A Case Study of an English Teacher Learning Community in Thailand

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นางหสต์กมล ดวงมณี

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตร์มหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
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A Case Study of an English Teacher Learning Community in Thailand

The study investigates a learning community of English teachers in a government school in Surat Thani province. The community was formed voluntarily by five English teachers who worked together for three months. The study involved observing and recording the teaching and learning processes of the English teachers and analyzing the data using the coding method.

The results of the research show that the learning community of teachers has positive effects on teaching and learning. The teachers learned to improve their teaching practices through various activities such as preparing lessons, exchanging ideas about lesson planning, and practicing in the classroom. The research also found that the learning community has a positive impact on multiple aspects of teaching. The research concludes that the learning community created by the teachers provides advantages over the formal rules and regulations.
One of the current approaches to improving instructional quality is to form a Teacher Learning Community (TLC), in which teachers collaborate and support each other’s development. In this study, the learning and instructional practices of five English teachers working in public schools in Sisaket were examined over the period of three months while they were collaborating in one TLC that the group established on their own free will. Data from the observations, journals, and lesson plans were then analyzed using the coding method.

The findings revealed benefits of TLC on teacher learning and instructional practices. The English teachers in this study seemed to learn how to improve their instructional practices from the processes in TLC including lesson plan preparation using online resources, lesson plan sharing, and classroom implementation. The findings also indicated that TLC improved the teachers’ instructional practices in a few areas. The findings suggest the promotion of establishing TLC based on the interests of the members, rather than as a requirement. Due to the time constraints for face to face meetings, future research may explore how online collaboration may help overcome this challenge in TLC.
I would like to express my deepest appreciation to all those who provided me the possibility to complete this thesis. I would first like to confer my special thanks to my thesis advisor, Dr. Jutarat Vibhulphol who supports me through the process with very useful suggestions, encouragements, and patience. I would also like to acknowledge Associate Professor Dr. Sumalee Chinokul as the chairperson of my thesis committee and Dr. Denchai Prabjandee as the external examiner of this thesis, and I am grateful indebted to them for their very valuable comments on this thesis.

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CHAPTER I
INTRODUCTION

Instructional quality affects students’ learning and achievement (Ketterlin-Geller, Baumer, & Lichon, 2015). One of the current approaches to improving instructional quality is the so-called ‘Teacher Learning Community (TLC)’ (Wenglinsky, 2000). TLC is a term derived from Professional Learning Community (PLC). So, the studies about TLC are based on the same principles as PLC studies (Krutka, Carpenter, & Trust, 2016; Sjoer & Meirink, 2016). TLCs can differ in type from small groups of teachers of the same level of seniority or same departments, to large communities across school authorities or from online forums. (Barab, MaKinster, & Scheckler, 2003; Grossman, Wineburg, & Woolworth, 2001; Horn & Little, 2010; Milbrey W McLaughlin & Talbert, 2001; Rosenholtz, 1989). These communities may have different goals such as learning new contents or ideas, analyzing course content, or analyzing student work from national or local area data (Milbrey Wallin McLaughlin & Talbert, 2006). Research on TLC has been conducted extensively in recent years; however, studies that focus on English teachers learning community specifically is still limited (Graham, 2007).
Previous studies have revealed demonstrable benefits of TLC. For example, TLC can bridge the gap between teachers’ knowledge and practice. It creates a platform for teachers to face challenges and address issues from the participants’ own classroom experiences (Daugbjerg, 2016). Second, it encourages transformative teaching by facilitating a variety of collaborative viewpoints about classroom practice from the members of the community (DuFour, Eaker, & DuFour, 2005). Third, TLC can provide the support and advice to teachers facing difficulties in classroom through the practical advice offered about effective teaching approaches. In TLC, teacher are engaged in focused collective inquiry which, in turn, can improve students’ performance (Borko, 2004; Scheerens, 2010; Stoll, Bolam, McMahon, Wallace, & Thomas, 2006). Lastly, TLC provides a safe environment forum in which teachers can share their experiences in order to find effective solutions to the issues they are facing (Daugbjerg, 2016).

The Ministry of Education in Thailand currently emphasizes the importance of teacher collaboration. The emphasis on the collaborative learning process in TLC
complements education policy in Thailand. At the present time the Education Administration in Thailand is trying to support English teacher's instructional ability, in order to facilitate and assist student's learning.

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

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

Research questions

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

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

Research objectives

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

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

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

Definition of terms

Teacher Learning Community

Teacher Learning Community (TLC) refers to a group of teachers who share the same mission, vision, values, and goals with a focus on student learning. In TLC, the teachers volunteer to work and learn together in a collaborative culture. Members of a TLC are equally important and all work toward the same mission, which is providing good quality instructional practice to improve their students’ learning. To collaborate with one another, the teachers engage in discussions in order to give comments on
one another’s instructional practices, share successful teaching experiences, and collaboratively solve shared classroom problems. In this study, the TLC was established based on DuFour (2008) which include six principles as follows:

1. **Shared mission, vision, values, and goals**

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

2. **Collaborative cultures of teachers learning**

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

3. **Collective inquiry into best practice and current reality**

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

4. **Action orientation: learning by doing**

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

5. A commitment of continuous improvement

TLC participants engaged in an ongoing cycle of learning to keep improving their instructional practices.

6. Results orientation

In the process of TLC, evidence of student learning was used to provide the basis for teacher decision making to improve future practices.

**Instructional Practices**

Instructional practices refer to the activities conducted by the teacher in the classroom. In this study, the instructional practices were investigated through observation field notes, teachers’ reflection journals and lesson plans.

**Teacher Learning**

Teacher Learning refers to the ways in which teachers construct knowledge about instructional practices. In this study, teacher learning was identified by evidence from observation field notes, journal reflections and lesson
plans that showed a change in teacher understanding of instructional activities,

Instructional materials and learners
CHAPTER II
LITERATURE REVIEW

This chapter presents the review of the literature that provides the basis for the theoretical framework of this study, the review first present the characteristics and principles of TLC; second, factors that may affect the TLC quality.

Teacher Learning Community (TLC)

Definition of Professional Learning Community

The term Professional Learning Communities has various definitions. Some definitions of professional learning community focus on the group members. Hord (2008) defined PLC as a collaboration of professors (teachers and administrators) sharing common goals and purposes, gaining new knowledge through collaboration with one another in order to improve practices. Servage (2008) suggests PLC is a group of people who meet regularly with the purpose to engage in collaborative curriculum planning and development. While, (DuFour, DuFour, Eaker, & Karhanek, 2010) gave a more concrete definition as the ongoing process by which educators seek to achieve
better results for their students by collaborations that lead to collective research and action.

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

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

**Development of Teacher Learning Community**

Teacher learning community describes a collective or collective of teachers who “continually inquire into their practice and, as a result, discover, create, and
negotiate new meanings that improve their practice.” (Squires, 2008). The research on group development indicates that groups constantly progress and regress during their evolution. (Cissna, 1984; Tuckman, 1965; Tuckman & Jensen, 1977; Worchel & Coutant, 2001). Mennecke, Hoffer, and Wynne (1992) look at the ways groups develop and classify them into three types, the first of which is called the progressive model. This model notes that maturity and performance in a group will increase over time (Bales, 1970; Tuckman & Jensen, 1977). The second is called the cyclical model which captures recurring events in a group and how they affect the group’s progress (Mann, Gibbard, & Hartman, 1967). The third group proposed is non-sequential which refers to what events occur as a result of external influences which can change the focus of the group’s goals and activities (Poole, 1983). While each model satisfies differing developmental methods, there are features common to all three. One of these features is part of an initial phase where group members experience uncertainty and become reluctant in group participation and in expressing themselves because of an overriding wish to fulfill their personal needs. When this happens, the group tends to shift into a state where group members will need to agree shared goals, as well as
assume roles in order to achieve these established goals (Moreland & Levine, 1988; Wheelan, 1994). Moreover, research which looks at teacher learning communities has identified numerous stages of development, such as becoming familiar with the material and learning how to work together so that stronger collaboration can be achieved. The observations collected in Grossman et al. (2001) study two high school departments’ and their efforts to collaborate, and allowed researchers to identify four dimensions of group based work. These dimensions are: developing shared values for working together, fostering commitment to the group as an entity, supporting one another’s intellectual growth, and cultivating and respecting diversity. In addition to this, Milbrey Wallin McLaughlin and Talbert (2006) outline a model describing three stages of community development that take place teachers strive to achieve team goals. This model also makes a distinction between the cognitive and communal principles of collaborative group work so that it is practicable. Likewise, Eaker, DuFour, and DuFour (2002) identified a four-stage model for how groups develop, ranging from pre-initiation to a sustained sense of community. While these developmental models seem sound in theory, there remain two potential shortcomings (Verbiest, 2011). One
of these shortcomings is that the stages which can be identified may not capture just how complex the development of a group can truly be. The second short coming is that moving from one stage to the next is not always likely and can happen in different orders. It is possible that movement from one stage to another may be more difficult during certain stages, as well as the possibility that the group may at times veer between stages of evolution. In addition to this, groups of teachers working together do not always work effectively. This study seeks to look at existing research and examine how the central features of teacher learning community are formed, as well as the relationship between these features and how the development of one can affect the development of another. Attention to these features intends to provide insight into the difficulties and triumphs of teacher learning communities.

**Definition of Teacher Learning Community**

Studies have defined what constitutes an effective professional learning community. However, in relation to this case study, where a specific smaller group of teachers with various backgrounds, expertise, and experiences collaborate together to
discuss teaching and learning ideas, learning from these exchanges with a view to improving the instructional practice in the classroom. Therefore, it is useful to highlight the key characteristics of Teacher Learning Community.

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

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

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

Many studies have been undertaken on TLCs. However, the principal aim in
this study is in an attempt to provide good quality instructional practice to improve students’ learning. It is adopted the six essentials professional learning community characteristics of DuFour (2012)

**Shared mission, vision, values, and goals**

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

**A collaborative culture with a focus on learning**

To ensure effective collaboration in TLC, the members work with each other using the protocols that they create as a team. Teachers learn to pass on the benefits of this process to students. This includes: ‘reflective dialogue’ (Louis et al., 1995), debate about key educational issues concerning the sustained application of new
knowledge; ‘derivatizations of practice’, analysis of pedagogy, through collective feedback. (Karen S Louis et al., 1995). observation and case analysis, consensual planning and curriculum development (Newmann & Wehlage, 1995) seeking new knowledge (Hord, 2004); members’ knowledge constantly converted into shared knowledge through interaction (Fullan, 2001); and applying innovative solutions to problems, that address pupils’ needs (Hord, 1997). Collective learning is also evident, through the combined creation of knowledge (Karen Seashore Louis, 1994), whereby the school learning community holds significant discussions and jointly considers and disseminated data interpreting it jointly and distributing it among themselves.

**Collective inquiry into best practice and current status**

In TLC, the participants inquire together into their current instructional approaches in a search for best practice. This requires staff involvement in developmental activities that go far beyond perfunctory discussions of possible action and can have serious repercussions. (Louis et al., 1995) for example, joint review and open feedback (Hord, 2004). Research demonstrates the strong connection between collaborative activity and achievement of shared purpose. (Newmann & Wehlage,
An environment of interdependence is foundational to such collaboration: a goal of better teaching practices would be considered impossible to implement without collaboration, linking collective activity and joint experience of success. Collaboration based on a culture of inquiry can resolve the issue of detachment. Teachers are more likely to accept new ideas and views and become willing to face risk (Brandt 2003) and take note of a constantly changing agenda, which effectively meets the needs of the school and community (Lieberman & Miller, 2001).

**Action orientation: Learning by Doing**

TLC participants commit to turn ideas into action, not just talking or planning but doing which means studying teachers teaching in classrooms. Professional learning communities can motivate teachers to deploy a pedagogy based on a student-oriented learning approach (Eaker et al., 2002). Developing a “good practice” involves taking collective responsibility for student growth; openly discussing challenges, using interactive teaching approaches, and collectively establishing a culture that enhances student learning.
Figure 2.1 Teacher Professional Learning and Development: Best Evidence Synthesis Iteration Wellington, New Zealand: Ministry of Education (H. Timperley, A. Timperley, Wilson, Barrar, and Fung, 2007)

A commitment to continuous improvement

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

Results Orientation

In the process of TLC, evidence of student learning is used to provide the basis for teacher decision making to improve future practices.

Moreover, Wiliam and Education (2009) points out that all of the teachers in the TLC are expected to contribute and support each other. He suggested that the chair of the group is not responsible for being a leader and giving direction. The chair of the group is for keeping the group focused and on time in order to encourage honest reflection and discussion.

Therefore, the role of the researcher in this study acts as a participant in the TLC while also observing the situation of TLC by taking field notes during TLC meetings, reviewing members’ posts and comments on a social media, and interviewing the other TLC members at the end of the TLC period.
Factors influencing the quality of Teacher learning Community

**Institutional support**

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

**Shared goals**

Research shows that the most productive teacher learning communities in the long term are run from within by group members rather than by someone outside the community. Rather, these communities develop best organically, motivated by both
social and professional aspirations. Participants may come from various backgrounds and settings, but they should commit to shared values such as an interest in creating similar assignments or reaching similar goals. Furthermore, these learning communities must involve teachers in tasks and roles that are linked to the classroom.

**Time for reflection**

Sufficient time for reflection allows teachers to assess current classroom practices and identify where and how they can deploy more innovation and creativity. Latent knowledge and instincts can be shaped into a clear plan and commitment for the next collective task.

**Benefits of Teacher Learning Community**

There is general agreement that teacher learning communities help to develop teacher expertise, which in turn leads to more effective student learning (Borko, 2004; Scheerens, 2010; Stoll et al., 2006). Teacher learning communities focus on real day-to-day issues in teaching, thereby creating peer group collaboration and long term commitment (Cochran-Smith & Lytle, 1999; Darling-Hammond & Sykes, 1999).
Moreover, teacher participation in learning communities can bring about improved standards of teaching and institutional reform (Darling-Hammond & Sykes, 1999; Little, 2002). Moreover, Goddard, Goddard, and Tschannen-Moran (2007) found evidence that schools with greater levels of teacher collaboration experience improved performance from students. However, this model for teacher learning does not concur with traditional forms of professional development. In both the USA and Europe, for instance, professional development has usually involves one-day workshops delivered by professionals who work outside the school environment, or short-term courses again delivered by those who are not teachers. (Sandholtz & Scribner, 2006; Villegas-Reimers, 2003; Webster-Wright, 2009). Teachers then offer only minimal levels of commitment to the learning from such training interventions (Cohen, 1990). This situation is unlikely to encourage teachers to form a best practice for the benefit of their students (Wood, 2007). What is required is an approach that motivates teachers to work collaboratively to establish a teacher learning community that benefits both members and their students. These learning communities can consist of small groups of teachers from similar backgrounds or departments, as well as larger groups of
teachers and across school authorities or in online forums (Barab et al., 2003; Grossman et al., 2001; Horn & Little, 2010; Milbrey W McLaughlin & Talbert, 2001; Rosenholtz, 1989; Wood, 2007). They can also have different goals for their work, such as developing innovative pedagogy, or analyzing student work or district or authority-wide assessment data (Milbrey Wallin McLaughlin & Talbert, 2006). The group that is the focus of this study consisted of elementary teachers from the same school in the context of an after-school video club that sought to develop teachers’ analysis of student thinking. Putnam and Borko (2000) emphasise the value of teachers “breaking set” (p. 6) of their daily teaching routines to explore their teaching from different viewpoints. This study focuses on the development of a teacher community where participants’ own work was the instrument of analysis, yet took place outside the standard school day. To begin to examine the development of community, a review of the literature identified three core features of teacher learning communities: Collegial and Collaborative Interactions, Participation and Discourse Norms for Productive Collaboration, and Focus of Activity on Teaching and Student Learning.

