

Teacher Supervision Program to Enhance Teacher's Learning to Teach Glocal Englishes

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Abstract

The purpose of this study was to explore effects of a teacher supervision program to enhance teachers' learning to teach Glocal Englishes. The participants were two in-service English teachers from two different schools, purposefully selected to participate in this study. The research instruments used for data collection were supervision dialogue, classroom observations, and reflection note. Qualitative data were collected and analyzed by the thematic analysis method. The result of this study indicated that the supervision program impacted the participants in three aspects: characteristics, techniques in the classrooms, and relationships with the students. Discussions and implications for teacher professional development was included.

Keywords: Teacher Professional Development/ Teacher's Learning/ Teacher Supervision Program/ Glocal Englishes

Introduction

The English language is now spreading around the world, and it appears in many parts such as newspaper, television, radio broadcasting, advertisements, Internet, official language, economic, social activity, and education (Crystal, 2011; Graddol, 1997). The spread of English is because of the globalization period, with an ever-growing number of people speaking English in many regions of the world. Based on this spread, 'English' has become 'Englishes' and the status of English is now a global language, or is known as "Global Englishes" (Jenkins, 2015, p. 64).

The notion of globalization does not occur without criticism. Schaeffer (2003) stated that some people argued that globalization is an old idea, some argued it is a new phenomenon, and others argued that present-day globalization is rooted in older concepts but has taken on a new form today. However, this study takes the stance that globalization not only helps disadvantaged people in remote parts of the world, it also influences students in developing countries by teaching them to have a global mindset and see the connection between themselves and the rest of humanity. Globalization links teachers, students, and the scholars around the world so that they can pass on new ideas, further the spread of knowledge, and donate resources, all which creates a global community of learners (Globalization & Education [Research Starters](#), 2017). Moreover, Yang & Qiu (2010) claimed that "globalization is a powerful transformative force. It accelerates cross-border mobility of people, capital, and knowledge" (p. 21). Lee (2008) stated that globalization in a particular sense, such in *Americanization* or *Westernization*, or even *McDonaldization*, and think it is a form of imperialism that spreads English language primacy over non-English speaking nations. Apart from negative criticism, the notion of globalization still retains great impact on the economic, state-of-the-art technologies, telecommunications, media, culture, and education throughout the world.

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

Boyd (2006); Khondker (2004) asserted that glocalization is a good description of blending and connecting local and global contexts while maintaining the significant contributions of the different cultural communities and contexts.

However, Kanoksilapatham (2015) claimed that Thai learners of English need to be better equipped in adequate background knowledge with the English language and focus on integrated instruction of local culture awareness and English for subsequent development that can be building global English knowledge becomes essential, local knowledge is not less important. Thus, regarding globalization and localization in educational context, Luk-Fong (2005) and Thing & Cheung (2011) suggest notion of 'glocalization' combines 'global' with 'localization' into account. Glocalization presents of twin relationships that between globalization and localization and it is a way for progressive advancement to occur thus enhancing the quality of life.

In recent educational research, the field has witnessed a growing interest in the pedagogical implications of Global Englishes (GE). A plethora of proposals have called for the change in English language teaching (ELT), which include the calls to increase students' exposure to the diversity of English in order to better equip them to use English as a Lingua Franca (ELF) in a variety of contexts. However, despite many calls for change, discussion remains largely at the theoretical level and there is both a scarcity at the practical level and a paucity of resources for those who wish to act on such proposals and bring a more GE perspective into the classroom (Galloway & Rose, 2013). Therefore, if the change of the field for GE has to be made, it means that emphasize on the teachers first because the recent English teachers face a problem in teaching for examples; the appropriate teaching methods, the suitable instruction medias, or the distantly raw materials to support the GE paradigm.

