed professional development approaches in English development in Thailand. Hayes (2010) stated that the three elements of local context of English teaching

in Thailand are the curriculum, teachers and schools as institutions and teachers and language proficiency. He pointed out that employing the professional development approaches to improve teachers' language proficiency could be a key success of CLT. Zein (2016) noted that well-crafted professional development can advance teachers' development in Indonesia. The education policy could support the professional development of English teaching in Thailand by providing additional resources, administration and evaluation processes (Darling-Hammond & McLaughlin, 2011). These studies indicated that professional development (e.g., coaching and mentoring) would lead to not only developing teachers' English teaching competences but also supporting teachers to apply English into their teaching subjects. The distinctions between teachers' English competencies and teachers' capability of applying English in classroom teaching is that, entailed teachers' competencies, they will be able to improve their English skills such as listening, speaking, reading and writing. Meanwhile, capability of applying English, teachers would be able to apply English skills to classroom teaching. For example, they can design mathematics, sciences, arts instructions in English. They also would have strategies to promote students to be literate in English. As such, in particular, targeted professional development is a useful strategy to promote using English as a language of instruction that teachers can apply English to subject area of their teaching in rural schools in Thailand. Thus, professional development tends to be a useful strategy to promote using English as a language of instruction in rural schools in Thailand.In summary, teaching approaches and curriculum development have been reformed in relation to globalisation careers development, and life skills that they are the majority factors to effect communicative English development policy in Thai EFL teaching context. NEM teachers' professional development is required to enhance English teaching competence and students' English learning achievement that can lead to using English as a language instruction in variety of teaching and learning subjects.

2.5 Teachers' Professional Development

Professional development has focused on many careers and has been employed to promote workers' performance (e.g., Althauser, 2015; King, 2009; Villegas-Reimers, 2003). Two main principles—behaviourism and constructivism—have been deployed in the improvement of teaching skills and have been included in different professional development models of teachers' English proficiency development (e.g., Shriner et al.,

2009; Turner et al., 2017). Several professional development approaches are explored and discussed in this section. Each professional development approach is considered based on its suitability to support NEM teachers in the use of English as a language of instruction in rural schools in Thailand. The limitations of each professional development approach are also considered. Further, the considerations of teachers' professional development and professional learning are discussed in relation to learning skills and knowledge of NEM teachers. Finally, the alternative professional development approaches of coaching and mentoring for NEM teachers will be examined.

2.5.1 Behaviourist and Constructivist Approaches for Teachers' Professional Development

Behaviourism is defined as the traditional approach of teacher professional development, which aims to transfer experts' knowledge of teaching to beginning teachers who are receivers of knowledge (Pitsoe & Maila, 2012). The traditional approach is known as the one-shot approach, which aims to transfer the experts' knowledge in forms of objects, training samples rather than learners constructing knowledge themselves (Dass, 1999; Kriek & Grayson, 2009; Villegas-Reimers, 2003). The one-shot approach is about learning human gestures and object categories, which enables trainees to learn and apply their learning for teaching practice (Cabrera & Wachs, 2017). Further, one-shot learning involves learning from examples, images and objects without basic knowledge to develop more advanced knowledge (Mocanu & Mocanu, 2018). Therefore, these studies demonstrated that the traditional approach emphasises the transfer of experts' knowledge and would not provide long-term development for beginning teachers because they would not acquire knowledge in the traditional way of learning by doing. Several authors (e.g., Fung, 2000; Hassad, 2011; Jordan et al., 2008; Korthagen, 2004; Pitsoe & Maila, 2012; Rout & Behera, 2014; Woollard, 2010) argued that there are different reasons and aspects of each approach for teachers' professional development between behaviourist and constructivist principles (see Table 2.1).

Table 2.1: Behaviourist Approaches for Teachers' Professional Development

Behaviourist approaches	Aspects of teachers' professional development	The reason for selecting each approach for teachers' professional development
Lectures	Aim to present knowledge content by describing.	This approach is useful to present theory knowledge to NEM teachers more than practice knowledge.
One-shot learning	Aim to present knowledge to novice teachers via objects or images.	This approach is beneficial for NEM teachers only learning from images or objects. They may not be able to apply English to classroom.
Role-modelling	Aim to demonstrate methods, approaches and strategies of learning to novice teachers.	This approach only helps NEM teachers to emulate experts' roles in using English in classroom.
Programmed instruction training	Aim to present new knowledge to novice teachers towards instruction (e.g., textbooks and technology devices).	This approach only takes place outside NEM teachers classroom teaching. The approach also aims to answer questions from provided instruction of the organiser of training. NEM teacher may not be able to apply English in classroom teaching.
On-the-job training/internship	Aim to train novice teachers in workplace together with experienced teachers.	This approach is suitable for people in workplaces such as factory and company to perform their jobs more than NEM teachers to perform their training skills in using English in teaching practice.
Simulation training	Aim to present knowledge and give feedback to novice teachers setting up situations of learning by experienced teachers.	This approach is just a simulation for NEM teachers' learning with experts outside their actual classroom teaching. They will not have a mentor to facilitate using English in actual classroom teaching.

Conversely, constructivism refers to the teachers' professional development approach that focuses on teachers constructing their knowledge of teaching with experts interacting by giving feedback (e.g., Kriek & Grayson, 2009; Pitsoe & Maila, 2012). Moreover, the

teachers—as the trainees—monitor their own teaching practice via a constructivist approach (Keiny, 1994). Constructivist approaches to professional development (see Table 2.2) can provide opportunities for teachers to construct their teaching knowledge (Fung, 2000) and involves the engagement of learning tasks between the professional and the beginning teachers to experience teaching practices (Kinnucan-Welsch, 2007). Therefore, if beginning teachers can interact with experienced teachers, they will be able to progress their teaching skills (Early Childhood and School Education Group, 2016).

Table 2.2: Constructivist Approaches for Teachers' Professional Development

Constructivist approaches	Aspects of teachers' professional development	The reason for selecting each approach for teachers' professional development
Conference	Aim to encourage teachers to share knowledge in their field (e.g., science, social science, psychology and others).	This approach would be appropriate for experienced teachers who can use English to share their knowledge and experience with other scholars in a meeting more than classroom teaching. This approach may not be suitable for beginning NEM teacher.
Seminars	Aim to encourage teachers share experience in group discussion.	This approach is benefit for experienced teacher in use of English to discuss their knowledge of teaching with other scholars. It would not be appropriate professional development approach for beginning teacher in using English in actual classroom teaching.
Workshop	Aim to encourage teachers to learn actively via discussion, self-questioning and problem-solving.	This approach would help NEM teachers to develop skills and knowledge. However, a workshop is normally taken place outside classroom teaching, it does not make sure that NEM teacher can use the knowledge from the workshop to use English in teaching practice.
Short course	Aim to help teachers to improve specific teaching skills and knowledge.	This approach focuses on scheduling training that it needs to get the participants out of school teaching practices. NEM teachers will face difficulties of providing compensation teaching to students.
Coaching	Aim to encourage teachers to develop skills and knowledge through experienced person/s.	This approach would be suit for NEM teachers while performing classroom teaching. NEM teachers have an opportunity to share knowledge with expert in actual classroom teaching.
Mentoring	Aim to encourage teachers to develop their ability in teaching by building relationship with mentor/s.	This approach encourages NEM teachers to learn together with a mentor while performing actual classroom teaching and it provides the opportunity for NEM teachers to exchange and inquire about the knowledge that they still have questions about the practice of using English in teaching from a mentor in actual classroom teaching.

This study aimed to support NEM teachers' professional development in the use of English as a language of instruction based on developing relationships between NEM teachers and a coach or mentor. This approach would support NEM teachers in the development of their skills and knowledge. Behaviourist approaches (see Table 2.1) aim to present knowledge to teachers, while constructivist approaches (see Table 2.2) focus on teachers learning together with other people. Consequently, the aspects of constructivist approaches led to the selection of coaching and mentoring for NEM teachers' professional development in this study.

2.5.2 Behaviourist Versus Constructivist Principles for Teachers' Professional Development

Considering these two different principles, administrators or researchers who need to deliver teachers' professional development principles should bear in mind what principles (i.e., behaviourism or constructivism) of teaching practice they need those teachers to fulfil. Because the teachers would be observed using different techniques during their development, their roles could be passive as a part of traditional approach or active as part of a constructivist approach. Therefore, selecting an appropriate approach for facilitating teachers' skill development would be of key significance to the success of professional development.

Traditional approaches to teachers' professional development, such as lectures and behaviour modelling, might lead teachers to be passive practitioners in the process of improving teaching skills. For example, beginning teachers would be only the receivers of teaching skills in lecture training or programmed instruction training and traditional training methods comprising on-the-job training, self-directed learning, business games, team training, programmed instruction, simulation, internship, role-modelling, courses and workshops (e.g., Martin et al., 2013; Noe, 2017; OECD, 2009; Villegas-Reimers, 2003). These methods might be useful for English major teachers if they have knowledge in English language teaching. Conversely, the weaknesses of traditional approaches include that trainees are passive with a disconnection of the active learning atmosphere, trainees do not enable to create their own learning tasks even though some activities in the learning tasks are the responsibility of the trainees (Noe, 2017). The cost of training using, for example the simulation method, is a barrier to creating a learning environment and time

pressure of training, such as programmed instruction, could affect the satisfaction of the trainees sufficiently to counteract the advantages of learning practice (Martin et al., 2013).

NEM teachers should have opportunities to develop their learning by doing English teaching practice rather than gaining knowledge in theory because various activities of teaching practice could motivate teachers' intrinsic and extrinsic motivations. Similarly, Tranquillo and Stecker (2016) have found that extrinsic and intrinsic motivation motivate beginning teachers to conduct self-determination to participate in professional development. However, it could be observed that the traditional approach is inclined to feed teaching knowledge to teachers by transferring the holistic knowledge of trainers (Luan & Bakar, 2008). Therefore, in the context of beginning teachers in professional development as NEM teachers in English teaching, the traditional approach would not support teachers to contribute to their English teaching practice experience (Enever, 2014; Farrell & Jacobs, 2020).

2.5.3 A Constructivist Approach for NEM Teachers' Professional Development

Constructivist intervention is a popular teachers' professional development method, which uses techniques for the attainment of teachers' English teaching skills (e.g., Gómez & Fernando, 2012; Liu & Zhang, 2014; Tarnopolsky, 2012). The OECD (2009) asserted that constructivist professional development approaches comprise education conferences and seminars, qualification programs, observation visits to other schools, professional development networks, individual and collaborative research and mentoring and peer observation. In addition, professional development models and techniques consist of group discussion, demonstrations, field visits and study tours, working one-to-one, coaching and mentoring, project-based models, action research, school networks, teachers' networks, peer observation and team teaching (e.g., Malderez & Wedell, 2007; Sunyakul & Teo, 2020; Villegas-Reimers, 2003; Xu et al., 2020). These methods tend to encourage NEM teachers to construct English teaching skills because they could engage with experienced English teachers and the methods are useful for teachers to become involved in improving English teaching skills (Rachmajanti et al., 2020; Sari et al., 2020) because they would be familiar with different tasks of teaching practices from each method (Ginting & Kuswandono, 2020; Sueb et al., 2020). Hence, if teachers are experienced English teachers, the above methods of constructivist intervention could still support improvement in their teaching practices.

Conversely, NEM teachers of this research project, who were assigned to teach English in rural schools, may not be able to develop their English teaching skills effectively by using those professional development methods such as conference and workshop (e.g., Dang & Vu, 2020; Huo, 2020; Rao & Chen, 2020) because those professional development approaches may be more appropriate for experienced English teachers (e.g., Howlett & Penner-Williams, 2020; Supraptiningsih et al., 2020). For example, a beginning NEM teacher who presented at a conference would not be supported in terms of their professional development (Kapur, 2018; Mishra, 2015). Therefore, employing methods or techniques of teachers' professional development should match with the target groups of teachers who will be the trainees.

The conference approach is a vital professional development method to encourage English teachers to share their English teaching experiences and to build self-confidence in language use (Liu & Zhang, 2014; Sueb et al., 2020), but it would not be suitable for NEM teachers in rural schools. A conference can potentially enhance professionals' socialising and networking, updating trends in the fields and creating the interaction of professionals from different institutions (e.g., Grinage, 2020; Harrison, 2010; Spilker et al., 2020). An English conference is a method of building English teacher associations and networking with primary and secondary schools teachers, college teachers and university instructors, and it contributes to professional development because those English teachers can build confidence by sharing their experience with several groups of professionals (Gilroy, 2014; Gnawali, 2016; Rhodes et al., 2004). However, with NEM teachers in rural schools, conferences would not encourage them to develop their English skills in teaching practice (Talidong & Liu, 2020) and inexperienced teachers in using English in classroom teaching would not be able to apply English by themselves in authentic teaching situations through the conference approach (Nurhabibah et al., 2020)

A conference supports English teachers to learn with evidence-based practice and networking, but it would not enhance NEM teachers in this study to inspire professional development to create the awareness of English development (Jenkins, 2015). Further, the conference promotes professionals to interact with experts in the specific area of their interests to establish the relationships of learning (Gilmartin & Gnjidic, 2017) and to enable English teachers to build their confidence in public speaking. A conference is a foundation of English teaching skills because if English teachers have self-confidence in using

language accurately (Sueb et al., 2020), they can speak English in their classroom teaching and use English in their daily lives. Moreover, sharing their teaching experiences at conferences enables English teachers to cement their self-confidence in using English in the academic context of their area of expertise because they would have a presentation and discussion with groups of experts and scholars (Guadaña, 2020; Nursafira, 2020).

Conversely, a conference would not be a suitable venue for novice non-English language teachers because they would not have sufficient English teaching knowledge and experience to share with other experienced English teachers (Hashemi & Hokmabadi, 2011). They may lose their self-confidence and keep silent rather than presenting and discussing at a conference (Ewert, 2009; Parker & Bickmore, 2020). Delivering a presentation at a conference can support English teachers' professional development and support their self-confidence. However, as seen from reviewed research studies above, a conference approach would not suit for novice NEM teachers in this study. Therefore, the conference approach is not considered as a professional development approach for NEM teachers in rural schools using English as a language of instruction in this study.

It is evident from the literature that seminars and workshops would not be appropriate to promote the use of English as a language of instruction for NEM teachers in rural schools. If the teacher keeps busy attending seminars and workshop, it results in the teaching and learning of teachers to be suspended or postponed (Plessis & Mestry, 2019). However, the integration of seminars and workshops with other professional development techniques may be a beneficial approach for experienced English teachers in acquiring teaching knowledge. Seminars and workshops enable professionals to participate in active learning groups and develop deep knowledge of English (Koehler et al., 2007). Further, the integration of seminars and workshops with other professional development methods increases the depth of professionals' learning (Villegas-Reimers, 2003) and brings about the exposure of comprehension and knowledge of trainees by the supervision of trainers in teaching practice (McCulloch & Loeser, 2016). It could be observed that seminars and workshops support teachers to learn actively and teachers could then generate a learning environment that allowed them to construct their learning tasks in various ways. For example, teachers gain the opportunities to ask questions or discuss their topics of interest during a seminar or workshop. Likewise, a study of the seminar model of Lin (2016) indicated that topic-based seminar design enhances learners to develop synthesis, analysis

and discussion skills and problem-based seminar design challenges learners to create self-learning, inquiry and evaluation skills. Lin's (2016) study revealed that most of the skills of learning tend to be at the high level of the cognitive domain of the teachers. Those skills are probably applicable for experienced English teachers to develop their English teaching skills in a seminar because it could be assumed that they would have some background knowledge of English teaching. On the contrary, applying a high level of cognition could not be immediately generated by NEM teachers, who would have insufficient English teaching experience. Therefore, teachers' professional development by using a seminar could be a valuable model for upgrading experienced English teachers.

A training course is a popular model to promote the teaching practice needs of experienced English teachers. In-service teachers have been assigned to participate in several short courses of English training organised by public educational institutions or private companies. Mishal and Patkin (2016) studied the contribution of the training courses for in-service professional development at the elementary school level. Their findings revealed that the success of training courses depended on the teachers' needs and motivations during the training practice. A professional development training course does not provide the appropriate technique for beginning NEM teachers because the method does not support the needs and interests of teachers (Anderson, 2018). If the trainers or administrators could design a training course that serves teachers' needs, it would enrich the teachers' teaching skills. However, in-service teachers have been trained in a short period of time during those training programs and they have not learned enough to teach the necessary skills (Villegas-Reimers, 2003). The stress of a tough training course may have an impact on preschool teachers that will lead to the negative attitudes during the teachers' professional development (Sandilos et al., 2018). With the nature of the short course training, it may not be an appropriate method for beginning NEM teachers because a short time of training will push them out of their teaching daily routine for a couple of days. Teachers have to attend training courses in other cities based on the venue. They have to skip the regular classroom teaching, thus increasing their regular workload and this extra work may become an obstacle for their remedial teaching. Consequently, training experienced English teachers would apparently be achieved by using short course training, but the beginning teachers would need a long period of time to develop their teaching skill at their schools' location rather than field trip training.

In summary, several professional development models could be designed to support English teachers' teaching skills. Each model has a particular aspect of professional development. Any model selected should match the needs of the trainees and depends on what the groups of teachers are. The conference model, seminars and workshops and short training courses would be applicable for experienced English teachers to exchange teaching experiences and to develop their professional learning environment of teaching practice. Those models of professional development are mostly suitable for English major teachers, but they may not effectively support beginning NEM teachers' use of communicative English in teaching practice. Additionally, many NEM teachers generally have a degree in other subjects such as Thai, mathematics, arts and sciences, but have been assigned to teaching English subject because to the shortage of English teachers in rural schools. Beyond those reviewed professional development approaches above, several researchers have asserted that coaching and mentoring can advance novice teachers in teaching skills, knowledge and experiences (e.g., Duncan & Stock, 2010; GTSLearning, 2013; Judson et al., 2018; Keller, 2018; Turner et al., 2018) and they are also the most effective professional development models (e.g., Abu-Tineh & Sadiq, 2018; Reid & Kleinhenz, 2015). To underpin the research significance of this study (see Chapter 1), it was determined that coaching and mentoring would be suitable methods to support and enrich NEM teachers' English teaching practices.

2.5.4 Teachers' Professional Learning

Several authors (e.g., AITSL, 2017; Marshall, 2019; Prestridge, 2019; Trevisan et al., 2020) are in agreement that professional learning is in relation to self-directed needs or goals to improve skills and knowledge. Tahir and Musah (2020) argued that professional learning is regarding teachers' expectation to improve their knowledge to help students to achieve learning outcomes. Similarly, Evans (2019) claimed that professional learning relates to individuals learning informally to reach their needs in several ways (e.g., online, sharing knowledge with colleagues and so on). Professional learning would mainly arise from the need of individual to develop themselves to be able to pass knowledge to learners to be successful with learning outcomes. In this study, NEM teachers could set their own needs in learning English to then apply in their classroom teaching, from which students would benefit. Therefore, professional learning would encourage NEM teachers to improve their learning in relation to their needs of supporting students' learning outcomes.

There are several professional learning approaches to support teachers' professional learning (Flanigan, 2012; Kearney & Maher, 2019; Trust, 2012). Teachers' professional learning approaches include classroom-based activities, communities of practice, on-site learning and online learning (e.g., AITSL, 2017; Baricaua Gutierez, 2016; Pedder et al., 2005; Tour, 2017). Similarly, school-based activities aim to promote teachers' professional learning (e.g., Ahn, 2017; Gu & Wang, 2006; Ho et al., 2016; Lee & Kim, 2016; Thessin, 2015). Moreover, research-based activities support effective teachers' professional learning (e.g., Bergmark, 2020; Cordingley, 2015; Gutierez & Kim, 2018; Hord, 2009). Teachers have different ways of learning so different approaches would be required for their learning needs and readiness. In accordance with this study, seeking a channel to help NEM teachers learn to use English as a language of instruction was an essential mission for direct stakeholder (e.g., directors of school district and principals) because if NEM teachers have improved English proficiency, students could be supported in achieving learning outcomes that meet the expectations of the national curriculum (MoE, 2008).

Several professional learning activities occur from classroom-based teaching (AITSL, 2017). Peer learning from classroom teaching encourages teachers' professional learning (e.g., Gutierez & Kim, 2018; Kilpatrick & Fraser, 2019; Miquel & Duran, 2017). Moreover, classroom observation activities lead teachers to learn as active learning (e.g., Haiyan & Allan, 2020; Trevisan et al., 2020). Teachers can improve their learning from experienced teachers' giving feedback from classroom-based practice (Lillejord & Børte, 2020; Meeuwen et al., 2020). In addition, classroom-based activates coaching and mentoring activity for teachers' professional learning (Parker & Bickmore, 2020). If NEM teachers would have an opportunity to learn through classroom-based activities, they would receive a wide variety of knowledge from experience teachers. Therefore, in relation to this study, NEM teachers' English development was appropriate to take place in classrooms because they could get feedback from experts to use English in their teaching practice.

Research-based activities lead to various professional learning activities (e.g., Bergmark, 2020; Heissenberger & Matischek-Jauk, 2020). For example, teachers' professional learning with research-based leads to inquiry learning (e.g., Johnston et al., 2020; Xie & Rice, 2020) and teachers inquire regarding their particular learning needs. Further, Bleicher (2014) argued that action research is an activity to bring about teachers' professional learning because they could improve skills and knowledge through a realistic appraisal of

teaching. Correspondingly, classroom research enhances teachers to develop their teaching experience related to practical teaching challenges (Muijs et al., 2014). As a result, teachers' professional learning would be generated in an activity of research that occurs in the classroom setting because teachers can address problems directly arising in teaching practice.

Online learning is an effective channel for teachers' professional learning (e.g., Donitsa-Schmidt & Topaz, 2018; Hollebrands & Lee, 2020; Reeves & Li, 2012). Several authors (e.g., Ismail, 2020; Kearney et al., 2020; Li & Krasny, 2020) have noted that online enables teachers to participate in learning modules basing on teachers' interests. Moreover, free online courses are available for teachers to improve their learning by their pace and needs (Lee et al., 2020). Further, online forums are a popular channel for teachers, scholars and researchers around the globe to exchange knowledge and experience in their field of expertise (Dockerty, 2019; Sheridan et al., 2020). In addition, webinars are another popular channel for people of all professions to exchange knowledge with each other. Online channels help teachers to acquire knowledge to support their students' learning outcomes (Bryson, 2020; Quinn et al., 2020) and teachers can also learn from other scholars in several countries. However, sometimes teachers' professional learning needs to be face-to-face such as school meetings and workshops (Binmohsen & Abrahams, 2020). Regarding this study, online approaches for teachers' professional learning were not suited to support NEM teachers in rural school regarding the use of English as a language of instruction in classroom teaching because inexperienced NEM teachers in English need facilitated experts to be a peer in classroom teaching support (e.g., Alsaleh et al., 2017; Edwards & Steed, 2020). Table 2.3 provides a summary of teachers' professional learning approaches that were considered for this study:

Table 2.3: Summary of Teachers' Professional Learning Approaches

Professional learning approaches	Teachers' roles and performing	Activities/professional learning formats	Relevant approaches for NEM teachers in this study
Classroom-based teaching	Teachers learn from their own teaching practice and learn from feedback of a coach and a mentor.	-Classroom observation -Coaching -Mentoring	/
Research	Teachers improve their knowledge through conducting research from their problem in regular classroom teaching.	-Classroom research -Action research -Inquiry	
Communities of practice	Teachers incorporate learning with both inside school and outside school colleagues by exchanging and discussing knowledge in their expertise.	-Personal learning via networks -Team based -Peer teaching	/
Face-to-face learning	Teacher interact with teacher colleagues at school and share experience in a meeting or workshop.	-School workshop -Training courses	/
Online learning	Teachers learn self-independent via online resources.	-Online modules -Online channels (e.g., blogs, wiki, Facebook and Twitter) -Webinars	

2.6 Coaching and Mentoring

As the previous sections, coaching and mentoring approaches tend to be suitable for NEM teachers' professional development. There has been increased interest in the concept of coaching and mentoring for teachers' professional development and its relevance to improving quality teaching for novices (e.g., AITSL, 2013; Cornelius, et al., 2020; Hu & Veen, 2020). Coaching and mentoring are often used interchangeably, which can lead to confusion regarding the development of teachers' skills, knowledge and relationships, because these two words have been defined in different contexts and field of studies (e.g., Blackman et al., 2018; Monroe & Norris, 2018). There are some overlapping features of coaching and mentoring, which could be why some have found them to be indistinctive. However, there are some elements that show unique identities of both mentoring and coaching. This section clarifies the similarities and differences between coaching and mentoring through an examination of definitions, types, processes and outcomes of coaching and mentoring.

2.6.1 Coaching

2.6.1.1 Definitions of coaching

Many authors have attempted to define the meaning of coaching. For example, Lord et al. (2008) referred to the development of achievements and learning outcomes of a person. For, Moyle (2016) coaching was a process of communication and AITSL (2013) claimed that coaching referred to a process of the conversation and questioning for professional development. Correspondingly, coaching was a process of a conversation form to develop a person's learning skills, goals, needs and success (GTSLearning, 2013; Stelter, 2007). Moreover, Collins (2006) stated that coaching involves the communication and guidance of a coach to improve beginners' skills for the completion of specific learning tasks. Further, Parsloe and Wray (2000) believed that coaching was a process of learning to develop a person's performance, and the process depended on the coach having skills, knowledge, styles and techniques to deal with coachee; Lofthouse et al. (2010) argued that coaching was a process of improving professional practitioners' skills and knowledge.

Additionally, coaching can be considered as a supply of advice on particular skills and performance (NCTL, 2018). Garvey et al. (2010) defined coaching as a tool and function

for improving skills and behaviours of a person. Theeboom et al. (2014) argued that coaching was a tool for developing personnel in an organisation. For Lane (2012), coaching referred to skills of coach to scaffolding coachee to develop a skill with a specific task. All of the definitions above related to people, tools and materials and outcomes of individual development such as skills and knowledge. Additionally, it focuses on developing the outcomes of teachers' performances in English skills and knowledge that were pertinent to research significance of this study, which leads to the contributions of English policy development in rural schools in Thailand.

Therefore, to define the meaning of coaching in relation to this research study, coaching refers to a process as a tool of professional development to support teachers' learning, improve self-confidence, self-observation and others in using English as a language of instruction in teaching practice.

2.6.1.2 Types of coaching

This topic was synthesised types of coaching that later a type of coaching was justified for professional development in relation to NEM teachers using English as a language of instruction in this study. There were diversities of types of coaching that took into account information from several sources. Several authors (e.g., Blackbyrn, 2019; Heinl, 2019; Lord et al., 2008; PCU, 2019; Sue Stockdale Limited, 2020; Theeboom et al., 2014; Zentis, 2016) classified coaching types based on different factors such as purposes, reasons, situations and styles of coaching, which can be summarised as follows:

- Adaptive coaching is to help a person palpable needs in practice.
- Adult development coaching is to improve adults' authority, responsibilities, resilience and vagueness.
- Business coaching is for supporting entrepreneurs' businesses management and to improve abilities and skills in doing business.
- Career coaching aims to achieve goals and needs of people for career development in different reasons such as job seekers for an interview.
- Coaching to provide feedback debriefing and development planning is employed for assessing work performance of employees.
- Cognitive coaching focuses on improving poor thought of leaders.
- Confidence coaching helps people to become confident.

- Employee coaching relates to increasing employees work performance within organisation.

- Executive coaching is for a senior leader in an organisation to improve professional person's leadership and individual management ability.

- Goal-oriented coaching focuses on improving interpersonal skill to achieve goals of work.

- Group coaching is to improve leadership and relationship in a team.

- High-potential or developmental coaching is for a key person in an organisation to improve performance, coaching to provide feedback debriefing and development planning is employed for assessing work performance employees.

- Humanist coaching aims for a leader in an organisation to improve potential performance.

- Leadership coaching is to assist experience person to improve leadership in the organisation.

- Legacy coaching is administrated to help transition people to roles of leadership.

- Life coaching or personal coaching is for individual life development.

- Newly assigned leader coaching is for new roles leadership of a person.

- One-on-one coaching for executives is to develop a senior's skills and performance.

- Performance coaching refers to elevating performance of a person to support achievement goals in different tasks such as athletes and employees in workplace.

- Peer coaching focuses on individual's learning by working together with colleague.

- Personal development coaching is for supporting people to improve attitudes, emotions, skills and knowledge to reach goals and needs.

- Positive psychology model for coaching is to elevate strengths of a leader to high performance.

- Presentation or communication skills and influence others coaching is for helping a person to improve skills and communication awareness and team coaching focuses on leadership and teamwork.

- Relationship coaching focuses on changes and interactions of a person for engagement with others.

- Sales coaching is to help a sale person to achieve selling.

- Succession coaching refers to supporting a person who will be promoted in an organisation.

- Systemic coaching focuses on solving problems for disruption and change within organisation.
- Targeted behavioural coaching is to help a person to improve behaviours.
- Team coaching is to support team and a person improve relationships and performance within organisation.
- Wellness coaching focuses on healthcare.

All of the coaching types above are employed to raise the performance of either an individual or team and groups of people. Moreover, each type of coaching has its own identity to improving a person's performance. For example, executive coaching focuses on a senior experienced person to elevate their leadership within an organisation, which does not focus on the novice (Lefstein et al., 2018; Offstein et al., 2020). For this study, personal development coaching was selected in relation to the group of NEM teachers who were participants. The reasons included that they were inexperienced teachers in using English as a language of instruction in teaching practice and were mathematics, sciences and Thai teachers, so the personal development coaching would improve the development of their English skills and knowledge relating to their goals and needs in teaching practice (e.g., Alsaleh et al., 2017; Edwards & Steed, 2020; Goker, 2006; Harlin & DiBello, 2001; Loman et al., 2020). Moreover, personal development coaching enabled me to organise coaching for those teachers because their schools were located in different villages, in which I could coach each teacher one school at a time and rotate to coach other schools in the Subsomboon Pochai School Network. Further, the expectations of coaching in this study were to develop teachers' skills and knowledge in using English, rather than to elevate a person to get promoted in their career achievement, leadership legacy, income, healthcare and change within an organisation (Wang & Ho, 2020; Webster & Litchka, 2020). Therefore, types of coaching that did not match with my NEM teachers' teaching needs and goals of using English in teaching practice were not selected, including executive coaching, wellness coaching, systemic coaching, business coaching, legacy coaching and others (Gan et al., 2020; Giordano, et al., 2020; Sherman & Teemant, 2020).

2.6.1.3 Coaching processes

GTSLearning (2013) stated that the coaching process composes of conversation patterns and the process is to express truths and confront issues between a coach and a coachee. Moreover, AITSL (2013) noted that coaching process composes of four stages: planning to

build relationships, contracting to set up goals and needs for the commitment of individual development, coaching to employ conversations and questioning process, and evaluating to review and reflect. Correspondingly, Parsloe and Wray (2000) highlighted a process of coaching into four stages: analyse for awareness, plan for responsibility, implement using styles, techniques and skill and evaluate success. Further, they pointed out that a useful technique of coaching inexperienced learners composes of spirals of explaining and demonstrating, reflecting on the learning by note-taking, reviewing progress by questioning, planning to re-practice with providing feedback and praise and practicing, reflecting, reviewing and planning chronologically. They also remarked that the GROW model, which composes of goal, reality, options and will, is a clear structure, which focuses on using skilful questions.

Similarly, the GROW model, which includes goals, reality, options and ways onward, has been noted as a useful process of coaching by the Llywodraeth Cymru Welsh Government (2015), which addressed the roles of coachee in five stages of the coaching session: answering questions, understanding learning needs and goals, reflecting on the coach's practice, reflecting on the coachee's practice and engaging in professional dialogue. In addition, Lofthouse et al. (2010) noted that the coaching process can be divided into four phases: agreement arrangement, which is the stage of having a meeting between the coach and coachee to establish a scheme of coaching cycle; pre-lesson coaching meeting, which is a step to discuss roles of coach and coachee in classroom teaching; a lesson taught, which is a stage of evidence collection that normally use observation, video and audio-recording; and post-lesson coaching meeting, which is where the coach and coachee can take an opportunity to reflect experiences, outcomes and feedback by a discussion. The features of the coaching process above are mainly focused on communication in the pattern of asking and answering questions between the coach and coachee to lead the coachee to realise their skills and knowledge development.

The coaching process of this study was an applied process that can be divided into three stages: planning, coaching and evaluating. Planning refers to building the relationship between the coach and coachee and covers contracting skills such as sending an email, chatting via mobile applications, telephoning and informal face-to-face meeting to get ready to know personal information of my participants. Moreover, we can share and discuss such as coaching schedule, coachees' needs and goals of English skills development and

other necessities before launching to the coaching stage. In this study, the activities of the coaching stage included pre-coaching (e.g., short talk before classroom teaching), during coaching (e.g., coach does classroom observation and note-taking while coachee performs teaching practice) and post-coaching (e.g., asking questions, answering questions, note-taking). The activities of evaluation stage included the coachees' reflections of using English in teaching practice (e.g., describing, narrating, explaining and so on) while the coach's roles are listening to understand the coachees' points of view (note-taking, audio record, asking questions) and reviewing the progress of coachees' goals and needs (asking questions and giving speech feedback).

2.6.1.4 Coaching outcomes

Coaching leads to increased well-being, goal attainment, attitudes, life development and skills (e.g., Grant, 2017; Grant et al., 2009; Linley & Harrington, 2005; Spence & Grant, 2007). Moreover, it enables the development of increased competence, diagnosis of performance and behaviour problems, helps to correct unacceptable performance and behaviours, and to build relationships and develop morale (Cook, 1999). Additionally, coaching brings about performance, achievement goals, personal skills, self-development, self-managed learning and self-directedness, self-awareness (Moyle, 2016; Parsloe & Wray, 2000). Likewise, the outcomes of coaching consist of knowledge, skills, confidence, support, equipment and time (GTSLearning, 2013). Further, coaching improves skills, knowledge, self-regulation and attitudes (Theeboom et al., 2014). Correspondingly, coaching enhances decision-making skills, interpersonal skills and self-confidence, self-improvement and relationships (DiGirolamo, 2015). Most of the outcomes of coaching focus on development performances such as skills and knowledge

Coaching can contribute to the professional development of NEM teachers. Specifically, in relation to the research aims and research significance of this study, the outcomes of coaching have been analysed and refined to focus on the development of skills and knowledge regarding the use of English as a language of instruction. Further, the significant outcomes of coaching outlined in the literature was a key reason for the inclusion of coaching in this study.

2.6.2 Mentoring

2.6.2.1 Definitions of mentoring

An exploration of several resources reveals that several authors have defined mentoring in different ways. For example, Hobson et al. (2009) argued that mentoring involves the support of experienced practitioner for inexperienced people, whereas DiGirolamo (2015) claimed that mentoring involves a mentor providing advice to a client informed by their experiences. Likewise, Moyle (2016) argued that mentoring is a form of relationship to share skills and knowledge between experienced people and inexperienced people. Those indicate that experienced and inexperienced people are engagement to learning.