Hord (2004) asserted that the community in an educational context has been
adopted a structure of PLCs. Most of the studies have been conducted on teachers’
development in the term of collaborative community and the terms such as
professional learning communities, communities in practice or teacher learning
communities have been implemented across publish research studies over time.
However, no matter which term is used, the purpose of the collaboration is to engage
teachers in continuous and sustained professional growth, with the goal of improving
student performance. Hannaford (2010) concluded that successful implementation of
learning communities provides a number of benefits to those individuals and school
systems participating in them.

The most common benefit discussed in the literature is the awareness of
belonging to a learning collective that motivates teachers to commit to continuous
improvement. Professional community in the school or teacher learning community
has been found to be an effective approach in boosting student motivation and
learning. Teachers believe that they learn more from their peers than any other source
(Williams, 2013). Williams established that together with increased student
achievement, it also provides a vehicle for improving teacher quality.
The collaborative amongst the teachers in the school showed the benefit of the students’ performance (Saunders et al., 2009) as the collaborative sessions of teacher allow them to use student assessment data to identify classroom best practice (DuFour & Marzano, 2011). Moreover, it can also encourage students struggling in meeting performance expectations and develop students in need of academic support (DuFour et al., 2004; (DuFour et al., 2010). Besides, many studies have displayed the benefit for teachers by learning through collaboration aiming at the instructional practice implementation (Rigelman & Ruben, 2012). In their study showed that the collaboration was the main motivator for teacher development, especially the need for greater flexibility, risk-taking, communication, and on-going reflection about developing their skills base.

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

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

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

Characteristic of Professional Learning Community

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

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

**Professional Learning Community and Teacher Learning Community**

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

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

The concept of the learning community can be traced to Peter Senge’s work on learning organizations. A learning community of teachers is defined as a place where teachers are engaged as “active learners in matters of special importance to them and where everyone is encouraging everyone else’s learning” (Barth, 1990). Lave, Wenger, and Wenger (1991) began using the term, “community of practice”, which is based on the belief that individuals learn by participating both in social communities and professional bodies. Normally TLCs function over relatively longer periods, e.g. a school year, with stable membership that comprises both experienced and newly qualified teachers. In most TLCs, groups of teachers evaluate current situations and agree challenging alternative approaches to the status quo. Some TLCs adopt strategies such as learning/lesson studies as part of a formal approach for research leading to action. (Author, 2009). Regardless the formats adopted, the common practice among all TLC involves teachers disseminating ideas, and contributing to debates on pedagogy and teaching strategies. Members of a learning community are more committed to reform, innovation and collaboration as a result of their enhanced expertise gained in the
teacher learning community. (Earley & Porritt, 2010; Stoll & Louis, 2007). The purpose of such innovation and reform is that teachers in a TLC wish to improve the achievements of their students.

The terms Teacher learning community and Professional learning community are usually regarded as synonymous. In essence, TLCs focus on the professional learning of teachers, occur within a cohesive group, encourage collective knowledge, and aim to help students to improve their learning. The success of a TLC is aided by the support of its institution and the strong commitment of its members to innovation and improved instructional practices for the benefit of students.

Factors influencing sustainability of the professional learning community

Vision of team leader

The leader has a clear vision of how to improve collaboration and the existing system. The result is a dedicated learning environment. The long-term success of a teacher learning community is greatly influenced by a leader who has a strong vision of and is committed to reform.
Partnerships

Professional learning communities provide an opportunity for educational stakeholders who operate outside schools to become involved in reforms and innovation leading to benefits for students. An increasing number of schools has established partners from the world of commerce in order to expand their support base and resolve their educational challenges (Huffman & Jacobson, 2003; Lieberman & Miller, 2001).

Teacher Learning

In this case study, two theoretical frameworks were used to focus on how teacher learn in TLC; teacher professional development and collaborative learning.

Teacher professional development

Teacher professional development is the key to improve classroom instructional practice. Teacher professional development makes teachers more effective and effective teachers have more influence on student learning and academic achievement. Professional Learning Community can help support effective
professional development by building the capacity of the teaching staff to achieve school’s vision and goals, challenging them to act in a new way, focusing in results, and demonstrating a sustained commitment to continuous improvement (DuFour, 2004). This leads to the effective professional development.

Teacher learning and teacher professional development must occur within the environment in which they interact. Teacher learning should occur in a situation where the session or training is relevant to the particular needs of teachers and students (Stoll et al., 2006). The best professional development is designed to help teachers become more effective educators. DuFour (2004) suggested that the most effective professional development occurs in the workplace. Professional development that is on-site and of clear practical value is far more likely to motivate teachers to commit to innovation and reform (Darling-Hammond & McLaughlin, 1995; Joyce & Showers, 2002; Nolan & Hoover, 2004).

**Collaborative learning**

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

Research has revealed that teacher collaboration has a positive effect on teaching practice and student learning. Goddard et al. (2007) study found that the student achievement in schools that utilised teacher collaboration was higher than in schools where teacher collaboration was absent. Elbousty and Bratt (2010) also identified the benefit of implementation of PLC in a school context that the collaboration among teachers brings the opportunities for peer observations, insights into curriculum development, classroom management, motivation, and strong group efficacy. Moreover, teachers can reduce their stress, utilize of the instructional
strengths of the participants, and acquire of new skills. In addition, Morrow (2010) indicated that collaboration was most effective when team members actively contributed to the learning process; All participants must contribute to the process of learning so they will be able to construct their own understanding of the information presented (Vygotsky, 1978). A professional learning community is vital in securing commitment to a continuous cycle of learning for teachers. Learning within this environment consistently expands the expertise of teachers.

The literature demonstrates that collaboration enables teachers to engage in collective study of pedagogy and encourages the use their knowledge to address the needs of their students (Morrissey, 2000). Teachers learn by collaborating with other teachers, examining student work, and reflecting on what they see. This enables teachers to improve their instructional practice and therefore, effective professional development (Darling-Hammond & McLaughlin, 1995).

**Instructional practice**

Effective instructional practices are the key to helping students to greater
success in their learning. In a recent case study, Hipp, Huffman, Pankake, and Olivier (2008) found that successfully influencing student learning must focus on instructional practice. Professional Learning Community model which was developed by R. DuFour and Eaker (1998) has been adopted to use among teachers. The group’s collaborative learning among the group requiring them to use data from common assessments enables them to define best teaching methodologies for their students. Moreover, PLC models require collaborative practice to work in harmony student achievement; teachers must share information within their own place of work and in tandem with their own approaches (Attard, 2012). Learning communities can promote “learning incubation centers”. This phrase means a breeding ground for innovation and reform where new techniques can be used successfully. Teachers work collaboratively to plan and develop instructional approaches from which students have opportunities to learn, discuss their experience of the teaching techniques used and decide what is the best approach for them (Wiggins & McTighe, 1998). Thus, it can be seen from much research that best instructional practice results from teacher collaboration (DuFour, 2004; R. DuFour & Eaker, 1998; Milbrey Wallin McLaughlin & Talbert, 2006).
TLC in Thailand and Challenges

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

Here is some research about PLCs in Thailand.

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

The findings reveal that 1) there is currently and generally a strong favorable
attitude of the management to create the PLCs in schools under the BMA. When considering each attribute, shared leadership and shared decision-making were considered as top priorities. The desire of the management to create the PLCs of schools under the BMA was at the highest level overall. 2) The strengths were the shared leadership and shared decision-making and the shared vision, mission and goals; the weaknesses were collaboration and common practice, the collective learning through inquiry, reflective dialogues and application of learning and the supportive conditions respectively. Technology was considered as the opportunity and the economic, the political and the social aspects were considered as the threats. 3) Five management strategies were developed including (i) To promote collaborative culture and shared practice; (ii) To support collective learning and application of learning; (iii) To develop teachers’ expertise and to increase the effectiveness of the structural support; (iv) To improve the quality and clarity of shared vision, mission and goals; and (v) To increase the effectiveness of shared leadership and shared decision-making.
CHAPTER III
RESEARCH METHODOLOGY

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

Research design

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

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

In this study, I acted as a participant in the TLC while also observing the situation of TLC by taking field notes during TLC meetings, reviewing members’ posts and comments on a social media, and interviewing the other TLC members at the end of the TLC period. All participants played the same role in all the activities and processes of the TLC. All the stages of collecting data and participation within the TLC were conducted with respect to the participants’ rights. The participants were informed of the objectives of the study and how their participation was not obligation. They
were each given a consent form which informed them about the research plan. They then decided whether to voluntarily participate in the study or not. Also, they were informed that they could withdraw at any time during the study without any negative repercussions. According to the participants’ agreement, to keep their identity confidential, pseudonyms were used in all recordings, as well as, in this report. Lastly, they were given the chance to review the data for verification before finalizing the research results. Table 3.1 presents the demographic information of the five participants.

Table 3.1 Participants’ Demographic Information

<table>
<thead>
<tr>
<th>Pseudonyms</th>
<th>Age</th>
<th>Gender</th>
<th>Level of Teaching</th>
<th>Number of Years at School</th>
<th>Number of Years in Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lumduan</td>
<td>32</td>
<td>Female</td>
<td>Grade 3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Yod</td>
<td>34</td>
<td>Male</td>
<td>Grade 7</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Chai</td>
<td>34</td>
<td>Male</td>
<td>Grade 6</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Lumyai</td>
<td>49</td>
<td>Female</td>
<td>Grade 2</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Jid</td>
<td>39</td>
<td>Female</td>
<td>Grade 2</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

*Lumduan* was a 32-year-old teacher with nine years of teaching experiences
with lower primary school students. She graduated with a Bachelor of Education in English. Her current school assigned her to teach English for the regular program as well as the Intensive English Program. Her interest was to integrate online games and social media into her instructional practices. Lumduan said that she often had problems about classroom management. She agreed to join in the TLC and hoped that the other members would help her to improve this skill. However, she also mentioned she was quite worried about giving comments to other people’s instructional practices.

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

**Chai** was a 34-year-old teacher with nine years of teaching experiences with
both lower and upper primary, as well as, lower secondary school students. His current school assigned him to teach English for the regular program. His interest was to apply entertaining materials like games and songs into his instructional practices. Chai graduated with a Bachelor of Education in English, however, he said that he didn’t have confidence in preparing practice for his students. From his expression in the orientation meeting, he didn’t have positive attitude toward writing lesson plan.

Lumyai was a 49-year-old teacher with 22 years of teaching experiences with lower and upper primary, as well as, lower secondary school students. Her current school assigned her to teach English for the regular program. Her interest was to seek new instructional practices and techniques into her own teaching context. Lumyai graduated with a Bachelor of Arts in English. Without educational degree, but she had the most teaching year experience in this TLC. Lumyai was a facilitator for English training and workshop in the Primary Educational Service Area Office. She totally agreed with the process of learning improvement in TLC. She confident to shared her teaching experiences with the members. However, She said that she didn’t have confidence about writing lesson plan because she didn’t graduate in the educational degree. In
addition, Lumyai hoped that joining in TLC could help her improve lesson-planning skill.

Researcher stance

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

I have been in my current teaching position in a primary school for 7 years. I teach both in a regular program and an Intensive English program. While the regular program is taught mainly in Thai, IEP employs several foreign teachers with much greater emphasis on using English as the classroom language. In 2014 I became a founder member of another group at the Primary Education English Resource Center (PEER). We were a private group of 12 teachers who would meet regularly to sharpen
our teaching skills in a collaborative environment. The aim was to improve our teaching ability. These experiences gave me the confidence to work collaboratively in TLC. In TLC, I have two roles, first as the researcher and second as an active member of TLC. As the researcher my role was to observe and note the dynamics and processes of how the group worked together. As a group member, I took on exactly the same role as the other TLC members. I did not claim any special knowledge and was always eager to get viewpoints from other teachers as well as share my own knowledge and experiences.

Both of the roles I experienced in TLC helped me to gain a significant amount of knowledge from the group activities. Therefore, I entirely agree with an educator by the name of Steven Anderson who once said: “Alone we are smart, together we are brilliant” (2013).

Research Instruments

This study employed three instruments including observation field notes, journals, and lesson plans. The data from the three sources were used for data
triangulation. The details of each instrument are as follows.

**Observation Field notes**

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

**Journal**

Journals were the participants’ self-reported reflections which were posted and shared as learning resources for all members. After each lesson, each participant reflected on the results of their lesson plan implementation in a journal by posting it in a private group in a selected online social media. In this study, each participant
posted eight journals which allowed the other members to comment on how to improve the lesson. The reflection were made on the lesson plan that was already discussed in the face-to-face meeting. The teachers could write the journal in English or Thai based on their preferences.

**Lesson plans**

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

**TLC Procedure**

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

1. Shared missions, vision, values, and goals
2. Collaborative culture with a focus of learning
3. Collective inquiry into best practice and current reality
4. Action orientation: Learning by doing
5. A commitment to continuous improvement

6. Results orientation

This TLC was established in May 2017 and run for three months. As shown in Table 3.2, there were two processes in this PLC. First, the TLC was established and, second, the members learned in TLC. The first process was conducted in the orientation in the first meeting. The second process included four Face-to-Face meetings and online journals and discussions. All meetings were conducted in Thai; however, the members agreed to use English as much as they could for their communication in order to improve their spoken language proficiency.
### Table 3.2 TLC Process and Main Activities

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

**Building the Teacher Learning Community**

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

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

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

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

a. What is the purpose of our English teaching?

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

c. How would people see our teaching changing?

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

“สมาชิกในชุมชนแห่งการเรียนรู้ผู้สอนภาษาอังกฤษตกลงที่ทำงานโดยประสานความร่วมมือในการวางแผนการสอนเพื่อสร้างแรงจูงใจให้แก่ผู้เรียนในการเรียนภาษาอังกฤษ”
“The participants agreed to work on collaboratively plan in team in order to create students’ motivation in learning English.”

Building a shared vision

Based on the agreed mission, the participants co-created the vision in order to identify the expected future direction. The discussions were guided using the following questions.

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

b. What would our English classroom look like if it were a great place to inspire students to achieve their English proficiency based on the mission?

c. If you had to describe this classroom in 2 minutes, how would you do it?
What do you want to say to clarify our vision of English teaching to the community if you only have two minutes?