There are many types of teacher professional development to improve the teachers can join such as workshops, mentoring, meetings, conferences, and seminars (Office of Education Council, 2010). All of this information shows that if a teacher needs to go to the seminar (some seminars take for a long time) many effects will happen from teachers leave out students cannot learn follow the teaching plans/ schedules or teachers who come to teach instead is not well-prepared in English subject and some schools in the far away from civilization area has only one English teacher how can students do when teacher is out of the classroom. Thus, an alternative solution to help teachers improve their professional that is supervision.

In order to push it there are a lot of approaches of supervision but the non-directive approach is useful and appropriate because the supervisor listens attentively and non-judgmentally as teachers describe their work and reflect on their teaching. The relationship between supervisor and teacher are colleague the teachers feel free not anxiety to expose their opinions or ideas. On the contrary supervisor will listen to teachers and support them with good comments at the same time teachers can let something which they are not understand or confuse to the supervisor knows.

The supervision program can support teachers to teach in global English effectively. Moreover, teacher observation is an important component of supervision, in which supervision is one of all activity of teacher professional development also. And in the study my participant is also need some advices or techniques from supervisor to serve and fulfill teacher's learning skill to teach GlocalEnglishes. This teacher supervision program will be supporting this participant to get the interaction in teacher's leaning by teaching GlocalEnglishes effectively.

Research Question

To what extent does the teacher supervision program enhance teacher's learning to teach GlocalEnglishes?

Conceptual Framework

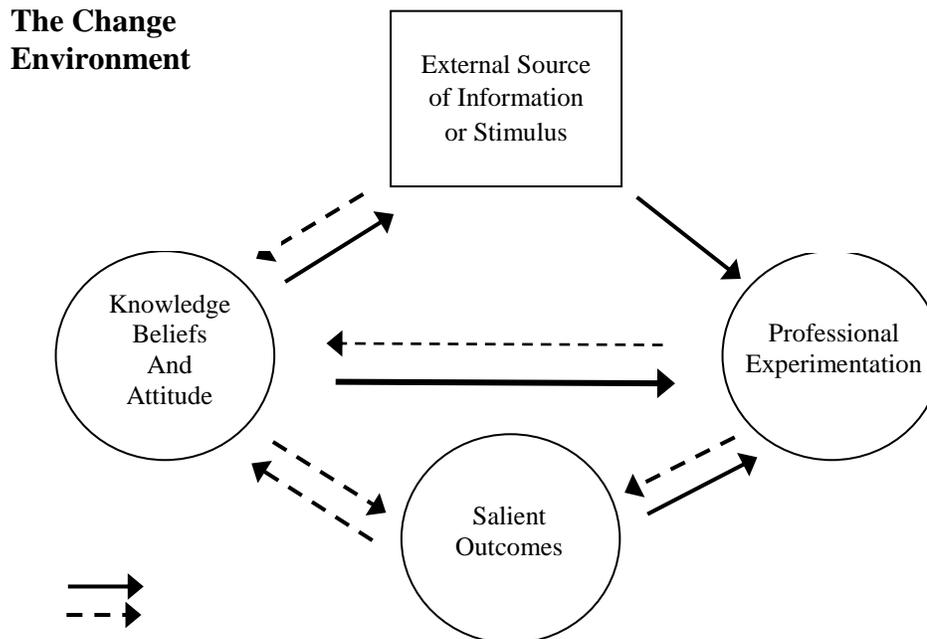
This section explains a conceptual framework, guided the design of this study. It consists of four parts as follows: (1) GlocalEnglishes, (2) teacher's learning, and (3) supervision, and (4) how supervision enhances teacher's learning to teach GlocalEnglishes.

To begin with, this term GlocalEnglishes is derived from two related words (Glocal + Englishes). The first term "Glocal" is coined from global + local (Glocal). The term is taken from the turn of society that is widely known as "Glocalization" (globalization + local), defining it as a context of globalization era in which people who live everywhere can communicate and travel to see each other easily, and the Internet is widespread worldwide. Taken it all together, GlocalEnglishes is the type of English language that is learned through the content of local culture. By learning English through local culture content, learners will be able to accelerate language learning since it is closely related to their lives. This type of learning reflects the Thai foundational curriculum that emphasizes on the standard of English go along with inherit Thai traditions and support Thai culture.