Mullen and Klimaitis (2019) asserted that mentoring is an extraordinary relationship of experts and novices in social transformation learning. Lane (2012) noted that mentoring generates relationships between mentor and mentee over a long period. Moreover, Fletcher and Mullen (2012) argued that mentoring is the personal involvement for transforming relationships and collaborative working for professional development. Similarly, Ambrosetti and Dekkers (2010) claimed that mentoring is a reciprocal interconnected relationship between a mentor and mentee, in which a mentor transfers knowledge and skills to a mentee based on their specific needs. Mentoring is the transformation of skills and knowledge between people.

Zachary (2016) argued that mentoring is a mutual learning relationship between a mentor and mentee to elevate a mentee's skills, performance, knowledge and thought, while Doyle-Morris (2019) claimed that mentoring involves relationships between people to improve specific personal skills. Similarly, Lord et al. (2008) highlighted that mentoring is an involvement of personal growth, which is associated with professional career development. Correspondingly, Garvey et al. (2010) stated that mentoring is a form of relationship between mentors and mentees to promote career development. Further, Lofthouse et al. (2010) argued that mentoring refers to a structure of process to support professional practitioners in career development.

The various definition of mentoring aim to not only develop relationships between experienced and inexperienced people to improve skills, knowledge and experiences, but also to promote personal career growth. Consequently, the defined meaning of mentoring in this research study was that it would relate to NEM teachers in rural school in Thailand.

Mentoring refers to a process of individual's development of English skills, knowledge, experiences in teaching practice via relationship-building between a mentor and mentee. It is also used to increase individual's self-confidence, self-reflection, self-observation and others.

2.6.2.2 Types of mentoring

There several types of mentoring to be employed for professional development. Creighton (2018) noted that six types of mentoring can be observed. One-on-one mentoring is independent of participants' freedom to participate in formal mentoring program. The importance of this type of mentoring is its focus on personal skills and relationships development, whereas situational mentoring is mainly for specific skills in relation to a mentee's needs. Developmental and career mentoring is focused on long-term development career growth, whereas reverse mentoring involves sharing new acquired skills and knowledge of individuals for colleagues. Finally, group-based mentoring is designed for diverse situations of the agenda and peer-based mentoring focuses on helping a mentee to sharpen skills and advance career development. Insala (2019) argued that there are different types of mentoring that occur in the workplace, in which traditional mentoring is a form of one-on-one mentoring to help individuals achieve goals of working, whereas reverse mentoring focuses on senior people who are mentored by junior in some specific new skills and knowledge such as technology and career and leadership development mentoring aims to develop individual career growth in organisations. Each mentoring type has its own specific groups of people for professional development. Therefore, it could carefully select type of mentoring by its own identity that match with target group of people.

Moreover, UC Davis (2018) claimed that there are three different types of mentoring: traditional one-on-one that is designed with formal pattern and schedule by the commitment of a mentor and mentee, distance mentoring is served for engagement of two parties in different areas and group mentoring is the interaction between a mentor and group of people that a mentor manage own activities. 'Art of Mentoring' (n.d.) argued that four types of mentoring: diversity mentoring highlights to support variety goals of people, reciprocal mentoring aims to promote collaborative working and exchanging knowledge between the generations, mentoring emerging leader focuses on promoting people who glitters their leadership in organisations and mentoring graduates are employed for new people experiencing in workforce. Mentoring brings about working as a team or group to share

knowledge. Consequently, it would be able to apply such as reciprocal mentoring to support NEM teachers in use of English.

Additionally, Mullen and Klimaitis (2019) highlighted nine types of mentoring in their study: formal mentoring associated with program interactions, informal mentoring focuses on interaction between a mentor and mentee, diverse mentoring is in relation to interests, electronic mentoring aims to interact towards technology at a distance, collaborative mentoring is transformational knowledge development, group mentoring and peer mentoring (Smith, 2007) focused on sharing grounded of agendas in differences, peer coaching supports relationship empowerment, multilevel mentoring is across organisations' relationships and cultural mentoring refers to reciprocal goals in diversity of cultures. These types of mentoring revealed that mentoring could be transferred knowledge to mentees into ways either formal or informal. Informal mentoring would bring about interaction between a mentor and a mentee rather than formal mentoring. So informal mentoring may suit for a mentor to interact with NEM teachers. In addition, University of Cambridge (2020) remarked three types of mentoring: induction mentoring is for helping a new persons to settle in their organisations, peer mentoring focuses on support colleagues' development in specific areas to achieve colleagues' goals and developmental mentoring is the alliance to conceive strategies, solutions and plans to reach their goals.

A synthesis of overall data above reveals several types of mentoring to serve individual development for different purposes and circumstances (Maskit & Orland-Barak, 2015). Those can be seen that building relationship for development is the focus of all mentoring types. Therefore, in relation to a purpose of this research study, it is to support NEM teachers via mentoring to improve individual skills, knowledge and experiences in using English. Building relationship or rapport will be focused towards a selected type of mentoring, which is developmental mentoring as one-on-one style. This type is selected to be used in this study because of NEM teachers' backgrounds knowledge of using English and schools' locations and circumstances. To dilate about NEM teachers' backgrounds knowledge, they do not teach English subject as previously noted in the coaching section. Basically, they teach students in Thai in other subjects such as mathematics and science. It could be assumed that English is not used in classroom teaching.

Additionally, the teachers' lack of skills, knowledge and experiences in using English may require them to be supported by one-on-one mentoring style to be familiar with English

content first. To clarify about locations and circumstances, there are ten different schools in rural areas where other types of mentoring such as group mentoring, distance mentoring and others may not be suitable to use in this study rather than one-on-one mentoring because a mentor can manage his/her program by own pace and process with a mentee's commitment. Correspondingly, the clarification of developmental mentoring or one-on-one mentoring above (e.g., Creighton, 2018; Insala, 2019; UC Davis, 2018) showed that it emphasises a person's skills and knowledge development and a mentor and mentee can interact with each other individually through their commitment. Consequently, a developmental mentoring would be matched and supported to these situations that I make a decision to entail for professional development.

2.6.2.3 Mentoring processes

There are several mentoring activities for professional development as follows: Moyle (2016) noted that there are two structures of mentoring: formal (e.g., observation and feedback) and informal (focus on learning communities and peer observation) and mentoring activities related to presenting, advising, sharing, listening, asking and observing (The Northern Territory Department of Education, 2014). Mentoring process can be both formal and informal activities that encourage a mentor and mentee to conduct a learning relationship. Similarly, Educator Effectiveness (2018) stated that mentoring process is creating interpersonal relationship, teachers' self-reflection, providing feedback, talking to teachers about teaching experiences as well as supporting, facilitating, discussing, evaluating (Smith, 2007). These reveal that mentoring process is mostly focusing on communication between a mentor and mentee to improve individual learning development. In addition, Garvey (2017) noted that diversities of mentoring activities include discussing lessons, keeping lists of questions, problems and ideas of teaching, reviewing timetable between a mentor and mentee, observing classroom teaching, talking with a mentee both informal and formal situation, sharing ideas and resources, having regular meeting, asking questions, collaborating teaching, clarifying relationship, demonstrating teaching, sharing videos of classroom teaching and reflecting and giving feedback. These activities would support an exchange of knowledge between a mentor and mentee in practice while they interact with each other and they also increase a reciprocal relationship. Thus, mentoring activities may base on the situations of mentoring, individual's background knowledge of learning and so on.

Mentoring activities lead many authors to design mentoring processes into different aspects. Jones and Brown (2011) designed a model of mentoring, which is a 'complex adaptive system (CAS)'. They noted that it focuses on traditional mentoring and reciprocal mentoring to adapt in their study. The model pointed to individual relationship by using individual reflection analysis and small group discussions. Mentoring is used independently to develop a person's skills and knowledge, but they could be integrated models of mentoring. Whereas, Orland-Barak and Wang (2020) designed four processes of mentoring in their studies: diagnostic process is for understanding teachers' teaching targets, deliberative process is for understanding different mentoring strategies to serve teachers' learning, inquiry process is for identifying knowledge, issues, strategies of mentoring and practice process is to implement mentoring plan and evaluate advantages and disadvantages of mentoring. Their mentoring design process appears to be focused on understanding factors that appear in their study such as teachers' learning goals, strategies, approaches and difficulties of mentoring. These factors could be addressed for evaluation by a person who is going to manage a mentoring project so that they achieve goals of mentoring program.

Further, mentoring activities led Daniel et al. (2019) applied four processes of mentoring relationship of Kram for their study: initiation is a formal activity to allow a mentor and mentee to have initial relationship of working and learning styles. Cultivation is a formal process that allows a mentee to observe and learn from a mentor. Separation is informal process of knowledge transition between a mentor and mentee and redefinition is also informal process that encourages a mentor and mentee concrete interactions for re-evaluation of learning. This study prominently aims for supporting individual relationship process by both formal and informal mentoring processes. The study also revealed that it is not necessary to run mentoring program formally throughout the project or informally situation vice versa. Moreover, Ambrosetti et al. (2014) noted three steps of mentoring: pre-mentoring, mentoring and post-mentoring that lead some activities of mentoring process: a mentee observes and watches a mentor's interaction with students in the classroom, a mentee discusses about teaching approaches and classroom feedback with a mentor and also reflects on experiences of learning in teaching. The three processes are quite simple and understandable tasks for a mentee to realise activities that will happen at each stage. The mentoring steps of their study tend to be flexible and applicable for skills, knowledge, experiences and individual introspections of professional development.

Consequently, administrating a mentoring process that could assist NEM teachers' professional development, it has been found that the simple mentoring process of their study could be applied to the mentoring program in this study. The reason is that the research problem of this study focuses clearly on how mentoring is employed for developing teachers' English skills, knowledge, experiences in using English as a language of instruction. The mentoring process in this study does not aim to design a very complex process for professional development.

2.6.2.4 Mentoring outcomes

Mentoring involves the exchange of wisdom, relationship development, support, career development and personal guidance (Parsloe & Wray, 2000), beginning teachers' learning retention (Ingersoll & Kralik, 2004; Kajs, 2002; Waterman & He, 2011) and problem-solving in practice (Bickmore & Davenport, 2019). In addition, mentoring enables the transformation of knowledge and relationships (Orland-Barak & Hasin, 2010), boosts personal relationships and encourages the sharing of knowledge (Insala, 2019). Mentoring also improves communication skills (Daniel et al., 2019), leadership and didactic knowledge (Hudson, 2013), new skills and teaching performance (Early Childhood and School Education Group, 2016), and promotes teaching knowledge, experience and interests (Norman & Feiman-Nemser, 2005). Moreover, mentoring helps beginning teachers remove their feeling of isolation (Gilles & Wilson, 2004) as well as reducing the feelings of isolation of novices, increasing self-confidence, self-esteem and problem-solving performance (Hobson et al., 2009), self-reflection and self-esteem (Early Childhood and School Education Group, 2016; Garvey, 2017). Correspondingly, mentoring creates self-reflection and self-determination (Gilles & Wilson, 2004; Harrison et al., 2005) self-confidence and self-empowerment (Mullen & Klimaitis, 2019).

Mentoring brings about several outcomes for individual development. It helps to increase not only skills, knowledge and experiences development, but also teachers' learning retention and individual's feeling, introspection and evaluation such as self-reflection, self-esteem. Hence, mentoring was deemed to be a useful approach to use for NEM teachers' professional development in relation to support English development policy in Thailand (MoE, 2008).

2.6.3 Similarities and Differences Between Coaching and Mentoring

2.6.3.1 Similarities

The main similarity between coaching and mentoring is the benefit arising from teachers' professional development. Many authors have asserted that coaching and mentoring generate benefits for coachees/mentees, including skills and knowledge development, communication proficiency, self-confidence, self-esteem, problem-solving performance, self-reflection, self-determination, self-empowerment, self-development, self-managed learning, self-directedness and self-awareness (e.g., Blakemore, 2014; D'Abate et al., 2003; DiGirolamo, 2015; Garvey, 2017; Gilles & Wilson, 2004; Harrison et al., 2005; Hobson et al., 2009; Lord et al., 2008; Moyle, 2016; Mullen & Klimaitis, 2019; Parsloe & Wray, 2000; Theeboom et al., 2014). Coaching and mentoring are similar in their professional learning outcomes.

Both coaching and mentoring are prominent approaches to support teachers' professional development. Several authors (e.g., Blakemore, 2014; Jacobs, 2018; Yates & Blake, 2018) have argued that improving professional learning in organisations typically requires coaching and mentoring. Moreover, coaching is similar to mentoring in that collaborative working of professional practitioners that a part of coaching is merged in mentoring activity (Llywodraeth Cymru Welsh Government, 2015). Some parts of coaching may be different from mentoring, although they are similar in the function of tools for professional development. Klofsten and Öberg (2012) argued that coaching and mentoring are attractive tools for professional development of skills, knowledge and problem-solving. Coaching and mentoring are essentially required tools to advance the professional practice of teachers. Therefore, it could be asserted that coaching and mentoring are similar in the point of being tools for professional development, which is why both approaches were utilised in this research study.

Building relationships is similar in coaching and mentoring. Macafee and Garvey (2010) claimed that building rapport and trust is an essential component of successful coaching and mentoring. For example, coaching establishes relationship between a coach and coachee (e.g., Boyce et al., 2010; Hartman, 2019; Pearce et al., 2019), while mentoring builds relationships between a mentor and mentee (e.g., Asuo-Baffour et al., 2019; Bradley,

2019; Hayes, 2019; Morettini et al., 2020; Winter et al., 2019). Coaching is similar to mentoring in the importance of generating relationships between people.

2.6.3.2 Differences

Coaching and mentoring have different durations in terms of individual development timeframes. Coaching is usually conducted over a short period of time, whereas mentoring requires long-term relationship development (e.g., Bose, 2016; The Centre for Corporate and Professional Development, 2017); coaching is a short-term relationship, whereas mentoring is a long-term rapport development (Blakemore, 2014; Insala, 2019). Further, coaching involves the short-term development of skills and knowledge of novices (Megginson, 2005), whereas mentoring relies on the development of long-term rapport to support the development of skills and knowledge (Crisp & Alvarado-Young, 2018). Therefore, coaching would be focused on the development of NEM teachers' English skills and knowledge, whereas mentoring would enable more in-depth support for NEM teachers using English as a language of instruction over time.

The focus for coaching and mentoring approaches are different. The Centre for Corporate and Professional Development (2017) argued that coaching focuses on capacity driven by a coachee's needs and goals for professional development, whereas mentoring aims to drive development from a mentor in support of a mentee. Similarly, Insala (2019) claimed that coaching tends to focus on coachee-driven goals and needs, whereas mentoring involves a mentor-driven for facilitating and supporting mentees in their development. Insala (2019) also stated that the focus of mentorships is often on career development and business goals on future career paths and long-term development, whereas coaches are there to increase immediate productivity and job performance. Moreover, Jacobs (2018) noted that development driven from mentoring enables a mentor to share experiences through their rapport with a mentee, while coaching is achievement driven by a short-term imperative to improve a coachee's skills. Therefore, the driver of development is dissimilar between coaching, which focuses on a mentee's performance and mentoring, which points to relationship development for learning.

Coaching and mentoring are different in the structure of development. Lofthouse et al. (2010) stated that mentoring is a structure to support professional practitioners in career development, whereas coaching is a structure to enhance professional practitioners in

specific skills development. Additionally, coaching is formal form of interaction, whereas mentoring can be a more informal relationship between a mentor and mentee (Blakemore, 2014; Bose, 2016; Richards, 2015). Coaching is likely to be more structural formal engagement in regular sessions between a coach and coachee. Conversely, mentoring appears to be a more intimate engagement between a mentor and mentee to establish a relationship for professional development. Hence, the structure of development in this research study would closely follow the aspects of coaching and mentoring.

The style of coaching and mentoring is also different. Bose (2016) noted that mentoring relationships involve more listening, adapting and steering in the right direction, whereas coaching is more direct, seeking immediate results and appropriate feedback. Similarly, Jacobs (2018) stated that powerful questions come from a coach, whereas good answers come from a mentor. This illustrates the different paths of employing activities to encourage professional development between coaching and mentoring. Thus, it could be remarked for designing styles or activities of coaching and mentoring programs in this research study to match with the origins of both such as design coaching for conversations activities that allow coachees answer or reflect themselves as much as they can while design mentoring activities like facilitating, directing and advising.

2.7 Coaching and Mentoring with NEM Teachers

There were several evident advantages of utilising coaching and mentoring with NEM teachers, including the support for NEM teachers to not feel isolated, the creation of collaborative learning opportunities for NEM teachers, the development of relationships between NEM teachers' organisations, the generation of productive and positive relationships with NEM teachers, the development of leadership and confidence for NEM teachers, the activation of NEM teachers' inspiration in the use of English, the establishment of an NEM teachers' learning community, support for the increased NEM teachers' English literacy and to enable students to improve their learning outcomes.

Regardless of professional development, coaching can be employed to improve teachers' teaching practices (Judson et al., 2018; Ma et al., 2018) and to develop supportive professional learning communities (Barbour, 2018; Keller, 2018; Turner et al., 2018). By promoting coaching for professional development, beginning teachers can step away from the isolation of teaching because coaching maintains peer teaching and learning activities

(Land, 2018). Additionally, beginning teachers learn to improve such elements as instructional development and literacy from coaches (Davis et al., 2018; Piper et al., 2018). Coaching can assist beginning teachers' learning for different skills such as classroom management and to improve their instructional teaching. Additionally, coaching can help NEM teachers to interact with other colleagues and encourages them to be far away from their isolation. If they are in isolation zone, they may not use English to instruct their students because interpersonal skills may not be improved to achieve communication skills. Therefore, coaching could lead NEM teachers to experience greater teamwork in the use of English as a language of instruction.

Mentoring is generally a more long-term development, in which mentees can develop their skills with the close guidance and supervision of mentors (LID Publishing, 2015; Megginson, 2005), from which mentors can provide critical and supportive feedback to help complete mentees' goals. Mentoring also refers to collaborative learning between veteran teachers and less-experienced teachers (McClinton et al., 2018). Mentoring can be a long-term approach or sometimes a specific program tailored to support the professional learning of specific education stakeholders such as scholars, administrators and teachers (Crisp & Alvarado-Young, 2018). Mentoring also promotes NEM teachers to develop their skills and knowledge in the use of English as a language of instruction.

Coaching and mentoring are concerned with the development of NEM teachers' professional learning with individuals and social institutions (Burley & Pomphrey, 2011). These definitions highlight the relationship of professional learning in long-term development, in which experienced teachers engage with inexperienced teachers in their careers. Mentoring encourages less-experienced teachers to be inquirers of teaching practices because mentors can give them specific feedback about their teaching (e.g., Herman & Mandell, 2005; McCarthy, 2017; Saye et al., 2017). Additionally, beginning NEM teachers have opportunities to reflect on their professional learning needs such as classroom management and instructional teaching strategies with mentors through a mentoring approach (Chizhik et al., 2017; Vikaraman et al., 2017). Mentoring involves the strong relationship between experts and learners to improve learners' skills and knowledge, with the mentors facilitating the learning of mentees.

The coaching and mentoring models can generate productive and positive relationships between mentors and NEM teachers in their professional development to succeed in

English teaching practice. Even though the process of professional development by coaching and mentoring depends on the experiences of coaches to transfer knowledge to the beginners, the approaches reinforce the beginners' ability to develop their interpersonal skills in language classroom teaching (Abbott et al., 2006), whereas mentors can be facilitators who provide resources, methods, techniques and strategies of teaching skills to help beginning teachers to succeed in their professional development (Latz et al., 2008; Villegas-Reimers, 2003). Moreover, teachers have choices to develop their self-observation, self-reflection and problem-solving as they are coached by experienced teachers or mentors (Ben-Peretz et al., 2018). Beginning teachers can also observe their own teaching behaviours by video recording lessons, asking students to give feedback about their teaching and receiving feedback from mentors following self-observation, so they have to write reflection papers from those evidence (Ahmed et al., 2018; Hockly, 2018; Knox et al., 2018). Teachers ask their own reflective questions of their practice, create a portfolio and a writing journal of their teaching, peer feedback as a self-reflection (Christodoulou, 2010; Lam, 2018; Runhaar et al., 2010).

The coaching and mentoring approach can promote English language skills in teaching practices and leadership and self-confidence of NEM teachers by implementing professional development. Mentoring and coaching provide novice teachers with opportunities to understand English skills from their interpersonal relationships and socialising with more-experienced teachers of English (Duncan & Stock, 2010; Moyle, 2016). Latz et al. (2008) considered that peer coaching activates teachers' confidence in building up the roles of the facilitator in classroom teaching. If coaching and mentoring are assigned to improve beginning English teachers' teaching practice, the self-confidence of the mentees need to be carefully considered by mentors because lack of self-confidence of mentees could diminish the learning benefits from a professional development program (Wales, 2002). However, peer or group coaching could be adjusted to animate the leadership and self-confidence of the mentees and they could contribute their communication proficiency because the mentees could be challenged to have interactions with different members in the coaching program (Lyndsay & Beverley, 2017). NEM teachers would be enabled to better develop their English teaching skills.

An increase in the leadership and self-confidence of NEM teachers would be advantageous to their colleagues' use of English because they could share their teaching knowledge and

experience. This can help to offset the costs of low leadership and lost self-confidence of beginning teachers when they are unable to perform effective instruction in their classroom teaching (e.g., Bondie et al., 2014; Lawrence, 1999; Quigley, 2016; Seddon & Biasutti, 2008). Additionally, developing the leadership and self-confidence of mentees through coaching and mentoring can be an effective method to advance those teachers in English teaching practice because they are encouraged to describe their teaching challenges so that mentors can give targeted feedback for improving teaching (e.g., Koosha et al., 2015; Rhodes & Fletcher, 2013; Russell & Von Esch, 2018; Song, 2016).

Coaching and mentoring would also be beneficial for motivating and inspiring English teaching practices for NEM teachers. For example, Van Driel et al. (2001) argued that peer coaching is a powerful motivating technique to improve teachers' knowledge in teaching practices, where mentor styles and patterns of coaching and mentoring are didactic strategies that can enhance the teaching practice of novice teachers (Rachamim & Orland-Barak, 2018). Coaching and mentoring are not only the means of imparting teaching knowledge, although they motivate beginning NEM teachers' classroom practices. Owen et al. (2018) explored the systemic transformation of professional development in developing countries, from which they argued that there is no coordination of teachers' professional learning through more traditional approaches to professional development. They reaffirm that mentoring and peer learning leads to building teachers' skills in teaching practice, which will then support students' learning achievements. For example, the mentor guides the NEM teachers to command easy English statements with students in classroom teaching. Students are then encouraged to use English in the classroom and NEM teachers can both give feedback to students and receive feedback from them. The relationship between mentors and mentees during coaching and mentoring will enable mentees to improve their teaching and learning practices (Zehntner & McMahon, 2018). If experienced English teachers can change their roles as trainer-based mentors, novice NEM teachers could take the part of an active trainee. Then they could have their own motivation and inspiration to improve their English teaching skills in an active way by cooperating with other teachers through peer learning strategies. Thus, coaching and mentoring can be effective methods for showcasing the teaching skills and effective strategies of mentors. The beginning NEM teachers can engage by conversing and reflecting on what they have learned together with mentors in professional learning situations. These professional

learning experiences will encourage beginning NEM teachers to develop their own English teaching practices even if they do not have a specialist English teacher in their schools.

In addition to coaching and mentoring, establishing a professional learning community can be a useful strategy for progressing NEM teachers' English teaching practices. Abu-Tineh and Sadiq (2018) studied the characteristics of professional development models, revealing that the most effective professional development model is mentoring and the mentoring is the highest rank of professional development method to support novice teachers in a professional learning community (Reid & Kleinhenz, 2015). Further, a study conducted by Soisangwarn and Wongwanich (2014) demonstrated that by using peer coaching to enhance reflective teaching skills, teachers were able to transfer their teaching experiences to colleagues, which enabled teachers to contribute to the community of professional learning because they could exchange their teaching skills and experiences. If it was possible to have an experienced English teacher who could model English teaching for NEM teachers at each small school in rural areas of Thailand, it would make a significant contribution to the English language development of the country. Therefore, in the rural schools of Thailand, it is proposed that coaching and mentoring would be appropriate strategies to extend the professional development of the English teaching community, especially for NEM teachers.

Coaching and mentoring enhance NEM teachers' ability to develop English literacy in their teaching practices. Teaching English literacy can be developed by coaching (Chambers et al., 2008) because it supports teachers to improve their English instructional teaching techniques and leads them maintain their content knowledge of literacy and language (Russell, 2017). Moreover, coaching enables teachers to develop their literacy practices in relation to English instruction and to improve their own English proficiency (Davis et al., 2018). English literacy is an essential skill for NEM teachers to apply knowledge in classroom teaching and NEM teachers can become familiar with English teaching approaches and strategies from coaches or experts. Similarly, Chien (2015) noted that mentoring enables teachers to improve their English teaching methods, language content knowledge and language classroom management. Coaching also helps teachers to provide language classroom teaching with classroom planning, observation and giving feedback for students (NCTL, 2018). It demonstrates that English content knowledge of NEM teachers and their experience of English teaching approaches comes from the linguistic and literacy

development via coaching and mentoring. Therefore, the impact of coaching and mentoring to English teaching is that NEM teachers can improve their language, literacy and teaching approaches, as well as their language classroom management.

Finally, there is substantial evidence that coaching and mentoring positively affect students' learning outcomes (e.g., Lefdahl-Davis et al., 2018; Nieuwerburgh, 2018; Olofson & Garnett, 2018; Warren et al., 2018; Wolf, 2018; Zepeda, 2018). Giving feedback in English for students can be supported by coaching and mentoring from NEM teachers, while teachers can enable students to reflect on their strengths and weaknesses in the learning of English. In addition, coaching and mentoring programs can improve students' English proficiency, communication skills and critical thinking knowledge (Udiutoma & Srinovita, 2015). Using conversation tasks in coaching and mentoring between teachers and students can help to motivate students' critical thinking to develop their learning skills and knowledge (AITSL, 2013). Additionally, coaching and mentoring can support learners' thinking skills, decision-making, attitudes and self-confidence in learning (NCTL, 2018). Coaching and mentoring relate to building up students' learning attitudes, communication skills and thinking abilities by employing teachers as facilitators to provide learning situations for them. Meanwhile, teachers can provide feedback for students to lead them to achieve learning goals. Hence, students' learning achievements such as learning skills, knowledge, attitudes and motivation can be promoted by using coaching and mentoring approaches in the classroom.

There is a clear gap between the Thai government's stated policy of improving English language outcomes for Thai school students and the resourcing and support given to NEM teachers who would be expected to teach English across the curriculum in rural schools in Thailand in the future. As such, this study examined the experiences of NEM teachers in using English teaching as a language of instruction. This study also analysed the challenges faced by NEM teachers in using English as a language of instruction, with an investigation of the effects of coaching and mentoring programs for teachers to provide practical recommendations for future education policy and English teaching practices for NEM teachers in rural schools in Thailand.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the methodology used in this study. First, the position of the researcher in this research is expressed in relation to the development of the coaching and mentoring programs to support NEM teachers in the use of English as a language of instruction. Second, the research conceptual framework is discussed by sharing the scope and impetus to conduct this study. Next, the research paradigm of interpretivism is acknowledged, including a discussion regarding why this research paradigm was most suitable for this study. Third, the research methodology of case study is described, including how it related to the research paradigm as a qualitative research design. An overview of the participants and research sites is provided, followed by a discussion of the research data collection instruments utilised, including observations and interviews. Finally, the methods of analysis are described in relation to the research questions, which leads to the research findings and discussion for original contributions to the field and practical recommendations for policymakers and schools.

3.2 The Position of the Researcher

Since 2011, I have been a trainer in Teachers Professional Development Project at Chaiyaphum Rajabhat University (CPRU). My roles are responsible for training teachers about English language teaching approaches, language curriculum development, teaching instructional design. I also used to be a mentor for English Development Project for NEM teachers incorporated with The Secondary Educational Service Area Office Chaiyaphum. As such my position as a researcher in this study involved hybrid roles as a coach and a mentor in the coaching and mentoring programs as well as an observer while NEM teachers were teaching in their classrooms. At the beginning of the study, I acted as a presenter who oriented NEM primary school teachers about the aspects of conducting this research project. The different approaches of professional development were also presented to NEM teachers. We discussed with what to be process in the project. NEM expected to learn by sharing and asking questions with the researcher while coaching and mentoring was organising.

During Phase 1, I acted as an observer and conducted video and audio recordings while NEM teachers instructed their students. I also took notes to provide the NEM teachers with feedback regarding their teaching practice. My roles as a videographer helped me to collect empirical data regarding NEM teachers' challenges in the use of English as a language of instruction in rural schools in Thailand. Moreover, my role as an observer led to the process of fostering relationships with NEM teachers, which also led smoothly to the creation of NEM teachers' understanding and readiness to participate in the development of the coaching and mentoring programs.

During Phase 2, I served as a coach for NEM teachers in the coaching program, which had three main stages: before teaching, while teaching and after teaching. I mainly posed questions to them during short conversations before class. This helped NEM teachers regarding how to use English in their teaching practice. While NEM teachers were teaching, I was an observer, who took notes on NEM teaching in the classroom to provide NEM teachers with targeted feedback. Sometimes I acted as an interpreter to interpret Thai to English for NEM teachers when they could not think of the correct English words and phrases. This facilitated NEM teachers to be motivated to use English in their classroom. After teaching, my role was to provide feedback to NEM teachers. We had a short conversation to discuss the strengths and weaknesses in the use of English as a language of instruction.

Further, I acted as a mentor in the mentoring program, which followed the same three stages as in the coaching program, although my roles were a bit different in some parts of this program. Before the class teaching stage, I was the person who guided NEM teachers regarding how to instruct students by using English as the language of instruction. Moreover, I was a demonstrator who demonstrated using English with students in the classroom to make NEM teachers familiar with teaching techniques. During the teaching stage of the mentoring program, my main function was as an observer and facilitator to support NEM teachers in their use of English. As an observer, I collected video and audio recordings and made observation notes. As a facilitator, I sometimes was a peer teacher to support NEM teachers to be able to use English smoothly in classroom teaching, including the pronunciation of words, translation and interpretation. In addition, I showed NEM teachers how to build their relationships with students in the use of English in their classroom through activities such as ice breaking, role playing and brain storming.

3.3 Research Conceptual Framework

The conceptual framework was to figure out the variables in relation to the use of coaching and mentoring programs to support NEM teachers using English as a language of instruction. Maxwell (2012) claimed that a conceptual framework refers to 'the system of concepts, assumptions, expectations, beliefs and theories that support and informs your research' (p. 222). Further, Ravitch and Riggan (2016) argued that conceptual frameworks lead researchers to be aware of how things in the research are incorporated (e.g., theories, research questions and decision-making of research methodology) and generalised to the research paradigm.

Additionally, Marshall and Rossman (2006) argued that conceptual frameworks require the substantial rationale and literature review to establish the research setting and research questions. Similarly, Cargan (2007) explained that conceptual frameworks bring about relationships between theories and literature review driven to the research questions and hypotheses to adjust the purposes of the research study. The conceptual framework for this study helped to situate the investigation in relation to the purposes of the study and to ensure the coherence of ideas. The conceptual framework of this study can be described as follows.

First, the English language classroom was developed by me after I had concluded classroom observations in Phase 1. This enabled me to understand which Thai words, phrases and statements were frequently used by NEM teachers and students in classroom teaching in rural schools. Afterwards, those vocabularies were translated into English and presented to NEM teachers and students during the coaching and mentoring programs. Next, I had conversations with NEM teachers regarding their skills and knowledge in using English as part of the primary data collection (e.g., NEM teachers' English proficiency and perspectives on the use of English in the classroom). The conversations led me to discuss the needs and goals of NEM teachers in using English in their teaching practice and enabled the preparation of information and development guidelines for NEM teachers in the coaching and mentoring programs.

Second, I launched the coaching and mentoring programs. These programs focused on the CLT approach to be presented to NEM teachers. The NEM teachers learned about strategies and techniques in English communication in their classrooms. The coaching program focused on NEM teachers' self-discovery in the use of English in teaching practice by

answering my questions so that they were aware of the importance of using English as language of instruction. Likewise, the mentoring program focused on helping NEM teachers to use English in their teaching practice. Intimate mentoring enabled the development of reciprocal relationships with NEM teachers, which helped me to demonstrate how to use English in the classroom based on a CLT approach for NEM teachers (i.e., how to introduce the lesson in English to students, how to interact with students by using English and how to motivate students to speak English frequently). Moreover, the NEM teachers reflected on their experiences following classroom teaching and I provided them with specific feedback regarding their English skills and knowledge development.

Overall, the conceptual framework (see Figure 3.1) was created to support the development of English proficiency of NEM teachers, which also led to the findings of this research study. Importantly, the conceptual framework enabled the examination of challenges faced by NEM teachers in the use of English in their teaching practice, the effects of the coaching and mentoring programs on NEM teachers' use of English as a language of instruction, NEM teachers' reflections regarding using English in teaching practice and towards the coaching and mentoring programs, as well as implications from the coaching and mentoring programs to promote NEM teachers' professional development in the use of English as a language of instruction in rural schools in Thailand.
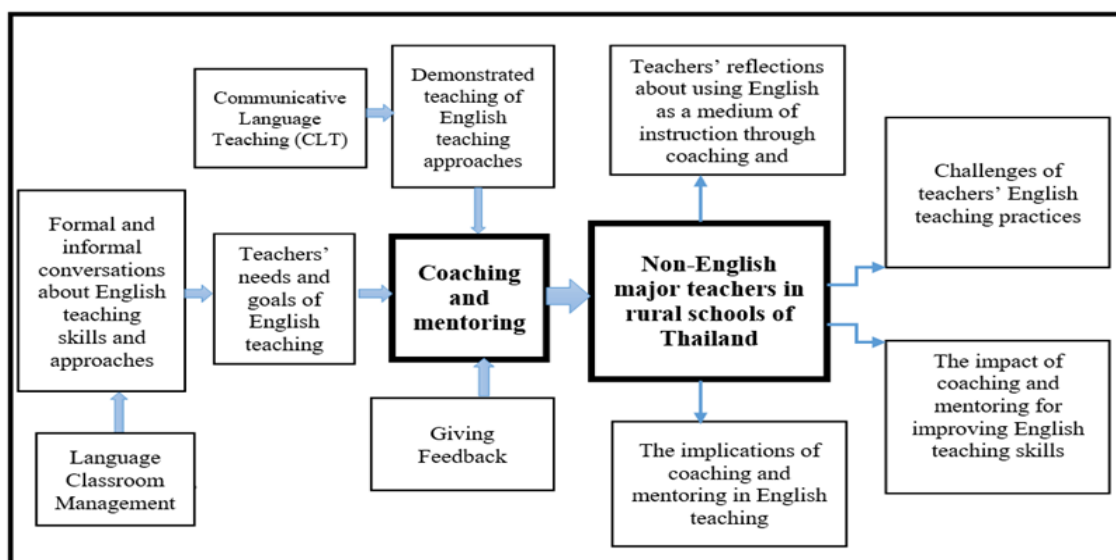
Figure 3.1: Conceptual Framework

3.4 Research Paradigm

The research paradigm is a guide of what research disciplines and beliefs of the researchers are entailed and there are many approaches to do research, which depend on the context of the research study (Koshy, 2010). Moreover, positioning paradigm of the research project helps researchers to determine exactly what aspects of the epistemological and philosophical perspectives of researchers that they need to stick to it in their own research project (Perren & Ram, 2004). Therefore, there were two reasons—the research questions and a qualitative research methodology—to position this study in an interpretivist paradigm.