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

"สมาชิกชุมชนแห่งการเรียนรู้ผู้สอนภาษาอังกฤษมีความมุ่งหวังให้นักเรียนมีแรงจูงใจในการเรียนภาษาอังกฤษ โดยมีการเตรียมการปฏิบัติการสอนที่มีประสิทธิภาพเพื่อส่งเสริมการเรียนรู้ มีการพัฒนาการปฏิบัติการสอนจากการแลกเปลี่ยนเรียนรู้ระหว่างกันทุกครั้งที่มีการประชุม เพื่อนำไปสู่ต้นแบบการเรียนรู้และเขียนบันทึกหลังสอน หลังจากการนำแผนไปลงมือปฏิบัติดังกล่าวในห้องเรียนจริงเป็นลำดับ”

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

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

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

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

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

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

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

- The participants committed to attend five face-to-face meetings
to present and discuss about their lesson plan and instructional practices.

- The participants committed to improve their lesson plans and instructional practices based on the team’s suggestion conclusion and implement in live classroom teaching.

- The participants agreed to provide candid result to reflect in after each teaching via the team online communication channel. Therefore, to improve, collect best practices and move on.

- The participants agreed with learning interdependently to gain knowledge. Then, work together on improving instructional practices in response the goals.

- The participants committed to follow TLC agenda and responsible for their assignment roles.
Building shared goals

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

a. ผู้เรียนจะพัฒนาสิ่งใดบ้าง

What will the students improve?

b. เราจะทราบได้อย่างไรว่าเป้าหมายตามวิสัยทัศน์ที่ตั้งไว้มีผล

How will we know that we have achieved the goals?

c. เป้าหมายที่ตั้งไปได้จริงหรือไม่

Are the goals we determined realistic?

d. ร่องรอยหลักฐานใดบางท่านสามารถนำมาใช้ในการวัดผลความสำเร็จของผู้เรียน

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

e. การประเมินผลเพื่อตัดสินผลการเรียนรู้จะเกิดขึ้นเมื่อใด

When will the final assessment of the goal occur?

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

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

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

**Teacher Learning in TLC**

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

**Face-to-face meetings**

Four face-to-face meetings were agreed among the members to be conducted
every other week. In these meetings, the participants discussed and learn from one another in order to achieve their established goals. Each meeting was structured in three steps.

Step 1 Lesson plan sharing

At the first face-to-face meeting, each participant presented their lesson plans created on the basis of the commitment from the orientation meeting. The next face-to-face meeting continued with a discussion into the results of previous teaching reflection for collective inquiry into best practices. This was followed by each member presenting their lesson plan.

Step 2 Comment and discussion.

After each lesson plan presentation, a discussion was then held by all participants to provide feedback and comment on one another’s lesson plan.

Step 3 Conclusion.

Through discussion, different ideas and variations of teaching methods were required by participants to be expressed as regards to each lesson plan in order to provide each member the knowledge to create continuous improvement and obtain
a better lesson plan for their students.

Online communication

A private group on an online social media communication platform was created to be used amongst the participants. On this platform the participants were asked to post their lesson plans and journals.

Data Collection

In this study, I employed the ‘participants’ observation method.’ By joining in with the group as a member of the TLC. To collect the data, I attended the face-to-face meetings in order to join in with discussions and share ideas with the other members. During the meetings I took observation field notes in relation to the participant’s discussions. Moreover, I also asked for permission from the participants to record their conversations during the meetings. The observation field notes were studied and rewritten into expanded field notes with the help of the audio recordings.

The other two artifacts were collected from the online communications. These were acquired from the Facebook group whereby the participants implemented practices
into their classroom teaching followed by group reflections.

Data Analysis

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

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

Document of ‘Open Coding’ List

1. Create relax atmosphere

2. The participants feel uncomfortable

3. The participants feel free to share knowledge and experiences

4. Give comment to improve each other instructional practices
5. Obstacles in joining in TLC

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

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

8. Learn from reading each other journals

9. Learn from each other instructional practices

10. Learn from self-learning

11. Learn from real teaching in classroom.

12. Goals of providing instructional practices

13. Classroom management

14. Teaching strategy

15. Teaching activity

16. Learn about writing lesson plan

17. Assessment

Second, axial coding was employed. I focused on the original field notes observation and documents of journals and lesson plans. They were coded based on the research questions and then categorized into themes. To start axial coding, I looked
for the significant words or phrases that occurred repeatedly in the analysis investigation from reading. I listed those words and phrases according to the name list of coding documents. Finally, all the codlings in the list were read and reread again to emerge into categories based on relationships in the next process.

**Categories list**

*Research Question 1: How do English teachers learn in TLC*

1. Learn from members’ experience
2. Learn from online resources
3. Learn from reading books and journals
4. Learn from each other lesson plans
5. Learn from Teaching
6. Learn from the meetings
7. Learn by supporting each other

*Research Question 2: How does TLC affect instructional practices.*

1. Teacher have clearer goals in providing their instructional practices
2. Teacher improve their classroom management skills

3. Teacher improve their teaching strategies

4. Teachers improve their teaching activities

5. Teacher improve their lesson planning

6. Teacher improve their students’ learning assessment

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

Themes list

Research Question 1: How do English teachers learn in TLC

1. Learning from online resources
2. Learning from lesson plan sharing

3. Learning from implementing ideas to classroom

*Research Question 2: How does TLC affect instructional practices.*

1. Improvement of classroom management

2. Improvement of teaching strategies

3. Improvement of lesson planning skills
CHAPTER IV

FINDINGS

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

According to the first orientation meeting, the members in TLC committed to follow the norms of TLC. In order to learn collaboratively, the members attended the
face-to-face meetings every other week for four times within three months. Every member agreed to prepare his or her own lesson plan to present in the face-to-face meeting, then gave comments on the other participants lesson plan. They also shared ideas and through discussions gathered the best ideas of providing instructional practice for each member. After that, the members brought new knowledge and experiences to formulate and produce better lesson plans. They then transferred their lesson plans to their classroom teaching. Subsequently, the members observed and assessed their classroom teaching and the students learning. Eight journal reflections from each teacher including the other four journals without discussion lesson plans were reported via a closed group on Facebook. Therefore, the data were analyzed to answer the two following research questions.

**Research Question 1: How do English teachers learn in Teacher Learning Community in Thailand?**

In this study, teacher learning was identified by evidences in filed notes, journal reflection and lesson plans that showed a change in teachers’ understanding of
instructional activities, instructional materials and learners. To answer this question, the data obtained from three sources: expanded field notes, journal reflections, and lesson plans. These three sources were sued for the purpose of triangulation. The three themes emerged from the three sources are presented based on the importance of how do English teachers learn in a TLC as follow.

Learning from online resources

All the participants sought information regarding various components of teaching. For example, methods for giving effective instructions, different teaching techniques and the use of good classroom management. The majority of the teachers learning occurred during group discussions when each member reflected upon the knowledge they had acquired individually from online resources. The evidence to support their learning are provided in Excerpts 1 - 4 as follows;

Excerpt 1 shows how the TLC members learned about the method of writing a lesson plan. Yod reflected in Lumyai’s online journal reflection that he had gained understanding about the PPP instructional steps from reading in website and watching
video clips on YouTube. Involvement in TLC, encouraged Yod and the other members to take greater responsibility for gaining new knowledge to share and discuss in the face-to-face meetings. In this case, Yod become aware of the benefits of using the Internet as an online learning resources. Moreover, the excerpt revealed that the process of writing journal reflections, the point that included lesson plans gave them opportunity to read and discuss. Yod shared knowledge that he learned from online resources. Thus, other members were motivated to learn together interdependently from Yod’s learning. It showed that, learning from online resources was one of the ways that teachers learned through attending TLC. In addition, sharing and giving feedback in the TLC process inspired the participants to develop their learning in TLC and made the learning more effective.

Excerpt 1

Yod: ขออนุญาตเพิ่มเติมในส่วนของแผนป้าลำไยนะครับ ที่ตอนประชุมผมถามพี่จิตว่าการเขียนแผนการสอนแบบ 4 P เป็นยังไง เพราะแผนของป้าลำไยแก้คูจิตว่าการเขียนแผนการสอนแบบ 4 P เป็นยังไง เพราะแผนของป้าลำไยแก้คูเป็น PPP แล้วพี่จิตติบอกว่า เราลองต่างคนก่างไปค้นกับดูตีก็เหมือนบ้านเป็น
ครับ แต่ผมเองเจอข้อมูลในอินเตอร์เน็ตและดูยูทูปหลายคลิปแล้ว
ตอนนี้ผมมั่นใจและสามารถบอกได้ว่าวิธีการเขียนแผนและการสอนของ
ป้าลำไยเป็นแบบ PPP ครับ เพราะมีขั้น warm up, ขั้น presentation,
ขั้น practice, และขั้น production ครับ

May I add about Lamyai’s lesson plan. When we had a
meeting, I had asked Jid what 4P form of lesson plan should
be. Because I definitely agree that Lamyai’s lesson plan is PPP
form. Therefore at this point, Jid said that we might have to find
out what 4P’s form of lesson plan should be and then we
would discuss and share later. I don’t know about the other
members, but may I share my information first? I could not find
how to write 4P’s form of lesson plan. But, after searching on
internet and video clips on Youtube, now I could say that the
lesson planning and teaching method of Lamyai was PPP
because it consisted of a warm up stage, a presentation stage, a practice stage and a production stage.

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

Additionally, Excerpt 2 showed how TLC member learned new songs and games from the Internet. Chai could see that the other members used the knowledge and experiences which they learned from online resources to support and improve their instructional practices. The changes were proved by the results of other members’ teaching. Observing the benefits of using online resources from the others inspired Chai to use online resources to support him preparing instructional practices.

Chai included his new knowledge into the TLC process by presenting new songs in the lesson plan presentation. This situation clearly showed how the TLC inspired the participants to learn through online resources. In return the TLC’s members also learned from his sharing in the face-to-face meeting.

*Excerpt 2*
Chai: For the song 'How’s the weather', I got it from searching from the Internet. Actually, I use the Internet a lot in my daily life, but I hardly use it for exploring knowledge or materials to support my teaching. However, attending in this TLC and seeing most of you improved your practices by using online resources inspired me to try to use it supporting my practice. It made me

...'How’s the weather'...
know that, actually, writing a lesson plan or preparing for the class, was not that difficult. For the song you don’t know, or which game can be used to teach this lesson, just google it. We want to learn how to sing, we want to know how the game. We could practice singing from Youtube, learned from websites. For me, I could sing this song from singing along the Youtube clip. If the school has TV and computer installed, it will be more convenient to teach. Then, download now, it’s simple.

(Expanded Field Notes 3, page 196-197)

Excerpt 3, shows how TLC members learned about amount of new vocabulary to be presented in one period by reading from various websites in the Internet. In this excerpt, Lumduan presented in the face-to-face meetings that she preferred to use the Internet to obtain the best answer and learned by herself. Being a member of TLC made her responsible for helping her group by finding useful information to share to support each other. She shared new knowledge and the results of implementing in class with the other members in the TLC.
Lumduan: เรื่องที่เป็นบทเรียนใหญ่ ต้องเรื่องนี้ค่ะ ก่อนมารวมกลุ่ม หมูเคย
แม้กระทั่งทำเล่มคำศัพท์แจกนักเรียน แล้วไม่สอนด้วยค่ะ บังคับท่อง ท่อง
ไม่ได้ครูก็แจกขนมจีบ มากๆ พยายามให้หนุนเก็บกว่าคำสอนก็ค่ะ 10
คำหรือ 15 คำ ไม่ใจก็ใกล้เคียงจะรู้มั้ยวิธีประยุกต์เวลาได้มากกว่านั้น
d้วยความชอบไอทีค่ะ มันสะดวกดีไม่ลำบากคร่อมค่ะเพราะกลัวเสียห้า
เล่อยียงก่อนต้องคำสอนกว่าเรื่องสอนตกเต็มเบื้อง ประมาณกี่คำค่ะ
คอบางนี้แต่ละเลยจะ 2-8 คำบางถึง 5-10 คำบาง เยี่ยม นี้เราทำได้ค่ะ
นานแค่ไหนแล้ว แล้วในนั้นจะบอกบอกด้วยว่าต้องสอนยังไง ยิ่งค้นยิ่ง
เจอ มีวิธีการนำเสนอถึงค่ะ ตัวอย่างที่ครูคนอื่น ๆ เข้าสอน ลองถามกันค่ะ
ตามเรื่อง ๆ ค่ะ ตามนี้จะเห็นผลการเปลี่ยนแปลงอย่างชัดเจนค่ะ นักเรียน
จะค่อย ๆ สะสมคลังคำศัพท์เพิ่มขึ้นเรื่อย ๆ แล้วไม่เครียดเวลาเจอหุ่นด้วย
มากๆ ให้เรียนรู้ แล้วก็เปลี่ยนแปลงพัฒนามากขึ้น

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

I made vocabulary booklets for students and I didn’t teach
them. I forced them to memorise the vocabulary in the booklet.

If they couldn’t do it, I would wag them (laugh). When I heard your discussion that whether we should teach 10 or 15 words, I really disagreed with the ideas because there was a way to safe time. I like to use IT. It is very convenient. I don’t need to ask anyone because I’m afraid of losing face. I went search on internet about how many words to teach young learners in one period. I shuddered! Some said 2-8 words. Some said 5-10 words. Oh! how long I’d been doing it wrong. I also found out how to teach. The more I searched the more I found out. How to present the words. Students gradually learned more vocabulary. They were not stressed out when they saw me (laugh). I learned. I changed and improved.

( Expanded field notes 4, page 182-183 )
Likewise, in Excerpt 4 Lumyai learned how to motivate students from websites. Exchanged learning among the TLC’s members reflected on how the issue could be solved in her teaching. Lumyai chose the Internet as her primary tool of learning. She read from a variety of example cases and suggestions via websites in the Internet. She completed her learning by applying new knowledge to improve her practices. The success was confirmed by the changes in her students’ behavior. Her isolated learning was shared with the other members during the discussions.

Excerpt 4

Lumyai: คือป้ารู้ว่าป้ามีจุดบอดเรื่องชอบให้รางวัลนักเรียน แต่พวกเรายังบอกว่าถ้าเรา

ไม่มีของรางวัลให้เด็กตลอดจะทำยังไง ป้าก็เลยไปลองหาข้อมูลสอนแนะนำ

จากเว็ปต่างๆ นี่ค่ะ "How to Spark Intrinsic Motivation in Your Students" บทความ ป้าอ่านแล้วก็อ๋อ........ ต้องทำอย่างนี้นึงเอง พ่อทำตาม

แล้วก็เอ่อ.... มันใช่ การแจ้งเรื่องและวัตถุประสงค์ที่จะสอนก่อนเริ่มสอน

ทำให้นักเรียนเข้าใจการทำงาน และให้ฟีดแบคทำให้นักเรียนรู้สึกว่างานเขามี

คุณค่าได้รับความสนใจ รู้ว่ามีถูกตรงไหน แล้วใส่ใจที่จะแก้ไขมากขึ้นค่ะ
I knew that my weak point was giving students rewards. When you said that what would happen when we didn’t have anything to give students anymore, I searched on internet and found an article “How to Spark Intrinsic Motivation in Your Students”. After reading it, I felt ‘oh this is what we should do’.