The second conceptual framework is teacher's learning. In this study, teacher's learning is guided by sociocultural theory Vygotsky (1986) argues of higher cognitive development, capable of providing adequate explanation for the process of teacher's learning, and claimed about learning is embedded within social activities and occurring as a teacher interacts with the objects, events, and people in the social environment.

Through the sociocultural learning theory, Clark and Hollingsworth (2002) claimed that there are four domains of teacher's learning: 1) Personal Domain (knowledge, belief, and attitude), 2) Domain of Practice (professional experimentation), 3) External Domain (external source of information or stimulus) and 4) Domain of Consequence (salient outcomes). The following model is describing of Clark and Hollingsworth Model.

Figure 1 The Interconnected Model of Professional Growth

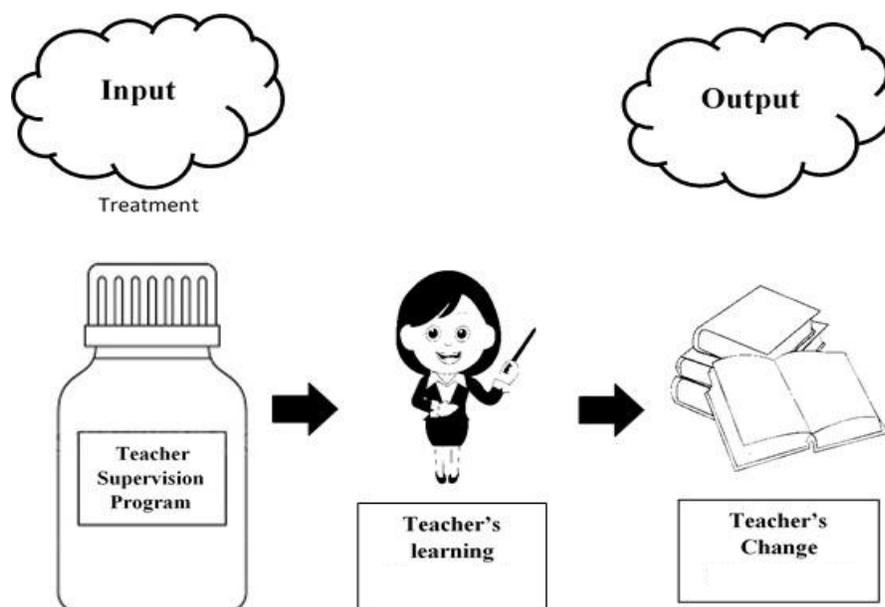


Source: Clark and Hollingsworth (2002)

As shown in Figure 1, the interaction takes place with peers, experts, support materials, or classroom practice, is essential enactment and reflection. A long-lasting change, which they call professional growth, is more relevant than the short-term changes that usually occur due to a professional development intervention.

The third conceptual framework is supervision. According to Bailey (2009), characteristic of supervision is trusted the meanings of evaluation, the classroom teacher, helping the curriculum get to the setting objectives, and encouraging student learning. Gebhard (1984) contrived five models of language teacher supervision includes the first model is directive supervision (the supervisor's role is to direct and inform the teachers, model teaching behaviors, and evaluate the teacher is mastery of defined behaviors). The second model is alternative supervision (the supervisor's role is to suggest a variety of alternatives. The purpose of offering alternatives is to widen the scope of what a teacher will consider doing). The third model is non-directive supervision (the supervisor listens attentively and non-judgmentally as teachers describe their work and reflect on their teaching). The fourth model is collaborative supervision (the supervisor actively works with the teacher and attempts to establish a sharing relationship), and the last model is creative supervision (this model allows a combination of different models as supervisors see the need to switch roles during supervision).