According to Robertson and Samy (2017), research questions that begin with 'what and how' often lead to reliance on an overarching interpretivist paradigm from a constructivist-interpretive perspective. Given my research questions, an interpretive view was necessary to understand:

1) What does English teaching by NEM teachers look like in rural schools in Thailand?

2) How can a coaching and mentoring program influence the use of English as a language of instruction by NEM teachers in rural schools in Thailand?

3) What are the reflections of NEM teachers regarding using English as a language of instruction in rural schools in Thailand?

4) What are the implications of coaching and mentoring and recommendations for future English teaching practices for NEM teachers in rural schools in Thailand?

Moreover, O'Reilly (2009) claimed that interpretivism is the epistemology regarding how people acquire knowledge to interpret understanding of human behaviours. The research questions in this study attempted to study philosophical knowledge with *what* (the question format to seek for descriptions of human knowledge) and *how* (the question format to generate the interpreting of understanding of human knowledge and aiming at explaining human knowledge in social construction), which entailed the epistemological foundations of the study (Blaikie, 2007).

In addition, this study aimed to understand the social phenomenon of NEM teachers' behaviours use of English through interviews and reflection methods, so the process of the interpretivist epistemology (Bryman, 2010) was the most appropriate. Further, observation

is derived for explaining and interpreting data with *how* (O'Leary, 2020; Yin, 2017) for professional learning experiences in education. The interpretivist paradigm focuses on the study of knowledge concerning humans in realistic actions. Correspondingly, the setting of this study attempted to investigate and explore the challenges of NEM teachers in the use of English in actual classroom teaching by observations and interviews. Additionally, NEM teachers provided reflections on their participation in the coaching and mentoring programs, which allowed them to describe their real-life experiences in using English in their teaching practice. Therefore, interpretivism was the main research paradigm in this study, which drove the research methodology and selection of research instruments (e.g., observation and interview) for data collection (Maca, 2020; Söderström et al., 2006).

3.5 Research Methodology

Given that this study aimed to identify NEM teachers' classroom practices in relation to the use of English as the language of instruction, it was important to observe their practices in actual classroom teaching. Further, the study aimed to assist NEM teachers in the improvement of their use of English as a language of instruction, so a participatory model was adopted through the concepts of coaching and mentoring. Therefore, participatory ethnographic case study (O'Leary et al., 2020; Riitaoja et al., 2019) was chosen as a suitable qualitative method because it aligns with an interpretivist perspective of specific phenomena. Elmusharaf et al. (2016) asserted that participatory ethnography encourages researchers to take part in learning about different behaviours of individuals practiced in social phenomena. Correspondingly, Harwati (2019) pointed out that the ethnographic approach aims at studying the relationship between the individuals and the social conditions and activities surrounding them, whereas a case study assists researchers to get involved with participants in various social situations.

Case study was selected because of its nature in relation to qualitative research that investigates human behaviours in real-life situations (Creswell, 2013). Harrison et al. (2017) argued that case study has been employed for different fields of studies (e.g., education, social sciences and health). Correspondingly, as this study was in the education field and the NEM teachers were observed in their actual classroom teaching, case study is most appropriate. Likewise, case study is supported to understanding humans in real-life actions and it directs to strategies of data collection (Yin, 2017). Further, case study was deployed to support in this study to conduct interviews with teachers, observations of NEM

teachers' classroom teaching. Similarly, Gentles et al. (2015) noted that observations and interviews are suitable for case study and were used to collect data in relation to the research paradigm, the research questions and the conceptual framework of this study.

Different formats of observation were used during data collection. Three popular observation methods used to carry out research are controlled observation, naturalistic observation and participant observation. Controlled observation focuses on a structured setting for observation, naturalistic observation observes participants' behaviours with no control of setting or unstructured contexts, and participant observation includes the researcher as part of the study (e.g., Ciesielska et al., 2018; McLeod, 2015). Further, the observation method enabled the collection of data relating to a person's experiences in real-life situation (Ciesielska et al., 2018; Polit & Beck, 2004) and provided unobstructed data in classroom teaching (Zhang, et al., 2020) and what a person does (Pope & Allen, 2019). In relation to my study, naturalistic observation and participant observation were used because the naturalistic observation method allowed me to gather an unstructured view of challenges facing of using English by NEM teachers in classroom teaching during Phase 1, whereas the participant observation method was used to collect data from the operation of coaching and mentoring program during Phase 2. Both naturalistic observation and participant observation used in this study include note-taking and indirect observation with audio and video recordings (Ciesielska et al., 2018). Therefore, all of these were methods were important to investigate NEM teachers' English skills development and its use as a language instruction in teaching practice.

The case included the use of interviews to gather empirical data of individuals in authentic situations (Ridder, 2019). In accordance with this study, both semi-structured interviews and unstructured interviews were used. Interviews supported the identification of themes for qualitative data (Gale et al., 2013) and they allowed me to acquire in-depth knowledge of the data (Yin, 2017). Unstructured interviews allowed me to get in-depth information from participants, whereas semi-structured interviews supported the development of questions to guide interviewees along the line of research aims (e.g., Bhat, 2020; StatisticsSolutions, 2020; Stuckey, 2013). Moreover, the unstructured interview was used in accordance with phenomenon of NEM teachers' challenges using English in actual classrooms during Phase 1, in which it was likely to be general conversations post-teaching lessons, whereas semi-structured interviews were employed to acquire data with NEM

teachers' experiences in the coaching and mentoring program during Phase 2. These activities related to generate a richly detailed thematic case study analysis (Bhasin, 2019) of the challenges facing NEM teachers' use of English as a language of instruction in rural schools in Thailand. Therefore, the case study design was appropriate for this study to understand the challenges facing NEM teachers in the use of English as a language of instruction in rural schools in Thailand.

3.6 Participants

Purposive sampling was employed in this study. The participants of this study were ten NEM teachers who work in Subsomboon Pochai School Network, KK PESAO 2. The considerations of selecting this School Network were that it is about 400 kilometres from the capital city (Bangkok), which is designated as a rural area of the country, and the area is a domicile of this researcher who aim to develop teachers' English proficiency in his local communities. There were ten schools in this network. One NEM teacher was recruited from each school to give an opportunity for the coaching and mentoring professional development to be distributed across the ten schools in the network. They were contacted by email communication channels to request cooperation to become research participants. In considering the participants of this research, the focus was mainly on being NEM teachers. Both their English proficiency and grade level of teaching were not assessed. Table 3.1 provides an overview of the NEM teacher–participants in this study.

Table 3.1: NEM Teacher–Participants

Pseudonym	Sex	Degree	Teaching experience in subject/s	Teaching students' grades	Additional duties in school	English proficiency compared to CELR level (EF Education First, 2020)	Total teaching experience in years
Sailom	F	B.A. Computer Science	- Mathematics **- English** - Occupation and Technology (MoE, 2008 p. 10)	Prathomsuksa 1–3 (ages 7–9)	-School personnel development -School welfare jobs	A2 Elementary -Very basic personal, family and job-related language -Enough to meet the needs with slow, clear speech -Short, simple texts on familiar matter	5
Meaw	F	B.E Mathematics	**-Mathematics** -Thai -Social Studies, Religion and Culture	Prathomsuksa 5–6 (ages 11–12)	-School academic work -Subsomboon Pochai School Network academic work	A2 Elementary	37
Theptida	F	B.E Mathematics	**Mathematics**	Prathomsuksa 1–6 (ages 7–12)	-School academic work -School finance -School recreation	A2 Elementary	3

Chartchai	M	B.E Computer Education	**- Occupation and Technology**	Prathomsuksa 1-6 (ages 7–12)	-School civil work -School recreation	B1 Intermediate -Main points on common topics at work, school, or travelling -General and specific details given clear speech -Factual texts on subjects of interest	8
Wipa	F	B.E Mathematics	**-Thai** -Mathematics -Social Studies, Religion and Culture	Prathomsuksa 1–6 (ages 7–12)	-School academic work -School finance	A1 Beginner -Very basic, everyday phrases -Carefully articulated, slow speech with long pauses -Very short, simple texts, familiar names and words	37
Namthip	F	B.E Science	**-Science** -Mathematics	Prathomsuksa 1–6 (ages 7–12)	-School academic work -School educational measurement and evaluation	A2 Elementary	11
Dokkoon	F	B.E Mathematics	-Thai **-Mathematics** -Science	Prathomsuksa 1–6 (ages 7–12)	-School academic work -School health and well-being	A2 Elementary	24

Kroothai	F	B.E Mathematics	-Thai **-Mathematics** -Science -Health and Physical Education	Prathomsuksa 6 (ages 12)	-School education quality assurance -School personnel development - School academic work -School general administration	A1 Beginner	19
Beota	F	B.E Science (Physics)	**-Science** -Mathematics	Prathomsuksa 5– 6 (ages 11–12)	-School academic work - School personnel development - School general administration	A1 Beginner	10
Tatsaya	F	B.E Mathematics	-Thai **-Mathematics** -Science -Arts	Prathomsuksa 3– 6 (ages 9–12)	-School academic -School personnel development -Sports coach	A2 Elementary	17

Remark: The subjects that showed bold word that were seen as subjects in which NEM teachers were observed teaching.

3.7 Study Phases

There were two main phases of data collection in this study, which were based on the research questions. Phase 1 saw me conduct teaching observations of NEM teachers in their classrooms and I also conducted short interviews with the NEM teachers after class. The duration of Phase 1 took 3 months. Afterwards the coaching and mentoring programs were implemented in Phase 2, and it also took 3 months. The coaching program was first employed, which was followed by the mentoring program. The classroom observations and interviews were assigned in those programs. Figure 3.2 provides a representation of the research design used in this study.
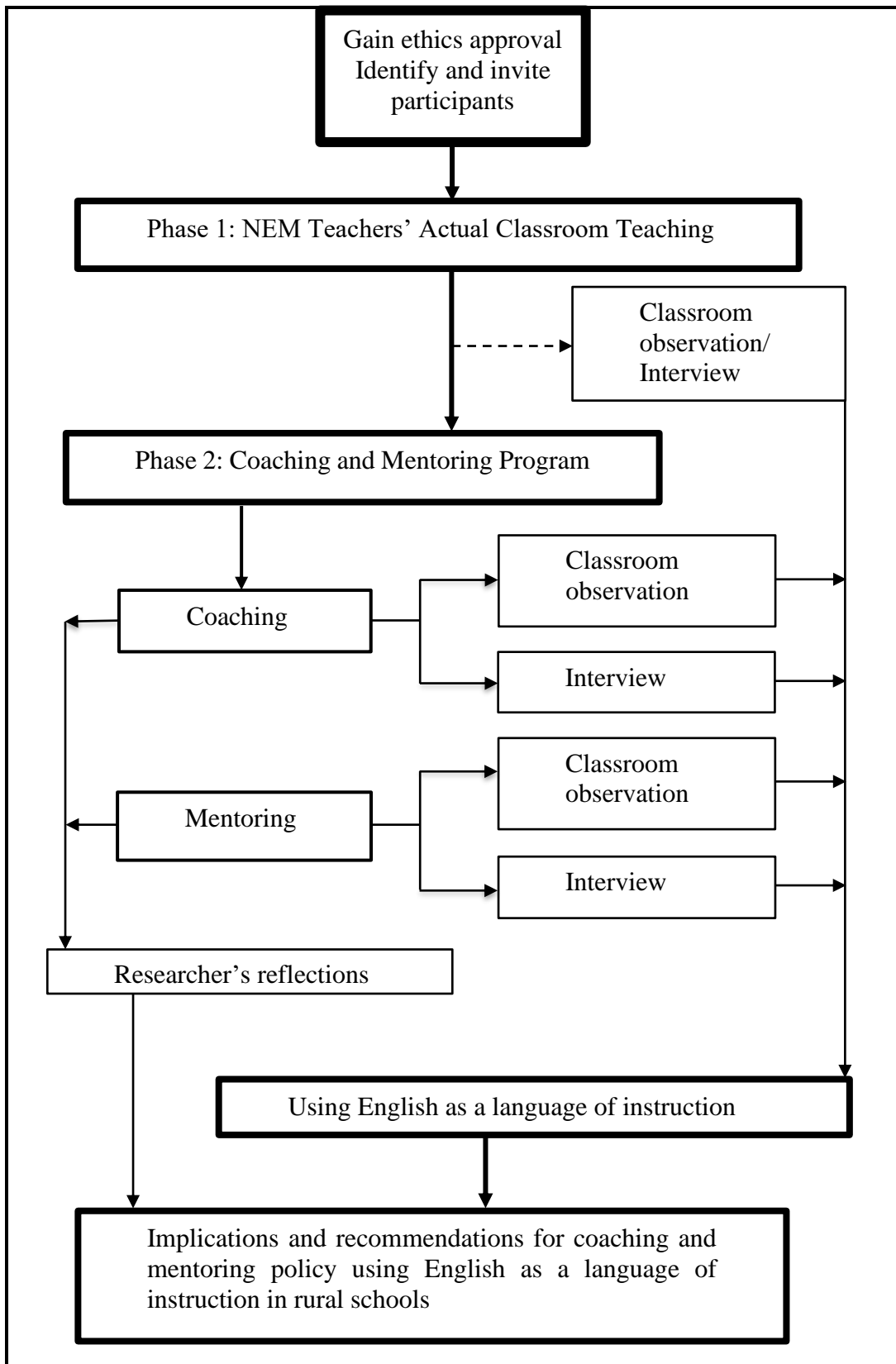
Figure 3.2: Research Design

3.8 Data Collection and Analysis

3.8.1 Phase 1: NEM Teachers' Classroom Teaching

The main activities of data collection during Phase 1 were classroom observations and interviews, which were used to answer Research Question 1. I arranged an initial meeting with principals and participants from each school to begin developing relationships of 'rapport, credibility, confidence' (AITSL, 2013) before undertaking the classroom observations. I informed participants of the purposes, reasons and processes for conducting this research activity so that the meeting helped them to gain an accurate basic understanding of what I intended to do at that school. In doing so, I obtained basic information related to the teaching schedule of each teacher from each school for setting up action plans for classroom observation as participatory ethnographic work in Phase 1 before commencing the coaching and mentoring programs in Phase 2.

During Phase 1, there were five sets of classroom observations for each NEM teacher to ensure that the collected data were sufficiently obtained with authentic information regarding the NEM teachers' challenges in using English as a language of instruction. The classroom observation schedule was distributed to each NEM teacher. I began to observe each teacher in the classroom, rotating through each of the ten participant schools. Each NEM teacher was observed for an hour, based on teaching and learning hours in the Basic Core Curriculum (MoE, 2008). I observed each of NEM teachers once a week until all NEM teachers were observed five times. It took three months to complete this process.

The video, audio and note-taking were employed to gather the empirical data in NEM teachers' classroom teaching. NEM teachers were recorded via video and audio during each classroom observation. Additionally, I took notes of relevant information about the challenges of NEM teachers' using English in teaching practice. After the NEM teachers finished their classes, I conducted a short talk as an unstructured interview (see Table 3.2) regarding their teaching practices. I accumulated the data from the observations to analyse their challenges regarding using English as a language of instruction to support findings related to Research Question 1.

Table 3.2: Short Talk as Unstructured Interviews Regarding Challenges in Using English as a language of instruction of NEM Teachers

Number of short talks	Length of time	Key points in conversations
Short talk 1	5 mins.	-Discuss broadly about NEM teacher's current context of teaching and learning environment in rural school.
Short talk 2	5 mins.	-Talk about obstacles and difficulties of using English as a language of instruction in teaching practice in views of NEM teachers in rural school.
Short talk 3	5 mins.	-Talk about the concepts and conditions of the problem of using English to communicate in teaching practice in rural school. -Talk about how to solve the challenges of using English in NEM teachers' points of view in rural school.
Short talk 4	5 mins.	-Talk about the possibility of improving the use of English as a language of instruction in across subjects in rural school.
Short talk 5	5 mins.	-Talk about teacher's ambition or personal purpose of improving English to communicate as a medium of instruction in across subjects in rural school.

3.8.2 Phase 2: Coaching and Mentoring Programs

During Phase 2, I had a further meeting with each NEM teacher because I wanted to discuss issues regarding NEM teachers in using English in their classroom teaching that I had found in Phase 1. By doing this, the NEM teachers and I could exchange opinions about the problems in the use of English in teaching practice that each NEM had different issues and difficulties. The discussion between each NEM teacher and me led us to make a commitment to set up their needs and goals of English development in the coaching and mentoring programs. As a result, the data collection during the coaching and mentoring programs were performed.

3.8.2.1 The coaching and mentoring programs data collection

There were three methods of data collection during Phase 2: teacher interviews, classroom observations and researcher's reflections on the coaching and mentoring programs. These methods supported findings related to Research Question 2. During the coaching and mentoring programs, each participant was coached and mentored by me once a week for

three months. Each participant and I had regular conversations focusing on the use of English in classroom teaching before they started class. Next, the participants attempted to use English as a language of instruction in their classroom based on their commitments to needs and goals from the action plan. I observed the participants' teaching practices by taking field notes. This enabled me to reflect on the effects of the coaching and mentoring program.

Further, both video and audio recordings were used in the classroom observations. I also took an opportunity to give each participant feedback after they finished each teaching session. This process helped to support the NEM teachers to realise their strengths and weaknesses of using English in their teaching practice. After giving feedback, I administrated interviews (see Table 3.3) in relation to the NEM teachers' opinions (e.g., NEM teachers' feeling of professional development via the coaching and mentoring programs, the influence of the coaching and mentoring programs on NEM teachers' perspectives) to improve their use of English as a language of instruction.

Additionally, the interview issue regarding NEM teachers' reflection for implementation process of the coaching and mentoring programs were used to address Research Questions 3 and 4. At the completion of the coaching and mentoring professional development program, the participants were interviewed using semi-structured interviews, which were audio-recorded and transcribed. The interviews focused on the NEM teachers' reflections of using English as a language of instruction. Finally, I considered implications and recommendations regarding the use of English as a language of instruction in rural schools in Thailand using the findings from Research Questions 1–3 to address Research Question 4.

Table 3.3: Semi-Structured Interview in Relation to Using English as a language of instruction through the Coaching and Mentoring Programs

Number of interviews	Length of time	Interview issues
First interview of the coaching and mentoring programs	10 mins.	- Asking NEM teachers' opinions about delivering coaching to promote using English as a language of instruction. - Asking about NEM teachers' feeling of professional development in using English language through coaching and mentoring.
Second interview of the coaching and mentoring programs	10 mins.	- Asking NEM teachers' opinions about their improvement in using English as a language of instruction through coaching and mentoring.
Third interview of the coaching and mentoring programs	10 mins.	- Asking NEM teachers' opinions about the activity of the coaching and mentoring programs that helped them the most improvement of using English as a language of instruction.
Fourth interview of the coaching and mentoring programs	10 mins.	- Asking NEM teachers' opinions about implications of using coaching and mentoring for English development in rural school.
Overview interview of using English as a language of instruction	15 mins.	- Asking about NEM teachers' English experience. - Asking NEM teachers' opinions about their perspectives of using English as a language of instruction in across subjects. - Asking NEM teachers about their acquiring skills and knowledge by using English as a language of instruction. - Asking NEM teachers' opinions about the implementation of using English as a language of instruction.

3.8.3 Data Analysis

After I had completed data collection, thematic analysis was employed to analyse the data. Thematic analysis refers to the method of data analysis in qualitative research and involves identifying, analysing and interpreting ideas implicitly and explicitly that coding was a

process to analyse themes (Clarke & Braun, 2017; Fereday & Muir-Cochrane, 2006; Guest et al., 2012).

There were multiple steps for me to analyse the research data. Braun and Clarke (2006) highlighted six steps of thematic analysis: familiarising with data, conducting initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report. First, I familiarised myself with data obtained from all instruments and I rechecked my notes, classroom observation documents and interview transcripts in which Thai was translated into English. The transcripts were to be verified with the participants again to confirm that the translation was accurate with their intention to express. I viewed the observation videos and listened to the audio recordings multiple times. Second, to establish initial thematic codes for data analysis, I aimed to use an applied thematic analysis approach. This refers to an analytical approach of the designed procedures in identifying and examining textual themes for the data transparency and credibility. Any theme-based approaches such as phenomenology and grounded theory is based on an inductive approach, which focuses on data-driven analysis (Guest et al., 2012; Sodhi & Tang, 2018). Several authors have argued that the inductive approach leads to generalisation of data towards observation to develop a theory for explaining the social phenomenon (e.g., Azungah, 2018; Blaikie, 2010; Creswell, 2013; Karen, 2014).

In choosing applied thematic analysis, I was able to establish initial codes and search for key themes from classroom observations, teacher interviews and my reflections to address the research questions (Braun & Clarke, 2019; Guest et al., 2012). I also used techniques such as mind maps and tables to categorise and sorted codes and themes. Following this, I reviewed my codes and themes. I rechecked all data extracts from the codes level to ensure that those matched each theme. Next, I used mind maps to consider the relationship between themes because it enabled me to determine whether themes were deployed cohesively throughout the section. Third, defining themes focused on the capturing of essential themes where I used mapping again to determine the overall narrative. This supported me to make sure that the main themes had been supported by sub-themes. Table 3.4 presents a summary of the data collection and analysis process related to each research question.

Table 3.4: Summary of Data Collection and Analysis

Research questions	Data collection methods	Data analysis
Research Question 1. What does English teaching by NEM teachers look like in rural schools in Thailand?	Classroom observations (see Appendix A) Teacher interviews	Thematic analysis—identify effective aspects of practice and code these throughout the lessons
Research Question 2. How can a coaching and mentoring program influence NEM teachers using English as a language of instruction in rural schools in Thailand?	Participatory observation— coaching/mentoring Teacher interviews (see Appendix B) Classroom observations Researcher reflections	Thematic analysis—identify effective aspects of practice and code these throughout the lessons to see if there is any improvement
Research Question 3. What are the reflections of NEM teachers regarding using English as a language of instruction in rural schools in Thailand?	Teacher interviews (see Appendix C)	Thematic analysis
Research Question 4. What are the implications of this knowledge on future practices?	Implications/recommendations from the research findings	

3.9 Research Contributions

The findings of this study will be useful for the MoE, education policymakers and NEM teachers, especially those working in rural schools in Thailand. Additionally, there are potential advantages for students, English teachers and school administrators, who will be able to benefit from coaching and mentoring as a professional learning support for English as a language of instruction in Thailand. The teacher–participants of this study directly experienced coaching and mentoring professional development in using English as a language of instruction, which they can then share with their colleagues in their own school and in other schools. This expanding use of English as a language of instruction can further support students' English learning and would support the use of English as an official language in Thailand. In addition, the findings of this study can support school administrators and education policymakers in providing better supports for teachers,

particularly those in rural schools. School administrators can justify approaches for coaching and mentoring professional development in using English as a language of instruction in rural schools. They can use the findings to help implement English development projects in their schools. Finally, education policymakers can use the data of this study to develop targeted policy approaches to support English language development in Thailand.

3.10 Ethical Considerations

Ethical clearance for this study was provided by the University of Southern Queensland (USQ). The procedures of proceeding ethical consent of this study were followed the guidance and requirements of USQ Human Ethics Research Committee (HREC). The ethics approval number was H19REA022.

I searched for information on people involved in this research project that were searched by internet. Afterwards, I sent them emails to ask for permission to recruit them to be participants of this study meanwhile the consent forms (see Appendix D) and the participant information sheets (see Appendix E) were attached. The director of KK PESAO 2, the chair of Subsomboon Pochai School Network, school principals and teachers as the participants were provided their informed consent for involvement in this study and they sent them back to me via email. All participant documents were translated into English and Thai because the data collection was conducted in Thailand (see Appendix F). Digital data were stored on an encrypted computer to provide security and prevent the leakage of participants' privacy and confidential information. This process adhered to USQ's Research Data and Primary Materials Management Procedure (USQ, 2020). Further, to ensure the privacy and confidentiality of the participants, pseudonyms were used.

Chapter 4: Phase 1 Findings and Discussion

4.1 Introduction

This chapter reports on the findings from Phase 1's classroom observations, note-taking and unstructured interviews regarding the challenges faced by NEM teachers in using English as a language of instruction in rural schools in Thailand. The findings of this chapter are divided into three main sections and they are discussed in the context of the literature review (see Chapter 2) and conceptual framework (see Chapter 3) of this study to address the research questions.

Section 4.2 is focused on highlighting Research Question 1: What does English teaching by NEM teachers look like in rural schools in Thailand? and research aim: investigate the challenges facing NEM teachers in use of English as language instruction in rural schools in Thailand. The findings are presented and discussed respectively from the smallest unit of challenge to the biggest unit of NEM teachers' challenges in use of English. There were six prominent themes of challenges regarding the use of English by NEM teachers: being accustomed to use of Thai language of instruction, having no incentive to reward nor punishment for not using English in school, teaching approaches, teaching resources, NEM teachers' colleagues lack of solidarity in the use of English and a lack of school policies highlighting the need to teach English.

Section 4.3 addresses Research Question 3: What are the reflections of NEM teachers regarding using English as a language of instruction in rural schools in Thailand? This section also relates to research aim: analyse the reflections of NEM teachers related to the use of English as a language of instruction in their teaching subjects. The findings are reported in the following themes:

- Using English as a language of instruction based on individual English experience.
- Using English as a language of instruction encouraged students' English literacy.
- Using English as a language of instruction brought about NEM teachers' English development.
- Using English as a language of instruction enhanced students' English competence.

4.2 Challenges of Using English by NEM Teachers in Rural Schools in Thailand

4.2.1 Thai as the Language of Instruction

NEM teachers' teaching behaviour with the accustoms habit in the use of Thai as the first language (L1) of instruction was the challenge in using English as a language of instruction in rural school. From video recordings in classroom observations, NEM teachers had behaved as follows: Sailom walked in her classroom and started greeting her students in Thai and she informed learning objectives in Thai as well. She asked her students to practice every activity in the teaching period in Thai. She did not show her intention to use English in her class. Similarly, Chartchai that he greeted his students in Thai and he suddenly commanded his students in Thai to turn on computers. While teaching, he walked around class to facilitate students' practice typing activity. It found that throughout the lesson, he described the learning content to students in Thai. Moreover, Kroothai also used Thai to provide knowledge to students throughout the lesson. She greeted her students in Thai. Afterwards, she introduced learning objectives to her students that she spent time for a quarter. While she was walking to monitor her classroom, she instructed in Thai. This finding of NEM teachers' habit in rural school related to the study of (Tekin & Garton, 2020) that teachers' attitudes and habits focusing on the use of mother tongue lead to problems in the use of English in the classroom.

Further, the data from note takings demonstrated that using Thai was a major challenge in promoting using English by NEM teachers in rural schools. The findings of NEM teachers' teaching habits were summarised as follows. NEM teachers rarely prepared to teach before teaching students. Most of them liked to walk in the classroom then greeted students and they began to instruct their students. In a number of five time of class observations in Phase 1 of this study, it had founded that NEM teachers' teaching behaviours were repeated as permanent habit and attitudes (Cahapay, 2020; Knudsen et al., 2020) in using Thai in every lesson throughout the teaching period. The behaviours performing in Thai of NEM teachers were greeting, describing and explaining learning contents, commanding students, asking and answering questions and summarising the lesson.

The empirical data from interviews revealed that NEM teachers intended to use Thai because it was easier than English to explain learning contents (Tekin & Garton, 2020). Wipa reflected:

> I get used to instructing my students in Thai because it saves my time to present learning contents. Moreover, my students also do not scare to have interaction with me while they are learning.

Wipa's reflection indicated if she uses Thai to instruct her students, she would be able to convey knowledge to students appropriately. Correspondingly, the conversation with Beota revealed that Thai was mainly used in her classroom teaching. She explained:

> There are some reasons why I like to use Thai to teach instead of using English. First, it is easy to use Thai to describe complex content in science to my students. Second, I feel familiar with Thai for a long time in my teaching, so I do not know why I need English. Last, using Thai saves my time that I do not attempt to use English and then suddenly come to translate English into Thai again.

Beota's reflection indicated that she aimed to provide knowledge of the subject's content, but she did not focus on promoting the use of English to enhance students' language ability. This teaching behaviour led to challenge in the use of English as a language of instruction in rural school. Similarly, Kroothai explained:

> I like to share my learning content to my students in Thai as it was easier than English. I do not have to be worry to what I will prepare to speak in English. I feel it is hard to use English to instruct my students if we are accustomed to using our mother tongue. In addition, having never used English for a long time, it will make me feel very difficult to use it in classroom teaching.

Kroothai's revealed that the lack of using English motivated teachers to code-switching to use their L1 to interact with students in EFL classroom (Surjowati & Siswahjudioko, 2020). All reasons of NEM teachers above were corroborated by several authors (e.g., Beisenbayeva, 2020; Khati, 2011; Surjowati & Siswahjudioko, 2020), including mother tongue usage, helping teachers to accurately instruct learning content to students in EFL classroom, whereas the use of English only does not guarantee students' understanding of the learning content. Language translation leads to NEM teachers' teaching anxiety (Shadiev & Huang, 2020; Shin et al., 2020). Further, L1 has been used in EFL classrooms to support teachers to have interactions and relationships with students, but when only English is used in the classroom it has been found that students are silent (e.g., Awada et al., 2020; Wharton, 2007). It could be observed that most research studies are in agreement

that L1 should be required in EFL classroom. Code-switching between L1 and English can be beneficial for both teachers and students when learning English (Lindqvist, 2009; Sun-Alperin & Wang, 2011). However, there are some disadvantages to the reliance on the mother tongue language in classrooms that are meant to be learning English.

4.2.2 No Reward nor Punishment

Neither reward nor punishment for not using English in school was a challenge in promoting NEM teachers to use English in their teaching practice. The data from classroom observation revealed that NEM teachers did not have neither reward nor punishment in not to use English in classroom teaching. Wipa only used Thai to teach her students. There were no teacher colleagues to blame her about not to use English in teaching because other teachers also did not use English in their teaching practice. Likewise, Namthip taught students in science class with Thai, but there was no administrators and senior teachers to warn her to use English in the classroom. The decision to use or not use English depended on her preference. It did not matter what either Thai or English she liked to present her learning contents to students.

Similarly, the data from note-taking were proof that the challenge in using English NEM teachers in rural schools came from the issue of no incentive reward or punishment for not using English. The data were summarised as follows:

- NEM teachers used Thai freely in their classroom teaching that English was not promoted in classroom.
- There was no regulation in giving reward or punishment to both teachers who aimed to use and teacher who intended not to use English in school.
- Using or not using English in a classroom had not neither positive nor negative effects on NEM teachers.

Additionally, the data from the interviews showed that Chartchai, who had quite good skills in the command of English was strongly influenced by others for instance, students and colleagues. He reflected:

> I do not have motivation to use English in my classroom because it makes me workload to get in charge of students' classroom behaviours and translate English into Thai for my students. I think it does not make sense to do things for two rounds. Moreover, you can hear that other teachers have taught students in Thai

that classrooms teaching environment surrounded me are in Thai. On my behalf, I do not intend to compare with other, but it is the fact that most teachers in here no passion to speak English. Another reason, English is not their expertise and preference to deal with.

In a similar light, Meaw expressed:

> I do not have the dedication to use English in my class because there is no effect to me with what to either use or do not use English. There is no rewards or punishments for me to do so. I think the situation has been like this for so long, so English does not promote in this country. If administrators focus seriously on using English in schools for all people, English could be more used. Therefore, I tell you that I have no inspiration and passion to English in here.

Meaw's reflection indicated that if there was not a rigorous requirement to use English in schools. This lack of expectation to use English led to teachers never communicating and/or attempting to present it to students. Moreover, the data from Meaw revealed that the lack of clear terms and conditions from administrators to promote using English could result in teachers having attitude not to use English. Even though it is compulsory to promote and develop English language in Thailand (MoE, 2008) the data from this study suggested that it may never achieve this goal of English development in Thailand due to no clear incentive for using English in school. Kroothai explained:

> I think the key to successful use of English is teachers helping each other to speak in the school. However, I have seen nobody need to do so. Myself, I am not enthusiastic to communicate in English because most of my teaching contents are numbers. I do not know how to use English when I want to explain the solution of problem questions. I think teaching in Thai is still good. If there is someone show me how to use English in my class, it will be good idea for me.

Kroothai's point of view revealed that her colleagues might stimulate her to use English in the classroom because she needed somebody to inspire (Liu, 2020) her on how to use English in a mathematics classroom. It was evident that working closely with her peers, in her opinion, would lead her to change her mind regarding the use of English as language of instruction. Theptida expressed:

> As I have taught at this school for three years, I always use Thai to teach my students. My principal and colleagues never discussed about campaigning for the use of English in school. For example, if we do not use English in teaching, we are not punished with payroll deductions or salary cuts. On the other hand, if we use English to instruct students, we are given a salary increase or get a position promote.

Theptida' s reflection showed that the lack of conditions for promoting the use of English as a language of instruction by administrators could influence NEM teachers' incentive (Yan & He, 2020) for their using English in teaching practice and this issue also led to be the challenge in promoting English as a language of instruction in rural schools.

4.2.3 Teaching Approaches

Teaching approaches posed a significant challenge for NEM teachers in the use of English in their teaching practice. Classroom observations indicated that there were a few NEM teachers who used student-centred approaches—focusing on learners' interests, learning styles and learning capabilities—and teachers are facilitators in their classroom teaching which allows students to improve their communicative skills (e.g., Akdemir & Özçelik, 2019; Bechter et al., 2019; Kassem, 2019). For example, Dokkoon usually allowed her students to do activities that students were enthusiastic about such as singing songs and gaming, whereas Namthip allowed students to have small group discussion and brain storming. She only facilitated her students by providing learning materials for students to do an experiment such as generating electric circuit. Students were enjoyed and motivated to learn by the student-centred approach. Even though some NEM teachers aimed to use student-centred approaches, their language of medium instruction remained in Thai language.

Moreover, the data from classroom observations in most cases revealed that these NEM teachers (e.g., Silom, Meaw, Theptida, Chartchai, Wipa, Kroothai, Tatsaya and Beota) always used teacher-centred approaches in their classrooms, in which the teachers led the classroom activities. They typically presented subject content by themselves, describing and explaining, while students always listened and answered when the teachers asked them. Students hardly ever communicated during classroom learning; similar to many authors' findings teacher-centred has diminished learners' communicative skills (e.g., Bai & González, 2019; Kassem, 2019; Toro et al., 2019). One-way communication was predominant in teacher-focused classrooms (Reeve et al., 2019) which caused challenges in use of English. Students did not have any interaction with the teacher to encourage the use of English for communication in classroom learning (Sert, 2019). NEM teachers have used teacher-centred approaches for a long time. It has become the obstacle of using English in teaching practice because successful communication needs to be two-way communication (Gadie, 2020; Nicholes, 2020).