I tried and it worked. Informing student the lesson objective before starting the lesson makes them have clearer goal. Giving feedback makes them feel that their work got intention. They knew which part was right or wrong. They paid more attention in correcting their work. It changed their behaviors. There were more detail. You can read more. I’ve made copies for everyone.

(Expanded field notes 4, page 173)
In summary, the participants were motivated to learn in order to advance their instructional practices. These excerpts show that all TLC members benefited from online resources. Their self-studies online seem to have helped them gain a variety of instructional ideas. However, without the process of cooperative learning in TLC the data from using online resources won’t be increased too much. On the other hand, joining in TLC created many factors for them to learn in many ways. For instance, in this case the participants were motivated to learn independently from online resources in order to improve their instructional practices. They were fueled by their own responsibility as group members, group assignments, their curiosity from group discussions and also their reflections. The shared advantages were after the participants’ learnings, when they would bring them to share for interchanging and promote learning interdependently.

**Learning from lesson plan sharing**

The lesson plan sharing in the face-to-face meetings showed to be another helpful process for teacher learning. In this process, TLC members took turns
presenting their lesson plan. After one member presented his or her lesson plan, the other members would ask for more clarification to be able to understand that lesson plan in detail and discuss further in order to find the best way to improve the lesson plan. Finally, the teacher who presented the lesson plan reflected on what he or she learned from the group suggestions. However, the lesson plan owner had to decide on their own how to revise their lesson plan since each school context may vary. The following 5-8 excerpts showed that teachers learned from the lesson plan sharing sessions.

In Excerpt 5, Chai noted how he had learned a new strategy of grouping students from Yod when he read his lesson plan.

Excerpt 5

Chai: ผมชอบนะแผนพี่ยอดเพราะว่ามันสนุกอย่าง เด็กทำแล้วก็สนุกอธิบายเป็นขั้นเป็นตอนสอนเริ่มจากง่ายไปยาก ให้เด็กทำกิจกรรมจากกลุ่มใหญ่ แล้วค่อย ๆ ลงไปสู่กลุ่มเล็กลง ๆ จนกระทั่งการฝึกเป็นคู่แล้วก็เดี่ยวในที่สุด ผมไม่เคยนึกถึงความละเอียดอ่อนเหล่านี้เลย คือดีอย่าง
Chai: I like Yod’s lesson plan because it was fun. My students loved it. It was well organized and simple. It started from easy task and then more challenging. The students could learn from a variety of learning task such as a big group work, a small group work, pair work and finally individual work. They were very good activities which I’ve never thought about them before.

(Expanded Field Notes 1, page 35)

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

Excerpt 6

Lumyai: นี่ๆ ป้าขอชื่นชมน้องลำดับขั้นตอนในฐานะครูที่เกิดก่อนด้วยใจจริงเลยนะ นี่คือสิ่งที่ป้ามองเห็นและอยากให้ทุกคนสังเกตไปพร้อมกันว่า การนำเสนอลำดับขั้นตอนการสอนของน้องลำดับจากแผนนี้นะ มีความต่อเนื่องสอดคล้องเป็นขั้นเป็นตอนดีมาก โดยเฉพาะในขั้นตอนจัดกิจกรรมการสอน

สอดคล้องเป็นขั้นเป็นตอนดีมาก โดยเฉพาะในขั้นตอนจัดกิจกรรมการสอน

ตั้งแต่ข้อ 1-18 ทุกคนเห็นเหมือนเป็นขั้นเที่ยวว่ามันและเอียดมาก คืออย่างเป็น
As an experienced teacher, I sincerely admire Lumduan. This is what I see and want everyone to observe that Lumduan’s presentation of teaching steps in this lesson plan is a continuously and harmoniously procedure. Especially, activities in from item 1-18, do you see what I see that it’s very detailed.

You see a clear picture how she taught when you read it. The activities conformed with the learning objective. Umm...er...er...

If someone who doesn’t know how to write a lesson plan, listens to Lumduan, you can see what to do first and after and how. Sa Nom Nu Hong (Khmer – meaning very good). I respect that.
In Excerpt 7, Yod reported how the lesson plan sharing session gave him ideas for his teaching activities.

Excerpt 7

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

(Yod’s Journal reflection Lesson plan 3, page 18)

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

Excerpt 8
May I exchange (ideas)? I admitted that when I listened to you in the meeting, it sounded interesting but I didn’t quite get it until you wrote more details and shared in the journal again. It made me see a clearer picture, understand and see the benefits of asking students to brainstorm vocabulary through Controlled practice. I will give them time to brainstorm and do the Controlled practice. I will assign Controlled practice worksheets to them. The main goal of using Controlled practice is to help them focus on the words they need to use in their writing. This will help them improve their ability to use the vocabulary correctly.
words cloud activity. It was really interesting. I can see that it stimulates thinking process of students very well. They don’t just sit and wait for teacher to teach vocabulary. In the writing activity that Lumyai said that students could write only 2 sentences which was less than what she planned. I think I will adjust it for P.3. I will make worksheet as a controlled practice. Students will fill in only important words. It will make students work faster and finish in time. May I share my experience?

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

From this data it can be concluded that the TLC members acquired knowledge and improved their instructional practices from the group discussions which enabled them to listen to and clearly understand the other members’ lesson plans. Through sharing their plans and ideas a greater level of self-awareness was achieved, which in turn was the catalyst for each participant to strive for even better thought out lesson plans.
Learning from implementing the ideas in the classroom

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

Excerpts 9 shows how Chai learned about setting goals as well as the different abilities in learning amongst his students. In this excerpt Chai reported in his journal that he learned from the results of his teaching. His students were unable to follow his instructions and became confused during the activity. This occurred because his practice was not planned thoroughly. Also he had difficulties finding volunteers to participate in the activity and encourage the other students. In this case the fact that he simply adopted Lumduan’s activity was the reason for his failure. His student’s
proficiency alone provided no support in order for them to feel confident within the activity. The need for providing practices tailored to the suitability and variable abilities of his students was evident.

Excerpt 9

Chai: จากความผิดพลาดที่เกิดขึ้นในการสอนครั้งนี้ ผมได้เรียนรู้ว่าส่วนหนึ่งมาจากการไม่ชัดเจนในการวางแผนของผมเอง แต่ส่วนหนึ่งมากมาจากจากการที่ผมตั้งใจปรับแผนกิจกรรมตามพี่ ๆ มากเกินไปจนลืมคิดถึงศักยภาพของนักเรียนตัวเอง โดยเฉพาะเรื่องความกล้าแสดงออก ซึ่งนักเรียนของผมขาดมาก ผมไม่สามารถเลือกิจกรรมในแบบของน้องลำดวนได้เลยหากยังไม่สามารถเปลี่ยนนักเรียนได้

Chai: From the mistakes, I learned that it partly came from lacking clarity in my planning and it also partly came from my attempt to adjust my activity plan according to your suggestions without considering my students’ abilities, especially their self-confidence which is their great lack. I can’t choose activities like Lumduan if I can’t change my students.
Excerpt 10 shows how Chai learned about lesson planning and class time management after implementing his lesson plan in the classroom. In this excerpt Chai reported in his journal reflection that he took the lesson plan which was the best practice previously taught in his group to teach his students without any adjustment. The result was that his students were unable to follow his teaching. The vocabulary was too difficult for them. Consequently, they couldn't understand and became unwilling to participate causing the teacher to spend more time trying to explain. Chai learned how to better plan his practices should he wish to use other member's plans in the future. He learned that he must make adjustments allowing him to be more active with his students. He also recognised the need to schedule his time better in order to increase the quality of classroom management.

Excerpt 10
Lumyai

ในความคิดของพี่ คำศัพท์ wake up น่าจะเปลี่ยนเป็น get up ดีกว่าไหม เพราะ wake up หมายถึง รู้สึกตัวตื่น แต่ get up คือ ตื่นนอน จึงน่าจะใช้ get up จะเหมาะสมกว่า

Chai

ครับ โดยสรุปเลนะครับ จากการสอนตามแผนนั้นทำให้ผมได้คิดเลยว่า ผมเคยสอนหนังสือมากโดยไม่ได้ปรับ ไม่ได้ศึกษาให้เข้าใจบนพื้นฐาน อย่างคำศัพท์มีความหมายอย่างที่สอนผู้ปกครองครับ ซึ่งนักเรียนในวันกรีกเรียนว่า พลาดบางส่วน เสี่ยงนักเข้าใจผิดที่สอนว่า เพราะเด็กเข้าใจไม่ดี ไม่กล้าแสดงออก ตัวอย่างที่เราลงไปสอน เรื่องเวลาที่เข้าใจผิดที่สอนว่า เพราะเด็กเข้าใจไม่ดี ไม่กล้าแสดงออก พอพ้นlok ถ้ามีเวลาครับ มันพลาดมากเป็นบทเรียนครับ นักเรียนทุกคนเข้าใจ แผนนี้ทำให้ผมยอมรับและขอบคุณทุกคำแนะนำ ครับ

Alright, in conclusion, teaching by this lesson plan made me realise that if I use someone’s lesson plan without adjusting or studying, it will be a mistake. For example, this word, I realised after I already showed it to students that It was a mistake.

Timing wise, I realised right away when I taught that my
students were slow and lack of self-confidence. I couldn’t use the same timing as the original plan, I needed to expand it.

When I did, it caused a chain effect. It was a big mistake that I’ve learned embarrassingly. Thank you for every suggestion. I’ll use them to revise the next lesson plan.

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

Excerpt 11 shows how The TLC’s member discovered that one game ‘Stop the Bus’ by trying to play this game with different age students from the example. In this excerpt, Lumduan told us in face-to-face meeting, from implementing this game with her students, the results showed that this game could also be used with young learners after trying it with a few class.

**Excerpt 11**

Lumduan: (หัวเราะ) ที่นี้เอื้้อ stop the bus นะ ที่จะใช้สอนเด็กโตไม่คิดว่ามันจะใช้ได้ตอบทำให้ไม่มั่นคง แต่เมื่ออยากลอง ตอนแรกลองกับ 3/4 มันน่าจะเล่นได้สบายลองเล่น พล็อตจริงๆ เด็กทำได้ให้ก็เลยเอื้อ ถ้ารู้อย่างนี้ก็จะเอามาเล่นตั้งนานแล้ว ก็เลยเอาไปลองเล่นกันเด็กห้องอื่น ๆ ด้วย ก็
หลาย ๆ ห้องเข้ากับพิสูจน์แล้วอย่างชัดเจนว่าใช้กับเด็กเล็กได้ แล้วเขาก็เรียนรู้ได้เร็ว
d้วยหลัง ๆ นี้เป็นนักเรียนเองที่ เปลี่ยนกันออกค่าสั่งให้เพื่อนทำ หนูกําหนด
ค่าสั่งให้เด็ก ๆ

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

applied the technics you suggested. (Laugh)

(Expanded Field Notes 3, page 124)

Excerpt 12 shows that lesson implementation helped the members in TLC to
learn about choosing activity to encourage students’ motivation in speaking English. In
this excerpt, Yod reflected in journal reflection that his students could speak English when he adapted Lemduan’s game to use with his students. Students enjoyed and willing to participate in learning activity.

Excerpt 12

Yod: จากผลการสอนในวันนี้ทำให้ผมได้เห็นว่าการกระตุ้นให้นักเรียนพูดภาษาอังกฤษไม่ยากอย่างที่คิด ถึงแม้ว่าจากผลการประเมินนักเรียนยังพูดไม่ถูกต้องตามหลักไวยากรณ์เท่าที่ควร แต่เกมที่น้องลามดวนแนะนำทำให้นักเรียนของผมกระโดดออกมาพูดทันทีที่เป่านกหวีดสัญญาณครับเห็นเลยว่าพอเขาสนุก และรู้สึกปลอดภัย เขาก็กล้าที่จะพูดมากขึ้น

Yod: From the results of the instruction today, I realized that encouraging students to speak English is not that difficult. Even though the evaluation showed that students’ speech were not grammatically correct, the game Lumduan suggested made my students jumped out to speak as soon as I blew the whistle. This is clear that when they have fun, they feel safe, and they were more confident to speak.
Implementing ideas was the process in which the members in TLC applied their lesson plans previously produced in the group discussions into their actual classrooms. The results obtained from these lessons fueled their learning by indicating as to whether the practices that they applied were successful or not. Consideration was later given to that lesson along with feedback which was posted in the reflection journals. The sharing of lesson plans along with the journal postings allowed each member to become more knowledgeable and therefore their lesson plans improved. The practice of implementing their newly gained ideas and lesson plans into the classroom helped the members to prove their hypothesis.

Research Question 2: How does Teacher Learning Community affect Instructional Practice?

Instructional practices are the keys required to enable the teachers to encourage student interaction allowing them to achieve their learning outcomes. In order to answer the research question in this study, the changes to the teachers’
instructional practices were investigated through observation field notes, teacher reflection journals and lesson plans. The themes from each source were triangulated to validate the data. The three themes of instructional practices consisted of lesson planning, classroom management and teaching strategies. These were developed as follows,

**Improvement of classroom management**

In this study, the members learned from the three keys learning in TLC as reported in the previous research question themes. From learning all the members in TLC put their effort on designing the effective instructional practices in order to create students’ motivation in learning English. As a result, the data presented that the effect of TLC on instructional practice was the improvement of classroom management. In this theme, I presented the evidences reveal the various techniques and strategies from all the members in order to support their classroom management. They used classroom management to ensure that their classroom learning run smoothly without
interrupting.

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

Excerpt 13

Lumyai การให้ feedback ในขั้น Practice Stage ในส่วนของ Target Language

นั้นควรจะนำไปไว้ก่อนขั้น Presentation ไม่เพียงพอเพื่อนักเรียนจะได้รู้

เป้าหมายในการเรียนรู้อาจจะต้องไปถึงตรงส่วนไหน และจะได้นำไปใช้ใน

ขั้น Practice และนำเสนอในขั้น Production ต่อไป จากประสบการณ์ที่พี่
กำาคำีเนือเนาะเราก้าได้นำคำ่เราแล้วะว่าจะต้องเดินในทิศทางไหนเราก็จะต้องเดินมากขึ้น แล้วผลที่ผ่านมาคือนักเรียนของพี่จะตั้งใจเรียนมากขึ้นและรู้ว่าจะต้องโฟกัสจุดไหนยังไงเป็นพิเศษ

Lumyai  Should providing feedback of target language in the practice

stage come before presentation stage? As the result, the

students would know the aims of learning that which part they

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

practice and production stage. From my experience, once the

teacher guided students the direction they should go, they paid

more attention to follow those directions and also realized that

which part they should put more importance on.