The final part is how teacher supervision program enhance teacher's learning. Supervision in Glocal English means the teacher supervision program that containing the contents of culture (Local) by using English language is a tool. The aim of using teacher supervision program is support the development of English usage of in-service teacher by take the contents of culture add it the topics of teaching. I explain in the Figure 2 below:

Figure 2 Teacher's Input and Output

As shown in Figure 2, when I implement the treatment (*Teacher Supervision Program*) to the in-service teacher by using English language as a tool to carry out knowledge, opinion, and idea to the teacher. During the process teacher can interact/ learn from the details of this supervision program such as teacher can bring some advices, supervisor can give some techniques, both teacher and supervisor are learning some issues together including the cooperative relationship will be happen between them too.

The Study

The Participants

The participants in this study were two in-service English teachers in two secondary schools in the northeastern part of Thailand. The first teacher name was Ms. Patcharapa from MakhaVithaya School and the second teacher name was Ms. Davika from NongnguleamPittayakom School. The teachers are purposefully selected based on the following criteria from the need of the teachers that they want to improve their teacher professional.

Teacher Supervision Program

In this section, I will present the description of the teacher supervision program, consisting of two interrelated topics: theoretical underpinning, steps of the teacher supervision program.

Theoretical Underpinning

Sociocultural theory. In this study, the Teacher Supervision Program will be designed based on the sociocultural theory (Vygotsky, 1986). According to Johnson and Golombek (2003), sociocultural theory is not just a theory of learning as commonly understood; it is a theory of higher cognitive development, capable of providing adequate explanation for the process of teacher's learning. The core of this theory is the idea that cognitive development depends on interaction with others and the surrounding environment (Cross & Gearon, 2004). In terms of teacher development, this means that the interaction which teacher have with the people, objects, or events in their external environment will help to shape their thinking, behaviors, and learning.

Supervision. A related of this concept according to Bailey (2009, p. 44), argued further explained in the context of supervision. She stated that a supervisor can represent many affordances: "an unwelcome visitor, a spy from the administration, or a source of ideas and possible support." Various teachers will perceive supervisors differently and make different users of the supervisors' input and expertise. Supervision as "an ongoing process of teacher education in which the supervisor observes what goes on in teacher's classroom with an eye toward the goal of improved instruction" Gebhard (1990, p. 1).

Data Collection and Procedure

This study is conducted the Teacher Supervision Program by me as a supervisor to supervise some English teachers to write 3 lesson plans of Global Englishes teaching in the second semester of academic year 2018. Data collection begin in early May and ended in mid-October 2018. Data are collected by via various qualitative methods.

This section consists of pre-data collection process, this process involves the pilot test to validate the research instruments which the interview supervision dialogue and send questions to the experts to check first. This is followed by research ethical approval by the Institutional Review Board (IRB) of the faculty of Education, Burapha University and three school's director's consent.

1. Pre-data collection

1.1 Ethical Approval

The data collection of this research is subjected to the research ethics approval by the Institutional Review Board (IRB) of the faculty of Education, Burapha University. A detailed description of the study will be submitted for review before collecting data to maximize ethical considerations.

1.2 School Director's Consent

Upon the IRB approves this research, a formal letter by the Faculty of Education on behalf of Burapha University will be sent to the school directors in order to obtain the director's consent to conduct my research. I will schedule a meeting with directors of the three schools to inform the goal and the data collection process of this study. After the consent from is signed, the director will receive a copy of consent from for reference.

1.3 Pilot Test

I will try out the supervision dialogue interviews and observation with at least in one school with the in-service English teachers who are not my intended informants from the same school upon the consent from the school director. The pilot test will determine the effectiveness of the research instruments so that they will yield the trustworthy data.

2. Data Collection

The data will be collected step by step in the three parts; pre-observation I will use the supervision dialogue, during-observation I will use the video recording, and post-observation I will write the reflection notes.

Topic No.1: Ban Non-Wat historical place I will collect data in the school No.2: NongnguleamPitthayakom (N) is the first, and the second is MakhaVitthaya (M). That shown in Figure 3 below.