Additionally, the data from note-taking indicated that NEM teachers intended to use teacher-centred teaching techniques (e.g., describing and explaining) For example, the note from Beota' classroom was that she always described learning contents to her students in Thai so students were in passive role to listen her describing only. Similarly, Wipa usually explained learning contents to her students and she asked students in Thai to practice their lesson. Students hardly ever had an opportunity to use English in the classroom. Moreover, the empirical data from NEM teachers' interviews confirmed that teaching approach was a serious challenge in use of English for NEM teachers. Tatsaya stated:

> I do not want to use teacher-centred teaching methods, but I am afraid that when I ask students to learn learning contents by themselves, they will not understand the content that I want them to learn. Moreover, I am not good at designing learning activities. I mostly teach through a textbook.

Tatsaya's data indicated that she was afraid of students' misunderstanding learning contents, leading her to make a decision to use explanation techniques to her students. Wipa said:

> It is hard for me to change my teaching approach because I have found that teacher-centred approach remains effective teaching approach for my students. They can improve their learning and they can reach their goals in their life. For example, a lot of my students who graduated from this school they can get a job and they can have a living to earn money to support their family.

Wipa's reflection revealed that either student-centred or teacher-centred assisted her students to achieve learning. She decided to use teaching approach that she believed in helping her to reach her goals of teaching. Beota explained:

> I have heard that student-centred approach is good to students because they can learn whatever they want to know. However, I got stuck with the goals and objectives from my lesson plans that I have to make sure students can reach the learning objectives. Therefore, I decide to teach by teacher-centred that I am confident students can understand learning content after I explain in detail to them.

The data from Beota indicated that she was anxious that she would not be able to finish her teaching objectives if she used student-centred approach. Moreover, she was not sure that student-centred would lead her students to have good understanding of learning contents. Silom explained:

In my opinion, teacher-centred approach allows me to manage my teaching towards my lesson plans. It is also easy to lead my students to reach their learning contents because I can quickly explain whatever contents that my students do not understand. I have heard that student-centred approach encourages students to construct their learning creativity but let's see here. My student are mostly passive learners because they do not have background knowledge in each learning subjects. I think they should get basic contents before they can apply to learn by student-centred approach.

The data from Silom showed that NEM teachers intended to focus on teacher-centred approach too much to convey and explain the content directly to students. Consequently, their students would not have the opportunity to understand the content of the learning. The data proved that using English as a language of instruction would never be developed if NEM teachers would never be demonstrated how to promote English in classroom teaching (Mukminin et al., 2019). Therefore, stakeholders, especially policymakers and administrators should keep an eye on this challenge. They may invite experts who have knowledge of English teaching approaches to transfer knowledge (Macaro & Han, 2020) to NEM teachers, which would be a good start to change NEM teachers' attitudes and beliefs (Tonio & Ella, 2019) in the use of English as a language of instruction.

4.2.4 Teaching Resource Challenges in the Use of English

English teaching resources were hardly ever been used in NEM teachers' classrooms. The data evidence from the classroom observations showed that NEM teachers always used Thai instructional materials to teach students. This issue became a challenge in use of English by NEM teachers because they will have attitudes not to use English (Duran & Sert, 2019; Tonio & Ella, 2019). The data revealed that Meaw taught her students with mathematics textbooks written in Thai because the textbook did not have any English content words. Meaw also said:

I have used Thai textbook in my mathematics because there is no mandatory in use of instructional media in English from PESAO 2. We are allowed to choose teaching materials by ourselves to be flexible in the teaching and learning. Therefore, I have no need to use English instructional media and I think that is really my dislike because English is difficult for me.

Meaw's data revealed that KK PESAO 2 does not specify or require to use a specific textbook, which led to the flexibility in choosing teaching materials by NEM teachers. KK PESAO 2 principle to use several teaching materials that will support teachers and students

to achieve teaching and learning goals. However, KK PESAO 2, which is the administration sector, does not raise campaign or policy for NEM teachers in use of English. This would make a challenge NEM teachers in using English in teaching practice. Similarly, Beota mentioned:

> I am afraid of using instructional media in English with my students that a reason why I always use Thai. Recently, I have use Thai textbook to teach my students and the PESAO 2 allow teachers to select textbook that suit for their teaching. It does not have to be a pure English book; it may be a combination of Thai and English. However, I prefer to choose Thai because English is hard for me.

Beota's reflection indicated that the significant reasons not to use English instructional resources would come from policy of KK PESAO 2 to support NEM teachers' convenience in teaching. Correspondingly, Kroothai, Tatsaya and Dokkoon also used Thai textbook in their mathematics teaching even though they taught students in different grades level. Moreover, Namthip used Thai textbooks in science but there were a few English terms throughout the textbook (e.g., electric circuit, electrostatic, conductor and so on). It is interesting to note that from the classroom observations: Namthip did not spend any time on how to pronounce these words to students. Namthip also expressed:

> I can choose instructional resources to teach my students by myself, but I have to make sure that those instructions cover all learning objectives through the school curriculum. Typically, I have two different textbooks but the learning contents of each are quite similar to each other, but the difference is learning activities and exercises. All these books are mostly in Thai, but it has just a few English word as terminology in science. Moreover, I provide some worksheets for my students and I prepare power point presentation to them. All of those are in Thai. I think it is not necessary to use instructional media in English because it would make me and my students struggling.

In addition, only a few of the NEM teachers used English-based instructional resources such as Information Communication Technologies in their classes. For example, both Namthip and Meaw used computers to present learning content to students but the learning content was consistently in Thai. From Phase 1 data, it was evident that NEM teachers did not aim to promote instructional resources in English to their classroom teaching and it led NEM teachers to have an overall attitude in use of Thai permanently. Moyo (2001) claimed that ineffective infrastructure of instructional development leads to failure in English language development. However, Macaro and Han (2020) argued that positive attitude in use of English medium instruction can be activated through professional development

program. Therefore, further support and professional development for the NEM teachers may assist them in sourcing high-quality teaching resources and tools where English is predominant.

Further, the challenge of teaching resources in use of English by NEM teachers came from their own perspectives in use of instructional resources. The empirical data of Theptida's classroom teaching showed that she only used teaching resources in Thai. Theptida mentioned:

> I always used Thai textbook because I have mostly seen that primary students' textbooks are in Thai. Absolutely, I have not seen publishers publish textbooks in English for Primary grade level in Thailand. I think it is probably hard to use purely English instruction media in primary school; especially, in rural schools like mine. Even we just use Thai, I have a headache almost every day to explain learning contents to my students. If both my principal and KK PESAO 2 do not have regulations to use English textbooks, I will keep using Thai teaching resources.

Theptida's data revealed that if nobody encourages them to use English teaching materials, it is not necessary for them to increase their burden of using English or English language teaching materials. Correspondingly, Sah (2020) claimed that the ignorance of rural policy realities brings about English medium instruction failure. This gap leads to a challenge in use of English instructional resources because teachers do not dare to face the use of English teaching materials. Therefore, KK PESAO 2 should formulate policies for NEM teachers to use English instructional media seriously.

Additionally, the data extracts above from Theptida and Namthip indicated that NEM teachers decided to use Thai teaching materials because it was easy for them to use and handle their teaching. Conversely, Spencer et al. (2020) argued that using instructional media at least dual-language of instruction—mother tongue and English—help to improve English proficiency. Similarly, Jiang et al. (2019) asserted that using English medium instruction improves students' subject knowledge and English competency. Noticeably, several studies have confirmed that delivering English teaching materials is beneficial for teachers and students. Therefore, NEM teachers' challenge in use of English teaching materials needs to be focused on their perspectives and attitudes to encourage them to know the values of English; administrators should be the first starter in use of English as good role model for NEM teachers.

4.2.5 NEM Teachers' Colleagues Lack of Solidarity in the Use of English

A significant challenge in using English of NEM teachers in rural areas in Thailand came from their lack of solidarity in use of English in school. The data from observations revealed that NEM teacher's colleagues did not use English at all, such as when there were activities or ceremonies in the morning before class. There was no use in English, but they mostly used Thai. Kroothai stated:

> I think there is not a unity of teachers in use of English in my school. Let's see. A teacher whose her classroom teaching closes to me is an English teacher but she never says or uses English with either me or any teachers in the school. I have heard that she always teaches English in Thai. I cannot imagine that in my school will be able to use English because even English teacher still Thai. I myself as mathematics teacher will get the opportunity to communicate in English with English teacher. I think that cooperation and unity in cooperating in use of basic English will help us to build up English for communication environment and teachers in my school will enable to build relationships to improve English.

Kroothai's reflection showed that even though there is an English teacher in her school, the teacher would never encourage colleagues to use English in school. This would lead to a difficulty in promoting the use of English in the school.

Moreover, English teachers did not use English to communicate or had no idea to promote English in everyday life at school. From the classroom observation, it indicated that there was nothing to indicate that the teachers in rural schools attempted to have a way of unity and cooperation in their determination to develop English for communication in schools. For example, I never saw any teachers greet each other in English or mention any English words. They walked to their classroom and performed their teaching as if they had no relationship at all. Similarly, Tatsaya explained:

> I think one of the important things that makes me challenging to use English is the unity of teachers in schools that have to cooperate in using English throughout the school. My school has three English major teachers, but I have not got any sharing ideas of promoting English the classroom and in the school. Moreover, I used to talk with other teachers about using English in the school they told me that they cannot speak English and some of them are afraid of English. A teacher said that I am too old to learn English. I think these issues can cause of lacking harmony in use of English in my school.

Tatsaya' reflection indicated that lack of solidarity among teachers led them to face a challenge in use of English and they have had the dislike of English as past experience gave

them more negative attitude in using English. In contrast, many authors (e.g., Blaszk, 2020; Castro & Villafuerte, 2019; Rudolph et al., 2019; Tang, 2020) asserted that teachers' solidarity can promote and maintain the use of English to encourage students' language development and teachers to have positive relationships in school. Further, the empirical data from interviews confirmed that lack of solidarity of NEM teachers' colleagues was the leading cause of the challenge of using English in rural schools. Beota discussed:

> I think one of the factors that makes the challenge of using English in my school is the ignorance and solidarity of teachers. That is to say, each teacher gets in charge of his/her own teaching subject. We never have any discussions to use basic English. For example, there is no talking about use of easy English words either during lunch time or a school meeting. Further, English teachers have not shown any reactions or actions to show that they are committed to developing and promoting the use of English in this school with colleagues.

Beota's reflection showed that what makes the challenge of using English in school is building relationship and solidarity. In another word, teachers lack unity. If teachers in school do not have a solidarity in developing and promoting effective use of English in school, it is a constant challenge in grassroots of teaching and learning society in rural Thailand. Conversely, if the teachers have cooperation, then the use of English at the basic level will happen and can then be gradually developed. In accordance with building solidarity, some authors (Lofthouse, 2019; Nakajima & Goode, 2019; Turner et al., 2020) noted that professional development can help to promote teachers' solidarity in teaching by taking them out of their isolation to improve interpersonal and communicative skills. It may be viewed that if teachers would have professional development to support their building of solidarity, the challenge in use of English could be solved. Consequently, one of the fundamental factors that challenges the use of English in rural schools is the solidarity of the teachers, but professional development would be used to solve the challenge.

4.2.6 Lack of School Policies Highlighting the Need to Teach English

Another challenge that presented itself in the schools was that none of the schools' policies were written in English. If schools are committed to improving both students' and teachers' use of English in schools then school policies could be used to promote the use of English (Han et al., 2019; Mukminin et al., 2019). However, the findings from classroom observations indicated that there was no documents or signage in the classroom to be

defined as policies or missions for using English in all schools of NEM teachers in this study. Correspondingly, Beota reflected:

> There is no policy to seriously use English in my school. There is only word of mouth that English should be used in school to stimulate the use of English for students. The problem with the policy of using English in my school is that even if the principal has set a policy to communicate in the school. Most of teachers will question whether the principal can use English to communicate with other people or not. This is a demonstration of the teachers' idea of not using English or trying to against the principal not to have a policy for English in this school.

Since there was no school policy set in promoting the use of English, that may lead to the challenge in use of English by teachers, especially NEM teachers who do not wish to use it. If there is no school's policy in use of English in schools, teachers would never be enthusiastic to promote English in their schools (Meyerhöffer & Dreesmann, 2019). It could be claimed that if there is school policy in relation to using English in schools, teachers would be aware of communicative English. Similarly, Chartchai explained:

> Since I has taught at this school, I have not seen that there will be a policy on the use of English in school at school level policy. As the PESAO level policy, it has also not been set to use English in schools yet. So, I think that the challenge in use of English at schools is not only school policy level but also PESAO level. If the school has a policy on English language usage but at the PESAO level does not have a policy to use English. I think that the implementation of the policy is not very effective because the teachers may not have concerns that they have to perform their duties in accordance with the policy of the principal. It does not have anything to do with promotions or rewards.

Correspondingly, Mukminin et al. (2019) highlighted that school policies have the potential to motivate teachers who can communicate in English, but it was also evident that they often did not like to use it. Moreover, Bamgboṣe (2019) mentioned that inclusive English policy in school promotes communicative English that leads to students' communication development. Therefore, the challenge in use of English in relation to school policy is very necessary to be developed in the school.

Moreover, the data from teachers' interviews revealed the obstacles and problems also occurred in the determination of English language policy in schools at the school level. Meaw expressed:

> It never has a policy to use English in my school. In most cases, the director only says that our school should use English to communicate in the school such as

greeting, ordering and requesting. I think that even if the school director has a clear policy on using English, the teachers in the school are not likely to use English because most teachers are not willing or not happy to use English This is because they do not have English proficiency and do not like English anyway, which results in a challenge with the idea of having a policy of English language use in schools.

Meaw's expression indicated that those schools never have an idea to specify school policy about using English for communication in either school level or SPEAO 2 level. The challenge in using English would happen with NEM teachers because they would never take an opportunity to improve their English seriously. Conversely, if there is to be a clear using English policy in school, the challenge would directly go to schools administrators (Sah, 2020) because they have to show themselves that they can actually use English before setting or ordering other teachers to use English in the school. Although it seems like there are two aspects—administrators attempt to set policy but teachers work by asking administrators to prove themselves English proficiency first—With the challenges, the data revealed that establishing a policy in use of English would be the first step that will bridge the change and development of English (Darling-Hammond & McLaughlin, 2011). Although starting at the first time can be a challenge or a reversal of the feelings of the practitioner, what we have started to do in the first place will lead to continuous development. Similarly, several authors (e.g., Dang, 2020; Harklau & Yang, 2020; Zhang, 2020) have noted that setting up policy of using English in rural schools enhances students' language learning literacy. Having clear policy that outlined specifics in relation to the use of English would have more benefits for both teachers and students because doing things would always be a challenge first. Afterwards, learning would help them to improve more to achieve their needs (Nonkukhetkhong et al., 2006). Therefore, specifying school policy in use of language is recommended even though it is a challenge for teachers in term of adaptation, perspectives and attitudes in using English in schools (Knudsen et al., 2020; Liu, 2020; Macaro & Han, 2020).

4.3 NEM Teachers' Reflections Regarding English as a Language of Instruction in Rural Schools in Thailand

4.3.1 Using English as a Language of Instruction Based on Individual English Experiences

NEM teachers needed to have experience in English before they can use it as a medium of instruction in teaching practice. The empirical data from interview revealed that most of NEM teachers reflected that they used English very little and hardly ever used English as a conversation with their students. For example, Tatsaya explained:

> I never use English to instruct students in my mathematics class. I only greet students such as good morning, hello, how are you? I rarely use English because nobody uses English. I think the idea of using English as a language of instruction is good, but we may have to improve teachers' English proficiency first.

Tatsaya's reflection indicated that if she could use English with her students, it was a basic English to greet her students. Using English only to greet student (Sibomana, 2020) cannot help teachers to use English as a language of instruction. Further, Meaw expressed:

> I think the idea of employing English to instruct students in school is good, but it is a huge challenge for all teacher because they do not get used to it. For example, I never instruct in English in mathematics subject. I ever use simple English words such as good morning and how are you? Therefore, if teachers will be able to use English in school, they need experts to improve their English ability.

This data revealed that Meaw hardly ever had any experience in applying English to instruct her students. Similarly, Nilsson (2020) noted that teachers who do not have experience in English are afraid to speak English so they cannot use English as a language of instruction. Additionally, Kroothai explained:

> Since being a teacher, I have never used English in teaching mathematics. I always use Thai to teach that it is my familiarity. I think I do not like English, so I do not use English in my classroom. As you ask me, I think the notion of using English as a language of instruction in school would be a good idea. Because English is used everywhere nowadays. However, teachers need to be improved their English proficiency before they can teach their student by using English.

Kroothai's reflection illustrated that she does not like English; therefore, it led her to be inexperienced in the use of English with her students. However, she agreed that using

English as a language of instruction in rural school was also necessary for students' learning. In the same way, Wipa explained:

> I never use English in my teaching because I always teach in Thai subject. I think English is no need in this subject. However, I used to speak English a bit with student in general situations such as greeting or praise (e.g., hello, good morning, good afternoon, good, very good). I think the notion of using English as a language of instruction is possible to promote in rural schools, but I am not sure that it will be achieve in practice because of most teachers do not use English.

Wipa's reflection indicated that she did not aim to use English for her teaching because she thought that English is not necessary in Thai subject (Bai & Yuan, 2019), so it led her to have limited background knowledge of English. Dokkoon also explained:

> I used to sing English songs for students, but I never use English in a conversation with my students. They are just Primary 1 students that they do not understand a complete sentence. I used to say just words (e.g., I, you, very good). I agree that we should use English to instruct students in teaching practice because students will take an opportunity to learn international language. They may have to use it in the future. We need to support English for them when they were young.

The reflection of Dokkoon showed that she had experience in using English in their teaching comprised of single words or short phrases. However, she lacked practicing a higher level of English (Sah, 2020); for example, at conversational levels with students so it is hard for her to use English as a language of instruction (Mukminin et al., 2019). If the teachers would have support as per the coaching and mentoring programs (Abu-Tineh & Sadiq, 2018; Rachamim & Orland-Barak, 2018;) in this study to improve English continuously, they would be able to use English as a language of instruction. Theptida explained:

> I used English a little bit. It is very little. The use of English is in such a way to say thank you to students when they help me to carry things into the classroom. It is just simple words (e.g., thank you, OK, good and very good). I speak as words that it is not a complete sentence with students. I never think I have to use English to teach mathematics because students may think why to use English in the classroom. Mathematics content itself is difficult. I used to enrol a course of English for mathematics when I was a bachelor student. I almost forget all those contents in English because I seldom use in my classroom now. However, I think a training course in using English for specific teaching subjects such as mine (mathematics) would help teacher to be able to use English in their classroom.

Theptida's reflection revealed that if it would have an English course training for their teaching subjects, they may be able to have experience in using English in teaching practice.

Correspondingly, Noom-ura (2013) noted that the professional development is needed to promote English teaching for Thai teachers, training lasting about a week was found to be a preference for teachers. Namthip reflected:

> I never use English as a conversation or dialogue with my students, but I ever use English vocabulary with my students because there are some terminologies in science (e.g., cells, osmosis, cells wall, cell membrane, nuclease and cytoplasm). If it is a conversation or orders and requests, I never use English with them. However, I think it would be useful for me if it would have a person to train me to use English. Because I am a staff of science teachers professional development. I understand how good professional development can support our teaching, but I am never participated in English professional development.

Beota explained:

> I used to use English once when the KK PEASO 2 had a professional development project of bilingual teaching, but I used very little English. The project was mostly a use of software in several subjects. The software was in bilingual Thai-English and it focused on science and Society Religion and Culture subjects. However, I never use English in my daily life I always say in Thai.

The reflections of Namthip and Beota indicated that if teacher could have choices of professional development for them to improve English, they would be able to use English to instruct their students. Similarly, Buxton et al. (2008) used the professional development to support teachers to get knowledge to instruct students in English. If we could not have a method to extract teachers from their daily routine of teaching to develop their English proficiency, they may not be able to employ using English in their teaching practice. Sailom expressed:

> I used to use English when I was a bachelor student. I used to work in a company that I worked together with foreign colleagues. I can communicate in English a bit that I was afraid of them because they spoke fluently. I did not understand when they spoke with me. When I applied to be a teacher, I can use English but was rarely used. I mostly use very basic words (e.g., mop, bin, good morning and how you are?).

Chartchai reflected:

> I used to use English for travelling when I was a teenager. I travelled every year and I had seen many foreign tourists. However, I use English with no grammar rules. I say what I think and sometimes I use body language. I used to apply English to use with my students. For example, I say with students (good morning, good afternoon and good evening).

The data of Sailom and Chartchai indicated that getting involved with foreigners such as colleagues and tourists can help them to experience in the use of English. Moreover, at least, they can improve their self-confidence to communication in English. By doing this, it would help teachers improve their English based on their pace. However, one of the most important things to encourage teachers to continually use English is the attention of colleagues and school administrator to make a solidarity (Reid & Kleinhenz, 2015) in use of English throughout the school. Therefore, a significant effect to the success in use of English as a language of instruction is the different background knowledge and experience in use of English of each teacher in the school (McCarthy, 2017; Saye et al., 2017).

4.3.2 Using English as a Language of Instruction Encouraged Students' English Literacy

NEM teachers had the attitude that English as a language of instruction supported the development of students' English literacy. Buxton et al. (2013) mentioned that using English by science teachers to instruct students, teachers can get experience in instructional design and language literacy. Similarly, Chartchai mentioned:

> My attitude is that English is important for my computer course 90 per cent because all the devices and functions are in English. Even the course titles are still in English. For the most part, I find it very important for working, following instructions, or even using a software program in English. Moreover, students will be able to learn English when we instruct them in English too. Therefore, I think English need to be promoted as we are going to have coaching and mentoring.

Chartchai's reflection revealed that he had realised English to be noted in his subject because if he cannot understand the computer's functions and devices, he cannot present content subject to his students. If we would have the kind of teacher like him in school, the school principal may encourage other teachers to keep in touch with him in use of English in teaching (e.g., peer teaching or team teaching) because he had good attitude to promote English in school. In addition, Theptida reflected:

> I was excited at first because I do not graduate in English major. The use of English to teach in math course makes me worry when I have to speak English vocabulary to my students. It is quite difficult. However, I feel relax after I have got coaching and mentoring from you. I have had a feeling that it is fun to teach in this way where we put some easy English words into our lesson. It is not necessary to expect using a lot of English sentences with students. Moreover, my opinion is that the use of new English words will increase the knowledge of the students, increasing a number of their English vocabularies. However, this is my

first time to use bilingual teaching and learning in both English and Thai. I can see that the teaching and learning has made students more and more interested in using cross-switching and students can apply their knowledge to daily life. For example, we learn about the lesson of direction today. Students will also be able to learn English vocabulary about direction. They could give information about direction if foreign tourists would ask them for direction. Overall, I think that I have a good feeling towards the use of English in teaching of mathematics because I realise that it is something new to integrate knowledge of my students' learning.

Theptida's reflection showed that using English as a language of instruction a bit in every day teaching can help teachers to have self-confidence to use English in their classroom teaching (Lyndsay & Beverley, 2017; Noom-ura, 2013). It also led them to have a good perspective and open mind (Bai & Yuan, 2019) to use English—Theptida teaches mathematics. The data also indicated that using English promoted teachers' English vocabulary development. Even though teachers got stuck at the beginning of using English in teaching, they were literate later day after day. Additionally, Carrier and Grifenhagen (2020) studied the English vocabulary in science with pre-service teachers. They have found that teachers have significantly improved their English vocabulary in science after they had participated in the 'primary science methods course' (p. 115). Further, Kroothai explained:

> From the beginning of the first day, I do not have confidence in using English. I never use English to teach about mathematics. After you coach me, I feel confidence to speak English a little bit more and more in every session we have come now. Today I am very happy because I feel that I enable to read and speak English in my mathematics class. Moreover, my students seem to be fun with learning mathematics through English. My students and I can improve our English literacy because we practice reading the learning contents in English and we write in English such as doing exercises. Without guidance or advice on how to communicate English in mathematics class from you today, I would not have been able to insert English into the course. I feel like to use English in my teaching practice now.

Kroothai had the attitude that English is complex and difficult for her to handle in mathematics teaching. The data revealed that she lost her confidence at the first start in use of English. However, Kroothai can improve to speak and read English in her class teaching because of her attitude change. Moreover, the data showed that NEM teachers can develop their students to improve English literacy in teaching practice if they have an experienced person to advise them how to use English in a simple way in cross-subjects (Davis et al., 2018; Maluleke, 2019). Without any guidance from experienced English teachers, NEM

teachers would not have changed their perspectives in use of English (Sah, 2020). Conversely, in the case of Kroothai, the professional development programs assisted her to breakthrough her perspective in use of English (Abu-Tineh & Sadiq, 2018). She changed her mind and realised that she can use English in mathematics course; Lee et al. (2008) noted that the professional development intervention led teachers to gain knowledge in use of English in science and mathematics. Further, Beota stated:

> First of all, I am happy to have you here today. Typically, I always teach science in Thai that we do not use many vocabularies or speaking in English. I use only English related to scientific terms. I think using English as a language of instruction is a very good thing. In fact, English is now the language of communication that we have now opened the doors of ASEAN and it is the second most important language of Thai people and the third important language is Chinese. Teaching and learning are not limited to only in Thailand that we use only Thai. English is important because some books or manuals we used are in English. Previously, the textbooks were translated from English into Thai for us to learn. However, if we have the knowledge and are familiar with the English vocabulary, a little bit is still good as we try to do coaching and mentoring now. At first, I'm afraid of myself that I cannot doing very well in use of English but now I'm glad that I have changed teaching technique from the one we teach Thai language to be in English. Even though there is very little English that we can use in class, I feel that I have the courage to speak English more. I also have more confident and students also learn better interactively than the previous section. The most important is that my students can take the opportunity to literate in English.

Beota's reflection indicated that she might not intend to use English in her science class at the beginning. She only used English as per terminology in science with her students. She might not have a good perspective in use of English. However, the data indicated later that she had changed her perspective after she participated in the coaching and the mentoring programs (Grant, 2017; Linley & Harrington, 2005). She realised the important role of English in ASEAN community. In addition, the ways in which the use of textbooks will be changed, from the form that is translated from English into Thai to original English textbooks (Han et al., 2019), motivated Beota to aim at using English in her teaching. The data showed that Beota had also changed her feeling in use of English by coaching and mentoring (Koosha et al., 2015; Rachamim & Orland-Barak, 2018) because she was happy to be able to speak English in her classroom teaching. She was also happy because using English as a language of instruction was useful for her students' learning.

4.3.3 Using English as a Language of Instruction Enabled NEM Teachers' English Development

NEM teachers improved their English vocabulary towards using English as a language of instruction. The empirical data from the interview as follows: Namthip explained:

> I think the benefits in use of English as a language of instruction are that it helps us to have more confidence in using English in communication in teaching science. It helps us to have more English vocabularies to introduce to our students. For instance, I have learned new English vocabulary from you (e.g., instruction, interaction, distribute and so on).

Namthip's reflection demonstrates that she took the advantages of English vocabulary learning toward using English as a language of instruction. She also got the benefit to improve her confidence in use of English in her teaching practice because the data showed that she communicated in English with her students in science class. If the professional development approaches would be provided in schools, teachers would have opportunities to improve English (Latz et al., 2008) that would help them to use it in teaching practice successfully. In addition, Beota mentioned:

> I can get benefit in use of English from this project to apply to use English in outside the classroom. For example, I can teach easy English words to my son at home, but I will try to speak little by little. I used to say English vocabulary to him one by one. I said, water to mom. Something like this. We do not say Nam in Thai, but we say water instead of Nam. He can understand. That is, we try to practice speaking word/s. He can response even though it is not a complete sentence. By doing this, I feel happy and I can improve my English vocabulary because I usually recall those words that I speak to my son.

Beota was not only able to use English in her classroom teaching but also she can use English outside school with her family member. It would be teacher's benefit in use of English towards the coaching and the mentoring programs because NEM teachers of this research project always began to present new English words for their students (Sibomana, 2020) before doing exercises in any lessons. Correspondingly, Meaw reflected:

> I have got many experiences from this project. For example, we work together as a team with coach and mentor. I get started to use new English vocabulary in mathematics because some words are never used by myself, such as the words add, subtract, multiply, divide, five-sides and six-sides. I get benefit of classroom communication techniques, pronunciation, presentation and teaching procedures. I get all these skills and knowledge from coaching and mentoring programs.

It can justify that Meaw not only took advantage of English vocabulary development but also got the experience in peer teaching. NEM teachers would get new aspects in use of English if they will have choices to work with other colleagues (Barbour, 2018; Keller, 2018; Land, 2018). Moreover, the data indicated that Meaw got new skills and knowledge from the coaching and mentoring programs, learning English pronunciation, communication strategies and teaching process in use of English in mathematics. Therefore, the coaching and mentoring programs can be assisted to support NEM teachers acquiring skills and knowledge in use of English (Chambers et al., 2008; Russell, 2017; Udiutoma & Srinovita, 2015). Further, Theptida expressed:

> Using English as a language of instruction from this project help me to improve my English skills such as pronunciation, vocabulary, speaking skill and others. I think the results come from the fact that I have the opportunity to practice using English with you. Thus, I can acquire a wide variety of vocabulary and pronunciation methods. Afterwards, I can apply those English vocabularies to teach my students. I have found that if I frequently use those English words, I can quickly recall them to speak when I have to talk to my students.

Theptida's data indicated that beginning teachers learning together with experienced teacher/s led them to exposure their English skills and knowledge. If they have repeatedly had the opportunity to practice the use of English with experienced teachers, they will be able to apply their knowledge of English to use as a medium of instruction with their students (Davis et al., 2018; Nieuwerburgh, 2018). Correspondingly, Dokkoon mentioned:

> I think using English as a language of instruction in rural school would be a hard job. Teachers may not like having to use English to increase their difficulties because they feel unfamiliar with English that they have not had English skills. I think it is difficult to use English as a classroom teaching, but it will help us improve our English skills in many ways such as learning vocabulary, pronunciation or learning a variety of language literacy. In my case, I accept that at the beginning of this project, I am scare to use English. Afterwards, I am confidence in communicating in English even though I pronounce right and wrong. I have come to know that using English, we have to practice using it on a regular basis, it will help us to improve our English continuously.

Dokkoon's reflection showed that she got benefits by using English as a language of instruction such as self-confidence. Similarly, Moyle (2016) mentioned that frequently practice speaking in English lead teachers to be self-confidence. In addition, Dokkoon had also developed vocabulary and pronunciation knowledge. Therefore, it can be concluded that using English as a language of instruction in rural schools in Thailand can help NEM

teachers to take advantage of their English development (e.g., self-confidence, vocabulary and pronunciation skills).

4.3.4 Using English as a Language of Instruction Enhanced Students' English Competence

Students improved their English vocabulary towards using English in other learning subjects. The data from classroom observations showed that English words, phrases and statements NEM teachers spoke, students always liked to repeat. They were happy and enjoyed the opportunity to speak English in class. For example, Namthip reflected:

> My students like to have an opportunity to learn new English vocabulary in science. I saw them smile while I was teaching them by use English. I think using English as a language of instruction is now help me to improve their English communication. Moreover, students can acquire content knowledge in science to apply in daily life after they are familiar with vocabulary. For example, they would recall vocabulary when they hear somebody saying such as battery, charge and switch that are borrowed words from English to use in Thai.

Namthip's interview showed that her students gained English vocabulary in science subject. The data can tell that if we put English forwards in other subjects both teachers and students would improve their English proficiency. In this situation, students would have frequent practice using English in teaching and learning and they were familiar with a variety of English words (Davis et al., 2018). Afterwards they were able to recall those words to support their communication in classroom learning. In the same way, Chartchai stated:

> I have found that my students have self-confidence to speak English in my classroom after I use English with them. Even though they can pronounce English letters and simple words (I, you, yes, OK), they concrete their English ability. Previously, they did not dare even to pronounce English words. Moreover, the advantage of using English to communicate in class is that my students can perform a variety of activities with their friends such as pair work and small group work.

Chartchai's expression revealed that his students had courage to pronounce English words even though they never even dared to pronounce English words. Hence, a teacher using English to communicate with students can encourage students to have confidence in speaking English. If students would be able to engage frequently in the environment of

using English, they would quickly have adequate knowledge in English (Chambers et al., 2008; Russell, 2017). Similarly, Meaw expressed:

> Students have learned more new English vocabulary and they also learn English pronunciation technique. Moreover, they have improved their simple English conversation in the classroom that simple English vocabularies have been used. Using English in my mathematics class make my students more assertive and they can speak up and answer questions to me and other teachers in the school.

The data from Meaw showed that her students mostly got benefits of English vocabulary learning and English pronunciation. The expanding of students' vocabulary recognition (Jean & Geva, 2009) would help them to construct their simple conversation patterns such as asking and answering questions (Al-Ahdal, 2020). It would be a useful task for teachers to add in the kind of simple sentences to students in some occasions because it may motivate students to produce their English for communication in classroom learning. In addition, Beota mentioned:

> Obviously, my students can pronounce English words better than before we have coaching and mentoring project. They would take advantage in use of English in my classroom of asking and answering questions. They would be able to use English in daily life. In addition, my students can grab some English words for their National Ordinary Test, which is coming soon. For example, they will know the meaning of some questions (e.g., what do you want? and how many people are there in the conversation?)

The data from Beota demonstrated that delivering the professional development approaches to support teachers in use of English also helped students to take profits in applying their English ability in real-life situations such as examining and general public English communication (Chambers et al., 2008). Consequently, promoting using English as a language of instruction through the coaching and mentoring programs in schools mainly supported students to advance their English vocabulary and pronunciation development (Chien, 2015; Olofson & Garnett, 2018; Warren et al., 2018).

4.4 Discussion

This section discusses the findings in relation to the research questions and research aims, in Phase 1 of this study. The discussion has been divided into two sections: challenges of using English by NEM teachers in rural schools in Thailand, and NEM teachers' reflections regarding English as a language of instruction in rural school in Thailand.

*Research Question 1: What does English teaching by NEM teachers look like in
rural schools in Thailand?*

As the background of this study, the MoE of Thailand has focused on English development in all education levels (e.g., primary school, secondary school and higher education), teachers have been promoted to use English as a language of instruction (MoE, 2008). However, the findings of this study revealed that NEM teachers in rural schools in Thailand were using first language (Thai) that led them to have the challenge of using English in teaching practice. My interpretation of NEM teachers' using L1 as a challenge is supported by several authors (e.g., Beisenbayeva, 2020; Franz & Teo, 2017; Khati, 2011; Noom-ura, 2013; Punthumasen, 2007; The National Institute of Educational Testing Service, 2020). They acknowledged that using first language to instruct students is an obstacle to promote using English as a medium of instruction. On the other hand, L1 is needed to use in some situations such as explaining the complexity of learning content and classroom management (Surjowati & Siswahjudioko, 2020). This study also found that L1 was used in some specific situations in classroom teaching (e.g., teachers' explanation of learning content and summary of lesson), but this resulted in the NEM teachers using Thai all the time in teaching. Many challenges were raised in regard to answering Research Question 1. The challenge of using English was caused by the NEM teachers' accustomed overuse of L1. The classroom observations showed that NEM teachers did not have an intention to put English into their teaching practice. For example, NEM teachers could use basic English (e.g., hi, hello) to greet students before class start, but they used Thai. They could also present some basic English vocabulary related to those lessons, but they reflected from their interviews that they felt more comfortable to use Thai. According to, Vogel and Garcia (2017) translanguaging where bilinguals and multilinguals education could support teachers and students in language teaching and learning. Moreover, they mentioned that bilingualism in education could promote teachers the shift of using first language to second language classroom teaching. Therefore, the contribution of knowledge from this study has revealed that bilinguals classroom would employ to support NEM teachers to overcome the challenge of using English as a medium of instruction. NEM teachers need to keep an open mind to add in English in some parts of their teaching practice rather than to focus on their comfort of using L1 only.