(Yod’s journal reflection 1, page 7)

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

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

clarifying learning goals and target language to students. In this case, trust on each
other’s experiences played an important roles to motivate the members to learn and improve their instructional practices

Excerpt 14

Yod  ครับสำหรับแผนที่ 3 นี้ก่อนอื่นผมต้องขอบคุณป้าลำไยครับที่ให้คำแนะนำจากประสบการณ์ของตัวเองเลย ในแผนแรกของผมมีคือ สิ่งผมเรียนตามตรงว่าผมมีความคิดและเรียนมันในประสบการณ์ตัวเองนั่นมากกกกกกกก ผมมีความเคารพและเชื่อมั่นในประสบการณ์ตัวเองผม ผมยังทราบว่า ผมมีความเน้นที่สุด  ผมจะไปศึกษาเพิ่มเติมจากอินเตอร์เน็ต และ比我ได้ข้อมูลที่ละเอียดขึ้น ผมจะไปศึกษาเพิ่มเติมจากอินเตอร์เน็ต และมาปรับเปลี่ยนเพื่อพัฒนาแผนการสอนที่สามของผมครับ ผมขออนุญาตแจกแผน เรียนตามตรงว่าผมมีความเคารพ  อาคม่อนแผนการสอนของตนเองให้อาจารย์นานวิทยาลัย เชียงกง (ยอดแจกแผนการสอนของตนเองให้อาจารย์นานวิทยาลัย เชียงกง)

Yod  For the third lesson plan, I would like to thank you Lamyai that suggested me how to improve my first lesson plan from her own experience. I could say that I respected and trusted in her experience. However, I still wanted more detail, so I searched more information from the internet and applied to develop the
third lesson plan. Before presenting, I would like to distribute you my lesson plan.

(Expanded field notes 2, page 73)

The clearer effect of TLC on instructional practice improvement showed in Excerpt 15. After Yod learned from Lumyai’s experiences, he continued his learning by exploring from the Internet, which he integrated with knowledge from TLC about clarity of learning to improve his instructional practice. In the excerpt, it was the lesson plan showed Yod’s strategy in relation to improve his classroom management. He inserted the clarity of learning outcomes and target language after warm up stage but before starting the presentation stage as presented in the follow excerpt,

Excerpt 15

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

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

3. Teacher inform the learning outcomes
and target languages to the students: By the end of the lesson students will be able to identify the differences in has got/have got using

4. Target language: ......have got long hair ......has got black eyes.

(Expanded field notes 2, page 74)

Moreover, the data in this study showed how the members in TLC attempted to more carefully involve all their students to feel at ease and participate in the classroom activities. In Excerpt 16 we see that the TLC members learned methods of how to group students together from discussions in the face to face meetings. In the Excerpts Chai wrote his lesson plan to improve his practices based on Yod’s lesson plan and outcomes which were shared in his journal reflection. Participation in the TLC introduced Chai and the other members to new strategies which assisted them with
their classroom management in order to get all the students involved in the lesson.

This procedure created the opportunity for all of the students to be able to complete tasks by themselves.

Excerpt 16

Chai ครับ จากตัวอย่างวิธีการแบ่งกลุ่มนักเรียนของพี่ยอดที่มีแชร์ในการประชุมครั้งที่แล้วน่ะครับ ผลการสอนของพี่ยอดทำให้ผมเห็นตัวอย่างการใช้กลยุทธ์การแบ่งกลุ่มเต็ม เพื่อเก็บเด็กโดยให้ทุกคนได้รับภาระงาน และค่อย ๆ เพิ่มบทบาทในการทำภาระงานทำให้นักเรียนทุกคนสามารถทำภาระงานได้ด้วยตนเองครับ ครับ ในแผนนี้ผมจึงได้ลองพัฒนาแผนของผมตามตัวอย่างของ พี่ยอดครับ จากแผนนี้พี่ ๆ จะเห็นว่าผมได้เริ่มจากการที่ผมถามโดยใช้คำถามเดิมไปเรื่อย ๆ โดยไม่แปล แล้วให้นักเรียนช่วยกันตอบคำถามทั้งห้อง แล้วเปลี่ยนกิจกรรมโดยให้นักเรียนช่วยกันเรียนรู้ร่วมกันในกลุ่มมีการสื่อสาร

ตอบประโยค จากนั้นก็เล่นเกม Mill drillถามตอบเป็นคู่เปลี่ยนคู่ไปเรื่อย ๆ แล้วให้อธิบายประโยคเป็นกิจกรรมเดี่ยวครับ  ผมรบกวนพี่ ๆ ช่วยให้ค่าแนะน าด้วยครับว่าควรเพิ่มเติมปรับปรุงตรงไหนบ้าง
From what Yod shared how to group the students in the last meeting. From that, I could see the example of the strategy of grouping students in order to distribute work to every student equally, then we added more work to students until they can work on their own. For this lesson plan, I tried to develop the lesson plan from the example of Yod’s. You will see that I started by asking the same question without translating then asked all students to answer the questions. After that I changed the activity by letting students to learn together in a group and practice to answer questions. Then, I let them play Mill Drill game by get them ask and answer questions pair then students had to describe the picture by their own. May I ask for more suggestion, what should I improve further?

(Expanded field notes 2, Lesson plan 3, page 89)
a shifting from teacher to students promoted self-reflection on their work by the students. In this excerpt Lumduan expressed how she had improved giving feedback by realizing during the face to face meetings and journal reflections how the others had shifted the focus from teaching to student’s learning. She learned new strategies from her co- members such as self-correction feedback as used by Lumyai to create awareness of her students learning difficulties and promote understanding. This practice caused Lumduan to change her approach from simply checking worksheets and giving individual comments and she began to incorporate other member’s strategies. From this Lumduan indicated that her instructional improvement benefited the students learning. In addition, Yod stated that student feedback allowed the teacher to calculate student learning as well as support formative assessment.

Excerpt 17

Lumduan ขอบคุณพี่ ๆ ที่ช่วยและให้กำลังใจค่ะ คือมันก็มาจากจากการสังเกตแผนของพี่ ๆ ทั้งที่เราคุยกันในที่ประชุมแล้วก็ตามที่เราอภิปรายเพิ่มเติมในบันทึกหลังสอน

ที่ทำให้เรารู้จักกับทุกคนแล้วก็ตามที่เรารายบุญเพิ่มเติมในบันทึกหลัง

สอบถาม เกี่ยวกับการ feedback หนูเห็นชัดเลยว่าทุกคนให้ความสำคัญ
แล้วก็เริ่มมีการเปลี่ยนแปลงมาใช้การ feedback ที่เน้นให้นักเรียนได้มีส่วนร่วมมากขึ้น ทั้งตัวต่อตัวทั้งแบบกลุ่ม แต่ที่ทำให้หนูสนใจคือ ที่ป้าลำไยบอกว่านักเรียนของป้าสามารถประเมินและบอกได้ว่าทำไมเขาถึงแต่งประโยคไม่ได้

Lumduan  Thank you all for the compliment and the support. I learned from observing your lesson plans, having a meeting and also discussing on notes after lesson with you all. In terms of giving feedback, I could see that everyone put the importance on that. We started to give feedback that emphasized students to participate more in pair and in groups. However, the most interesting point was that once Lamyai told that her students could evaluate themselves and they were able to tell the reasons why they could not make the sentences.

Lumyai ใช่ๆๆ พอให้เวลาเขาคิด เขาจะรู้ปัญหาของเขาเอง ถึงแม้เขาจะแก้ไม่ได้ แต่อย่างน้อยก็จะต้องใจเรียนตรงจุดนั้นมากขึ้น

Lumyai Yes, once you provided them time for thinking, they would know
their problems. Even though they could not solve the problems,

at least they realized which point they should focus more.

Lumduan ค่ะนั่นแหละ แล้วก็ของพี่ยอด ให้นักเรียนทำ peer feedback กันเป็นกลุ่ม เป็นคู่ อย่าหัวเราะหนุนนะคะ หนูไม่เคยทำเลยจริงๆ ไม่เคยรู้ว่ามันดีอย่างไร จนได้ฟังตัวอย่างจากพี่ยอดแชร์ แล้วก็เห็นแผนของทุกคนเป็นเรื่องๆ เรื่องง่าย ก็แบบ อ้าว! เป็นหนูค่ะถ้าเราทำให้การตรวจงาน กลุ่มคิด เลยค่ะคบเจรจากลุ่มอยู่ ถ้าและเปลี่ยนบาง ซึ่งมันต้อง โดยเฉพาะเด็กหนุนเขาแล้วส่งออกอีกแล้ว เด็กเล็กจะถูกกระตุ้นก็ไม่เคยถามให้ใครก็ที่หนุนจะเพิ่มเติมคือ การพูดนักเรียน feedback กันเอง นั่นทำให้นักเรียนง่ายขึ้น นั่นทำให้นักเรียนเข้าใจเรียนไปโดยอัตโนมัติค่ะ ก็จัดการเรียนการสอนได้ดีขึ้นด้วยค่ะ

Lumduan Yes, Yod also said that he asked students to do peer feedback for both in pair and in group. Please don’t laugh at me but I never do that before. I never know how good it is until I heard from what Yod shared and also I saw the lesson plans from you all. Oh! I was the only one who still corrected students’
work by ticking and crossing out, writing the keys on the board.

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

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

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

(Expanded field notes 3, Lesson plan 5, page 147)

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

Excerpt 18

Chai จากที่ผมรายงานแผนการสอนไป ก่อนอื่นผมต้องขอบคุณทุกคนทุกคนมากนะ ครับที่ช่วยแนะนำวิธีการแก้ปัญหาความวุ่นวายในการทำการกิจกรรม หรือ บ๊อคก์ได้เต็มปากเลยว่าที่การสอนจากแผนนี้ประสบ
ความสำเร็จเนื่องจากว่าได้เทคนิคการตรวจสอบความเข้าใจของนักเรียนไปคือก่อนหน้านี้ที่ผมมีปัญหามากในการจัดระเบียบเด็กในห้อง เขาไม่ค่อยฟังพอทำกิจกรรมก็ไม่เข้าใจ หรือเรียนเสร็จก็ไม่รู้เรื่อง แต่พอได้เทคนิคการการทดสอบความเข้าใจของนักเรียนไปแทรกเข้าไปในระหว่างการจัดการเรียนการสอน บอกเลยว่ามีช่วยได้มากครับ คือรู้สึกได้ว่าการสอนของผมมันไม่วุ่นวาย แต่มันมีความเป็นขั้นเป็นตอน ก่อนทำกิจกรรมทุกครั้งหรือแม้ขณะที่สอนอยู่ก็ทำครับ ตัวอย่างจากในแผน เช่น ถ้าก่อนเล่นเกมส์ ผมก็จะถามว่า Running or walking ? เพื่อเช็คกติกา What will you write on the board ? เพื่อถามความเข้าใจ Can you copy your friends? อันนี้ถามเพื่อดักเด็กไว้ก่อนครับไม่ให้ลอกกัน ตีครับ นักเรียนเรียนรู้เรื่องมากขึ้น ห้องเรียนสงบสุขขึ้น ผมใช้มาเรื่อย ๆ ครับดีครับแผนที่ ว เป็นต้นมาครับ

Chai

From what I told about my lesson plan, first of all, I would like to thank you to you all to provide me the suggestion how to solve the problems during organizing the activities. I can say that this lesson plan was successful because of the technique
of checking understanding, I had a lot of problems of controlling
students, they did not want to listen to me so that they could
not understand what they should do in the activities, also they
did not understand about the lesson. However, after
implementing the technique of checking understanding, it
helped a lot. My lesson was more in order for both before doing
activities and during teaching. For example, before playing
game, I asked my students “running or walking” in order to
make sure that they all knew the rules, I asked “What will you
write on the board” in order to make sure that they
understand, I asked “Can you copy your friends?” in order to
avoid them from cheating. It was good. The students
understood better. My class was also more peaceful. I have
been using this technique since the third lesson plan.

(Chai’s journal reflection 6, page 8)
Excerpt 19 shows how the members used gestures and tight transitions ensuring maximum instructional time in order to further help student learning. In this excerpt Lumyai told the group in the face to face meeting how she learnt to use gestures from Jit. As she explained the results indicated that her young learners had a better understanding of her instructions from using this approach. She also found the use of tight transition signals beneficial for classroom management. All of the members in TLC adopted these techniques from each other in order to support their students learning.

Excerpt 19

Lumyai เพิ่มเติมนิดหนึ่งนะ ในแผนนี้จะเห็นว่าจะวงเล็บไว้ว่า “เอามือชี้ไปที่หู” หลังคำว่า Listen! หรือจะเป็น Teacher says: 1-2-3-eyes on me (ครูใช้หัวแม่เติมซ้ายที่ตัวเอง) แล้วก็ Students say: 1-2 eyes on you (นักเรียนแยกมือไปที่ครูแล้วเงียบ) หรือตอนที่ป้าให้นักเรียนเลิกฝึกสนทนา แล้วป้าเขียนไว้ว่า Teachers says: The rain drops และต่อด้วย Students say: stop! stop! stop! คือป้าฟังที่จิต แชร์ประสบการณ์การจัดการห้องเรียนของจิตโดยใช้เทคนิคนี้คราวก่อนน่ะค่ะ คือด้วยความเชื่อมั่นในตัว
I would like to add more information. In this lesson plan, in the parentheses stating that point at your ear, after the word “Listen!” or Teacher says: 1-2-3-eyes on me (the teacher point at themselves) then Students say: 1-2 eyes on you (Students open their hand and point at the teacher then be quiet). Or when I asked them to stop practice communicating, I wrote that Teachers says: The rain drops then students say: stop! stop! stop! I heard from Jit that she shared her experience last time. I trusted her so I was sure that this technique would work. Especially, my students are young, they will be fun. It’s better than shouting at them that “Listen to me please” Even though I kept shouting until I ran out of breath, they wouldn’t pay
attention. I confirm that this technique really works because I tried before. So, I would like to share with you all. That’s why I put the parentheses in the lesson plan.

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

**Improvement of teaching strategies**

The members learned from collaborative learning in TLC through their actual teaching and by assessing strategies. The members applied their instructional practices based on their school and student context to promote student learning. Data analysis in this study provided evidence that participation in the TLC had affected the members’ instructional practices. The evidence is as shown in excerpts 21 – 25

Excerpt 20 shows the strategy of encouraging students to support each other as a group whilst the teacher undertook the role of observer to facilitate their students. In this excerpt, Yod detailed in the face to face meeting how he used group discussions in his classroom teaching. By acquiring information from several websites, he improved his instructional practices by integrating this strategy to encourage his students to finish
the task by speaking English. Yod indicated that his students were more engaged when working in a group. From Yod's experience and shared knowledge Lumduan and Lumyai also applied this strategy to improve their teaching. Lumduan stated that her students felt more comfortable working in a group as opposed to working alone. Lumyai recorded that her students achieved better learning from actively being involved in group discussions. While Chai stated that this strategy couldn’t work well with his students.