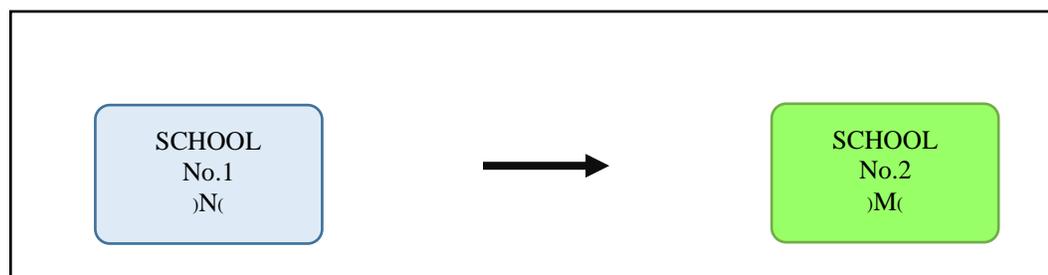


Figure 3 Module of Ban Non-Wat Historical Place

Topic No.2: Let's go to London, I will collect data in the school No.2 the first, MakhaVitthaya (M) is the second is NongnguleamPitthayakom (N). That shown in Figure 4 below.

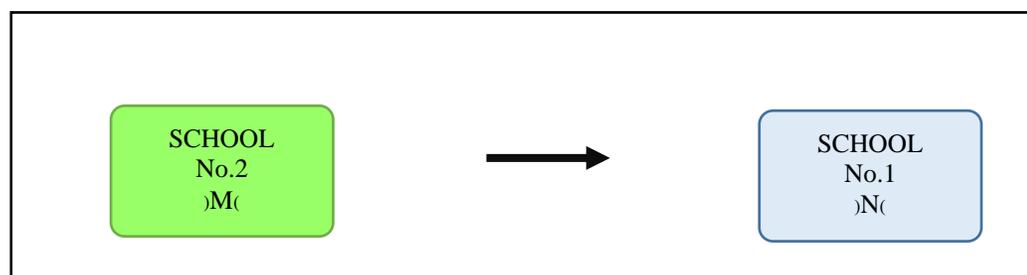


Figure 4 Module of Let's Go to London

In addition, in data collection procedure, I will identify the idea behind qualitative research to purposefully select participants, sites, documents and visual material. That will help me to understand the problem and research questions. A discussion about participants and site might include four aspects which identified (Miles & Huberman, 1994) examined *the setting* (where the research will take place), *the actors* (who will be observed or interviewed), *the events* (what the actors will be observed or interviewed doing) and *the process* (the evolving nature of events undertaken by actors within the setting).

Data Analysis

In the data analysis procedure, conducted currently with gathering data, making interpretations, and writing reports. While interviews are going on that I may be analyzing an interview collected earlier, writing memos and organizing the structure of the final report. And developing an analysis from the information supplied by participants Rossman and Rallis (1998). The questioning approach is also used in advocacy and participatory approaches (Creswell, 2009). That means firstly, I will keep some information from teachers' idea or opinion after she answers all open-ended questions in the supervision dialogue. Secondly, in the observations I use to collect the data by field notes and video recording. The analysis begins with describing and analyzing the culture-sharing group and interpreting their patterns within the context of culture-at-work. Overall, the ethnographer employs a reflexive inquiry style of being self-conscious about the research and the writing and being respectful of participants (Creswell, 2012).

Then I employed a thematic analysis to analyze the data and it was lastly reported in the form of sequential descriptive texts and the canon of analytic approach in qualitative research (Clarke & Braun, 2017; Flick, 1998; Seidman, 2006). Figure 5 shows the briefs the steps of data analyzing process.