No reward nor punishment revealed to be a critical challenge of NEM teachers in rural schools to use English as a language of instruction. Even though the MoE has set several policies (e.g., National Education Acts:1999, 2002, 2008 and Basic Education Curriculum: 2001) to provide diversities of education infrastructure (MoE, 2008), reward and punishment of using English in classroom teaching have not been acknowledged yet. It is true that the MoE of Thailand has not imposed a reward and punishment for not using English to communicate in teaching because it is a sensitive issue of the MoE to maintain authority of administration. It is that fact that if the MoE formally imposed reward and punishment on the use of English, teachers who cannot use English might be unhappy. There is potential for them to become inactive or even opposed to using English in the classroom. However, the findings from this study showed that the NEM teachers reflected on the idea of having reward or punishment in relation to not using English to communicate in teaching. They felt that it could act as a simulation to affect their behaviour in being accustomed to using L1 predominantly. Correspondingly, Lubis (2019) stated that giving rewards and punishments enhanced using English in classroom teaching. Rewards and punishments provoked motivations of teachers and students in using English in classroom (Putri & Refnaldi, 2020). It is evident that reward or punishment is one of the factors involved in promoting the development of English language in rural schools. Giving reward or punishment potentially begins from the school level to set formally reward (e.g., certificate) and punishment (e.g., verbal preliminary admonition by school principal). If educational service area could be a starter of giving reward or punishment to teachers, School Network Centres and schools would also have the demand to follow up to encourage reward and punishment for teachers. By doing this, it could lead to the expansion of using English in a wide range of teaching practice. Consequently, an understanding of giving reward and punishment from the findings of the study could be imposed by educational administrators in Thailand in relation to overcoming challenge of NEM teachers' using English as a medium of instruction.

The findings of this study also indicated that teaching approaches were a challenge to promote NEM teachers' use of English in their teaching practice. Even though MoE (2008) has attempted to promote language teaching methods such as CLT and a specific English learning framework as seen in CEFR, NEM teachers have remained unable to use English as a medium of instruction. It can be seen from the findings of this study that NEM teachers have difficulty in using English. They have technical problems on how to present English

vocabulary to students, English presentation techniques, and skills in applying basic English to classroom teaching. Many authors (e.g., Franz & Teo, 2017; Hayes, 2010; Hengsadeekul et al., 2014; Nomnian, 2013; Noom-ura, 2013; ONEC, 2010) asserted that CLT can help teachers to enable to communicate in English. However, from the classroom observations throughout Phase 1 of this study, it appeared that NEM teachers have not had experienced English teachers from neither Subsomboon School Network nor KK PESAO 2 to guide them to use English in actual classroom teaching. It can be inferred that NEM teachers may not have an opportunity to improve skills and knowledge in teaching approaches. In addition, it can be interpreted that, though, the MoE has encouraged the development of English through CLT as in policy level, the practitioners, who practice at the school, School Network and Educational Service Area Office levels, do not seriously support NEM teachers to improve skills and knowledge in teaching approaches for applying English for communication to classroom teaching. Hence, the findings from Phase 1 of this study allows us to acquire knowledge that having experienced English teachers to supervise NEM teachers in use of English could assist them to overcome the challenge of teaching approaches. Educational administrators desperately need to provide experienced English teachers to take part in counselling NEM teachers in schools.

Another finding from this study showed that one of the NEM teachers' challenges in using English as a language of instruction was related to teaching resources. The classroom observations revealed that all NEM teachers used Thai textbooks to teach students. This could be a result of the NEM teachers being allowed from KK PEASO 2 to choose textbooks according to the convenience and needs of the teacher to provide instruction to the students in the class. Therefore, it brought about the demand of using Thai textbooks. However, using any language in those teaching materials is effectively enabling teachers and students to learn the language (Crystal, 2003; Meighan, 2019). It can be seen that if KK PEASO 2 would be able to have a policy to promote the use of English textbooks, it would result in NEM teachers' English proficiency to instruct students in English. Initially, promoting English textbooks would begin with at least bilingual textbook versions (Thai and English) as these would allow NEM teachers and students to do code-switching of languages to achieve appropriate learning outcomes. Moreover, the teaching resources would be adapted from only Thai language to be in Thai and English (e.g., signpost and signboard). This would help teachers to create a more positive atmosphere of learning English. Afterwards, NEM teachers could use original English textbooks to instruct

students after they have used bilingual textbooks due to NEM teachers familiarity with English.

NEM teachers' colleagues lack of solidarity in the use of English was revealed to be a significant challenge for the use of English in rural schools in Thailand. From the classroom observations, it was apparent that there were no NEM teachers' colleagues to discuss anything about English development. Moreover, each teacher was likely to teach in their own subjects, so they were not interested in discussing and exchanging knowledge about improving English with each other. Research shows that solidarity encourages teachers' learning communities (Arnold-DeHay, 2020) and is an essential unity of teamwork (Bolton & Laaser, 2020). This study showed that solidarity of teachers may be an essential expression to drive the use of English at the grassroots at school level. If teachers have no solidarity and no focus on English at all in class or in school, they will not be able to promote the use of English as a medium of instruction. Therefore, the study's findings brought about the understanding that the foundation of English development at school level, solidarity of teachers is the cornerstone of the foundation to encourage a sustainable use of English language.

Lack of school policies also appeared to be a challenge in promoting English as a medium of instruction in rural schools in Thailand. This finding indicated that it is important for rural schools to have a strong policy to promote English in schools. Mukminin et al. (2019) noted that school policy is a guideline for teachers or practitioners to be able to perform their roles effectively. Moreover, the school's policy also determines how the promotion of English development should be to direct teachers to act in an effective way (Bamgboṣe, 2019). It can be seen that a school's policy is the primary regulation for teachers to practice fulfilling their duties in accordance with the school's missions and goals. Further, it can be seen from NEM teachers' interviews that if the school administrator has set a written policy to use English in school, teachers will get ready to respond to the policy of preparing to learn English to communicate with students in the classroom. The finding reveals a necessity for schools to develop policy to guide NEM teachers in promoting English as a medium of instruction in rural schools.

Research question 3: What are the reflections of NEM teachers regarding using English as a language of instruction in rural schools in Thailand?

The findings related to NEM teachers' reflections revealed that individual English experiences of NEM teachers led to the different frequency of using English as a medium of instruction. The different English experiences of NEM teachers contributed to the motivation to use English in different classes. For example, the finding showed that NEM teachers, who did not have experience in English, did not have the motivation to use English at all in class. This is despite the easiness of using some simple English words can with students. Further, NEM teachers decided to use Thai because they did not have background knowledge in English. Similarly, motivation activates teachers to use or not to use English which based on teachers' English experience (Tranquillo & Stecker, 2016). On the other hand, NEM teachers who had experience in English in the past aimed to use English in their teaching practice but there was evidence that very little English was used in these classrooms. Rachamim and Orland-Barak (2018) suggested that using coaching and mentoring can improve teachers' motivation in using English. Therefore, the contribution knowledge of this study is that helping teachers to have experience and background knowledge in English creates their motivation to use English for communication in the classroom.

The finding suggested that NEM teachers can develop their English proficiency through frequently speaking English in teaching practice. The finding indicated that, in the case of an NEM teacher who used English to teach mathematics for grade 1 students, the teacher had greater motivation to use English as a medium of instruction. The teacher communicated mostly in English while she was teaching her students. She reflected that she addicted to speak simple English on an everyday basis in her class. As a result, she realised that she can speak English better than long ago. Correspondingly, Moyle (2016) noted that teachers who usually practice speaking English with students and teacher colleagues can improve their English proficiency. It can be seen that if NEM teachers aim to use English for daily life in teaching, they would have high demand of developing English in higher levels (e.g., English for specific purposes, Academic English, and so on). The notion of using English as a medium of instruction in the classroom allows teachers to develop English.

The findings also indicated that students improve their English language and literacy by speaking in English with their teacher in their classroom learning. If NEM teachers kept using English every day in their classrooms, they can more easily encourage students to

maintain communicative English. This is confirmed by Russell (2017) who mentioned that supporting students to be able to improve their English literacy depended on teachers' ability to use English in teaching. Moreover, many authors (Udiutoma & Srinovita, 2015; Warren et al., 2018; Wolf, 2018; Zepeda, 2018) acknowledged that a teacher is as an influencer to use English to promote students' English literacy. If teachers attempted to use English with students in classroom learning, students would be able to acquire English skills and enable them to be more literate in English language. More frequent use of English language in general conversation in the classroom is noted to be most influential on students' own communication in English. (Olofson & Garnett, 2018) study, students could develop English literacy in relation to behaviours of a teacher in using English in the classroom.

The results of the discussion in this chapter show that NEM teachers operating in rural areas are particularly challenged to use English in a variety of ways, including bilingual education. Therefore, it is imperative to find new ways to support and encourage those teachers to develop their English proficiency to be used to communicate in teaching practice in various subjects effectively. Chapter 5 considers the impact of coaching and mentoring on NEM teachers' use of English as a language of instruction in the classroom context.

Chapter 5: Phase 2 Findings and Discussion

5.1 Introduction

This chapter reports on the data analysis and findings from observations and interviews in Phase 2. It concerns the effects of both the coaching and mentoring programs for NEM teachers' using English as a language of instruction of this study. Those data were analysed by describing and discussing both the NEM teachers' and my reflections regarding their improvements and challenges in using English in teaching practice (see Chapter 3). The data were derived from ten NEM teachers who teach subjects such as mathematics, science and Thai, but never use English as a language of instruction in their teaching practice (see Chapter 3).

Sections 5.2 addresses Research Question 2: How can a coaching and mentoring program influence NEM teachers using English as a language of instruction in rural schools in Thailand? Moreover, these sections aim to examine the effects of coaching and mentoring as professional development supports for NEM teachers in rural schools in Thailand. The findings are presented in the following sections: 1) the effects of the coaching program for using English in the teaching practice of NEM teachers, 2) the effects of the mentoring program for using English in the teaching practice of NEM teachers and 3) the effects of coaching program versus the mentoring program for using English in the teaching practice of NEM teachers.

Sections 5.3 highlights Research Question 4: What are the implications of coaching and mentoring for future English teaching practices for NEM teachers in rural schools in Thailand? These sections report the empirical data in relation to the research aim: consider policy implications of coaching and mentoring for English teaching practices for NEM teachers in rural schools in Thailand. The findings can be reported and discussed into four main themes: applying the coaching and mentoring programs in various subjects for all teachers in school, promoting the coaching and mentoring programs in practical for all schools, presenting the coaching and mentoring programs in all schools undertaken by KK PESAO 2 and specifying the policy in use of the coaching and mentoring programs for teachers' English development in year plan of KK PESAO 2.

5.2 The Effects of Coaching and Mentoring on NEM Teachers Using English as a Language of Instruction

5.2.1 Effects of the Coaching Program

The coaching program of this study was undertaken to support NEM teachers using English as a language of instruction in teaching practice. The major processes composed of planning, contracting, coaching and evaluating (AITSL, 2013) pertinent to the conceptual framework of this study (see Chapter 3), leading to the findings of this study. The activities of the coaching program consisted of discussion for setting goals and needs of teaching English skills and approaches, short conversations (i.e., asking and answering questions), NEM teachers' reflections after class teaching and my feedback as a coach. The activities of the coaching program were undertaken to deliver outcomes of developing NEM teachers' using English skills, teaching knowledge and experiences. This section discussed findings that the coaching program of this study potentially enhanced NEM teachers' using English in teaching practice. The natures of coaching activities of this study were increased in novice teachers' reflections of self-observation, self-confidence, self-monitoring and self-reflection (Ben-Peretz et al., 2018; Lam, 2018; Lyndsay & Beverley, 2017) to develop skills, knowledge and experiences (Land, 2018; Megginson, 2005; Parsloe, 2017), although most cases from this study revealed limitations of the coaching program.

5.2.1.1 Self-observation

The coaching program rarely promoted NEM teachers in this study to create their self-observation in using English for teaching practice. The evidence suggested that teachers can just express what they intend to do in real situations of their using English, but they did not do it in practice. I—named as Wut in the excerpts—asked them questions concerning raising their self-observation. The following extracts are from Namthip, Chartchai and Kroothai.

Namthip who is sciences teacher replied:

> Wut: What can support you to use English in your teaching practice today?
>
> Namthip: I think I will use song to warm up my students. I will also ask students to play games. I hope my students will have fun.

Wut: That is good idea to motivate your students to learn.

Chartchai, who is a computer teacher responded:

Wut: What do you plan to use English in your teaching practice?

Chartchai: In my opinion, I will speak whatever words that are easy for our students in the classroom such as the words 'teacher and student'. We can also use English words in the computer function like 'turn on, shut down, click' and so on.

Wut: Good idea.

Kroothai has taught mathematics for years but never uses English in her teaching practice:

Wut: What can support you to use English in your teaching practice today?

Kroothai: I think it can be teaching materials such as vocabulary flashcards or worksheets.

Wut: Sound interesting. When do you use it for your specific task of teaching?

Kroothai: I will use it when I present my teaching contents before I will ask them to practice doing some exercises.

Wut: How do you use it with your students?

Kroothai: I plan to use simple words wherever I am familiar with these words and vocabularies I have in hand now.

The data above suggest that self-observation, which can support NEM teachers to reach their needs and goals of using English, was not apparently activated in practice from the coaching program. The data revealed that Namthip, Chartchai and Kroothai could only reflect information as a theory about their plans to develop using English before class, but they did not use English as they planned to do in teaching practice. Ben-Peretz et al. (2018) argued that coaching is a choice to improve teachers' self-observation. However, the data from this study suggests that coaching was insufficient; it would not appropriate to consider the development of NEM teachers' self-observation of this study. The data indicated that both of them still neglected to use English in real class teaching in the coaching program even though they committed their goals to use simple English. They were not aware of what they reflected as extracts above to me before class teaching. The data also revealed that

goals such as using simple English expressions with students were not used in teaching practice. I observed their teaching practice and the data showed that almost all the time of their teaching was in Thai. This was a hindrance to promoting use of English as a language of instruction because NEM teachers are role models for their students. If they attempt to use English, their students and colleagues are probably motivated to improve English proficiency as well. Linking back to Research Question 2, the coaching program affected NEM teachers' using English only in theory as they know what to do but they do not know when and how to use English in practice. Therefore, I conclude that the processes of asking and answering from the coaching program did not sufficiently lead NEM teachers to improve their self-observation for improving skills to use English in teaching practice.

5.2.1.2 Self-confidence

The coaching program concreted the relationship between the NEM teachers and me due to conversations before and after class in teaching practice. However, it did not appropriately support NEM teachers to concrete self-confidence in using English. In other words, coaching was not an appropriate approach for NEM teachers of this study in using English in teaching practice. Although coaching can result in teachers coming out from individual isolation of their teaching (Land, 2018), I argued that most of the teachers in my research study did not realise the value in the process of questioning and answering to increase their self-confidence. Tatsaya said:

> Even though I had already been coached by asking and answering questions on how to promote English in my classroom teaching such as using songs, games, spelling and others I feel that I cannot do very well in using English with my students.

Kroothai reflected:

> I was not sure to speak English even though I had already answered your questions to realise my own goals from the coaching program process. I think asking me questions only helps me to realise what to do but when I will do it. I cannot do it in practice.

Coaching was an indirect process because I did not directly suggest to the NEM teachers how to use English, but it came with a form of conversation. They still cannot apply English to use in their classroom and it led them to lose self-confidence. To illustrate from my coaching, this was from Theptida's mathematics. She said:

Why don't you tell or demonstrate to me how to use English in my classroom in the coaching program now? Why do you have to wait? I think it will be better than you always ask me questions that I still cannot use English in class as I expect to see. I feel have no confidence when you observed my teaching because I am afraid that I cannot do a good job in using English.

The extract above demonstrates that Theptida intended to know how to use English in class from me rather than what she will respond to my questions to motivate her self-confidence from the coaching process. She needed to be prompted by an approach or a technique to support her using English. Moreover, she jumped out of her task of coaching that I delivered questions to gear her up to know herself with what skills and knowledge to deploy to use English in her class. If coaching would allow a coach to advise or teach specific skills like mentoring, it would promote NEM teachers' self-confidence in using English. Consequently, the decision to employ coaching might be an ineffective response to build NEM teachers' self-confidence in using English circumstances.

The coaching program was not suitable to support NEM teachers in this study to develop the skills of English instructional design in their teaching practice. However, coaching assisted inexperienced teachers to learn their instructional development from coach (Davis et al., 2018; Piper et al., 2018). I asserted from my coaching program that most teachers were not enthusiastic to know how to develop instructional English whereas they normally asked me to provide them instructions to use for their class teaching. It was an example from Thai subject. Wipa, who is a Thai teacher, requested me to provide whatever to be useful for her to encourage using English in her class. I asked her:

Wut: What English instruction are you going to use for your class today?

Wipa: I think I do not have experience in selecting or designing such English instruction for my class. Why don't you do it for me? It will be easy for me to use and it will not waste your time to observe what I improve in using English for my teaching practice.

The data revealed that Wipa did not directly answer my question. Her answer was going to be no English instruction from her. She answered obliquely (Tangen, 2007) with no plan (Griffey & Housner, 1991; Mitchell, 2019), which could reveal her inexperience (Neill & Caswell, 1993; Seedhouse, 2019) of instructional design. Although I suggested to her before class teaching how to deliver English instruction to her class and Wipa did not start at zero skill of English as seen in Table 3.1, the data indicated that Wipa's perspective and

intention as an instructional developer undertaking using English from the coaching program had been suboptimal. As such it would assume that she might intend not to prepare her instruction before class. It was because the coaching was at a stage where NEM teachers had to mirror by themselves with self-direction to acquire skills and knowledge. If they need to reach their goals and needs, they have to get started by themselves for skill improvement. Later, they can climb up to progress their skills and knowledge of using English. Thus, requesting a coach to prepare instructional material cannot encourage NEM teachers to develop their skills and knowledge in using English and this is not the aspect of the coaching program itself.

The coaching program did not appropriately promote professional learning communities for NEM teachers of this study because the data showed that they tended not to share knowledge and experiences for implementing using English as a language of instruction widely with their colleagues. Although coaching leads to enhancing professional learning communities (Barbour, 2018; Keller, 2018; Turner et al., 2018) from the coaching program of this study, I argued that coaching did not bring about professional learning communities. For instance, there were NEM teachers who were from different schools and each teacher that I coached would never have any investigators or observers to observe what he/she is doing. To illustrate, I used to ask Beota, who is a science teacher.

> Wut: Are there any teachers in your school to discuss or free talk with you about what we have been doing using English here?
>
> Beota: There are no teachers in my school to discuss or share any ideas of using English with me. As you see, they are only responsible for their teaching that they have been assigned. Learning new things like this, it may not be their pleasure. They may run away out of it. Do you see whenever you come to collect data with me? They will quickly to their classrooms because they are afraid that you will speak English with them.
>
> Wut: But I have heard that the professional learning community has been promoted to all schools in this region.
>
> Beota: Yes, yes. Whatever policies may not be supported teachers who do not intend to improve themselves. I think it depends on the teachers' personalities.

This indicated that Beota was familiar with her colleagues' context in communicative English for daily life. They did not want to use English and it was true that they avoided sharing or exchanging experiences in using English. It was not just only Beota to feel and

I also experienced myself. It could be considered that if administrators aim to support NEM teachers for professional development, individual coaching (Lyndsay & Beverley, 2017) as deployed in this research study or peer coaching (Losch et al., 2016; Soisangwarn & Wongwanich, 2014) is potentially an alternative approach to support professional learning communities in using English (Barbour, 2018; Keller, 2018; Turner et al., 2018). Several authors asserted that individual and peer coaching are different outcomes from mentoring, in that they focus on skills and knowledge in a short-term development whereas mentoring aims to build relationships and experiences for career development in the long-term (e.g., Abu-Tineh & Sadiq, 2018; Crisp & Alvarado-Young, 2018; Land, 2018; Megginson, 2005; Reid & Kleinhenz, 2015; Van Driel et al., 2001). Therefore, it can be concluded that the coaching program for NEM teachers of this study was not an appropriate strategy to extend using English in a long-term relationship for creating professional learning communities.

5.2.1.3 Self-monitoring

The coaching program of this study was a potential approach for supporting NEM teachers' self-monitoring to change their teaching behaviours. For example, the teachers and I had explored specific skills and techniques to promote using English such as pronunciation, spelling, games, songs and others. Together we committed to observing students' reactions whenever students were enjoying and happy with English language in their classes. It can be assumed that the techniques used by the teachers were effective: Kroothai sang a song to warm up her students before learning mathematics and Dokkoon presented a game of counting numbers for her students. These revealed that teachers' motivations and physical movement were keys to success in using English with students. Also, in the case of Namthip, who is a science teacher, she normally has a monotone of teaching. She usually moved gently in her classroom teaching. In a session of coaching, I took a chance to ask her to monitor herself. After that, we met in another session and she had a conversation with me as follows:

Wut: The weather is good today.

Namthip: Yes. I agree.

Wut: How do you feel like using English in class today?

Namthip: I like what you suggested to me last time not to say monotone. I intonate my voice and students enjoy it. I feel like walking faster today while I monitor

students' practice their exercises motivate their interaction. They glanced quickly at me.

Wut: How these actions help you to use English with your students?

Namthip: Apparently, I feel motivate myself whenever I point quickly to English vocabulary and pronounce with different tones my students quickly speak out too. It is strange for me to act out like that, but students like it. I think it helps me to keep using English.

Asking Namthip to monitor herself could improve her usual actions in classroom teaching and she could bring about new skills and techniques to use English with students. Following Rachamim and Orland-Barak (2018), coaching is a link for a coach to impart teaching techniques to motivate beginner teachers to improve skills and knowledge. If NEM teachers can overcome their learning block or insufficient skills and knowledge with support from a coach, they can quickly improve their skills of using English. Another example came from Theptida's classroom teaching. She regularly presented her learning content standing in front of the classroom without monitoring her students in the back of the class. Her students in the back did not interact with her presentation as she reflected in the following extract.

Wut: How is it going today?

Theptida: It is quite good. Some of my students are active but some are not.

Wut: Why do you feel that?

Theptida: I see that active students always answer my questions when I present learning contents to them whereas passive students do not answer my questions.

Wut: How do you feel like walking around the classroom while presenting your learning content?

Theptida: I forgot that I think that could be possible to motivate students to interact with me. I will do it next time.

Wut: What do you think if a teacher stands quite long to present learning content to you as a student?

Theptida: I think I may be bored because I can listen to the teacher only.

Theptida realised her weakness in teaching habits because she mentioned 'I forgot to do that I will do it next time.' Another session of coaching showed that Thepita improved her physical movement because she walked to monitor her students around the classroom while she was presenting her teaching content. From the videos, she walked close to passive students and sometimes asked them questions. They answered her questions, arising from her closeness to motivate students to pay attention to her presentation. Another one case of coaching NEM teachers' ineffective teaching habits came from Sailom class. The data demonstrated that she liked to sit at the table and stood in front of the classroom while she was teaching so students did not have opportunities to interact with her in using English. With that teaching habit, I took an opportunity to coach her by having a conversation:

Wut: How is your class today?

Sailom: It's going well.

Wut: How do you like to manage your classroom teaching?

Sailom: I just present my students in front of the classroom such as writing on the board, reading words and expressions to my students.

Wut: How do you feel its work?

Sailom: I think it works because I typically do it with my students.

Wut: What will you make different from keeping yourself a long time in front of the classroom?

Sailom: I may assign pair work or small group work.

Wut: What do you think about considering yourself walking to interact with your students?

Sailom: I think it probably allows me to look at my students' handouts and workbooks.

Wut: How do you interact with an individual student while they are doing exercises?

Sailom: I may walk to observe them at their table what they write and what they answer. I feel I have to walk around the classroom because I can look at my students one by one.

From the coaching process of asking questions above, it revealed that Sailom realised to interact with students by walking to observe her students' practicing exercises closely. Moreover, coaching activated NEM teachers to have physical movements while they were teaching. They also had interaction with students to allow NEM teachers to improve their self-monitoring (Ben-Peretz et al., 2018; Lyndsay & Beverley, 2017). To sum up, coaching by asking teachers to monitor their ineffective regular teaching habits can assist them to employ new reactions to using English.

In the conclusion of the coaching section, the coaching program revealed several limitations for NEM teachers using English as a language of instruction of this study. Related to Research Question 2, it demonstrated that coaching could not be an effective approach to support NEM teachers using English in this study. It can affect teachers in lacking creating self-observation and self-confidence, lacking supporting NEM teachers to skills of instructional design and lacking promoting professional learning in using English. However, most of NEM teachers' reflections tend to be unsatisfied with the coaching program that it may come from the nature of coaching with asking and answering style. Moreover, the coaching program still shows that asking the question for specific skills development can assist teachers to enable using English.

5.2.2 Effects of the Mentoring Program

The mentoring program of this study was designed with the conceptual framework, which focused on employing CLT approach to encourage NEM teachers in using English as a language of instruction (see Chapter 3). The mentoring program was also underpinning to highlight Research Question 2 of this study (see Chapter 1). The elements of the mentoring program of this study composed of conversations for setting goals and needs of NEM teachers in using English, managing classroom strategies, demonstrating communicative approach in teaching and giving feedback for NEM teachers including their reflections. These elements were integrated into the process of mentoring. For example, while NEM teachers were struggling with teaching the pronunciation of new words and warming-up their classes to manage classroom process, I sometimes did a short demonstration to outline the process. This included how to pronounce new vocabularies, and singing a short English song to warm up the class. Therefore, these elements were assigned to be a flexible process in the mentoring program; it depended on the situations of actual teaching practices of NEM

teachers each day. Next, the gathered data from classroom observations and interviews in the mentoring program are reported.

5.2.2.1 Building individual relationships between NEM teachers and a mentor

The major aim of the mentoring program for NEM teachers of this study was to build individual relationships with me to help them adjust their perspectives and behaviours of using English across subjects such as mathematics, science, computing and Thai. These subjects have been taught in Thai as L1 for a long time but education in Thailand has been reformed basing on internationalising society and economic development (OECD-UNESCO, 2016) so English is needed to be promoted in Thailand (MoE, 2008). To analyse the outcome of building a rapport with NEM teacher via the mentoring program, the data showed that Sailom is a computing teacher who needs to teach English subjects for Primary 1–3 students. She said that English teachers were assigned to teacher Primary 4–6 and Secondary School 1–3 students. Even though she participated in the coaching program it was found that there was limited use of English in her classes. Her teaching behaviours were apparently teacher-centred. She might not be familiar with the process of coaching, which focused mainly on asking questions. The data showed that Sailom and I had a large gap in our individual relationship to develop her using English in the coaching program as follows:

Wut: How long have you been teaching English for these students?

Sailom: Uh … this is my first semester.

Wut: Why are you interested in teaching English?

Sailom: Um... No English teachers get in charge of primary 1–3.

Wut: What do you usually teach your students?

Sailom: Huh... I teach with providing an English book from the Educational Service Area 2.

Wut: How do you teach your students?

Sailom: Erm … On my behalf, I teach what I like to teach in the English book.

This extract indicated that Sailom always began her response throughout a stylistic choice such as Uh…, Um…, Huh…, Er…. and terse reply as unwilling responses (Griffey & Housner, 1991). Her body language also revealed her low motivation and teaching inspiration that she did not like to be interrogated from the coaching program (Neill & Caswell, 1993). This was a challenge for me to seek the issue from her. I thought she might have an obstacle to teaching in professional development from her experience in the past before she had participated in my research project. Even though I used to inform her of all processes such as asking questions, demonstrating teaching, giving feedback and reflections from coaching and mentoring of this study, she might forget or be afraid of saying things to me. On one day of the mentoring program session, we had an individual free talk after class; I took an opportunity to ask her why she had not asked me anything from the coaching and mentoring programs. I asked her whether she had any problems or felt uncomfortable with the coaching and mentoring program. Sailom reflected:

> I do not know that I have the right to ask you or giving my opinions. I am afraid that you will be like mentors who used to launch a mentoring project here to me. From my experience, there was a project, which was an Open Approach. There were two mentors from a university outside my organisation to advice about teaching techniques and classroom management depending on an Open Approach. They were always blamed and interrupted me not to do this and do that for students. Many mostly negative comments came to me. For example, when I talked to my students, they told me not to lead your students' ideas. Let them create their own critical and creative thinking. I asked myself how students who were from different backgrounds of a family can create those. Some of them were from poverty that their parents did not care much about education. With the mentors' comments, I felt give up my career as a good teacher. It was a very hardship and painful time for me.

This extract showed that Sailom might not have an opportunity to increase her self-confidence because she was interrupted in her learning from the mentors in the past. If those mentors have a good relationship with her, she will have good perspectives and behaviours of teaching. Besides, if Sailom can be advised with the kind fullness of mentors, it could help her to breakthrough her teaching career development. Conversely, our mentoring session concreted good relationships and Sailom's perspectives and behaviours have been improved because I encouraged her to discuss and share ideas regarding what she needed to know and improve to use English. The data revealed that Sailom had increased interactions with me and she was enthusiastic about using new teaching techniques such as games and songs, roleplaying and others. Both she and her students were gradually

increased in using English, which confirms that mentoring leads to collaborative learning (McClinton et al., 2018) and brings about the relationship to support teachers' professional development from experienced teachers or mentors (Crisp & Alvarado-Young, 2018). Another example from this study, Theptida and I helped each other to present her teaching content of fractions as collaborative learning. She learned from me about motivating students to use English by using such a gaming and pair work, meanwhile I acquired mathematics knowledge from her presentation. She reflected after the mentoring program class that:

> I like using English in my class when we help each other motivate students to interact with us. I think your mentoring support me to learn how to apply English to my Mathematic class. I can also incorporate our teaching task while we are presenting learning content for students. Now I feel I like English more than in the past because it is very important to my students and my teaching career.

> I feel I improve to use simple English in my class. I can quickly speak some easy words and I know how to teach pronunciation to my students and so on. If you do not help me while I am teaching. I think I cannot teach smoothly as we have done today. Cooperative teaching like this is for me to improve my teaching skills and I can learn from you how to maintain students' interaction with the teacher.

The data from the extract above showed that Theptida was impressed with collaborative teaching and it made her realise the importance of using English in her teaching professional development. Therefore, it can be asserted that mentoring can be a useful approach for mentors, administrators and organisation leaders to build relationships and to inquire about teachers' issues or obstacles to convert their teaching perspectives and behaviours for accomplishing career development.

5.2.2.2 Acquiring experience in new teaching approaches

The mentoring program permitted NEM teachers of this study to learn new pedagogies in using English by imitating from a mentor's demonstrated teaching. A mentor leads to support a mentee for developing teaching approaches, techniques and strategies (Latz et al., 2008; Villegas-Reimers, 2003). From my mentoring program, teachers did not waste time to get an idea on using English because I showed them how to use English such as pronouncing words to students, praising expressions in English to students (e.g., brilliant, awesome, excellent and so on) and improvising an easy English song from the learning

content. After that, they tried to follow up and I was a facilitator in the classroom. Theptida, who is a mathematics teacher, reflected:

> I like this strategy. I feel that your demonstration of using English in mathematics can instantly inspire my ideas on how to present English to students. I feel it is workable that I do not hesitate to ask you how to keep using English. I can quickly emulate it from you. Previously, I did not get ideas on how to use English from the coaching program because I normally answered your questions. I felt I cannot apply English in my classroom teaching and I felt I had to assess myself how to use English rather than I learn from what you show me today.

The data from the extract above revealed that mentoring is not mainly focusing on either asking questions or making short-term relationships with NEM teachers to improve their skills and knowledge of English. Conversely, a mentor shows and demonstrates how teachers can efficiently use English across subjects as I demonstrated some strategies (e.g., games, role play, song, pronunciation and so on) to Theptida. For example, I showed Theptida to use a short dialogue with students to ask about direction lessons as a role play activity. The students can take the opportunity to communicate with Theptida. Both she and her students enabled them to use English and were happy with the learning task. Following Rachamim and Orland-Barak (2018), teachers can inspire teaching development from mentoring styles and patterns. Thus, demonstrated teaching in the mentoring program for NEM teachers to use English in teaching practice can be a remarkable strategy for teacher professional development.

5.2.2.3 Improving self-confidence and self-monitoring

The mentoring program stimulated NEM teachers of this study to improve self-confidence and self-monitoring from transfer knowledge and experiences of a mentor. To illustrate, it was a case of Tatsaya, who is a mathematics teacher. In the first session of the mentoring program, she struggled with using English in classroom teaching even though I demonstrated how to deploy English to class. Later, I took a chance to discuss it with her after the finished class. This was a part of our discussion. Tatsaya reflected:

> I feel worried about my students do not understand what I say because I do not understand what I say myself. I do not have self-confidence. I see how you show me, but I cannot apply to use the techniques.

With this situation above, I attempted to facilitate Tatsaya to increase her confidence by giving commendations such as applaud and word expressions in the next sessions of

mentoring (Kiviniemi et al., 2020; Surrette, 2020). I had found that commendation can lead her to have more self-confidence. As an example, the data showed that Tatsaya did not swap to use Thai to praise her students in class when I said like excellent, brilliant, well done, very good and others. She always motivated herself by saying those through and she also showed her confidence to use many commendation expressions by herself. Besides, it helped to remind her that she can do it well and correctly. To concrete her self-monitoring (El Boubekri & Benyahia, 2020; Mena et al., 2020; Sallese & Vannest, 2020) while using English, I used body language technique to signal her like thumb up, thumb down, smiling, gloomy face, bright face and others. I found that she glanced to me to see what I showed her when she was not confident and she needed me to help to pronounce English words to her. Sometimes she spoke in Thai because she was unaware to monitor herself. I did a gloomy face to remind her that those Thai words were easy to speak in English. Then she immediately reversed to speak in English. After that, I had a discussion as usual from the process of the mentoring program. I explained that commendation and body language are techniques for you to acquire them for enhancing English to your classroom as well as to improve her self-confidence and self-monitoring. She accepted that these techniques reduced anxiety and stress for using English. Transferring knowledge and experiences of a mentor promoted novice teachers to have self-confidence (Owen et al., 2018) and the transition of knowledge of a mentor can magnify teachers' self-confidence (Brownell et al., 2018), which supports the decision of delivering mentoring to increase NEM teachers' self-confidence and self-monitoring in experiences of using English in rural schools in Thailand.