Excerpt 20

Yod ครับผมที่อภิปรายมาทั้งหมด ผมอยากให้พี่น้องสังเกตนิดหนึ่งว่าผมมีการปรับเปลี่ยนวิธีการสอนนิดหนึ่งสำหรับแผนนี้ครับ คือทั้งในขั้นการเรียนรู้การฝึก และขั้นสร้างผลงานของเด็ก ผมใช้วิธีการให้เด็กทำงานเป็นกลุ่มทั้งหมดเลยครับ สินเนื่องจากผมเห็นถึงว่าการสอนที่มีการจัดการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มนั้นจะมีผลในการสร้างผลงานที่ดีในแผนนี้ครับผมมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มนั้นจะมีผลในการสร้างผลงานที่ดีในแผนนี้ครับผมมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่นมีผลในการสร้างผลงานที่ดีในแผนนี้ครับผมมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้วเด็กผมเป็นเด็กโดยละเอียดและมีจุดมุ่งมั่นอย่างดีจึงตัดสินใจว่าการเรียนการสอนโดยใช้กระบวนการกลุ่มแล้
Yes, from our discussion, I would like you to notice that I changed my teaching method. For this lesson plan, at the stage of learning, practice, and elaborating, I asked students to work in group for every stage. That was because I searched from the internet, and I found cooperative learning technique. I tried this technique with my students which are adolescent and it really worked. So, I add more information in this lesson plan in order to apply to the next ones. However, please give some suggestion.

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

In excerpt 21 shows the teaching strategy that encourage all the students to participate in learning by using brain storming activity. In this excerpt, Chai stated that he encourage his students to concept knowledge from their learning by using brain
storming activity and draw mind mapping instead of concluded the lesson for his students. He said in face-to-face meeting that, learning about group discussion from Yod, gave him the idea to remind of brain storming strategy. As a results, the other members aware of the benefit of brain storming strategy and used it order to design their new instructional practices.

Excerpt 21

Chai แผนนี้ผมต้องขอบคุณพี่ยอดครับ (ฮ่าๆๆๆ) ชีวิตผูกพันกับพี่ยอด คือผมเห็นพี่ยอดพูดเรื่อง Group discussion เลยทำให้ผมนึกถึงเรื่องวิธีการเบนสตอร์มมิ่งครับ ซึ่งมีลักษณะคล้าย ๆกัน แต่ของผมคือ เอามาใช้ช่วงสรุป wrap up ครับ แทนที่เราจะสรุปให้นักเรียนฟังเอง แม้ก็ออกแบบแผนการสอนที่เป็น Learners Center มากขึ้น โดยให้เด็ก ๆ เขาทำงานเป็นกลุ่ม ช่วยกันออกมาคิดเห็นและสรุปออกมาโดยการออกแบบ Mind mapping ของเขาก็อยู่ครับ

Chai  For this lesson plan, I would like to say thank you to Yod (hehehe) my life is bond with Yod. I heard from what Yod shared
about group discussion, so I thought about brainstorming. They are similar. I applied this technique at the wrap up stage.

Instead of summarizing the content for the students, I focused more on learner center by asking students to work in group, to have a discussion, and to summarize through creating their own Mind mapping.

Lumyai คะ......มีความคิดสร้างสรรค์เหมือนคนอื่นด้วย (แซว แล้วหัวเราะ) ป้าก็เห็นด้วยกับชาวนะ ซึ่งสามารถรองรับหลักการทำงานเป็นกลุ่มของเด็กไปเพื่อพัฒนาการสอนของเราได้จริงๆนะ ป้าเห็นประโยชน์ของแนวการสอนแบบนี้เหมือนกัน เพียงแต่อ้างต้องคิดถึงความยากง่ายตามสภาพของเด็กด้วยนะป้าว่า

Lumyai Oh, you are also creative like others (joking) I agree with Chai that we can adapt the technic of working in group of students in order to develop our teaching. I also see the benefits of this technic but we might have to think about whether it would be easy or difficult for our students.
In Excerpts 22-24 shows how the members interchanged ideas and information regarding student motivation strategies to help design their instructional practices. The following excerpts detail how various activities, games and songs were created by the members to motivate and assist their student’s learning. However, those materials were not only beneficial for the students but they also created opportunities for the participants in TLC to learn and improve their practices.

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

Excerpt 22

Lumyai  ป้าใช้กิจกรรมนี้ในการสอนนักเรียนของป้าประมาณ 2-3 ครั้งแล้วนะ ทั้งนักเรียนที่ป้าเอาแผนมานำเสนอใน TLC และกลุ่มอื่น เพราะจริง ๆ แล้ว ป้าเอาความรู้ที่ได้จากที่มาคุยกันพวกเรามาสอนนักเรียนทุก ๆ ห้องของป้า

Lumyai  I used this activity with my students for a few times. Both of the class this lesson was designed for this TLC and other classes. Actually I brought knowledge I gained from talking in this group to use with all my classes.

Yod ใช่ครับ ผมก็ใช้เหมือนกัน แต่คือผลที่ได้ เอาจักรี ๆ คือมันมันไม่ใช่ไม่ได้กับเด็กที่ไม่ตั้งใจเรียนแล้วก็ไม่ให้ความร่วมมือในการทำกิจกรรม

Yod  Yes, I used it as well but the result was, in fact, that I thought it wouldn’t work with students who didn’t pay attention and give participation in class.
ยอด
ขออนุญาตนะครับ สำหรับผม ผมเห็นต่างนะครับ คือผมว่าขั้นตอนที่อธิบายกิจกรรม การเช็คความเข้าใจในกติกาสำคัญนะครับ นักเรียนของผมให้ความสนใจมากครับ ตอนสรุปกิจกรรม ผมให้เขาเขียนสรุปด้วยตัวเอง แต่ก็มีการกำหนด outline เพราะผมรู้ว่าเด็กของผมไม่ได้เก่งขนาดนั้น

จิตร
รับฟังอย่างไม่ใช่ตัวกิจกรรมที่ทำให้เขาไม่ตั้งใจเรียน แต่เป็นพฤติกรรมที่เขา มีอยู่เดิมไหม ต้องถามต่อว่าแล้วเราจะมีวิธีการกำหนดเงื่อนไข หรือสถานการณ์ยังไงให้กิจกรรมของเราสม่าเสมอ ซึ่งในส่วนตัวผมมองว่าตัวกิจกรรมเช่นนี้ต้องมีความท้าทายและเป็นการฝึกความรับผิดชอบ

ส่วนตัวเขาอยู่แล้ว โดยให้เขาเรียนรู้ด้วยตนเองอย่างอิสระ เราแค่คอยดูทาง ๆ ว่าเป็นตามที่เราตั้งใจหรือเปล่า

จิตร
I think that it wasn’t activity that made them didn’t pay attention but it was their own learning behaviors. It’s our job to set the condition or situation to make our activities interesting.

In my opinion, I think an activity itself is challenging and teach students responsibility. Students can learn independently and we just observe them.
Because of this, I used a semi-control approach where I let them think for themselves but sometimes helped them when needed so they didn’t feel it was too difficult which might discourage them. I designed the end of the activity this way because I tried to avoid a competition. I allowed them to take the same amount of time and use the notes.
posted on the wall. When they finished, they had to hand in both piece of work.

Lumduan  หนูขอต่ออดจากความคิดเห็นของพี่จิตค่ะ  ในเรื่องของการออกแบบกิจกรรมให้น่าสนใจ คือหนูใช้หลักการของ Wall crawl นี้แหล่ะค่ะ แต่ก็ทำให้มันน่าสนใจขึ้นมากกินที่ถึงคือ ในห้องหนูจะมีบอร์ดที่เคลื่อนที่ได้ที่ติดแต่งอย่างสวยงาม ติดไว้ตามมุมต่าง ๆ ของห้องห้องหนึ่ง แล้วติดแถบประโยคหรือสิ่งที่ต้องการให้นักเรียนเรียนรู้ไว้บนบอร์ด เด็กหนูเป็นเด็กเล็กค่ะ หนูถึงได้ขายเรียนรู้ด้วยกันเป็นคู่ ไปเป็นคู่ สั่งจดตูขนำ่งกันตี่ค่ะ คนหนึ่งจดคนหนึ่งอย่าง แต่ในส่วนของใบงานจะให้คนละหนึ่งแผ่นอยู่แล้ว ไม่ให้ทำด้วยกันค่ะ

Lumduan  I expanded it from Jit’s ideas about designing interesting activity. I used the principle of Wall Crawl but made it a bit more interesting. I have beautifully decorated movable boards around the classroom walls. I put up sentences I want students to learn on the boards. My students are very young learners. I let them learn in pair. From my observation, they helped each
other. One read and another one write down. When it comes
to worksheet, they do it individually.

(Expanded field notes 3, page 147)

Excerpt 23 illustrates how the face-to-face meeting affect instructional practice strategy. In this excerpt, one of the TLC’s members introduced a game to his class to support his teaching. Later in his online reflection he reported that he had improved his practice by integrating the game ‘change chairs’ as a warm-up activity into his lesson in order to motivate and lead his students to the next stage. Yod learned this game from Jid in face-to-face meeting and the following excerpt highlights his learning through his improved lesson plan.

Excerpt 23
<table>
<thead>
<tr>
<th>stage</th>
<th>Interaction</th>
<th>Procedure</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead-in stage</td>
<td>S - S</td>
<td>Change chair Activity</td>
<td>- To set their readiness</td>
</tr>
<tr>
<td></td>
<td>T - S</td>
<td>• Students sit on their chair in a big circle</td>
<td>- To focus the class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher stands in the center of the circle</td>
<td>- To let them familiar with the target language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and give instruction of playing game.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher provide all students with a stripe of sentence for each.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher starts the game by saying ‘Change chair if you’ve got number........’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The students who’ve got those numbers stand up and switch their seat and</td>
<td></td>
</tr>
<tr>
<td>stage</td>
<td>Interaction</td>
<td>Procedure</td>
<td>Aim</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td></td>
<td>read their sentence aloud.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(this/these-that-those)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>T – S</td>
<td>Teacher praises students clap hands, smile and say “Excellent”</td>
<td>To encourage students</td>
</tr>
</tbody>
</table>

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

Excerpt 24 provides details how the results of students’ learning affect their teaching strategy improvement. After teaching, Lumyai reported in her journal reflection that she created chant of chunks to influence her students’ speaking skill.

From her observation, She found out that her students felt relax and could speak naturally. In addition, the results of Lumyai’s activity was clearly evidence of her success. The benefit of using this activity inspired the members to learn in order to apply in their instructional practices in the future.

Excerpt 24

Lumyai ผลจากการสอนในครั้งนี้คือ นักเรียนมีความสุขในการเรียนและสามารถพูดถามตอบได้อย่างเป็นธรรมชาติ เพราะเขาได้ฝึกโดยใช้ Chant ซ้ายจ้างจันท์

โฉมและพูดได้คล่องปากแล้วโดยป้าใช้วิธีการแยก Chunk ของ Target language ที่ต้องการสอนมาเรียบเรียงเป็น Chant เพื่อจำความเข้าใจ

สนุกสนานในการฝึกและง่ายต่อการท่องจำให้นักเรียนเขาคุ้มเคยเป็นกลุ่ม ๆ
The results of this teaching was students were happy and able to speak naturally because they practiced with chanting until they memorized it by heart and speak comfortably. I divided and rearranged the chunks of target language into simple and fun chunks. Students got familiar with groups of words. It would be easy when they formed the sentences as you see in the previous lesson plans.
Lumduan  So interesting. You once explained that students could expand it into speaking but I was confused with clapping hands with the rhythm because I noticed that what you underlined in the plan wasn’t constantly rhythmic. I would like to use it because my students are young learners as yours but I would like you to explain more in the next meeting.

Yod เที่ยบได้ครับน้องลำดวน

Yod I agree, Lumduan

Chai เที่ยบได้ครับ ชอบครับ อนานแผนแล้วรู้สึกสนุกครับ

Chai I agree. I like it. It was fun reading the plan

(Lumyai’s journal reflection, Lesson plan 4, page 56)

Improvement of lesson planning skills

One of the apparent changes observed among TLC members was their ability to plan English lessons. From the first few weeks, the data revealed that the
participants lacked the ability to write lesson plans. Excerpts 25 to 26 showed how three members explicitly connected on their own skills in lesson planning.

Excerpt 25

Lumduan หนูอยากรู้ว่าขั้นตอนของพี่ลำไยเอ่ยมันคือ 3P ทั่วไปหรือเปล่าคะ หนูไม่ค่อย

I would like to know stage of Lumyai’s teaching. Is that 3P teaching? I’m not sure about lesson planning pattern.

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

Excerpt 26

Lumyai เอ่อ ชื่ออยากบอกอ่วม คือ คือ ความจริงแล้วป้าก็แยกไม่ออกชัดเจนหรอกอัน

Hmm...I would like to tell that....that actually I cannot tell exactly which one is 4P or which one is 3P

(Expanded field notes 1, page 22)

Excerpt 27-28 were the evidences to clarify that the members in TLC did not clear about lesson plan writing method. However in relation to improve their ability to
design instructional practices, the other three members also agreed that they need to explore more knowledge. Then, brought back to share in the face-to-face meetings discussion. As shown in excerpt 15 Chai lacked of confidence to present his practice lesson plan so he didn’t prepare his lesson plan to share with other members.

Excerpt 27

Chai

I’m sorry that I wasn’t prepared to join the meeting. In fact, to be honest, I don’t know how to write lesson plans, how many steps it has, what it consists of, so I’ve never written lesson plans by myself. Most of the time, I just copied them from
somewhere and submitted them to Academic Affairs Department. If you want to know how I teach, I just check what topic I have to teach and roughly prepare myself on how to do it, then I just teach. Today I only just would like to observe.

(Expanded field notes, page 54)

Therefore, during the first meeting I needed to stress the importance of lesson plans and provide the discussion for the members with the information required. Seeing the benefit of sharing knowledge in the TLC, as one of the members, I led the discussion in order for the group to participate.

Excerpt 28 was the situation in one face-to-face meeting to emphasis the importance of planning instructional practices.