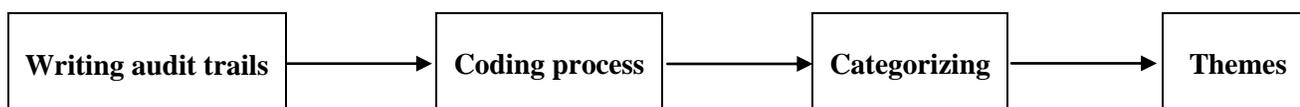


Figure 5 Steps of data analyzing process

Findings

With the research first question, to what extent does the teacher supervision program enhance teacher's learning to teach GlobalEnglishes? The findings were the three themes of teacher's learning to change which included teacher's characteristics, techniques in the classroom and relationship between teacher and student. For the part of teacher's voice tone the quality of the teacher's voice tone is a key factor in the teaching-learning process (Rogerson & Dodd, 2005). The classroom is a dynamic space of communication that language and teacher's expressive resource promote social interactions. The type of voice of the teacher can be a motivating or discouraging factor for the students (Barbosa & Cavalcanti, 2009). And teaching entirely fulfills the conditions in which speech modification is most intensive: in an interactive situation with a need for clear communication (Garnier et al., 2010). Beyond to the teacher's costume after the teachers gain some feedback from the students then they try to change or adopt in their costume because dressing is being be dress communicates identity through socially-conventional (Entwhistle, 2000). Young people are particularly aware of construction of identity through dress, having detailed knowledge of its visual, materials and symbolisms (Purdy, 2004). In Asian context, Asian L2 learners understand cosplay as a permissible escape from the discipline of mainstream society, through managed, hyper-real performances of fantasy selves in which individual perform as much as for audiences (Lamerichs, 2010). Through processes of aspiration and revision, they maintain multiple imagined local and international, personal and professional identities (Yashimina, 2002). And the last issue of the change of teacher characteristics is teacher physical expression is that classroom management particularly raises key issues in EFL classes and is one of the biggest challenge's teachers face while they teach (Linse & Nunan, 2005). On the one hand, teachers and their caring behavior are considered to be among the most important environmental factors that can help learners to develop positive attitudes towards language learning and promote learners' effort or engagement in doing language learning tasks (Williams & Burden, 1997).

For the second theme of teacher's change is "Technique in the classroom" which Geerdink, Boei, Willemse, Kools, and Vlokhoven (2015) fostered teacher educators' professional development in research and in supervising student teachers' research with the activities for teacher educators. However, three of activities were primary aimed at enhancing the teacher educators' competencies contain with use various medias, group work project, access internet by using mobile phone and student-centered. Teacher use social networking is "the act of engagement" while it is a tool used to communicate with mass audience (Hartshorn, 2010). The school students between the ages of 12 to 19 years old. A few platforms they use are Facebook, Youtube, Google and others.

In teaching English as a foreign language, technology is extensively integrated into EFL teaching a learning to help learners experience the target languages and cultures (Amaral & Meurers, 2011).

Move to the third theme of teacher's change is called "Relationship between teacher and student". When both of them try to open mind and heart to listen to each other the feeling of them will be in the positive way since they work in GlocalEnglishes project for three months until at the present it will be strongly emotion and shape into a good relationship. On teacher's perceptions of teacher-student interactions show a connection between these perceptions and teacher wellbeing. Chen and Cheng (2013) examined the process and impact of supervision by offering a detailed of what happens before, during, and after a supervisor's visit. Framed in the sociocultural framework, the results that supervision did not help Judy to become self-regulated, to help generate more insights on the supervision practice in specific and language teacher development in general. Positive interactions (e.g. students sharing their problems and their positive experiences with the teacher) can be a driving force behind teacher's commitment to the teaching profession (Newman, 2000). A relationship perspective, focus is on teacher's view of the relationship as a whole rather than teacher's view of student classroom behavior might prove useful, especially in the prediction of long-term educational outcomes or teacher wellbeing (Pianta, 2006). Based on interpersonal theory, (Wubbels et al., 2006) show high levels of both agency and communion in their everyday teaching and more students perceive teacher behavior to be high on both agency and communion, the more their learning and motivation are enhanced. The more teachers know about their students, the better the rapport the teacher has with them and the more likely they are to benefit from the teachers' experience. This teaching inherently interactive because it depends on interacting with active, growing minds (Tiberius & Billson, 1991).