5.2.2.4 Promoting collaborative learning in the use of English as a language of instruction

The mentoring program encouraged NEM teachers of this study to collaborate with a mentor in practice to achieve an increase in their use of English. For instance, the data showed that teachers mostly have limited English vocabulary to communicate with students. The supporting evidence is from Wipa's classroom teaching. She aimed to use Thai from the coaching program, but she had more choices to ask me vocabulary in the mentoring program. She asked me whenever she was obstructed with unfamiliar words. Wipa reflected after class that:

> I like when you are in the class while I am teaching because I can ask you immediately English words. I can collaborate with you and I feel I can use English continuously. I feel we are team teaching. When I get stuck you can assist me.

From the extract, it was because I suggested to Wipa before class that she can immediately ask me what English words she was not sure to speak to students. By doing that, her using English went smoothly, allowing her to frequently use English as a repetition strategy. She can recall vocabularies faster than the coaching program and the first session of mentoring itself. Also, collaborating by asking and responding back and forth not only can improve Wipa's communicative English but also can support her decision-making to use English expressions with students. Similarly, mentoring can affect teachers' decision-making and communicative skills from a mentor (National College for Teaching & Leadership, 2018), collaborating as a peer teaching supports teachers' motivation of professional learning (Van Driel et al., 2001). If teachers are jerky in using English in teaching practice at the same time a mentor has to assist promptly. This can be seen as a collaborative teaching technique. Consequently, the mentoring program by administrating collaborative teaching can be addressed as a prominent method for NEM teachers in using English as a language of instruction.

5.2.2.5 Responding to an unexpected question from NEM teachers

The mentoring program was potentially a burden of unanticipated questions from NEM teachers of this study with their trustworthiness for me as a mentor. For example, the data from Tatsaya's reflection showed:

> I have some questions to ask you because I trust that you could sort it out to me. How can I make understanding to some parents that their kids' learning is very important? Some parents spoil their kids too much. Another question is that how can I share my workload with other colleagues? I have to responsible for finance work, academic work and teaching.

This extract demonstrated that Tatsaya had the trustworthiness and reputation to me because of interpersonal relationships (Hallam et al., 2013; Okada, 2020; Potter, 2002) open-mindedness and humility (Hare, 2007) and possessing integrity (Johnson Lachuk et al., 2019) from the mentoring program. Those were generated by me in my mentoring that I did to all NEM teachers: such as to show compassion to them, to show empathy (e.g., to be a listener and an encourager), to be humble without self-promotion, to show integrity and others. These were important to this research study because I can receive reliable data

to contribute research finding for further implementing teacher professional development and the teachers can use me as a role model for building trustworthiness in their teaching professional development. If NEM did not have trust in me, both the mentoring program of using English could not proceed to improve their professional development and I might not be able to share my knowledge and experiences with NEM teachers. They also learned less (Banfield et al., 2006) and lost their beneficial learning outcomes (Teven & Hanson, 2004) to improve English for a professional career. However, the observations from the mentoring program of this study revealed that all NEM teachers showed their trustworthiness to me that they always felt free to talk, not only about using English but also general topics, to be welcoming me to their classrooms and so on. Besides, from the extract of Tatsaya's reflection above, she believed and expected (Bryk & Schneider, 2002; Tschannen-Moran, 2014) that I can assist her in all issues by mentoring. I advised her to consult with the principal and village chief in case of parents spoil their kids. For her workload, I recommended her to informally talk to her principal so that the principal can sort it out to her. Tatsaya's questions from the extract above revealed that mentoring allowed a mentor to know details and duties of teachers and how they have been interfered with by stakeholders (Hammond, 2014; Howard, 2002; Murrell Jr, 2001) such as administrative policies and villagers in the community.

However, the data revealed that Tatsaya did not ask about using English in her teaching practice, but instead asked about other issues. So, mentoring could be a double-edged sword as a burden if a mentor may not have a reasonable solution for teachers as much as they expect. Likewise, Shah (2017) noted that trustworthiness can encourage a mentor to have high expectations of mentees. The data from this study revealed that teachers may ask unanticipated questions. Hence, it can be highlighted that in developing a long-term relationship creating trustworthiness, a mentor needs to carefully and wisely to give a solution for unanticipated questions from teachers. Otherwise, a mentor possibly feels like carrying mountains or carrying the whole world as a challenge. My solution to offset these concerns in this study was recommendation and encouragement. For example, from Tatsaya's case, I recommended and encouraged her to do such things as having the courage to confront issues with key persons by telling them the truth and having the integrity to tell her challenges to her principal. Thus, the PD program in this issue would be addressed.

5.2.3 The Mentoring Program Versus the Coaching Program

Mentoring and coaching have become approaches to support beginning teachers to develop skills, knowledge and experiences as discussed in previous sections. In so many ways, mentoring and coaching are similar. Each is a process of helping inexperienced teachers to improve their teaching proficiency and yet these are often forgotten for NEM teachers in using English. This section analyses the importance of mentoring and coaching grounded by empirical data from observations and interviews to justify which is an appropriate approach for NEM teachers in developing their use of English as a language of instruction.

5.2.3.1 Building strong rapport with NEM teachers

Mentoring and coaching both supported the development of relationships between NEM teachers and me as a coach, mentor, researcher and some hybrid of these roles, but the mentoring program was an effective approach for building a long-term individual relationship in using English to promote NEM teachers' career development more than the coaching program. The data of this study showed that most of NEM teachers did not have more long-term connections as a rapport with me such as sending text messages or chatting via mobile phone applications after they completed the coaching program, whereas most of NEM teachers still have contacted with me after the completion of the mentoring program via mobile phone applications and Facebook. To analyse, this might come from that NEM teachers had participated in the coaching program before the mentoring program, making them unfamiliar with me for making individual relationships simultaneously to develop using English. Also, with my particular version of the coaching process in the coaching program of this study, it tended to be a productive skill for teachers. They had to reflect and evaluate their skills and knowledge development by themselves (e.g., Ahmed et al., 2018; Christodoulou, 2010; Hockly, 2018; Knox et al., 2018; Lam, 2018; Runhaar et al., 2010) through conversations with me. As a coach, I did neither the solutions nor teaching (Parsloe, 2017) how to use English for them, but I facilitated them by asking questions leading to their critical thinking skills and decision-making (AITSL, 2013; Latz et al., 2008) in using English. These might not be their expectation for coaching process of skills and knowledge development in using English. Conversely, the process of the mentoring program allowed me to direct, demonstrate and teach the teachers so that they felt comfortable and to be familiar with me in the longer duration of the mentoring program. Tatsaya reflected:

> I think I will keep in touch with you after we have completed the mentoring program because I can solve problems not only my using English at school but also my general purposes daily such as billing a foreign teacher for his rental and discussing with you about Thai classical music.

Namthip has remained chatting with me via Line Application about her general daily life activities such as her hobbies and science projects for her teaching in the next academic year. So, the data of this study revealed that NEM teachers had a long-term profound relationship with me from the mentoring program such as chatting through mobile applications on the topic of using English and general topics of their daily routines. Several authors (LID Publishing, 2015; McQuade et al., 2015; Megginson, 2005; Zehntner & McMahon, 2018) are in agreement that coaching is a short-term relationship of professional development while a long-term relationship of professional development remains in mentoring. The evidence of data collection revealed that Tatsaya was eager to consult with me about applying the idea of using English to conduct her classroom research. This indicated that she trusted me to assist her in using English. She was provoked to achieve her career development and our long-term relationship has remained. Therefore, it is evident that mentoring is an effective approach to building a profound relationship for professional development in using English for NEM teachers.

5.2.3.2 Self-observation and self-monitoring

Self-observation and self-monitoring can be activated for NEM teachers in using English by both mentoring and coaching, but mentoring brings about better self-observation and self-monitoring into the practice of using English rather than coaching. The point is well supported by the available data from the coaching and mentoring programs. The NEM teachers reflected in the coaching program that they rarely increased in their self-observation and self-monitoring in using English because of mostly focusing on conversations. They seemed to understand processes of what to do in theory from a conversation before class but their self-observation and self-monitoring hardly ever occurred in practice. In contrast, mentoring leads to NEM teachers' self-observation and self-monitoring both in theory and in the practice of using English because of demonstrating teaching and peer teaching or collaborating teaching (Hudson, 2013; Kupila & Karila, 2019; McClinton et al., 2018). For example, Kroothai observed my use of English in her classroom. I demonstrated how to warm up students before learning by singing a short English song then led them to pronounce new English words as a presentation task

and I also walked around the class to monitor students' practice pronunciation to show Kroothai how to manage classroom teaching. As a result, Kroothai reflected that she can quickly remember to use English in her teaching practice and she can apply my strategies to use in her teaching practice in the next teaching.

Further, the data indicated that my collaborative teaching (Gardiner & Weisling, 2016) to do signposts and commendations motivated teachers' self-observation and self-monitoring for using English while they were teaching. The key difference of building NEM teachers' self-observation and self-monitoring was their ethics generated from my roles of mentoring and coaching. To identify, the coaching process focused on conversation and evaluation of developing skills and knowledge while the mentoring process focused on demonstrating, giving feedback and collaborative teaching. Similarly, Cox et al. (2014) addressed that coaching was an overlap part of mentoring but it did not cover the ethics of learners as in mentoring. It could be observed that self-observation and self-monitoring related to the ethics of NEM teachers to make an effort in using English. The conversations and evaluation techniques of the coaching program did not effectively enhance NEM teachers' ethics of building self-observation and self-monitoring in using English, whereas demonstrating and collaborative teaching processes of mentoring induced NEM teachers to increase self-observation and self-monitoring in using English. For instance, the data from Dokkoon's teaching practice revealed her differences in generating self-observation and self-monitoring between the coaching program process and the mentoring program process. From the coaching program process, she rarely did both to observe and to monitor her limitations in using English such as presenting basic words to students:

Wut: What did you observe on your own when using English?

Dokkoon: I think I did not do it. I mostly spoke in Thai.

Wut: Why did you often say in Thai?

Dokkoon: Because…I may not be able to bear in mind the process of our previous conversations of the coaching program on how I can apply English to my class. I did not see examples from you on how to do it in practice. Therefore, I decided to teach in Thai. I felt like I got the idea from you, but I cannot autonomously use English.

Wut: Why don't you try monitoring yourself with what you can begin with easy English?

Dokkoon: I think I will try. I am sorry for today.

Wut: No worries. You will improve better from the next sessions.

The data above shows that my questions from conversation led Dokkoon to evaluate her self-observation and self-monitoring, but the result was that she did not generate them at all. In contrast, Dokkoon can increase her self-observation and self-monitoring from the mentoring program as seen from her reflection below.

> I can remind myself when you show me how to talk to students and tell me as my peer what I can apply to my class. I observe that using authentic materials as you suggest I bring kinds of fruits to do the counting. That strategy supports me to use easy English words such as counting one two three… I can also access myself while I am teaching. For example, I forget saying English words, which are easy. I suddenly tell myself that please say those in English. Then I immediately say those words to the class.

This extract indicates that the mentoring program process allowed me to demonstrate to Dokkoon how to deploy English to her classroom teaching, so she can observe herself using English in teaching practice. Another example of activating self-observation and self-monitoring via collaborative teaching of the mentoring program was from Wipa's classroom teaching. The data from the observation showed that Wipa was awkward in the first session of the mentoring program notwithstanding she had got advice from me. She did not know what to begin her teaching that she was just greeting her class. She also wandered in front of the class, so I decided to be her peer teacher. I facilitated her throughout her teaching hour as I led in teaching content for her such as asking some English words to students. Then she swapped to present pronunciation words to her students. I also spoke as pausing or interrupting shortly to remind her to use English with easy words (e.g., word, phrase, sentence, you, I, me, your and so on). All of these facilitations led to Wipa's reflection after class:

> Thank you very much. You assisted me with the initial idea for me how I can begin my teaching by using English. According to I observed your demonstrated teaching, I can access myself in using English. For example, I had never known how to present pronunciation activity for students. I realised from you that I should not pronounce only one round for students because they were not familiar with new words and their stress. Moreover, I felt relax while we were helping to motivate our class teaching and I saw my students were happy and funny with a group activity. I monitor myself that I frequently speak basic words such as teacher, student, I, you, listen to me and etcetera when you pause me to remind that I am careless to say in English.

The data above affirm that the process of mentoring program by collaborative teaching assisted Wipa to concrete her concepts of using English such as pronunciation activity and group work. Moreover, it helped her activate self-observation and self-monitoring to access her English skills and knowledge development.

A comparison of the coaching and mentoring programs revealed that mentoring was an effective approach for NEM teachers' instructional development in using English whereas coaching was rarely adequate to energise NEM teachers to create or select instructions for using English. As shown by the information in the coaching program, NEM teachers did intend to develop skills and knowledge of instructional development. For example, Wipa asked me to design teaching instructions for her teaching practice and Chartchai presented his students without English instructions in his teaching practice. Although, they discussed with me plans to use English instructions the outcomes were not as planned. This showed that delivering good questions and listening from me could not aid teachers properly to progress their instructional design and selection. On the contrary, mentoring encourages NEM teachers to design and select English instruction to use in teaching practice. I provided some instructions as examples for teachers and suggested some resources on the internet. Likewise, mentoring is as a connector to transfer experiences and knowledge of teaching methods and instructional designs from mentor to mentee in English classroom (Chien, 2015; Davis et al., 2018; Russell, 2017). Teachers appeared to change their minds to adapt ideas for selecting or designing basic instructions and teaching materials to students. Meaw printed out photos of geometry from the internet to present in English to her students and Kroothai made models of three dimensions of geometry to teach her students by using a game activity. They reflected that selecting English content concerning their teaching subjects was not as difficult as they imagined because they did not have experienced teachers to demonstrate to them how to adopt and adapt to benefit their classroom teaching. NEM teachers can quickly get an idea of selecting and applying instructions and materials for students if they had examples or techniques for delivering English to teaching practice. Summing up, it could be affirmed that mentoring included more effective strategies (e.g., giving examples, teaching, directing and demonstrating) to promote using English for NEM teachers than the process of coaching (e.g., asking questions, listening, summarising and evaluating).

There was a connection between the coaching and mentoring programs (Blackman et al., 2018) focusing to achieve NEM teachers' professional development in using English for teaching practice of this study. However, a comparison of the coaching and mentoring programs reveals noteworthy and highly significant differences in professional development outcomes. To highlight the research significance (see Chapter 1) of this study, the findings demonstrated that both coaching and mentoring can be administrated to support NEM teachers' using English in teaching practice. Likewise, several authors have asserted that coaching and mentoring can promote English development for teachers (e.g., Chambers et al., 2008; Chien, 2015; Davis et al., 2018; Russell, 2017).

Notwithstanding, the findings of this study revealed that the mentoring program had deeper development impact outcomes (e.g., Olofson & Garnett, 2018; Wolf, 2018; Zepeda, 2018) than the coaching program for developing NEM teachers' skills, knowledge and experiences. Similarly, mentoring improves teachers' communication skills in English (Moyle, 2016; Udiutoma & Srinovita, 2015). Moreover, the mentoring program had greater impact than the coaching program in NEM teachers' self-observation, self-monitoring (National College for Teaching & Leadership, 2018), collaborative teaching (Darling-Hammond et al., 2017; Latz et al., 2008; Soisangwarn & Wongwanich, 2014; Van Driel et al., 2001), building a profound relationship (McQuade et al., 2015; Zehntner & McMahon, 2018) and instructional design and selection (Chambers et al., 2008; Ingersoll & Strong, 2011; Villegas-Reimers, 2003). To justify the most appropriate professional development model between the coaching and mentoring programs for NEM teachers, the findings from NEM teachers' reflections were clear that the mentoring program was the most appropriate and affordable model to deploy for supporting teachers' professional development using English in rural schools. Correspondingly, mentoring is the most effective model for professional development (Abu-Tineh & Sadiq, 2018; Reid & Kleinhenz, 2015).

5.3 NEM Teachers' Reflections on Coaching and Mentoring

5.3.1 Applying Coaching and Mentoring in Various Subjects

Promoting all teachers in a school to begin using English in various subjects was an implementation of the coaching and mentoring programs for NEM teachers in rural schools. The data of interviews found that most of NEM teachers' reflections were in the same way

that the coaching and mentoring programs need to be expanded for teachers in every teaching subject in the school. Kroothai mentioned:

> I think that the implementation of coaching and mentoring in school would begin with having a consultant with the principal first because if the principal does not take actions to it, teachers like me will not be enthusiastic to improve anything. On the other hand, the teacher who has got coaching and mentoring from you should be a leader teacher to present how to use English to instruct students in other subjects if the principal supports to use English in practical teaching.

Kroothai's reflection revealed that even though she would implement the coaching and mentoring programs with her colleagues, her first step was focused on talking to the principal who was the authority person in school. The data revealed that the principal would be a key figure to promote the coaching and mentoring programs to support teachers in use of English. Similarly, Koşar and Pehlivan (2020) noted that a principal is an influencer in a school to support teachers' working performance, and can be a role model of leadership to motivate teachers' perspective in teaching career (Nuryana et al., 2020). If the principal does not support implementing the coaching and mentoring programs, a leader teacher like Kroothai may not be able to achieve implementing the programs to teacher colleagues. Dokkoon reflected:

> I would like to introduce the coaching and mentoring programs to every teacher in my school that it is not just a specific group of teachers. I want everyone at the school to use English even though it is some English or a very short conversation in the room in a day. By doing in this case, our country would have children who are good at English.

The data showed that presenting the coaching and mentoring programs should not be limited to only a few teachers in school. This is because presenting the coaching and mentoring programs to just a few teachers would not maintain English use in school. Having discussions about the coaching and mentoring programs with all teachers in school would make them keen on knowing how the program would assist them to improve English collaboratively. Correspondingly, Masood et al. (2020) stated that teachers' collaborations help teachers to build up professional learning environment in school because experienced teachers can coach inexperienced teachers. If inexperienced teachers have skills and knowledge of coaching and mentoring for using English in teaching practice, they would be keen to implement the coaching and mentoring programs worldwide. Similarly, Sailom mentioned:

> I think the practical in use of English should be expanded to all teachers in my school because English should be used to integrate in several subjects (e.g., Thai language, mathematics and other subjects). Even if not more or less, it is still good that two or three words are used. Other teachers would have changed their mind to use English much more than previous if they get a concept in use of English via the coaching and mentoring programs as I have learned from you.

The data can be explained that all teachers in school need to be a part of the coaching and mentoring programs if they like to achieve in use of English a medium of instruction. Teachers' perspective and understanding about the coaching and mentoring programs was a key implementation of using English because if teachers do not clearly understand what the coaching and mentoring programs are, they potentially have a negative perspective to keep going with the programs. Additionally, Lorentzen (2020) noted that teachers' knowledge and comprehension are important to help teachers generate positive perspectives and roles of professional development. Therefore, it is necessary for authorisers (e.g., principals, the chair of school network and the director of KK PESAO 2) to take charge of giving knowledge about the coaching and mentoring programs to teachers. Otherwise, it would cause a failure of implementation of the coaching and mentoring programs in using English in various subjects in schools. Further, Namthip reflected:

> If the coaching and mentoring programs will have been organised again in a school, I recommend all teachers in my school to participate in the project. We would assign them to select a lesson of their teaching subject to do a simulation teaching in use of English throughout the lesson. By doing that, we would see teachers can act out to communicate in English with their students or not. Moreover, we would invite English teacher to suggest how to use English with students while teachers will be teaching by using English. I think this would be a useful recommendation from my experience after I had done coaching and mentoring programs from you.

The data show that encouraging all teachers in school to participate in the coaching and mentoring programs would be an effective implementation in use of English as a language of instruction. In relation to Cornelius et al. (2020), providing professional development towards coaching and mentoring can assist teachers to improve instructional development and build relationship with colleagues. If teachers could participate in the programs, they may have chance to use English with other teachers, leading them to improve skills in use of English. Moreover, teachers would get new ideas in teaching by using English in cross-subjects from other teachers. Therefore, NEM teachers' recommendation of implementing the coaching and mentoring programs in use of English as a language of instruction needs

to begin with all teachers in school. Then they can work collaboratively with each other to increase skills and experience in use of English towards the coaching and mentoring programs before they can handle English in teaching practice independently.

5.3.2 Promoting Coaching and Mentoring in Schools

The coaching and mentoring programs should be put forward in practice in all schools. They should be taken in local schools rather than asking teachers to participate in the coaching and mentoring programs at school networks centre or KK PESAO 2 headquarter. For example, the data from the teachers' reflections could be supported. Sailom stated:

> I think the coaching and mentoring programs are new professional development approaches for me to support in my teaching English to enable to use English for communication. I think presenting the coaching and mentoring programs for all teachers in schools would help them to use English proficiently. I used to assign to participate in teacher training that mostly taken place at KK PESAO 2 headquarter. I think that most of the teachers hardly ever applied the knowledge from the training to expand for their colleagues because they went to train because of assigned duties only. They did not aim to learn to take knowledge seriously. Therefore, I recommend that any teacher professional development projects should take place in schools. Teachers would be able to engage to develop and practice in use of English appropriately as per this project.

The data above suggested that the coaching and mentoring programs should not be presented in a narrow confine at KK PESAO 2 headquarter with a group of teachers. For example, only one NEM teacher of a school had participated in the coaching and mentoring programs whereas most teachers in the school did not practically learn things in use of English to contribute to develop or engage in broad ideas of English development for their students. It would lead to failure of any projects of teachers' professional development organised by either school network or KK PESAO 2. Conversely, Matsko et al. (2020) noted that cooperative coaching at schools can enhance teachers' readiness to apply instructional skills for teaching. Assigning teachers or having a policy for teachers to attend any training projects outside school—either school network or KK PEASAO 2—can result in teachers' inability to put knowledge into practice for the extension and implementation knowledge to colleagues. Namthip reflected:

> In my point of view, the coaching and mentoring programs should be extended to nearby schools in other school networks. Those teachers would have an opportunity to discuss about the possibility to undertake coaching and mentoring to promote using English in schools. They may create English vocabulary to use

in their subjects first. This implementation would be worked if we try to begin with open-mined teachers.

The data show that the coaching and mentoring programs should be presented to teachers in the school and spread them out to other schools nearby. It would be a practical idea to do so because coaching and mentoring are forms of relationships between people. Additionally, Mullen et al. (2020) noted that professional development through group mentoring contributes to teachers' social relationship, teaching efficacy and teaching behavioural change. If NEM leader teachers could lead other teachers (e.g., novice teachers and open-minded teachers who need to develop themselves) to realise what coaching and mentoring are to support them in use of English in their teaching. In addition, implementing the coaching and mentoring programs in practice for all teachers at school would be achieved by all teachers to have the commitment to with the same goals of professional development to improve their English. The beginning step to ensure implementation of the coaching and mentoring programs at school residency would begin from the school principal. The leader teachers may propose a kind of Strengths–Weaknesses–Opportunities–Threats analysis to present to the principal to argue for the value of the professional development in promoting using English in school. An approach to convince other teachers to engage practically with the coaching and mentoring programs in use of English in their teaching subjects would be having peer teaching because inexperienced teachers would need to see how they could apply English and the experienced teachers could share experience to each other.

5.3.3 Presenting Coaching and Mentoring to KK PESAO 2

The coaching and mentoring programs of professional development approaches should be undertaken by KK PESAO 2 to promote the use of English. Evidently, the data of interviews showed the NEM teachers' recommendations. Kroothai proposed:

> I think I have been coached by you, but I would recommend my principal to present about the coaching and mentoring programs of what we have done in here to administrators of KK PESAO 2. I think it will help them to get useful information about these programs of professional development and they can formally undertake these approaches to be professional development for all teachers in KK PESAO 2.

Theptida mentioned:

I think to implement the coaching and mentoring programs for professional development. I recommend that propose them to the director of KK PESAO 2 because he is an authorise person to command teachers to get involved with any projects in KK PESAO 2. I think I have got a lot of useful skills and knowledge from you, but it would be more advantages for other teachers if they would enable to participate in these programs. I ask myself that who should be the key man to implement programs for all teachers in KK PESAO 2. I respond immediately myself that the director of KK PESAO 2. I strongly restate again to propose the coaching and mentoring programs to be undertaken by KK PESAO 2 education sector because they would have readiness (e.g., men, money, management and authority) to allocate them for every school in KK PESAO 2. It may lead to achieve purposed of teachers' professional development in using English in schools.

The reflections of Kroothai and Theptida indicated that they had the same opinion on implementing an effective coaching and mentoring process for teachers' professional development: that it would be the best if the programs have been undertaken by KK PESAO 2. NEM teachers are likely to expect that they would get a better support from KK PESAO 2 more than a school self-support in developing their English through coaching and mentoring approaches. Moreover, the data revealed that it would potentially be a good start like top-down process from an authoritarian person rather than implementing any projects towards bottom-up by powerless person. Correspondingly, Kutsyuruba and Walker (2020) stated that administrators are important persons to implement any program of professional development for teachers and Alsaleh (2020) noted that administrators can support teachers' professional development and they support teachers' leadership and teamwork in schools. Correspondingly, most of NEM teachers reflected in the same way of implementation of coaching and mentoring should be handled by KK PESAO 2. Dokkoon expressed:

In my opinion, the implementation of the coaching and mentoring programs would be very effective for all teachers in KK PESAO 2. I like to suggest that it should start with the support of the director of KK PESAO 2 who has the authority to direct the implementation of various projects throughout this educational area. I think if it is KK PESAO 2 responsible for undertaking the coaching and mentoring programs to lead to promote using English in schools, it would be a good idea. All schools would adequately receive support from KK PESAO 2 which is a headquarter of education sector in the area.

Namthip recommended:

I would like to comment that if there would be a further development of the coaching and mentoring programs, KK PESAO 2 is likely to play a role to help,

supervise and support the implementation of these programs. It is the main education sector to look after all schools that I think those administrators can take actions to promote teachers' professional development easily. It would be advantages of having KK PESAO 2 for looking after all schools because those administrators have the power to direct teachers in schools to be treated in teacher professional development.

Tatsaya suggested:

In my point of view, I would like to point out that in the implementation of this project, if we want to get effective results, we should start with the director of KK PESAO 2, which is the main affiliation of all schools that can issue policies to direct teachers. In addition, it would be an advantage that all schools are supported by KK PESAO 2 for teacher professional development. For example, they will support the budget for schools to launch the programs for developing using English in schools and they would enable to provide sufficient personnel support in term of expertise in coaching and mentoring in use of English at all schools in KK PESAO 2.

Obviously, the data from Dokkoon, Namthip and Tatsaya showed that the implementation of coaching and mentoring to promote using English as a language of instruction needs to be supported from KK PESAO 2. Similarly, Park and Byun (2020) addressed that administrators' supports promote teachers to improve their professional learning and help teachers to reach their goals of career development. If the coaching and mentoring programs can be implemented by KK PESAO 2, all schools in this educational service area would get benefits of developing English to use as a medium of instruction. KK PESAO 2 can provide adequate resources (e.g., machine, method, men, material, management, money and so on) to assist teachers to enhance English proficiency because KK PESAO 2 is the main affiliation of those schools. Therefore, implementing the coaching and mentoring programs to expand using English as a language of instruction of NEM teachers should be in an account of KK PESAO 2.

5.3.4 Coaching and Mentoring for Teachers' English Development in KK PESAO 2 Policymaking

The coaching and mentoring programs should be specified into annual action plan to be a core professional development project of KK PESAO 2. The data from the interview supported that most of NEM teachers' reflection for implementation of coaching and mentoring professional development into the annual plan of the authoritarian education sector. Meaw expressed:

I think this project is probably new project for my school as well as school network and KK PESAO 2. I have got many advantages as I have reflected to you from my interviews. I think if I have to recommend how to implement the coaching and mentoring programs effectively and sustainably, I suggest that KK PESAO 2 has to address and clearly specified coaching and mentoring approaches for professional development in the annual action plan to have continuous and sustainable development in use of English. If any project is identified as the main program in the annual action plan, it may mean that teachers are continually encouraged and developed to lead them improve English proficiency.

Tatsaya reflected:

To implement the coaching and mentoring programs for teachers professional development, I suggest that present the idea to KK PESAO 2 to acknowledge the professional development programs into the action plan. Because it is a warrantee that all schools will be supported from them. Teachers have equal opportunity to be developed their English proficiency organised by KK PESAO 2

The reflections of Meaw and Tatsaya revealed that if coaching and mentoring would be acknowledged by KK PESAO 2 specifically in the action plan, NEM teachers in KK PESAO 2 would have an opportunity to participate in professional development with the learning community of using English as a language of instruction. Chaparro et al. (2019) noted that education sector's support leads to improve professional development effectively that teachers can concrete teamwork and improve their behaviours. Correspondingly, Wipa stated:

Normally, if we want to achieve a widespread development of any projects in our school, it is a good start at KK PESAO 2. From what I am involved, when KK PESAO 2 has set up an annual action and any core projects have been specified into it. Those projects will be provided for teachers to develop their professional career. If we only propose verbally to the administrators, it may not be supported properly as I have experiences.

Beota explained:

If we look at the policy extension, I think we should start with KK PESAO 2 because they can do many things (e.g., formulate policies, budgets, civil service plans, action plans, teachers development courses, management guidelines) to support English development for teachers. My school used to have native English teachers to work as volunteer under the specified project of KK PESAO 2 but now that project has ended. I have learned that if KK PESAO 2 is the one who issues the policy for managing the promotion of teacher professional development, then we will have the opportunity to improve our career development continuously. All that said, I think coaching and mentoring must be clearly stated in the annual plan of KK PESAO 2 to be proceedable.

It is not simply a matter of asking KK PESAO 2 to undertake the coaching and mentoring programs for teachers' professional development, because NEM teachers needed to ensure that the programs will be held continuously by KK PESAO 2, highlighting the programs into the core annual plan. It would be a good idea to make clear responsibility of KK PESAO 2 to get in charge of NEM teachers' needs of what their preferences are in professional learning. The reflections of NEM teachers to implement coaching and mentoring as per Turnbull and Turnbull (2020) suggested that to support teachers' professional development they need to have educational partnership to support their schools. Moreover, Sangsurin et al. (2020) highlighted that the effective factors of schools' development in Khon Kaen Primary Education Service Area compose of sharing vision of schools, building academic leadership and promoting schools' learning atmosphere: these lead to quality teaching of teachers. It would be significant if the coaching and mentoring programs could be put forward by KK PESAO 2, teachers could take benefits for their career development. They would improve their professional learning to be a leader teacher in this education sector. In addition, if there are more leader teachers in using English as a language of instruction (Sibomana, 2020), they would generate teamwork as coach and mentor (Tsybulsky, 2019) to enhance using English in all schools of KK PESAO 2. Overall, with the conflation of coaching and mentoring, this study demonstrated that coaching supported NEM teachers' professional development of some skills,while mentoring was a prominent approach to encourage NEM teachers' English development. Therefore, the referencing of implementation of mentoring programs by specifying them into the core action plan of KK PESAO 2 will help to sustainably promote the use of English by NEM teachers as a language of instruction.

5.4 Discussion

The discussion in this chapter relates to the findings which are pertinent with research questions and literature relating to Phase 2 of the study. The findings from classroom observations and interviews helped to delineate the influences of coaching and mentoring program to NEM teachers. The findings here show that our understanding and knowledge is enhanced in regard to using coaching and mentoring for professional development in using English as a language of instruction in rural schools in Thailand.

Research Question 2: How can a coaching and mentoring program influence the use of English as a language of instruction by NEM teachers in rural schools in Thailand?

The findings revealed that coaching might not encourage language development for NEM teachers to use English as a medium of instruction. Coaching rarely supported NEM teachers to improve their self-observation, self-confidence and self-monitoring. Even though, this finding is supported by several authors (Ben-Peretz et al., 2018; Lam, 2018; Lyndsay & Beverley, 2017). Significantly, the finding revealed that self-observation hardly ever accrued to encourage creative thinking of NEM teachers to use English for communication with students in the coaching program. For example, NEM teachers planned to create games, songs and other activities to present English to students. However, these things were absent during Phase 1 when teachers had never used these strategies when they had participated in coaching program. Moreover, the findings revealed that NEM teachers did not improve much their self-confidence to use English in teaching practice after they had been coached. This finding would be contra with DiGirolamo's (2015) work that showed that coaching encouraged teachers to improve self-confidence. Therefore, the coaching program would not be an appropriate approach for PD to improve affective skills in self-observation, self-confidence and self-monitoring to use English in teaching practice.

The findings from Phase 2 showed that the mentoring program brought about many advantages for NEM teachers' using English in teaching practice. The advantages composed of building individual relationships between the NEM teachers and a mentor; gaining experience in new approaches of using English in classroom teaching; creating self-confidence and self-monitoring; and supporting collaborative learning. The findings of this study support several authors' work that showed that mentoring can encourage teachers to improve skills and knowledge and their self-confidence (e.g., Garvey, 2017; Hobson et al., 2009; Mullen & Klimaitis, 2019), building personal relationships (Orland-Barak & Hasin, 2010), and self-monitoring (e.g., Garvey, 2017; Mullen & Klimaitis, 2019). Even though both coaching program and mentoring program promoted self-confidence and self-monitoring, mentoring program can motivate NEM teachers to improve self-confidence and self-monitoring faster than coaching program. This would be that mentoring program informally allowed NEM teachers to quickly keep in touch and build relationship with me whereas NEM teachers had to engage with me formally in coaching program. It can be seen that those contributions of mentoring program affected NEM teachers positively in using

English in their teaching practice. Vitally, the mentoring program created strong relationships between NEM teachers and the mentor and brought about trustworthiness in using English in teaching practice. As such, the mentoring program allowed me to get involved in using English in co-teaching with the NEM teachers. This allowed them to acquire the necessary knowledge of teaching approaches. Certainly, the NEM teachers collaborated positively with me to promote English for communication in classroom. I was a facilitator while they were teaching, but I sometimes swapped to demonstrate techniques on how to use English in different situations in actual classroom teaching. This demonstration helped the NEM teachers understand ways in which to use English with their students.

Moreover, the findings indicated that the mentoring program allowed the NEM teachers to informally asked me questions to solve teaching problems while they were speaking English with students in teaching practice. However, the findings also revealed that a challenge can occur in mentoring process. NEM teachers would expect and trust that a mentor would be able to answer all questions from them. As such, a mentor probably needs to prompt the challenge (e.g., answer from your point of view, project for future response or honestly show your gratitude that you cannot answer). As a result, some challenges about trustworthiness would be happen in mentoring process even though mentoring program NEM teachers to improve skills and knowledge of self-confidence, self-monitoring, teaching approaches and building relationship.