_Excerpt 28_

_Jid_ เอาล่ะค่ะ เดี๋ยวเรามาเริ่มนำเสนอแผนแรกของวันนี้กันเลย ฮ้อ ๆ แต่หนูก่อนย้อนไปเรื่องคราวที่แล้วนิดนึงคะ ซึ่งทุกคนเห็นกันแล้วว่าใช้ไหมคะ แผนการสอนมีความสำคัญมากไหม และเราทุกคนเห็นพ้องกันว่ารามาจะ
หาวิธีการพัฒนาการเขียนการสอนร่วมกันอย่างไร  ในด้านศักยภาพของ
พวกเขาทุกคนที่ใช้เราจะไม่รู้อะไรเลย เพียงแต่ว่าบางอย่างเราต้องศึกษา
เพิ่มเติมด้วย ค่อนไปก็ขอให้เราทุกคนช่วยกันสังเกตขั้นตอนของการเขียน
แผนการสอน ข้อดีและจุดอ่อนของแผนสมาชิกเรา เพื่อเราจะได้ปรับปรุง

พัฒนาบางขั้นแผนการสอนที่เหมาะสมสำหรับการเรียนรู้ของเราต่อไป

Jid  Let’s present our first lesson plan today but I want to talk
about the previous lesson plan last week. Everybody can see
that how lesson plan is important and we all agree how we
will develop how to write lesson plan. We all have ability to
do it but we also need to learn more. From now on, during a
discussion, I would like everybody to notice the steps of writing
lesson plan, strengths and weakness of the lesson plans of
each member, in order to improve our writing lesson plan skills.

Lumyai อ่า ใช่เลยค่ะ แผนรอบนี้พี่เก็บรูปแบบ กลยุทธ์ต่าง ๆ จากการศึกษาในการ
ประชุมครั้งก่อนของพวกเรามาใส่เยอะเลยค่ะ ยังเซู้ค่ะ
Lumyai: Yes, this lesson plan, I applied the patterns, strategies, from what we discussed last time. Chai, please go next.

(Expanded field notes 2, page 59)

In excerpt 28 Lumyai mention about the changing of pattern and strategies in her instructional practices as a result of the previous discussion in the TLC. As already stated, this initial discussion was the catalyst for the TLC participation and the importance of lesson plans was made apparent for all to see. The consistently clarification data from all sources indicated that learning in TLC influenced all the members’ instructional practices development. The summary of each participant improvement was as follows,

Chai

Chai learned from joining in TLC a lot. His improvement was show clearly in all data sources. The evidences revealed how he tried to gain knowledge and experience to imply to his lesson plan. He wrote the learning outcomes as well as design his practice by using systematic classroom management. By applying strategies to support
student achievement, he put the emphasis on defining his forms so that his lesson plans related to what he actually wanted his students to learn. In excerpt 29 was the example from his learning in TLC. Comparing between lesson plan 1 and lesson plan 7, Chai wrote clearer goals in learning outcomes, more concisely target language and suitable numbers of vocabulary for student to learn in one period.

Excerpt 29

Lesson plan 1 Learning outcomes:  

Target Language: Present simple tense

Vocabulary: get up, take a bath, get dressed, have breakfast, go to school, study, have lunch, play, go home, do homework, have dinner, watch TV, read, go to bed

Lesson plan 7 Learning Outcomes:
1. Be able to pronounce and give the meaning of seasons and weather conditions.

2. Be able to ask and answer about seasons and weather conditions.

**Target Language:**

- How’s the weather?
- It’s ________.

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

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

Moreover, TLC discussion in the face-to-face meetings and journal posts allowed Chai to gather examples of collective best practices. By lesson three it was noticeable that Chai had started to change his practices. In warm up stage, Normally Chai only write the game’s name or activity’s name in his lesson plan. In the third plan, Chai told us in the face to face meeting that from the group suggestion made...
him considered about the meaningful of games or activities to be used in warm up stage to lead his students to better understanding in the presentation stage. He wrote well instruction clarify steps of how to run activities. As presented in excerpt 30.

Excerpt 30

Lesson plan 1 Warm up: Teacher greets students and tells the students about daily routine.

Lesson plan 3 Warm up: 1. Teacher greets students

2. Teacher leads students to review the vocabulary from the previous period and let them play whispering game.

3. Teacher divides students into two groups equally.

4. Teacher explains how to play and demonstrate the game.
5. Teacher writes vocabulary words on paper and show it to the first student of the group. The first student whisper the word to the next student until the last student.

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

7. Teacher gives compliment to the winner.

8. Briefly discussion and whole class feedback.

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

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

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

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

Excerpt 31

Lesson plan 1 Lumyai: พี่ชอบมากเลยนะครับที่น้องทำความเอาไว้เป็นพื่อยที่มา

ช่วยสอน ที่อยากทำเหมือนกันแต่ทำไม่เป็น แต่ที่มีซึ่ง

สำคัญว่าการที่น้องให้ความรู้พื่อยตลอดทั้งบาง ทั้ง
Lumyai: I like the way that you use PowerPoint to support your teaching very much. I want to teach like that as well but I don’t know how to create the PowerPoint. But I curious to know if you used PowerPoints through every stage of your teaching, presentation, practice and production. Could you control your classroom? Were they bored sometimes?

From excerpt 32 Lumduan began to use new techniques in her practice to support students’ learning. Furthermore, Lumduan gain more games from Lumyai in
relation to use in presentation stage and make her instructional practice more interesting.

Excerpt 32

Lesson plan 4 Lumyai

I like that you used shadow reading technique to teach reading. The unique of this lesson plan is to encourage low ability students to be more active in presentation. The plan includes the use of shadow reading technique, which helps low ability students gain confidence and builds motivation for high ability students. To make the lesson plan more interesting, we can add more interactive activities in the presentation stage. Since students already have some knowledge of the vocabulary, playing the game Hangman will help them review the vocabulary and then ask questions related to the next reading. Lumyai
confident and also cultivate high ability students to be more generous. However, we can adjust this lesson plan to be more unique and wonderful by adding the attractive activities at the presentation stage because the students had background knowledge about the subject vocabulary. To play Hang Man game of the subject vocabulary might help students to have a good chance to review the vocabulary. Then the teacher can ask students about the information of each subject in reading passage.

Lumduan เลิศค่ะ ... Hang Man เป็นเกมที่น่าสนใจนะคะ เด็กๆน่าจะชอบ #ขอบคุณค่ะ

Lumduan Cool ...Hangman is an interesting game. Students might like it. #thank you
In addition, excerpt 33-34 were the clearly evidences of Lumduan’s instructional practices improvement. She integrated many activities and approaches and classroom management in her lesson planning. As Yod and Chai replied in Lumduan’s online journal reflection after read her reports as follows,

Excerpt 33

Lesson plan 5 Yod

This lesson plan has many interesting activities that attract student whole period. However, May I suggest you to identify the clear time span in each stage because. From my reading your
In each teaching activity stage takes quite long time lots of time.

(Lumduan’s lesson plan, page 24-31)

Excerpt 34

Lesson plan 5 Chai

For this lesson plan, you show us the development of writing lesson plan in English.

Taking new knowledge from discussion to apply.
in her instructional practices and sharing her new knowledge. One thing that is very unique in this lesson plan is the approach that you implemented. It is the new approach for our group. The Pre-While-Post listening in each stage of the activities can enhance students’ confidence well. (Lumduan’s lesson plan, page 24-31)

Excerpt 35 was the example presented the different of Lumduan lesson plans. After she had learned in the TLC about the effective of activities on students’ learning.

Then she tried to make change in her lesson planning.

Excerpt 35

Lesson plan 1 Production Stage: 1. ครูแจกแบบฝึกทักษะการเขียนภาษาอังกฤษเรื่อง What subject do you like? ให้กับ จำนวนนักเรียน
2. The teacher distributes a worksheet of what subject do you like? to students.

2. Students do the exercise and correct it together.

Lesson plan8 Production Stage:

1. Students presents their mini book.

2. Teacher monitors and records example of good/error language.

3. Present with the whole class and peer feedback.

(Lumduan’s lesson plan, page 24-31)
For the part of production stage, Lumduan no longer only used worksheets but she added activities in order to encourage her students to perform tasks by themselves from previously gained knowledge. During the lesson she would monitor and facilitate students and provoke discussions and involvement in the activities in order to conclude and wrap up the lesson.

Conclusion

This chapter explores findings in answer to the following questions: How do English teachers learn collaboratively in a Teacher Learning Community? and How does a Teacher Learning community influence the instructional practices of English teachers? The triangulated data revealed that the TLC influences collaborative learning in a variety of ways. Members are more innovative in researching learning; they are more focused in the design of instructional practices and writing lesson plans; they benefit greatly from the interchange of ideas in the TLC. Moreover, instructional practices are greatly enhanced through participation in TLC. Members are more confident about trying new ideas and as a result of face-to-face meetings and journal
reflections, they have more ideas to implement in the classroom. Field notes indicated moments of illumination by members and greater understanding and motivation on the part of students.
CHAPTER V
DISCUSSION

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

Summary of the study

The study employed qualitative research methods to achieve two main
purposes. First, it aimed to determine how English teachers learn in a Teacher Learning
Community. The second objective was to identify how a Teacher Learning community
influences the instructional practices of English teachers. The five participants in the
research were drawn from schools in Sisaket Educational Service Area Office 3, in
Sisaket province. The participants were volunteers and demonstrated a commitment
to the shared mission, vision, values, and goals of the Teacher Learning Community.
The research instruments used in this study were field notes, observation, journal reflection, and lesson plans compiled from all activities and meetings. The data obtained by coding from the three instruments was analyzed by using data triangulation.

Summary of the Findings

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

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

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

Teachers learned the prime importance of tailoring ideas to their particular students and classroom environment. Simply copying ideas without considering the specifics of their student populations was unproductive. Great ideas still needed to be evaluated carefully and shaped to suit the requirements of each teacher’s students.

One of the ways of addressing student motivation problems was to tailor the material to suit the students for whom it was prepared. In addition, there was a very useful review process in TLC where teachers could give feedback about what worked, what
did not and why; crucially, how to address issues or implement further improvements also brought benefits.

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

There were several invaluable benefits from the shared experience of TLC members. One very practical benefit was making best use of online resources in lesson planning and as a result students became more engaged as they were presented with stimulating material. In addition, teachers became more aware than ever that teaching
strategies needed to be shaped differently for each student population. The value of shared knowledge about what worked and what did not could not be over-estimated.

Real practical experience from professional colleagues about pitfalls to avoid and techniques that succeeded were treasures beyond a price.

One of the major benefits in this arose from lesson plan sharing. This occurred in several stages. Plans would be presented and opened for comment, challenged and clarified. Later, the presenting teachers would reflect on and share what they had learned as a result from this process. One of the significant improvements in TLC was how preparing lesson plans was viewed; they were no longer a necessary evil but a useful tool that could even be fun to write. In addition to the greater clarity of purpose in writing and implementing lesson plans, teachers found that their greater clarity of purpose enabled them to give more effective guidance to the students in their care.

In summary, the findings of this study provide clear evidence of the benefits of TLC regarding collaborative learning and instructional practice. Members’ professional development was enhanced by shared experiences in face-to-face meetings and
through journal reflections. Members experienced increased confidence in preparing lesson plans and exploring sources and new material. The members also appreciated the atmosphere of trust and mutuality established in the TLC. Innovation was no longer seen as a possible threat, mistakes were not an embarrassment but learning opportunities.

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

Discussion

Three major findings from the present study are discussed in light of related literature in this section.
TLC that was established by members could affect teachers’ learning and instructional practice.

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

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

The second key finding in the present study suggests the importance of the sharing process in facilitating the members’ learning in the TLC, as noted in previous studies (e.g. Mahfud, 2017; DuFour, Eaker, and DuFour (2005). In this TLC, sharing was a key activity in all processes, from the first meeting to face-to-face meetings and online social media interactions. The data from all sources consistently showed how all the members benefited and learned how to improve their instructional practices from those sharing sessions. To improve the performance of educators, Mahfud (2017) indicated sharing as a key aspect to support teacher collaboration. DuFour et al. (2005) explained that sharing can promote a collaborative culture of teacher learning and transformative teaching. They elaborated that when teachers shared their expertise with one another in TLC, each member could learn from the best practices and apply the ideas in their own style that fits their contexts and students. In the situation such
as the one in the present study, a number of English teachers did not have an educational degree in English teaching, the sharing opportunities created in this self-established TLC seemed to have compensated the lack of ‘experts’ in the community (cf. DuFour, Eaker, & DuFour, 2005). Mertler (2018) explained that when teachers had a chance to ‘share’ and ‘learn’ from one another, they could gain confidence in trying out new ideas in their classrooms.

**Culture of collaboration and trust: Key factors for the success of TLC**

The success of the TLC in the present study suggested that the culture of collaboration and trust built among the members were the key factors (cf. Cochran-Smith & Lytle, 1999; Lave & Wenger, 1991a; Cordingley, 2013). When working in TLC, the members changed from learning for teaching only their own students to learning for improving their instructional practices in order to support the community’s shared goals, which was described as a shift from independent working to interdependent working by Dufour & Dufour (2012). The findings in this study revealed that the processes implemented in this TLC, which were based on the six principles of PLC
(DuFour, 2008), changed the culture of learning among the members from isolate
learning to collaborative learning. By agreeing to the core values regarding the equal
roles of the members, all the teachers, with varying teaching experiences and
expertise, had the same opportunity to present their ideas and provide feedback to
one another. In this TLC, the members reported trusting one another and were
observed to feel ‘safe’ to give candid information when sharing their lessons and
reflecting on their instructional practices. Lave and Wenger (1991a) noted that ‘trust’
is vital to a successful TLC. Cordingley (2013) explained that when members trust each
other, they are more likely to try things out and consequently learn from that. The
members in this TLC consistently reported how they were there to ‘learn’ and ‘share’
in the community without fearing to ‘lose face’.

Limitations of the study

The present study has provided insights into how an English teacher learning
community can be established in a voluntary manner; nevertheless, the implication of
the findings should be used with a few limitations. First, since the number of the
members in the present TLC was rather small and shared similar socio-economic and geographical backgrounds. This may have affected their working style and culture.

Second, the changes in the teachers’ instructional practices were determined based on the written documents, including the journals and lesson plans that the teachers shared in the TLC only.

**Pedagogical implications**

The findings from this study provide insights into how a teacher learning community can be initiated and established from the ‘bottom’ up. The six principles, proposed by DuFour (2008), employed in this study seemed to create the structure that support the culture of collaboration and create trust among the members. Adopting the processes designed in this study in establishing other teacher learning communities with similar needs and contexts are encouraged.

**Suggestions for further studies**

Based on the findings in the present study, a few areas could be further researched. First, since the members of TLC in the present study shared similar socio-
economic and geographical backgrounds, an investigation of how a TLC can be established by members with varied backgrounds would provide insights into how socio-economic and geographical backgrounds may affect the way that TLC members work together. Second, in this study, TLC members’ struggles to find time for face-to-face meetings; therefore, finding out how online communication platforms can supplement face-to-face meetings. Insights from such research would benefit the promotion of TLC establishment among members from different schools or areas.
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Appendix A

Consent form for Participation in A Case Study of an English Teacher Learning Community in Thailand Research Study

I volunteer to participate in a research study conducted by Mrs. Hasakamon Duangmani.

I understand that the project is designed to gather information about:

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

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

I will be one of 5 people participating in this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one outside the participants will be told.

2. I understand that most participants will find the process interesting and thought-provoking. If, however, I feel uncomfortable in any way during the project, I have the right to decline to answer any question or to withdraw from any activities.