The findings revealed that coaching and mentoring can provide suitable professional development approaches for supporting NEM teachers using English in teaching practice. In this study, coaching and mentoring supported NEM teachers to improve their self-confidence in using English. After the programs the teachers could speak English with their students more effectively in classroom teaching. Coaching and mentoring enhanced NEM teachers to use English in various situations of classroom teaching. However, the finding found that mentoring intensely encouraged NEM teachers to frequently use English with students more than coaching. It could be assumed that the mentoring process allowed NEM teachers to ask questions more often than the coaching; enabling them to resolve any problems or limitations when using English. Whereas the coaching process mostly allowed me to guide NEM teachers to use English via questioning. Moreover, the findings revealed that NEM teachers might not be satisfied with answering questions process in coaching

because they were uncomfortable to answer with what they did not realise the notions of how answering questions could help them to improve their English. It can be seen that NEM might not care of their self-awareness (DiGirolamo, 2015; Garvey, 2017) which would lead to improve their self-observation and self-confidence (e.g., Blakemore, 2014; Hobson et al., 2009; Lord et al., 2008; Moyle, 2016; Mullen & Klimaitis, 2019; Theeboom et al., 2014). If NEM teachers would be able to choose an approach for developing their English proficiency, it would assume that mentoring would be chosen as their first choice. This is due to mentoring being a more flexible process than coaching; NEM teachers mostly reflected to select mentoring for their professional development. Therefore, if MoE needs to promote NEM teachers to reach goals and needs from the *National Education Act* in English development, mentoring will be the best approach to assist professional development.

Research Question 4: What are the implications of coaching and mentoring and recommendations for future English teaching practices for NEM teachers in rural schools in Thailand?

The study showed that there were several reflections of NEM teachers in relation to coaching and mentoring: apply coaching and mentoring in various subjects; promote coaching and mentoring in schools and propose coaching; and mentoring to KK PESAO 2. The significant findings for professional development in relation to using English in rural schools can be discussed addressing these issues.

The study's findings indicate that coaching and mentoring impacted NEM teachers' wide range of development individually. NEM teachers agreed to apply coaching and mentoring in various subjects. After the coaching and mentoring program was completed, the teachers reflected on how the coaching and mentoring could be expanded for other teachers in other subjects. NEM teachers mentioned that coaching and mentoring can help them to build learning community of professional learning. Correspondingly, coaching and mentoring established a positive professional learning community (Abu-Tineh & Sadiq, 2018) where teachers could exchange knowledge and experience to improve their English teaching (Reid & Kleinhenz, 2015). It can be assumed that if coaching and mentoring was expanded for other teachers in several subjects (e.g., Health and Physical Education, Arts, Occupation and Technology, and Social Studies : MoE, 2008), then more opportunities to interact with the use of English as a medium of instruction would result. Teachers would become familiar with methods and techniques of using English in teaching practice. Therefore, coaching

and mentoring can successfully be used as professional development approaches to expand the use of English in a wide range of teaching subjects for teachers in rural schools.

The findings also showed that NEM teachers needed to promote coaching and mentoring for professional development in rural schools. After the teachers engaged with coaching and mentoring program, they realised that the approaches could be of value to other teachers as appropriate forms of professional development. The approaches need to be expanded to other teacher colleagues throughout KK PESAO 2. Moreover, NEM teachers identified that the school principal should be the person to assist the notion of expanding coaching and mentoring into schools. Similarly, Koşar and Pehlivan (2020) mentioned that school principals are leaders who can direct school development in all parts. School principals tend to be the people to support sustainability of such practices.

Phase 2 also showed that even though there is an issue of insufficient resources to promote coaching and mentoring for PD in KKPESAO 2, the practical way to promote these approaches would be the dissemination the advantages of coaching and mentoring to the education sector. Correspondingly, Yunusa Dangara (2016) stated that the successfulness of managing resources constraints need to be undertaken by education administrators. Similarly, NEM teachers needed the policy levers in KK PESAO 2 to plug coaching and mentoring for NEM teachers' English development throughout the educational service area. The NEM teachers in this study pointed out that if coaching and mentoring are only used in some schools and School Networks, it would result in miscommunication which leads to misunderstanding of practice. Top-down communication which usually comes from authoritarian has potential to impact practitioners to act in the same direction (Keene et al., 2017; Watanabe, 2017). It can be seen that NEM teachers would prefer to implement coaching and mentoring for English development, but the operation needs to be the authoritarian (e.g., either director or vice director of KK PESAO 2) to order issue. If there will be the practice of using coaching and mentoring in some schools or School Network, it may result in teachers thinking there is discrimination of practice. As seen from the findings in Chapter 4, teachers' solidarity is important. It is not only to have solidarity in school but also in educational service area office. Given that coaching and mentoring undertaken by KK PESAO 2 would be a good idea to promote using English.

The results of this discussion reveal that the contributions of coaching and mentoring in this study can enhance NEM teachers' English development in practice. Using a coaching

and mentoring process has potential to further expand NEM teachers' use of English as a language of instruction in rural schools; leading to successful achievement of the government's missions. Therefore, coaching and mentoring can be acknowledged to promote and encourage those NEM teachers to use English as a medium of instruction in various subjects effectively in rural schools setting in Thailand. These contributions of finding will lead to the conclusion and recommendations in Chapter 6.

Chapter 6: Conclusion and Recommendations

6.1 Introduction

This final chapter shares conclusions and recommendations arising from the findings from Phase 1 (see Chapter 4) and Phase 2 (see Chapter 5). A summary of the research project's findings is presented and the implications of the research study are proposed across the key areas of educational practice, policy, theory and methodology. The limitations of the research are also noted. The chapter also presents the significance of the study and considers its original contributions to the research field. Recommendations for potential future research are shared and finally, the conclusion of the thesis is provided.

6.2 Summary of Research Project

This study was conducted to investigate the challenges faced by NEM teachers in the use of English as a language of instruction in rural schools in Thailand. This study attempted to examine the effects of coaching and mentoring as professional learning approaches to support NEM teachers. Participants consisted of 10 NEM teachers who taught in the Subsomboon Phochai School Network, KK PESAO 2 in Northeast Thailand. The NEM teachers taught subjects including science, mathematics and Thai, and each was recruited from one of ten schools in this school network to participate in the coaching and mentoring programs.

The research instruments included classroom observations, interviews and field notes. Naturalistic observation and participant observation were used in this study. The naturalistic observation method was used to gather data during Phase 1 to explore the challenges faced by NEM teachers attempting to use English as a language of instruction in classroom teaching, whereas the participant observation method was used to collect data from the coaching and mentoring programs delivered during Phase 2. The semi-structured interviews and unstructured interviews were also used to collect qualitative data throughout the project. The unstructured interviews were conducted to gather data of NEM teachers' challenges in use of English in actual classroom during Phase 1, while the semi-structured

interviews were conducted to compile data with NEM teachers' experiences from the coaching and mentoring programs during Phase 2.

Each participant was observed five times during Phase 1. Each observation involved an hour spent on teaching and learning, which was based on the hours in the Basic Core Curriculum (MoE, 2008). The observations enabled deep understanding of the NEM teachers' challenges in their use of English as a language of instruction. Phase 2 involved the delivery of the coaching and mentoring program, along with associated data collection. The coaching program was organised prior to the mentoring program. Five hour-long coaching sessions were conducted with each participant. After the coaching program had concluded, the mentoring program was similarly organised, with five hours of mentoring for each participant. Further classroom observations and interviews were conducted during the coaching and mentoring programs to determine whether there were any effects on the use of English as a language of instruction by the NEM teachers.

6.3 Research Findings

The findings of the research answered the four main research questions.

> *Research Question 1: What does English teaching by NEM teachers look like in rural schools in Thailand?*

As shared in Chapter 4, the main challenges of NEM teachers in the use of English as a language of instruction in rural schools in Thailand were that being accustomed to the use of Thai language of instruction was a significant problem for NEM teachers' English development. Moreover, no incentive to reward nor punishment for not using English in school was a factor to motivate NEM teachers' using English in teaching practice. The NEM teachers' teaching approach was also a challenge in the case of their inexperience in language teaching. In addition, the lack of appropriate teaching resources (e.g., resources written in English) challenged the NEM teachers in relation to their use of English. Most teaching resources were published in Thai. Another important challenge for NEM teachers' English development was NEM teachers' colleagues lack of solidarity in the use of English in school. Finally, a lack of school policies highlighting the need to teach English led NEM teachers in rural schools not to use English to instruct students in their teaching practice. As a result, these findings can offer an important contribution to the field of teachers' professional development, demonstrating that it is necessary for education stakeholders

(e.g., policymakers, school district directors and principals) to consider these challenges to better support teachers to overcome the barriers to the use of English as a language of instruction.

Research Question 2: How can a coaching and mentoring program influence the use of English as a language of instruction by NEM teachers in rural schools in Thailand?

The effects of the coaching and mentoring programs on NEM teachers using English as a language of instruction in rural schools in Thailand included three main themes: 1) the effects of the coaching program for using English in the teaching practice of NEM teachers; 2) the effects of the mentoring program for using English in the teaching practice of NEM teachers; and 3) the effects of coaching program versus the mentoring program for using English in the teaching practice of NEM teachers.

The coaching program demonstrated little improvement in NEM teachers' self-observation, self-confidence and self-monitoring in their use of English. The mentoring program was majority approach to support the NEM teachers' individual relationships, experience of new teaching approaches, self-confidence and self-monitoring, collaborative learning in the use of English and raised some unexpected questions of teaching and learning from NEM teachers. The mentoring program appeared to have a deeper impact on outcomes compared to the coaching program for developing NEM teachers' skills, knowledge and experience in the use of English. Moreover, the mentoring program better supported NEM teachers' self-observation, self-monitoring and collaborative teaching, which enabled them to build stronger relationships and engage in focused instructional design and selection. The mentoring program informally led to improvements in the NEM teachers' English development, while the coaching program was formally used to encourage NEM teachers to improve their use of English in their classroom teaching.

This study offers some important insights into professional development approaches to promote NEM teachers' using English as a language of instruction. Coaching and mentoring professional development approaches encouraged NEM teachers to use English as a language of instruction even though they were in rural settings. This suggests that either a coach or a mentor could provide appropriate support for NEM teachers professional learning regarding their classroom teaching. Coaching and mentoring also reduced the problem of pulling teachers out of class because coaching and mentoring management

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occurs while teachers conduct their regular teaching. Further, coaching and mentoring enabled NEM teachers to become more-experienced teachers in relation to their self-observation and self-monitoring. The NEM teachers realised their needs and goals of English development to pass their knowledge to students.

Research Question 3: What are the reflections of NEM teachers regarding using English as a language of instruction in rural schools in Thailand?

The research found that using English as a language of instruction depended on NEM teachers' individual English experiences. NEM teachers who were used to the advantages of English liked to maintain their English use in teaching practice, whereas teachers who had never taken advantage of English took time to develop their English proficiency. Moreover, the notion of using English as a language of instruction encouraged students' English literacy because students had the opportunity to practice with their teachers. Likewise, using English as a language of instruction enhanced NEM teachers' English development because they frequently used English to communicate with their students and colleagues. These practices led the NEM teachers to be more autonomous in their use of the language. Using English as a language of instruction also enhanced students' English competence. Students had their teacher as a role model when both teacher and students interacted with each other using English in classroom teaching. The language used by teachers was able to be automatically promoted in classroom. The importance of this finding is that if school leaders (e.g., principals) aim to use English in school as a language of instruction, they will be able to lift up their students' English competence. These findings are significant because if teachers and students frequently use English throughout the teaching and learning process, they can improve the proficiency of their English.

Research Question 4: What are the implications of coaching and mentoring and recommendations for future English teaching practices for NEM teachers in rural schools in Thailand?

The findings in relation to NEM teachers' reflections of implementation of coaching and mentoring in the use of English in rural schools found that application of the coaching and mentoring programs needs to be across subjects for all teachers in the school, that the coaching and mentoring programs need to be promoted for all schools, that the coaching and mentoring programs need to be presented in all schools undertaken by KK PESAO 2 and that the policy for the use of coaching and mentoring programs for teachers' English

development needs to be specified in the year plan of KK PESAO 2. If education administrators can use coaching and mentoring to help their teachers to improve English proficiency, those teachers would then gain English experience and could transfer their skills and knowledge to other colleagues. This study provides an exciting opportunity to advance the knowledge of teachers' professional development and the findings can lead to the implementation of professional development approaches that are appropriate for teachers in different learning settings. However, successful implementation needs to consider the issue of resources constraint. This issue needs to be supply and sort out by the education administrators in this education sector such as issuing the policy in practice.

6.4 Implications and Recommendations

6.4.1 Implications and Recommendations for Teachers

The data from this study clearly highlighted many challenges associated with using English as a language of instruction in rural schools in Thailand. The implications of these challenges are two-fold. Teachers will not explicitly use English as a language of instruction in their classes if they do not have the support to do so. Equally, teachers need to develop their self-confidence and efficacy in relation to using English as a language of instruction through their own personal learning and commitment. In addressing each of these challenges, the following recommendations are suggested for future practice.

The findings in Chapter 4 demonstrated that one of the challenges of NEM teachers in using English was a lack of school policies in promoting communicative English in practice. Similarly, having a clear policy to promote the use of English in schools can encourage teachers and students to communicate in English (Han et al., 2019; Mukminin et al., 2019). NEM teachers were not enthusiastic about using English without a clear school policy in the use of English (Meyerhöffer & Dreesmann, 2019). Correspondingly, the findings also revealed that a policy for promoting the use of English in schools might assist teachers to act in the same direction. As a result, the NEM teachers faced a challenge in using English as a medium of instruction given it was not an inclusion in the action plans of those schools. The action plans would also be reported in a school annual report that it would help all teachers to know what have been improved and what should be quickly got in charge of the issues in use of English.

From this study, it was evident that teachers' solidarity was an influencing factor on NEM teachers' challenges in using of English as a medium of instruction. Several authors have also recognised this as an issue (e.g., Blaszk, 2020; Tang, 2020; Turner et al., 2020). If teachers are able to find ways in which to work together in improving English usage in their classrooms then success is more likely. It is argued that all teachers should be given equal opportunities to access English proficiency development, which is supported through focused engagement with a coach or mentor. The implementation of coaching and mentoring programs would enable teachers to understand how different activities contribute to the sustainable use of English as a language of instruction in schools.

Further, the findings in Chapter 4 suggested that NEM teachers had problems with instructional material in teaching. Lack of skills in designing instructional material in teaching (Duran & Sert, 2019; Tonio & Ella, 2019) led to the teachers' negative attitudes in using English in their teaching practice. Even though this challenge was addressed in the coaching and mentoring program it was shown in Chapter 5 that this study was just a short period of time. Therefore, one of the limitations of this study was that the program may not be sustainable for NEM teachers to be independent in designing instructional material in teaching. However, a first move in supporting NEM teachers would be to enable them to select several sources of instructional material in teaching (e.g., internet, technology devices and others). Hence, the implication of this study would be that instructional technologies should be employed to support the teachers. This would assist them to find relevant instructional resources rather than having to design the teaching materials by themselves.

The findings also suggested that the NEM teachers lacked the skills to design instructional material, which further affected their low motivation in using English in their teaching practice. The coaching and mentoring supported inexperienced teachers to be able to learn about instruction development (Davis et al., 2018; Piper et al., 2018) Further, the coaching and mentoring supported NEM teachers in relation to their instructional design. However, NEM teachers were coached in how to use English in the classroom through the coaching and mentoring program rather than instructional design. They still needed to learn more skills in instructional design so that they might be ready to design their own instruction; suitable for their teaching contexts by using English for communication. If there was further support from experienced English major teachers in the schools then the NEM teachers

may be able to develop their skills in instructional design through peer coaching and mentoring. It would also mean they could teach using English independently due to collegiality between both experienced English major teachers and NEM teachers. Consequently, one of the implications from the study would be to assign experienced English teachers in those schools to work with NEM teachers as peer coaching and mentoring. In the case of when there is no English teacher in the school, the principal would require a support from the school network to allocate English teachers from other schools to support NEM teachers.

The number of school cases should be decreased but all teachers should be included in coaching and mentoring program. The number of cases can be a few cases (Creswell, 2013) that a case can be an independence or in a unit of cases (Yin, 2017). For example, instead of selecting one NEM teacher to represent each school out of ten, the number of schools could be reduced. One school could be selected, but all teachers who teach in different course subjects such as Thai, mathematics, science, social studies, health and physical education, arts, and occupation and technology (MoE, 2008) would be able to participate in the coaching and mentoring programs. Then all teachers in the school would take the opportunity to develop their English language skills in communication in all subjects and all teachers could cooperate in promoting English as a language of instruction throughout the school. All of the challenges above lead to the consideration of school leaders to assist teachers to achieve their English development.

Implications from these many challenges for NEM teachers means they would need to be aware of the problems so they can solve them together. Specifically, the school leaders need to be concerned with those challenges so that they would be able to mandate value of regulations and policies to solve the problems in practice.

6.4.2 Implications and Recommendations of Coaching and Mentoring for School Leaders

The following implications and recommendations would provide substantial advantages for school leaders. The findings from this study suggested that self-observation, self-confidence and self-monitoring can be activated via coaching and mentoring. These skills encourage NEM teachers to be teacher leaders in using English as a medium of instruction. It would be important to increase the number of lead teachers to support English

development in rural schools (e.g., Kaur et al., 2016; Kirkpatrick, 2012; MoE, 2008) because this would support sustainable practice. Coaching and mentoring programs can assist NEM teachers to develop further skills in using English in rural schools, who can then potentially lead others in this space. Principals would need to show support of such an approach so that lead teachers can share their knowledge across their own schools and others within the region. It is recommended that lead teachers take time to reflect on what they have discovered from the coaching and mentoring programs. For sustainability, lead teachers could then recruit other teacher colleagues to become junior lead teachers in creating professional learning communities related to using English.

In relation to sustainable practice, NEM teachers reflected that if school principals played a main role as a leader in speaking English in schools, they would be motivated to use English. Moreover, the findings revealed that NEM teachers would be spirited to use English with students if they were received a reinforcement such as verbal praise from their school administrator. Similarly, Koşar and Pehlivan (2020) noted that a school principal can be an influencer to encourage teachers to develop their skills and knowledge of English. In accordance with this study, school principals could take part in coaching and mentoring process. It is recommended that they can be a supportive observer in classrooms. This practice would enable them to realise empirical information in classrooms so that they would know how to encourage teachers to best use English in their school. It would also mean that a whole school approach could be adopted.

This study demonstrated that the more often NEM teachers and students used English greatly improved their abilities overall. However, the findings also indicated that the school principal, who was the key role model, did not have the opportunity to use English as the lead administrator in the school. Nuryana et al. (2020) argued that school principals are important role models for teachers, so it would be important for them to also practice English conversation to motivate teachers' career development. As a result, an implication from this study shows that if principals showcase the use of simple English in their daily work with teachers then it would reinforce teachers to use English; thereby creating a supportive community of practice.

In addition, an important finding from the research revealed that there were no experts to help NEM teachers to be able to use English as a medium of instruction by using either coaching and mentoring or other professional development activities. As such, it is

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recommended that principals invite experts from universities (e.g., Khon Kaen University, Rajamangala University of Technology Khon Kaen Campus, Chaiyaphum Rajabhat University and others) nearby their schools to organise coaching and mentoring for NEM teachers, which could potentially improve their English competence.

The importance of having policies related to the promotion of English development in schools should not be understated. The NEM teachers in this study reflected that school policy was the initial vision to lead them in practice. In practice, coaching and mentoring in the notion of using English might be a new professional development for NEM teachers in rural schools, but it would be a good start for school leaders to pay attention for imposing a practical policy to use coaching and mentoring for NEM teachers' English development in school. Consequently, the implication would suggest that the principal perhaps specifies formally the policy of delivering coaching and mentoring approaches for English development in school.

For the further development of the use of English as a language of instruction in rural schools, school leaders would be able to pursue proposing coaching and mentoring to KK PESAO 2. For instance, the findings in Chapter 5 demonstrated that NEM teachers reflected to require school principal to be a school leader to present coaching and mentoring to the administrator of KK PESAO 2. Consequently, NEM teachers would get support in professional development from their Educational Service Area Office which is in higher level of educational administration than school level. Correspondingly, MoE (2008) noted that the educational administration has administrated in from high level to lower level such as educational service area office, school network level and school level respectively. It can be seen that school principal may achieve to set their own policy about coaching and mentoring at school level. However, they would not achieve in promoting a widespread atmosphere in using English in higher levels because the principal would have limited authority to order to set any policies out of their schools. Therefore, school leaders may need to present coaching and mentoring to Primary Educational Service Area Offices so that the administrator of KK PESAO 2 would be able to adopt coaching and mentoring to contribute the development of using English as a widespread medium of instruction.

The implications of coaching and mentoring for school leaders would need the solidarity of teacher colleagues to help each other to use professional development approaches to encourage English development sustainably. Meanwhile, school leaders should incorporate

with the education leaders who can support such budget, tools and resources for NEM teachers in terms of authoritarian policy.

6.4.3 Implications and Recommendations for Policymakers

The following recommendations for policymakers enable the further development of NEM teachers' skills and knowledge through the development of professional development policies. The findings from this study indicated that there was a strong demand for professional development such as coaching and mentoring in relation to using English as a medium of instruction. The promotion of coaching and mentoring in rural schools has been shown to directly support the policy of English development of MoE—the upgrading of English competence and proficiency by supporting special projects and/or special curriculums (Office of the Education Council, MoE, 2014). In addressing the supply for professional development, it is recommended that a specific curriculum of coaching and mentoring in relation to challenges of NEM teachers be developed through a wide range of schools in KK PEASO 2. Such an approach could also be applied to other PESAOs in Khon Kean and nearby provinces.

Coaching and mentoring are vitally important professional development approaches for NEM teachers because they have been shown to improve skills and knowledge of using English as a medium of instruction, which has been confirmed in other research (e.g., Hayes, 2019; Morettini et al., 2020; Moyle, 2016; Mullen & Klimaitis, 2019; Winter et al., 2019; Yates & Blake, 2018). Moreover, the findings in Chapter 5 indicated that if coaching and mentoring will be imposed to be a core professional development approaches by policymakers, teachers will get an opportunity to develop their professional career learning together with experienced persons. For instance, if the MoE promotes any policies in professional development, all education sectors undertaken by the MoE have to follow up the policy. As a result, the MoE as a policymaker would order the policy of professional development by acknowledging coaching and mentoring to be core approaches to enhance English development in education system.

The findings also showed that the challenge in using L1 in classroom teaching should be understood by policymakers if they are sincere in the promotion of English development in Thailand. Using L1 in classroom teaching is possible as discussed in Chapter 4. Obviously, English is a compulsory subject for teaching in Thailand (Richards, 2017). However, the

literature noted that to use English as a lingua franca, learners need to be able to use English anywhere and anytime (e.g., Kirkpatrick, 2012; Richards, 2017). As a result, the implication of this issue would be that if MoE expect English to be used in all subjects throughout educational levels effectively, MoE may need to amend the *National Education Act* to acknowledge English as an official language (e.g., Brunei Darussalam, Malaysia, Philippines and Singapore).

As illustrated earlier, teaching materials used by the teachers in this study (e.g., textbooks, workbooks, books, handouts, worksheets and others) were mostly published in Thai. This was proven to be a hindrance in promoting English in classroom teaching. The results of this study showed that if those teaching materials were in English or bilingual (Thai and English), then English development in Thailand would be more effective. It would be desirable for MoE to support the development and distribution of such resources to all schools—particularly those in rural settings. The MoE could also support policy by approval of Thailand parliament to ensure the use of bilingual teaching materials in the first instance, moving to resources published in English only. Exceptionally, Thai language must be remained as the national language to be taught in Thai subject for students. Afterwards, as the MoE declares to use original English teaching materials in subjects such as mathematics, science, health and physical education, arts, occupation and technology, and social studies (MoE, 2008) in all educational levels throughout Thailand, it is recommended that policymakers need to support the use of English teaching materials by NEM teachers.

NEM teachers reflected that there are no primary coordination centre and experts to support NEM teachers' English development in KK PESAO 2. In the literature, it is the evident that several operations (e.g., using CEFR framework, promoting media and technology, promoting special projects and others) could be better supported by MoE (Office of the Education Council, MoE, 2014). Importantly, with the existence of centres as well as support through human resources of experts in English development, then lead teachers could exchange skills and knowledge to others in schools. They would be able to transfer knowledge to teacher colleagues in the levels of schools and School Network. Moreover, coaching and mentoring presented by lead teachers at the English development centre could occur. Lead teachers would be able to learn coaching and mentoring techniques once or

twice in a semester of academic year which depends on the action plan of professional development of KK PESAO 2.

These implications would be significant to the field of teachers' professional development if the policymakers would consider these points because there would be both the ideas of theory and practice for policymakers to review so that they would be able to order policy to support teachers' needs and goals in rural schools.

6.4.4 Implications and Recommendations for Theory and Methodology

Implications for theory and methodology in the field are based on the real situation that arose from NEM teachers' teaching practice. NEM teachers should have a balance between theory and practice. Several implications regarding theory and methodology arose from the study. First, coaching and mentoring programs would be integrated towards instructional technology based on constructivist theories. Mattar (2018) noted that the promotion of educational learning constructivist theory has played various roles in learning activities and instructional learning. If coaching and mentoring strategies have been conducted in the form of teaching material to distribute to teachers, it could assist teachers to review when they have problems in the use of English as a language of instruction.

Metacognition theory could be used to help promote coaching and mentoring for teachers' professional development in the use of English as a language of instruction. For example, Wenning and Vieyra (2020) asserted that metacognition encourage people to activate their self-regulation and self-awareness. Ramkellawan and Bell (2017) stated that metacognition of teachers can be activated through coaching conversation. There is a correlation between coaching and mentoring and metacognition theory, so there is potential in the use of metacognition strategies as an innovative strategy for professional development in English development.

Conducting curriculum training of coaching and mentoring could be an innovative outcome for KK PESAO 2. This study did not conduct training courses nor instructional learning for NEM teachers, but focused on sharing my professional expertise and knowledge of using English in classroom teaching. However, this does not guarantee that teachers will retain their use of English as a language of instruction. Conversely, teachers could enable to develop their English, if they would have a curriculum training of coaching and mentoring as a guidance in using English in teaching practice. These implications would point out

some significant points of theory, which can support effective teachers' professional development.

6.5 Study Limitations

The main limitations to the study involved issues in the fluency in English and the inference data of the findings. The study participants were not English teachers, so most of their language communication was in Thai, which meant that it was difficult to correctly transcribe what they intended to reflect regarding their point of views in some cases. This caused me some concern regarding the potential for bias in data interpretation. To address this limitation, I rechecked transcripts with the participants following initial transcription and coding to ensure veracity of the transcripts.

This study worked with participants from one school network in KK PESAO 2. As such, it is possible that some of the findings may not be generalisable to other schools and School Networks in KK PESAO 2. For example, some schools face different challenges with NEM teachers using English as a language of instruction and teachers could have different reflections regarding various aspects of using coaching and mentoring for teachers' professional development.

6.6 Recommendations for Further Research

The following recommendations are proposed for further research arising from the findings of the present study. This study investigated challenges faced by NEM teachers in using English as a medium of instruction in teaching practice. The findings indicated factors that affected NEM teachers' English proficiency development. For example, the accustomed habit of NEM teachers in using L1 was the significant challenge to promote English in classroom teaching. If it will have investigated in the particular area of NEM teachers' perspectives, attitudes and motivations in using English as a medium of instruction, it would help to understand the requirements of NEM teachers for professional development. Therefore, the recommendation for extended research from the contribution of this study with the point of using English challenge would be a study of NEM teachers' perspectives in using English for communication in classroom teaching or it would be a study of attitudes in using English as a medium of instruction of English major teachers and NEM teachers.

The findings pointed out that coaching and mentoring can support NEM teachers to improve their self-observation, self-confidence and self-monitoring in use of English as a medium of instruction. Those can be seen as an affective domain according to Bloom taxonomy theory. If it will have a study to examine NEM teachers' cognitive domain to see whether they have the achievement of English proficiency via coaching and mentoring, it would be a worthy of teacher career development. As such, the recommendation for extended research is potentially in a relevance of the development of NEM teachers English learning achievement towards coaching and mentoring.

This study contributed to a wide range of age of NEM teachers to support them to use English as a medium of instruction through coaching and mentoring. It would be interesting if it will be an examining of a particular group of NEM teachers relying on either one (e.g., ages, genders, experience of teaching and so on). Consequently, the recommendation of the further would be a comparison of English skills development in use of English as a language of instruction by using the professional development models (e.g., coaching and mentoring) between new teachers who have been teaching for a few years (e.g., 1–3 or 1–5 years) and experienced teachers who have been teaching more than 5 years to determine whether they have any significantly different skill and knowledge improvement in use of English as a language of instruction.

This research study focused on promoting the development of NEM teachers' English proficiency that the participants were selected a teacher of each school out of ten schools in the overall picture of the Subsomboon Pochai School Network. This contribution of each NEM teachers' skill and knowledge in using English as a medium of instruction may not spread out wide to other colleagues in the school. Therefore, the further research may be the selected study group that the participants would be selected all teachers in only one school to get involved in professional development program. By doing this, it would lead to widespread use of English of the school. This could help to create to a model school for other schools as a best practice in the promotion of English as a language of instruction in schools.

The findings also revealed that a critical challenge of NEM teachers' using English in teaching practice was affected by diversities of instructional materials such as textbooks, books, handouts and worksheets that have been published in Thai language. If NEM teachers would have improved specific skills in relation to English instructional materials

development, they would be able to overcome the challenge. As the result, the study of instructional materials development for NEM teachers through the professional development models should be examined to see whether NEM teachers could have a significant proficiency in design and selection instructional materials in use of English as a language of instruction.

The finding suggested that the challenge of NEM teachers' using English as a medium of instruction came from the lack of school policies in promoting English in schools. Moreover, the finding from coaching and mentoring program proved that if there is no clear policy towards the practitioners in practice, it would result in a difficulty or failure to develop the use of English in a fair manner for NEM teachers. Therefore, another potential further study would be the study of policy factors in professional development to support NEM teachers in use of English for communication in schools' settings.

6.7 Conclusion

At the core of this thesis was the consideration of enabling NEM teachers to use English as a language of instruction in rural schools in Thailand. This was important given the increasing pressure placed by the MoE and policymakers on Thai teachers to use English in their classrooms, despite the lack of necessary training provided to them to do so effectively. The challenges in the use of English as a language of instruction were the main points that were investigated in this study. The influence of professional development approaches through coaching and mentoring were administrated to assist NEM teachers' English development. The reflections of NEM teachers in relation to the notions of using English as a language of instruction were highlighted to understand teachers' viewpoints of English development via professional development approaches.

By investigating of challenges of NEM teachers using English as a language of instruction through classroom observations and interviews, this thesis found interesting points of NEM teachers' challenge in the use of English as a medium of instruction. Being accustomed to the use of Thai as the language of instruction was a major challenge for NEM teachers' English development. Further, the incentive to reward or punishment for not using English in school was a key issue to be an obstacle of NEM teachers' English development. The challenges of teaching approach and teaching resources in English affected promoting the use of English as a language of instruction in rural schools in Thailand. The solidarity of

NEM teachers' colleagues were a weak point to encourage using English in schools. Finally, there was a distinct lack of school policies highlighting the need to teach English, which did not encourage people to use English in schools.

By examining the influences of the coaching and mentoring programs in the use of English by NEM teachers, this thesis has revealed that the contributions of the coaching program enabled the development of NEM teachers' self-observation, self-confidence and self-monitoring. The mentoring program supported NEM teachers' individual relationships, gaining new experience in teaching approaches, conducting self-confidence and self-monitoring, and promoting collaborative learning in using English. Further, the mentoring program had more intensive English development impact on outcomes than the coaching program. Additionally, the contributions of the mentoring program helped to generate NEM teachers' self-observation, self-monitoring, collaborative teaching, building a strong relationship and instructional designing and selecting better than the coaching program. The mentoring program was seen as an informal pattern of relationship between mentor and mentee to improve NEM teachers' English development, whereas the coaching program indicated formal pattern of relationship between coach and coachee to encourage NEM teachers to improve their use of English in actual teaching.

By analysing the reflections of NEM teachers in their use of English as a language of instruction in rural schools in Thailand, NEM teachers' individual English experiences were found to be a significant factor. Additionally, students could improve their English literacy when teachers used English to instruct their students and both NEM teachers and students improved their English for communication in classroom teaching and learning when they attempted to use English on an everyday basis.

By considering the reflections of implementations and recommendations of NEM teachers in the use of coaching and mentoring to enhance using English, this study generated insights regarding teachers' professional development, including that coaching and mentoring programs should be provided for all teachers, where practical, in all schools. The coaching and mentoring programs need to be presented in all schools undertaken by KK PESAO 2 and policies developed regarding the use of coaching and mentoring for teachers' English development. Overall, this study makes a major contribution to research on NEM teachers' professional development with the use of coaching and mentoring as professional learning to enable the use of English as a language of instruction.

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Appendices

Appendix A: Classroom Observation

Name of participant/teacher: _____

School's name _____

Date of observation: _____Time_____

Notes

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Appendix B: Teacher Interview Questions of Using Coaching and Mentoring Program

1. Tell me about your feeling of using coaching and mentoring program to support you to use English in classroom teaching.

2. What do you think of using coaching and mentoring program to help you to use English in classroom teaching?

3. How can coaching and mentoring program influence your using English in classroom teaching?

4. What process of coaching and mentoring does it make you feel the most developed your English? Why?

5. What do you recommend of using coaching and mentoring for English development?

Appendix C: Teacher Interview Questions of Using English As a Language of Instruction

1. Tell me about your experiences in using English to teach students.

2. Tell me about your perspective of using English as a language of instruction across subjects.

3. What kinds of experiences do you acquire by using English as a language of instruction?

4. What do you think of the advantages of using English as a language of instruction for students?

5. How do you decide to implement English as a language of instruction to your colleagues?

Appendix D: Participant Consent Form

Consent Form for USQ Research Project
Interview and classroom observation

Project Details

Title of Project:	**Investigating the Effects of Coaching and Mentoring on Non-English-Major Teachers in Rural Schools in Thailand**
Human Research Ethics Approval Number:	H19REA022

Research Team Contact Details

Principal Investigator Details

Mr Chalermwut Uthaikun
Email: u1101838@umail.usq.edu.au
Telephone: -
Mobile: +61 431 504 910

Supervisor Details

Dr Stewart Riddle
Email: stewart.riddle@usq.edu.au
Telephone: +61 7 3470 4262
Mobile: +61 402 474 871

Statement of Consent

By signing below, you are indicating that you:

- Have read and understood the information document regarding this project. ☐Yes / ☐No

- Have had any questions answered to your satisfaction. ☐Yes / ☐No

- Understand that if you have any additional questions you can contact the research team. ☐Yes / ☐No

- Understand that all interviews will be audio recorded. ☐Yes / ☐No

    - Understand that you can participate in the interviews without being audio recorded. ☐Yes / ☐No

    - If you **do not want** to be audio during the interview, please initial here: _____.

- Understand that all classroom observations and coaching sessions will be video recorded ☐Yes / ☐No

    - Understand that you can participate in the observations/coaching without being video recorded. ☐Yes / ☐No

    - If you **do not want** to be video recorded during the classroom observations, please initial here: _____.