3. Participation involves being interviewed and observed by Mrs. Hasakamon Duangmani. Notes will be written during TLC activities and meetings. Audio
tapes will also be made. If I don't want to be taped, I will not be able to participate in the study.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this study without my prior written permission, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. Colleagues at my school will neither be present during TLC activities nor have access to raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.

6. I fully understand the briefing provided to me by Mrs. Hasakamon Duangmani. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.
Participant
(Lumyai)
Date ___8__ / May / 2017
Participant
(Lumduan)
Date ___8__ / May / 2017

Participant
(Chai)
Date ___8__ / May / 2017
Participant
(Yod)
Date ___8__ / May / 2017

Participant and researcher
(Mrs. Hasakamon Duangmani)
Date ___8__ / May / 2017
Appendix B
Participants Demographic

Participant 1:

I am an English teacher at a local school which has an extended school program aimed at improving levels of educational achievement. I have been teaching English for 22 years. My position is that of an English teacher who teaches in P.1, P.2 M.1, M.2 and M.3. I am also responsible for all students’ activities; school parents meeting, Mother’s Day, Father’s Day, Christmas Day, New year’s Day, National Children’s Day. My position also includes being a school counselor teacher, a classroom counselor, a school emcee and a supporter of all school activities as well as being involved with the school director’s work too. I believe that if we try very hard with experience gained year by year and by paying up most attention we can support and develop our teaching and our students for being successful in the near future. I am very pleased to join the TLC group because I would like to gain more knowledge and learn from other teachers experiences for developing teaching English. And lastly, all the useful things that I gain will be used to help educate my beloved students. I will be very pleased to share my ideas with TLC’s members. I truly think that everything that we share together will be
useful for everyone. Hopefully, in the future we can still come to meet, greet, join together and share our teaching experiences forever.

Lumyai

Additional School

**Participant 2:**

My school is my school which is located in Sisaket province. There are 173 students and 17 teachers here and my school is a local school which has an extended school program. I have been teaching English for twelve years. My responsibility is an English teacher who teaches Basic English and Extra English in Mattayom 1 – 3. Furthermore, I am also responsible for teaching Physical Education and Agriculture to students in Mattayom 1 – 3. My position also includes being a classroom consultant and I am required to support all activities in my school. My belief in teaching English is that everyone can learn the language by himself or herself naturally but will succeed better if taught by a good teacher. If the teacher always puts their heart in their students’ learning, students will completely get their probable knowledge and experiences from the teacher. Moreover, the teacher should emphasize, repeat and revise their lesson with the use of various activities. TLC group originated from little dreams which contain the same vision to develop our students from the heart. I’m so proud to be joining this TLC. I hope to gain knowledge and
experiences from the activities that we have been starting open-minded discussion and brainstorming with each other. Not only our discussions can lead me to create a new thing for my students but I also bring our teaching experiences for sharing to the others too.

Yod

Additional School

**Participant 3:**

My name is Chai. I was born on December, 22th, 1983. Now I am 34 years old. I finished Bachelor degree 12 years ago. Now I am an English teacher. I have been teaching English for 9 years. I teach M.1-3 and I am very happy when I teach English, although my English isn’t that good so I’m still practicing. TLC is one of the ways to improve my English. TLC will give me a big new experience. I hope to get new ideas for making lesson plans, more new knowledge and more new instructional media from TLC’s members. At the same joining time TLC will make me happy, make me smile and I hope every member will accept me in this TLC group. TLC will be my family.

Thank you every one especially Ms.Hasakamon Duangmani (P’ lek). I love TLC.

Chai

Additional School
Participant 4:

My name is Lumduan. I have been teaching for 9 years. I teach English in Prathomsuksa 3 at my School. Our school has regular classes and IEP classes. We provide the camps and activities for our students during the year such as English, Science and Math camp, Christmas day, etc. As an English teacher, I expect that my students can read and write English, including communication with other people so I try to encourage them to study English by using several materials such as games, songs, online media, etc. I believe that if they enjoy themselves during English lessons, they will be more willing to learn English. Finally, I hope they will love English and will have a successful future.

TLC is a group of people sharing as it brings members together from different backgrounds and levels of experience to join together. I wish to join this team and work together as friends. Even though we work in other schools, when we have time we will meet to share ideas about songs, chants, games, materials, etc. Moreover, we will support and help our team to solve the problems in the classroom. I’m conscious of learning during a meeting such as how to write the lesson plans or how to use classroom management techniques which allow my skills and capabilities to grow. I
think the results of TLC will not only be students’ development but also the progress of teaching and teacher behaviors.

Lumduan

Primary School
Appendix C
TLC Principles (DuFour & Reason, 2016)

1) Shared mission, vision, values, and goals

2) A collaborative culture with a focus on learning

3) Collective inquiry into best practice and current reality

4) Action orientation: Learning by Doing

5) A commitment of continuous improvement

TLC Questions Discussion for group setting

1. The shared mission, vision, values, and goals

1.1. Building shared missions.

a. What is the purpose of us teaching English?

วัตถุประสงค์ของการสอนภาษาอังกฤษคืออะไร

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

การสอนในห้องเรียนภาษาอังกฤษของเราควรมีลักษณะอย่างไรเพื่อให้มั่นใจได้ว่า

นักเรียนจะการเรียนรู้

c. How would people see our teaching changing?

บุคคลภายนอกจะเห็นการเปลี่ยนแปลงการสอนของเราอย่างไรบ้าง?
1.2. Building a shared vision.

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

คุณจะอธิบายเกี่ยวกับห้องเรียนภาษาอังกฤษที่ทีมของเรากำลังพยายามสร้างว่ามีลักษณะอย่างไร

b. What would our English classroom look like if it were a great place to inspire students to achieve their English proficiency based on the mission?

ห้องเรียนภาษาอังกฤษที่จะสามารถช่วยให้ผู้เรียนพัฒนาความสามารถทางภาษาอังกฤษได้ตามพันธกิจของเราควรมีลักษณะอย่างไร

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

หากต้องอธิบายวิสัยทัศน์เกี่ยวกับการสอนภาษาอังกฤษในภาพรวมของกลุ่มเราให้ชุมชนฟังภายใน 2 นาที จะอธิบายว่าอย่างไร

1.3. Building the Shared Values

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

เราจะสนับสนุนพันธกิจและวิสัยทัศน์ของชุมชนแห่งการเรียนรู้ได้อย่างไร

b. How can we as a team accomplish the missions and vision?
ในฐานะชุมชนแห่งการเรียนรู้เราจะสามารถบรรลุพันธกิจและวิสัยทัศน์ได้อย่างไร
c. How can we create the system of accountability in our TLC?
เราจะสร้างระบบความรับผิดชอบให้เกิดในชุมชนแห่งการเรียนรู้ได้อย่างไร
d. How can we change our culture of TLC in English teaching?
เราจะเปลี่ยนแปลงวัฒนธรรมการสอนภาษาอังกฤษในชุมชนแห่งการเรียนรู้ได้อย่างไร

1.4. Building shared Goals

a. What will the students improve?
ผู้เรียนจะพัฒนาสิ่งใดบ้าง

b. How will we know that we have achieved the goals?
เราจะทราบได้อย่างไร่ว่าเป้าหมายตามวิสัยทัศน์ที่ตั้งไว้บรรลุผล

c. Are the goals we determined realistic?
เป้าหมายที่ตั้งไว้เป็นไปได้จริงหรือไม่

d. What are the evidences we can use to measure the pupils’ achievement? ร่องรอยหลักฐานใดบ้าง ที่เราจะสามารถนำมาใช้ในการวัดผลความสำเร็จของผู้เรียน

e. When will the final assessment of the goal occur?
การประเมินผลเพื่อตัดสินผลการเรียนรู้จะเกิดขึ้นเมื่อใด
2. Collective inquiry into best practice and current reality.

a. What is the best way to sequence their learning?

วิธีใดเป็นวิธีที่ดีที่สุดในการจัดขั้นตอนการเรียนรู้ของผู้เรียน

b. What are the most effective strategies to use in teaching this essential English?

กลยุทธ์ใดที่มีประสิทธิภาพมากที่สุดในการสอนภาษาอังกฤษ
c. How will we know when they have learned it and how to enrich their learning?

เราจะทราบได้อย่างไรว่าผู้เรียนเกิดการเรียนรู้ และจะส่งเสริมศักยภาพการเรียนรู้ของผู้เรียนเหล่านี้อย่างไร
d. How will we respond when they don’t learn to help them reach achievement?

ทำอย่างไรเมื่อพบว่าผู้เรียนไม่เกิดการเรียนรู้ เพื่อแก้ปัญหาและช่วยให้ผู้เรียนเหล่านั้นสามารถบรรลุวัตถุประสงค์ในการเรียนรู้ได้
e. What can we learn from each other to enhance our effectiveness?

เราจะเรียนรู้อะไรบางจากสมาชิกในชุมชนแห่งการเรียนรู้ เพื่อเพิ่มประสิทธิภาพการสอนของตนเอง
3. A commitment to continuous improvement

a. Gather evidence of current levels of student understanding.

รวบรวมร่องรอยระดับความเข้าใจของนักเรียน

b. Develop strategies and ideas to build on strengths and to address weaknesses in students' learning.

พัฒนาแนวความคิดและวิธีการสอนเพื่อสร้างจุดแข็ง และแก้ไขจุดอ่อนในการบทเรียนนั้น ๆ

c. Implement those strategies and ideas.

นำวิธีการและแนวคิดไปสู่การปฏิบัติ

d. Analyze the impact of the changes to discover what was effective and what was not.

วิเคราะห์ผลกระทบเพื่อค้นหาความเปลี่ยนแปลงที่มีผลและไม่ส่งผลต่อการเปลี่ยนแปลง

e. Apply new knowledge in the next cycle of continuous improvement.

นำองค์ความรู้ใหม่ไปปรับใช้ในวัฏจักรการพัฒนาต่อไปอย่างต่อเนื่อง

4. Results Orientation

a. The effectiveness of the teaching was assessed on the basis of student results (DuFour, 2003).
สามารถประเมินประสิทธิภาพของการสอนได้จากผลการเรียนรู้ของนักเรียน

b. results of common formative assessments were shared amongst team members (Langston, 2006).

มีการแบ่งปันแลกเปลี่ยนข้อมูลจากการประเมินผลการเรียนรู้ระหว่างเรียนของนักเรียนระหว่างสมาชิกในกลุ่ม

c. ongoing common formative assessments were used and scored in consistent ways to facilitate improvement.

นำการประเมินผลระหว่างเรียนมาใช้อย่างต่อเนื่องในทิศทางเดียวกันเพื่อส่งเสริมการพัฒนาการ
Appendix D
Question for norms setting discussion

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Proposed Norm</th>
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<tbody>
<tr>
<td><strong>Time</strong></td>
<td></td>
</tr>
<tr>
<td>a. When do we meet and how often do we meet?</td>
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<tr>
<td>จะมีการจัดการประชุมเมื่อใด และเกิดขึ้นมากน้อยเท่าใด</td>
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<tr>
<td>b. How long will each meeting be?</td>
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<tr>
<td>การประชุมแต่ละครั้งจะใช้เวลานานเท่าใด</td>
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<tr>
<td>c. How much time will we spend on each lesson plan presentation and discussion?</td>
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<tr>
<td>สมาชิกจะใช้เวลาในการนำเสนอแผนและอภิปรายแผนการสอนแต่ละแผนนานเท่าใด</td>
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<tr>
<td>d. When will we post our lesson plans and journals?</td>
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<tr>
<td>สมาชิกจะเผยแพร่แผนการสอนและบันทึกหลักการสอนในสื่อออนไลน์เมื่อใด</td>
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<tr>
<td>Consideration</td>
<td>Proposed Norm</td>
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<tr>
<td><strong>Confidentiality</strong></td>
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<tr>
<td>a. Will the face-to-face meetings be open to welcoming other teachers?</td>
<td></td>
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<tr>
<td>การประชุมกลุ่มจะให้ครูท่านอื่น ๆ เข้าร่วมการประชุมหรือไม่</td>
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<tr>
<td>b. What can be said after the meeting?</td>
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<tr>
<td>อะไรบ้างที่จะนำไปพูดได้หลังจากการประชุม</td>
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<tr>
<td>c. Do we agree to provide candid information to clarify our current practices?</td>
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<tr>
<td>สมาชิกเห็นด้วยหรือไม่ที่จะเปิดเผยข้อมูลเพื่อจริงที่เป็นปัจจุบันเกี่ยวกับวิธีปฏิบัติของเรา</td>
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<tr>
<td>d. Do we agree to relate honest information of students’ level of learning?</td>
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<tr>
<td>สมาชิกเห็นด้วยหรือไม่ในการนำเสนอข้อมูลที่เป็นจริงเกี่ยวกับระดับผลการเรียนรู้ของผู้เรียนหรือไม่</td>
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<tr>
<td><strong>Participation</strong></td>
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<tr>
<td>Consideration</td>
<td>Proposed Norm</td>
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<tr>
<td>a. What are the roles of TLC participants?</td>
<td>สมาชิกในชุมชนแห่งการเรียนรู้ควรมีบทบาทอย่างไร</td>
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<tr>
<td>b. How will we encourage everyone’s participation?</td>
<td>เราสามารถกระตุ้นใหสมาชิกทุกคนมีส่วนร่วมได้อย่างไร</td>
</tr>
<tr>
<td>c. What do we expect from the TLC participants?</td>
<td>เราคาดหวังอะไรจากสมาชิกในชุมชนแห่งการเรียนรู้</td>
</tr>
<tr>
<td>a. How will we conclude the discussion for commitment?</td>
<td>เราจะมีวิธีการสรุปการอภิปรายเพื่อสร้างข้อตกลงร่วมกันอย่างไร?</td>
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<tr>
<td><strong>Collective commitments</strong></td>
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<tr>
<td>b. How will we deal with TLC participants</td>
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<tr>
<td>Consideration</td>
<td>Proposed Norm</td>
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<tr>
<td>---------------</td>
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<tr>
<td>conflicts?</td>
<td></td>
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<tr>
<td>เราจะมีวิธีการจัดการข้อขัดแย้งระหว่างสมาชิกผู้เข้าร่วมได้อย่างไร</td>
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<tr>
<td>c. Will we reach a commitment by consensus?</td>
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<tr>
<td>เราจะบรรลุข้อตกลงอย่างเป็นเอกฉันท์หรือไม่</td>
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</tbody>
</table>

**Meeting channel**

| a. Where will we meet? จะจัดการประชุมขึ้นที่ใด |
| b. Which social media will be used to share and discuss posts? |
| จะใช้สื่อสังคมรูปแบบใดที่เราจะใช้เพื่อแบ่งปันและอภิปรายข้อมูล |
Mrs. Hasakamon Duangmani obtained her bachelor degree in Education, majoring in English Language from Ubon Ratchathani Rajabhat institute in 2001. After 16 years in teaching experience, she continued her Master degree in teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University. She is a senior professional level teacher at Anuban Sriprachanukool School in Khukhan, Sisaket province.