- Are over 18 years of age. ☐Yes / ☐No

- Understand that any data collected may be used in future research activities. ☐Yes / ☐No
- Agree to participate in the project. ☐Yes / ☐No

Participant Name	
Participant Signature	
Date	

Please return this sheet to a Research Team member prior to undertaking the interview.

แบบฟอร์มการยินยอมเข้าร่วมโครงการวิจัย
การสัมภาษณ์ และการสังเกตชั้นเรียน

ข้อมูลโครงการ

ชื่อเรื่องวิจัย:
**การศึกษาผลของการใช้กระบวนการให้คำปรึกษาแนะนำการสอนภาษาอังกฤษสำหรับครู
ที่ไม่ได้สำเร็จการศึกษาวิชาเอกภาษาอังกฤษ ในโรงเรียนชนบทของประเทศไทย**

หมายเลขการอนุมัติ คุณธรรม
จริยธรรมวิจัย:
H19REA022

ข้อมูลการติดต่อทีมวิจัย

ผู้วิจัยหลัก

Mr Chalermwut Uthaikun
Email: u1101838@umail.usq.edu.au
Telephone: -
Mobile: +61 431 504 910

อาจารย์ที่ปรึกษา

Dr Stewart Riddle
Email: stewart.riddle@usq.edu.au
Telephone: +61 7 3470 4262
Mobile: +61 402 474 871

ข้อความการให้ความยินยอม

การลงลายมือชื่อด้านล่างนี้ ผู้เข้าร่วมการวิจัย

- อ่านและเข้าใจ ข้อมูลที่เกี่ยวข้องกับโครงการวิจัยนี้ ☐Yes / ☐No
- ได้รับการตอบข้อคำถามที่เป็นที่พึงพอใจของผู้เข้าร่วมการวิจัย ☐Yes / ☐No
- เข้าใจว่าถ้าผู้เข้าร่วมการวิจัยมีข้อคำถามเพิ่มเติมสามารถติดต่อทีมวิจัยได้ ☐Yes / ☐No
- เข้าใจว่าทุกการสัมภาษณ์จะถูกบันทึกเสียง ☐Yes / ☐No
  - เข้าใจว่าผู้เข้าร่วมการวิจัยสามารถเข้าร่วมการสัมภาษณ์โดยไม่ต้องมีการบันทึกเสียง ☐Yes / ☐No
  - ถ้าผู้เข้าร่วมการวิจัยไม่ต้องการให้บันทึกเสียงในระหว่างการสัมภาษณ์ กรุณาแจ้งตรงนี้: _____.
- เข้าใจว่าการสังเกตชั้นเรียนและกระบวนการให้คำปรึกษาแนะนำจะถูกบันทึกวิดีโอ ☐Yes / ☐No
  - เข้าใจว่าผู้เข้าร่วมการวิจัยสามารถเข้าร่วมการสังเกตชั้นเรียนและกระบวนการให้คำปรึกษาแนะนำ โดยไม่ต้องมีการบันทึกวิดีโอ ☐Yes / ☐No
  - ถ้าผู้เข้าร่วมการวิจัยไม่ต้องการให้บันทึกวิดีโอในระหว่างการสังเกตชั้นเรียนและกระบวนการให้ คำปรึกษาแนะนำ กรุณาแจ้งตรงนี้:____.
- อายุเกิน 18 ปี ☐Yes / ☐No
- เข้าใจว่าข้อมูลที่ถูกเก็บรวบรวมอาจถูกนำไปใช้ในกิจกรรมการวิจัยในอนาคต ☐Yes / ☐No

- ยินยอมเข้าร่วมการวิจัยในครั้งนี้

☐Yes / ☐No

ชื่อผู้เข้าร่วมการวิจัย	
ลายมือชื่อผู้เข้าร่วมการวิจัย	
วัน เดือน ปี	

กรุณาส่งกลับเอกสารฉบับนี้แก่ทีมวิจัย ก่อนดำเนินการสัมภาษณ์ และสังเกตชั้นเรียน

Appendix E: Participant Information Sheet

University of Southern Queensland

Participant Information for USQ Research Project
Interview and classroom observation

Project Details

Title of Project: **Investigating the Effects of Coaching and Mentoring on Non-English-Major Teachers in Rural Schools in Thailand**

Human Research Ethics Approval Number: H19REA022

Research Team Contact Details

Principal Investigator Details

Mr Chalermwut Uthaikun
Email: u1101838@umail.usq.edu.au
Telephone: -
Mobile: +61 431 504 910

Supervisor Details

Dr Stewart Riddle
Email: stewart.riddle@usq.edu.au
Telephone: +61 7 3470 4262
Mobile: +61 402 474 871

Description

This project is being undertaken as part of a Doctor of Philosophy (PhD) Project.

The purpose of this project is to:
- Investigate the challenges facing Non-English-Major teachers in their English teaching practices in rural schools in Thailand.
- Examine the effect of coaching and mentoring as professional development support for Non-English-Major teachers in rural schools in Thailand.
- Analyse the reflections of Non-English-Major teachers related to using English as a medium of instruction in their teaching subjects.
- Consider the policy implications of coaching and mentoring and recommendations in English teaching practices for Non-English-Major teachers in rural schools in Thailand.

I am requesting your assistance because you are currently teaching in a rural school in Thailand and will be able to make a valuable contribution to the research by sharing your experiences and challenges as a Non-English Major Teacher using English as a medium of instruction.

Participation

There are 2 phases of your participations. Phase 1 will be classroom observation that the researcher will observe your actual classroom teaching for 5 times in between June and September 2019. Phase 2 will involve your participation in a coaching and mentoring program delivered by the researcher, as well as a series of short interviews that will take approximately 2 hours in total of your time. The first interview series regarding coaching and mentoring program will be divided into five 15 minute interviews during the coaching and mentoring program between November 2019 and January 2020. The final interview focuses on using English as a medium of instruction. It will take approximately 30 minutes and will be administrated at the end of the coaching and mentoring program in late January 2020.

The interviews will take place at times and venues that are convenient to you, likely your classroom or school staff room following the conclusion of daily lessons.

Questions will include asking you for your opinions and reflections on the coaching and mentoring program to support using English in classroom teaching and your perspectives on using English as a medium of instruction.

The interview will be audio recorded. If you do not wish for recording to occur, please advise me. I will have another option to collect data from you by note-taking.

Please inform me your participation in this research project by 10th April 2019.

Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. You may also request that any data collected about you be withdrawn and confidentially destroyed. If you do wish to withdraw from this project or withdraw data collected about you, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the University of Southern Queensland and Subsomboon Pochai School Network.

Expected Benefits

It is expected that this project will directly benefit you in using English as a medium of instruction, and to help improve your English proficiency through your involvement in the coaching and mentoring professional development program. In addition, another benefit may be that you have the opportunity to reflect on and talk about your experiences in the classroom in relation to using English as a language of instruction. Moreover, you together with both your school principal and other teachers can highlight approaches for professional development to apply knowledge for students' English learning achievement and schools improvement. Schools administrators and policy-makers can justify approaches for professional development in using English as a medium of instruction. You will also have the opportunity to discuss with principals, teachers, schools administrators, and policy-makers of any issues or successes in relation to English as a medium of instruction.

Risks

In participating in the interviews, there are minimal risks, although you may be hesitant to use English in your classroom teaching at the beginning of coaching and mentoring program because you may not be familiar with using English as a medium of instruction in rural schools. You may also find interviews coaching and mentoring inconvenient, but I will ensure all contact times are suitable for you. I will be a coach to assist you how to use English in classroom teaching.

Sometimes thinking about the sorts of issues raised in the interview can create some uncomfortable or distressing feelings. If you need to talk to someone about this immediately please contact Mental Health Care Service of Kok Pochai Hospital by calling at +66 043 216 100. You get service in case of primary health care such as sicknesses at Pochai Primary Heath Care Unit calling at +66 899 412 560 You may also wish to consider consulting your General Practitioner (GP) for additional support.

Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law.

- You will be audio recorded with the purposes for transcription.
- You will be provided with a copy of the interview transcript for review and endorsement prior to inclusion in the project data.
- The expected time frame you will be given to review and request any changes to the transcript before the data is included in the project for analysis.
- The videos recording of classroom observation may be used for any other purpose (i.e. as a teaching/ instructional tool)

- The persons who will have access to the recording, including who may be involved in the transcribing of the recording will be you, me, and Dr Stewart Riddle and A/Pr Georgina Barton listed as co-investigators for this project.
- It is possible for you to participate in the project without being recorded.

Your data will be made available for future research purposes for full unspecified use and the data will be stored as PDF file and shared as non-identifiable data.

You will be provided with a summary of the research results by a report sending you through e-mail.

Data will only be shared for future research projects that have ethics approval.

Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

Consent to Participate

I would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research Team prior to participating in your interview.

Questions or Further Information about the Project

Please refer to the Research Team Contact Details at the top of the form to have any questions answered or to request further information about this project.

Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Manager of Research Integrity and Ethics on +61 7 4631 1839 or email researchintegrity@usq.edu.au. The Manager of Research Integrity and Ethics is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Thank you for taking the time to help with this research project. Please keep this sheet for your information.

UNIVERSITY OF SOUTHERN QUEENSLAND AUSTRALIA

รายละเอียดข้อมูลการเข้าร่วมโครงการวิจัยในรูปแบบ การสัมภาษณ์ และการสังเกตชั้นเรียน

ข้อมูลโครงการ

ชื่อเรื่องวิจัย : การศึกษาผลของการใช้กระบวนการให้คำปรึกษาแนะนำการสอนภาษาอังกฤษ สำหรับครูที่ไม่ได้สำเร็จการศึกษาวิชาเอกภาษาอังกฤษ ในโรงเรียนชนบท ของประเทศไทย

หมายเลขการอนุมัติ
คุณธรรมจริยธรรมวิจัย : H19REA022

ข้อมูลการติดต่อทีมวิจัย

ผู้วิจัยหลัก
Mr Chalermwut Uthaikun
Email: u1101838@umail.usq.edu.au
Telephone: -
Mobile: +61 431 504 910

อาจารย์ที่ปรึกษา
Dr Stewart Riddle
Email: stewart.riddle@usq.edu.au
Telephone: +61 7 3470 4262
Mobile: +61 402 474 871

คำอธิบาย

โครงการนี้เป็นส่วนหนึ่งของโครงการวิจัยในการศึกษาระดับดุษฎีบัณฑิต
วัตถุประสงค์ของการวิจัย มีดังนี้

- ศึกษาสภาพปัญหาของครูที่ไม่ได้สำเร็จการศึกษาวิชาเอกภาษาอังกฤษ ในการปฏิบัติการสอนด้วยการใช้ ภาษาอังกฤษ ในโรงเรียนชนบท ของประเทศไทย
- ศึกษาผลของการใช้กระบวนกระบวนการให้คำปรึกษาแนะนำที่เป็นวิธีการพัฒนาบุคลากรทางวิชาชีพสำหรับครู ที่ไม่ได้สำเร็จการศึกษาวิชาเอกภาษาอังกฤษ ในโรงเรียนชนบท ของประเทศไทย
- วิเคราะห์การสะท้อนผลการใช้ภาษาอังกฤษที่เป็นสื่อกลางในการสื่อสารในการสอนของครูที่ไม่ได้สำเร็จ การศึกษาวิชาเอกภาษาอังกฤษ
- พิจารณานโยบายในการพัฒนากระบวนกระบวนการให้คำปรึกษาแนะนำและข้อเสนอแนะ ในการปฏิบัติ การสอนด้วยการใช้ภาษาอังกฤษ ในโรงเรียนชนบท ของประเทศไทย

ข้าพเจ้าขอรับการสนับสนุนจากท่านเพราะปัจจุบันท่านเป็นผู้ที่ปฏิบัติหน้าที่การสอนอยู่ ในโรงเรียนชนบทของประเทศไทย และท่านจะสามารถเป็นส่วนหนึ่งในการสร้างงานวิจัยที่มีคุณภาพที่สามารถนำไปแลกเปลี่ยนประสบการณ์และปัญหา การสอนที่ท่านได้เผชิญในการใช้ภาษาอังกฤษเป็นสื่อกลางในการสื่อสาร

การเข้าร่วมการวิจัยแบ่งออกเป็น 2 ช่วงระยะ

ระยะที่ 1 รูปแบบการดำเนินการจะเป็นการสังเกตการสอนในชั้นเรียนปกติของครู เป็นจำนวน 5 ครั้ง ระหว่างช่วงเดือน มิถุนายน ถึง กันยายน 2562

ระยะที่ 2 รูปแบบการดำเนินการเป็นกระบวนการให้คำปรึกษาแนะนำในการจัดการเรียนการสอนในชั้นเรียนปกติของครูด้วยการใช้ภาษาอังกฤษในการสื่อสารในชั้นเรียน ดำเนินการระหว่างช่วงเดือน พฤศจิกายน2562 ถึง มกราคม 2563 โดยมีการสัมภาษณ์ภายหลังการให้คำปรึกษาแนะนำของแต่ละครั้งประมาณ 15 นาที และมีการสัมภาษณ์ภาพรวม เมื่อสิ้นสุดกระบวนการให้คำปรึกษาแนะนำช่วงปลายเดือน มกราคม 2563 โดยใช้เวลาประมาณ 30 นาที

การสัมภาษณ์จะดำเนินการตามสถานที่ๆ ครูสะดวกในการให้สัมภาษณ์ เช่น ห้องเรียนปกติที่ครูจัดการเรียนการสอน หรือ ห้องพักครู

ข้อคำถามจะเป็นการสอบถามความคิดเห็น และการให้ผลสะท้อนกลับของครูในการใช้กระบวนการให้คำปรึกษาแนะนำในการใช้ภาษาอังกฤษเพื่อเป็นสื่อกลางในการสื่อสารในการจัดการเรียนการสอน

การสัมภาษณ์จะมีการดำเนินการบันทึกเสียง หากครูไม่ประสงค์ให้ทำการบันทึกโปรดแจ้งนักวิจัย ซึ่งนักวิจัยจะได้ดำเนินการใช้วิธีในการเก็บรวบรวมข้อมูลด้วยวิธีการอื่น เช่น การจดบันทึก

โปรดกรุณาตอบกลับการเข้าร่วมโครงการวิจัยนี้ ภายในวันที่ 10 เมษายน 2562

การเข้าร่วมการวิจัยของครูในโครงการครั้งนี้มีลักษณะเป็นการอาสาเข้าร่วมการวิจัย หากครูไม่ประสงค์เข้าร่วมการวิจัยเป็นสิทธิ์ของครูที่จะปฏิเสธการเข้าร่วมการวิจัย หากครูตัดสินใจที่จะเข้าร่วมการวิจัยและมีการเปลี่ยนใจในภายหลัง ครูมีสิทธิ์ที่จะถอนตัวจากการเข้าร่วมในทุกช่วงของการวิจัย ครูสามารถร้องขอให้ดำเนินการทำลายข้อมูลที่ได้เก็บรวบรวมจากครูก่อนหน้าการถอนตัวจากการเข้าร่วมวิจัย หากครูตัดสินใจที่จะถอนตัวจากการเข้าร่วมการวิจัยโปรดแจ้งทีมวิจัยตามข้อมูลข้างต้น

การตัดสินใจของครูที่จะเข้าร่วม ไม่เข้าร่วม หรือ เข้าร่วมแล้วถอนตัว จะไม่ส่งผลกระทบต่อความสัมพันธ์ระหว่างมหาวิทยาลัยเซาเทิร์น ควีนสแลนด์ และ โรงเรียนศูนย์เครือข่ายชับสมบูรณ์โพธิ์ไชย

ผลที่คาดว่าจะได้รับ คือ ผู้เข้าร่วมการวิจัยจะสามารถใช้ภาษาอังกฤษเป็นสื่อกลางในการดำเนินกิจกรรมการจัดการเรียนการสอน และช่วยให้ผู้เข้าร่วมการวิจัยสามารถยกระดับความสามารถทางภาษาอังกฤษในระดับใช้งานได้ด้วยการใช้กระบวนการให้คำปรึกษาแนะนำ นอกจากนี้ การใช้กระบวนการให้คำปรึกษาแนะนำยังเปิดโอกาสให้ผู้เข้าร่วมการวิจัยสามารถแลกเปลี่ยนประสบการณ์และสะท้อนผลการใช้ภาษาอังกฤษเป็นสื่อกลางในการดำเนินกิจกรรมการจัดการเรียนการสอน อีกประการหนึ่ง ผู้เข้าร่วมวิจัย ผู้อำนวยการโรงเรียน และบุคลากรทางการศึกษาของโรงเรียนสามารถนำกระบวนการให้คำปรึกษาแนะนำไปประยุกต์ใช้ในการพัฒนาบุคลากรทางวิชาชีพเพื่อนำไปสู่การพัฒนาความสามารถทางภาษาอังกฤษของนักเรียนและการพัฒนาโรงเรียนอีกด้วย ในเชิงนโยบายผู้บริหารการศึกษาและ

นักนโยบายทางการศึกษาสามารถนำข้อมูลการวิจัยไปประกอบเป็นข้อมูลในการพัฒนา ปรับปรุง แก้ไข ปัญหาเกี่ยวกับ การใช้ภาษาอังกฤษเป็นสื่อกลางในการจัดกิจกรรมการเรียนการสอน

ความเสี่ยง

ผู้เข้าร่วมการวิจัยอาจมีความประหม่า เขินอาย ในการใช้ภาษาอังกฤษในการจัดกิจกรรมการเรียนการสอน ในกระบวนการให้คำปรึกษาแนะนำเพราะผู้เข้าร่วมการวิจัยอาจไม่คุ้นชินกับการใช้ภาษาอังกฤษเป็นสื่อกลางในการจัด กิจกรรมการเรียนการสอน ในเขตโรงเรียนชนบท ผู้เข้าร่วมการวิจัยอาจรู้สึกว่าการสัมภาษณ์ทำให้รู้สึกอึดอัดใจ อย่างไรก็ตาม ผู้วิจัยจะดำเนินการสนับสนุนผู้เข้าร่วมการวิจัยให้สามารถยกระดับการใช้ภาษาอังกฤษในการสื่อสารใน ฐานะผู้ให้คำปรึกษาแนะนำ

บางครั้งการคิดสามารถทำให้เกิดความกังวลใจในการให้การสัมภาษณ์ ถ้าผู้เข้าร่วมการวิจัยต้องการปรึกษา ใครบางคน กรุณาติดต่อแผนกให้คำปรึกษาทางสุขภาพจิต โรงพยาบาลโคกโพธิ์ไชย ได้ที่เบอร์โทรศัพท์ 043 216 100 ในกรณีที่ต้องการรับการบริการปัญหาสุขภาพเบื้องต้น เช่น การเจ็บป่วยด้วยอาการไข้หวัด ผู้เข้าร่วมการวิจัยสามารถ ติดต่อขอรับบริการที่โรงพยาบาลส่งเสริมสุขภาพตำบลโพธิ์ไชย เบอร์โทรศัพท์ 0899 412 560 หรือผู้เข้าร่วมการวิจัย สามารถติดต่อนักวิจัยได้โดยตรงตามข้อมูลข้างต้น

นโยบายความเป็นส่วนตัว

ข้อวิจารณ์และการให้ข้อมูลทุกอย่างจะถูกเก็บเป็นความลับ ถ้ามิได้มีการร้องขอตามข้อกฎหมาย

- ผู้เข้าร่วมการวิจัยจะมีการบันทึกข้อมูลเสียงเพื่อวัตถุประสงค์ในการแปลความข้อมูล
- ผู้เข้าร่วมการวิจัยจะได้รับเอกสารการแปลความข้อมูลจากบทการให้สัมภาษณ์เพื่อการทบทวนตรวจสอบและ รับรองความถูกต้องของข้อมูล
- ผู้เข้าร่วมการวิจัยจะมีระยะเวลาในการทบทวนหรือร้องขอการเปลี่ยนแปลงข้อมูลในการแปลความจากบท สัมภาษณ์ก่อนที่จะมีการดำเนินการวิเคราะห์ข้อมูลการวิจัย
- ข้อมูลการบันทึกวิดีโอ การสังเกตการสอนในชั้นเรียน อาจถูกใช้เพื่อวัตถุประสงค์บางประการ เช่น สื่อ ประกอบการจัดการเรียนการสอน
- ผู้ที่สามารถเข้าถึงข้อมูลการบันทึกต่างๆ ที่เกี่ยวข้องกับการแปลความข้อมูลคือ ผู้เข้าร่วมการวิจัย นักวิจัย (นายเฉลิมวุฒิ อุทัยกัน) Dr Stewart Riddle และ A/Pr Georgina Barton
- ผู้เข้าร่วมการวิจัยสามารถให้ข้อมูลที่ไม่ต้องมีการบันทึกเสียง และวิดีโอ

ข้อมูลของผู้เข้าร่วมการวิจัยจะสามารถนำไปใช้เพื่อการวิจัยในอนาคตได้ ในรูปแบบของข้อมูลที่ไม่จำเพาะ ข้อมูล จะถูกเก็บไว้ในรูปแบบ PDF และถูกเผยแพร่ในรูปแบบที่ไม่สามารถระบุตัวบุคคลได้

ผู้เข้าร่วมการวิจัยจะได้รับสรุปผลการวิจัยในรูปแบบรายงาน ซึ่งผู้วิจัยจะดำเนินการจัดส่งผ่านทางอีเมล์

ข้อมูลจะถูกเผยแพร่สำหรับโครงการวิจัยภายหลังที่ได้รับการอนุมัติ คุณธรรม จริยธรรม วิจัย ข้อมูลใดๆ ก็ตาม ที่เป็นส่วนหนึ่งของโครงการวิจัยนี้จะถูกเก็บรักษาภายใต้นโยบายการบริหารจัดการข้อมูลการวิจัยของ มหาวิทยาลัย เซาเทิร์น ควีนสแลนด์

ขอให้ผู้เข้าร่วมการวิจัยลงลายมือชื่อในแบบฟอร์มยินยอมการเข้าร่วมการวิจัยเพื่อเป็นการยืนยันการเข้าร่วมโครงการวิจัยนี้ กรุณาส่งกลับแบบฟอร์มการยินยอมการเข้าร่วมการสัมภาษณ์และการสังเกตการสอน ผ่านช่องทางอีเมล์ของนักวิจัย u1101838@umail.usq.edu.au

หากมีข้อคำถามใดที่เกี่ยวข้องกับโครงการวิจัยนี้ กรุณาติดต่อนักวิจัยตามช่องทางข้างต้น

      ถ้าผู้เข้าร่วมการวิจัยมีปัญหาหรือข้อร้องเรียนใดเกี่ยวกับคุณธรรม จริยธรรมการวิจัยของโครงการวิจัยนี้ ผู้เข้าร่วมการวิจัยสามารถติดต่อ ผู้จัดการด้านคุณธรรมและจริยธรรมวิจัย มหาวิทยาลัยเซาเทิร์น ควีนสแลนด์ ได้ที่ +61 7 4631 1839 หรือ researchintegrity@usq.edu.au. ผู้จัดการด้านคุณธรรมและจริยธรรมวิจัยของมหาวิทยาลัย ไม่ได้เกี่ยวข้องกับโครงการวิจัยนี้ ดังนั้น จึงสามารถสนับสนุนและแก้ไขปัญหาของผู้เข้าร่วมการวิจัยโดยปราศจากอคติ

<div align="center">

ขอขอบคุณสำหรับการสละเวลาในการช่วยเหลือโครงการวิจัยนี้
โปรดกรุณาเก็บเอกสารฉบับนี้ไว้

</div>

Appendix F: Example of Permission to Collect Data

University of Southern Queensland
West Street, Darling Heights
Queensland, Australia
4350

25 January 2019

Dear Director of Khon Kaen Primary Educational Service Area Office Zone 2,

I am undertaking a Doctor of Philosophy (PhD) in Education at the Faculty of Business, Education, Law and Arts, University of Southern Queensland, Australia. I am writing to ask if you could kindly give me permission to collect data in relation to the research, entitled *Investigating the Effects of Coaching and Mentoring on Non-English-Major Teachers in Rural Schools in Thailand*.

The aims of the study are to investigate the challenges facing Non-English-Major teachers in their English teaching practices in rural schools in Thailand, examine the effect of coaching and mentoring as professional development support for Non-English-Major teachers, analyse the reflections of Non-English-Major teachers related to using English as a medium of instruction in their teaching subjects, and consider the policy implications of coaching and mentoring and recommendations in English teaching practices for Non-English-Major teachers.

The target group of my participants will be ten Non-English-Major teachers who will be selected by purposive sampling from each school in Subsomboon Pochai Schools Network. The data collection process will be organised from May 2019 to January 2020. My project will involve providing coaching and mentoring professional development for participants, as well as undertaking a series of interviews with them during the program and at its conclusion. The program will be organised as normal time of participants teaching activities.

The research project will benefit the participant teachers in supporting them to use English as a medium of instruction, as well as helping improve their English proficiency. In addition, it may benefit schools by engaging in coaching and mentoring as a productive professional development strategy. You can request the summary of my research finding via email u1101838@umail.usq.edu.au

I am presently seeking ethics approval from the University of Southern Queensland Human Research Ethics Committee to conduct the research. I would be happy to provide you with a copy of the ethics application or to answer any queries you may have about the project.

Yours sincerely,

Chalermwut Uthaikun
HDR student
University of Southern Queensland, Australia

Mobile: +61 431 504 910
E-mail: u1101838@umail.usq.edu.au

มหาวิทยาลัย เซาเทิร์น ควีนส์แลนด์
ถนน เวสต์ สตรีท ดาร์ลิงค์ ไฮท์
ควีนส์แลนด์ ออสเตรเลีย
4350

25 มกราคม 2562

เรื่อง ขออนุญาตดำเนินการเก็บรวบรวมข้อมูลการวิจัย ศูนย์โรงเรียนเครือข่ายซับสมบูรณ์โพธิ์ไชย

เรียน ผู้อำนวยการสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 2

เนื่องด้วย ข้าพเจ้านายเฉลิมวุฒิ อุทัยกัน อาจารย์คณะครุศาสตร์ มหาวิทยาลัยราชภัฏชัยภูมิ กำลังศึกษาในระดับปริญญาเอก หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาภาษาอังกฤษ คณะศึกษาศาสตร์ ณ มหาวิทยาลัย เซาเทิร์น   ควีนส์แลนด์ ประเทศออสเตรเลีย ได้ดำเนินการศึกษาหัวข้อวิทยานิพนธ์ เรื่อง การศึกษาผลการใช้กระบวนการให้คำปรึกษาแนะนำในการจัดการเรียนการสอนด้วยการใช้ภาษาอังกฤษ สำหรับครูที่ไม่ได้สำเร็จการศึกษาด้านวิชาเอกภาษาอังกฤษ ในโรงเรียนเขตชนบทของประเทศไทย

วัตถุประสงค์ของการวิจัยครั้งนี้ มุ่งศึกษาอุปสรรคปัญหาการใช้ภาษาอังกฤษที่เป็นสื่อกลางในการสื่อสารในการจัดกิจกรรมการเรียนการสอน ศึกษาผลการใช้กระบวนการให้คำปรึกษาแนะนำในการจัดกิจกรรมการเรียนการสอนโดยใช้กระบวนการให้คำปรึกษาแนะนำ วิเคราะห์ผลการสะท้อนความคิดเห็นของครูในการพัฒนาความสามารถทางภาษาอังกฤษโดยใช้กระบวนการให้คำปรึกษาแนะนำ เพื่อยกระดับความสามารถทางภาษาอังกฤษของครูตามกรอบมาตรฐานสากลความเชี่ยวชาญทางภาษา   ตามนโยบายส่งเสริมการพัฒนาความสามารถทางภาษาของกระทรวงศึกษาธิการ ที่จะส่งผลดีต่อการพัฒนาผลสัมฤทธิ์ทางภาษาอังกฤษของนักเรียนในเขตชนบท

กลุ่มเป้าหมายของการวิจัย ครูที่ไม่ได้สำเร็จการศึกษาวิชาเอกภาษาอังกฤษ จำนวนโรงเรียน ละ 1 คน ที่ปฏิบัติหน้าที่การสอนใน ศูนย์โรงเรียน เครือข่ายซับสมบูรณ์โพธิ์ไชย สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษา ขอนแก่น เขต 2 การเก็บรวบรวมข้อมูลจะดำเนินการในช่วงระหว่าง เดือน พฤษภาคม 2562 ถึง มกราคม 2563 โครงการวิจัยนี้มุ่งเน้นกระบวนการให้คำปรึกษาแนะนำในการพัฒนาความสามารในการใช้ภาษาอังกฤษเพื่อเป็นสื่อกลางในการสื่อสารการจัดการเรียนการสอน   โดยกิจกรรมการเก็บรวบรวมข้อมูลประกอบด้วย การสัมภาษณ์ครู การให้คำปรึกษาแนะนำ และการสังเกตชั้นเรียน

ผลที่คาดว่าจะได้รับ คือ   ครูผู้เข้าร่วมการวิจัยจะสามารถใช้ภาษาอังกฤษเป็นสื่อกลางในการดำเนินกิจกรรมการจัดการเรียนการสอน และช่วยให้   ครู ผู้เข้าร่วมการวิจัยสามารถยกระดับความสามารถทางภาษาอังกฤษในระดับใช้งานได้ด้วยการใช้กร ะบวนการให้คำปรึกษาแนะนำ ในการนี้หากท่านมีความประสงค์ขอผลการวิจัยครั้งนี้ ข้าพเจ้าจะดำเนินการจัดส่ง   ข้อมูล ผ่านอีเมล์ u1101838@umail.usq.edu.au ตามนโยบายการบริหารจัดการข้อมูลวิจัย ของมหาวิทยาลัย เซาเทิร์น ควีนส์แลนด์ ไปยังท่าน

ในขณะนี้ข้าพเจ้าได้ดำเนินการขออนุมัติ คุณธรรมและจริยธรรมวิจัย จากคณะกรรมการพิจารณาคุณธรรมและจริยธรรมวิจัยของมหาวิทยาลัย เซาเทิร์น ควีนส์แลนด์ ข้าพเจ้ามีความยินดีที่จะให้ข้อมูลหรือตอบคำถาม หากท่านมีข้อสงสัยหรือต้องการข้อมูลเพิ่มเติมเกี่ยวกับโครงการวิจัยนี้

ในการนี้ข้าพเจ้า จึงใคร่ขอความอนุเคราะห์ท่านพิจารณาอนุญาตให้ข้าพเจ้าดำเนินการเก็บข้อมูลวิจัย
ครั้งนี้ และขอขอบพระคุณมา ณ โอกาสนี้ด้วย

จึงเรียนมาเพื่อโปรดพิจารณาอนุญาต

(นายเฉลิมวุฒิ อุทัยกัน)
นักศึกษาระดับปริญญาเอก
มหาวิทยาลัยเซาเทิร์น ควีนส์แลนด์
ประเทศออสเตรเลีย

โทร : +61 431 504 910
อีเมล์: u1101838@umail.usq.edu.au

หมายเหตุ: เอกสารฉบับนี้เป็นฉบับแปลจากภาษาอังกฤษ เพื่อความสะดวกในการอ่านของท่านเท่านั้น
ขอความอนุเคราะห์ท่านได้โปรด กรุณา เกษียนหนังสือในฉบับภาษาอังกฤษ ที่เป็นต้นฉบับ แล้วตอบกลับ
มายังอีเมล์   u1101838@umail.usq.edu.au   ตามนโยบายการบริหารจัดการข้อมูลวิจัย
ของมหาวิทยาลัย เซาเทิร์น ควีนส์แลนด์

25 January 2019

Dear Director of Khon Kaen Primary Educational Service Area Office Zone 2,

I am undertaking a Doctor of Philosophy (PhD) in Education at the Faculty of Business, Education, Law and Arts, University of Southern Queensland, Australia. I am writing to ask if you could kindly give me permission to collect data in relation to the research, entitled *Investigating the Effects of Coaching and Mentoring on Non-English-Major Teachers in Rural Schools in Thailand.*

The aims of the study are to investigate the challenges facing Non-English-Major teachers in their English teaching practices in rural schools in Thailand, examine the effect of coaching and mentoring as professional development support for Non-English-Major teachers, analyse the reflections of Non-English-Major teachers related to using English as a medium of instruction in their teaching subjects, and consider the policy implications of coaching and mentoring and recommendations in English teaching practices for Non-English-Major teachers.

The target group of my participants will be ten Non-English-Major teachers who will be selected by purposive sampling from each school in Subsomboon Pochai Schools Network. The data collection process will be organised from May 2019 to January 2020. My project will involve providing coaching and mentoring professional development for participants, as well as undertaking a series of interviews with them during the program and at its conclusion. The program will be organised as normal time of participants teaching activities.

The research project will benefit the participant teachers in supporting them to use English as a medium of instruction, as well as helping improve their English proficiency. In addition, it may benefit schools by engaging in coaching and mentoring as a productive professional development strategy. You can request the summary of my research finding via email u1101838@umail.usq.edu.au

I am presently seeking ethics approval from the University of Southern Queensland Human Research Ethics Committee to conduct the research. I would be happy to provide you with a copy of the ethics application or to answer any queries you may have about the project.

Yours sincerely,

Chalermwut Uthaikun
HDR student
University of Southern Queensland, Australia

Mobile: +61 431 504 910
E-mail: u1101838@umail.usq.edu.au

Appendix G: University Ethical Clearance

OFFICE OF RESEARCH
Human Research Ethics Committee
PHONE +61 7 4687 5703| FAX +61 7 4631 5555
EMAIL human.ethics@usq.edu.au

UNIVERSITY
OF SOUTHERN
QUEENSLAND

28 August 2020

Mr Chalermwut Uthaikun
University of Southern Queensland
West Street, Toowoomba, 4350

Dear Chalermwut,

The USQ Human Research Ethics Committee has reviewed your responses to the conditions placed upon the ethical approval for the project outlined below. Your proposal is now deemed to meet the requirements of the *National Statement on Ethical Conduct in Human Research, 2007 (updated 2018)* and full ethical approval has been granted.

Approval No.	H19REA022
Project Title	Investigating the Effects of Coaching and Mentoring on Non-English-Major Teachers in Rural Schools in Thailand.
Approval date	4 March 2019
Expiry date	4 March 2022
Status	**Approved with standard conditions**

The standard conditions of this approval are:

(a) responsibly conduct the project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments made to the proposal;
(b) advise the University (email: ResearchIntegrity@usq.edu.au) immediately of any complaint pertaining to the conduct of the research or any other issues in relation to the project which may warrant review of the ethical approval of the project;
(c) promptly report any adverse events or unexpected outcomes to the University (email: ResearchIntegrity@usq.edu.au) and take prompt action to deal with any unexpected risks;
(d) make submission for any amendments to the project and obtain approval prior to implementing such changes;
(e) provide a progress 'milestone report' when requested and at least for every year of approval;
(f) provide a final 'milestone report' when the project is complete;
(g) promptly advise the University if the project has been discontinued, using a final 'milestone report'.

For (d) to (g) forms are available on the USQ ethics website:

Please note that failure to comply with the conditions of approval and the *National Statement, 2007 (updated 2018)*, may result in withdrawal of approval for the project.

Yours sincerely,

Mr Will Farmer
Ethics Coordinator