From the findings above and the previous studies of teachers' change show that all of 3 themes; the teacher characteristic, technique in the classroom and relationship between teacher & student. After the teachers attended to the Teacher Supervision Program they continuing to change firstly, the main factor is from teacher's willingness to improve themselves because they need some support from the other relate institutes. On their willing be a cause of the teacher's inspiration to do make the students happy to study GlocalEnglishes course and to develop their teacher profession too. Secondly, the teacher supervision program was contained of the characteristics of effective teacher professional development for 5 procedures; supportive, job-embedded, instructional-focus, collaborative and ongoing which all of the procedures could support the teachers to challenge to teach GlocalEnglishes effectively.

Discussion

When the two in-service English teachers joined the teacher supervision program. The similar development which they can do in the first theme is teacher characteristics (costume, voice of tone and physical expression) and in the third theme is about the relationship between teacher & student. But in the second theme is about the techniques in the classroom is different from all of the themes.

From the findings reveals make sure that the teacher supervision program can push the teachers to teach GlocalEnglishes but it cannot be support on overall of three themes because of first important factor is about the context of the schools located in the red zone; students distance from their parents, a remote area from the expert, other supporting, up-to-date materials, and especially on the technology or internet (very low Wi-Fi). Moreover, the second factor is in the difference background of the two teachers; one teacher finished in Bachelor in Education for teaching English and the teaching experience when she was a pre-service student too. Other teacher who came from Bachelor of Art in Business English and she did not take some chance to teach in the school before. The point of discussion it should be noted that this program was implemented the context of red zone.

These contexts are very important for readers to keep it in mind why reading later sections because the context have the interpretation, Davika because she didn't have an Education degree or Patcharapa, she had the E-san accent show that she has low teaching proficiency. Certified educators are normally the individuals who graduated authorize instructor training programs; some are likewise required to finish an enlistment program or to breeze through a national instructor examination tests so as to get a permit. There is banter in the USA between the individuals who request full confirmation (Darling-Hammond, 1999; Darling Hammond, Berry, & Thorenson, 2001) and others (Goldhaber & Brewer, 2000) who contend that students of instructors who hold full affirmation accomplish likewise to the individuals who think about under educators with brief, "crisis" accreditations. These creators additionally contend that loosening up necessities for affirmation is a method for pulling in scholastically skilled school graduates to instructing and an approach to enlist an increasingly assorted pool of applicants required for a various understudy populace.

Concentrates on the impact of educator experience on understudy learning have discovered a positive connection between instructor viability and their long periods of experience, however, not generally a critical or a totally direct one (Kitgaard & Hall, 1974; Murnane & Phillips, 1981) the proof as of now accessible recommends that while unpracticed instructors are less powerful than increasingly senior educators, the advantages of experience seem to level off following a couple of years (Rivkin, Hanushek, & Kain, 2000).

The Coleman reported (Coleman et al., 1966) the effects of various educator foundation attributes, including long periods of experience, training level, and execution on a vocabulary test, at last reasoning that instructor foundation qualities largely affected understudy accomplishment than some other general class of school impacts with the exception of understudy body organization. Darling-Hammond, L., Chung, R., & Frelow, F. (2002) stated that in numerous nations educator capabilities that are viewed as identified with understudy learning have turned out to be alluring focuses of instructor training change. A portion of these changes require the professionalization of instructor training by making it longer, overhauling it to graduate projects, and directing it through components of licensure, accreditation, and advancement lined up with principles.

Gonzalez-Pienda (2003) pointed out that not only school execution as well as the adolescent's identity development is affected by his own biography in their family and social, social and social settings, deciding individual and social abilities. This creator expresses that school execution conditions incorporate a lot of individual and relevant elements (socio natural, institutional and instructional). Thinks about that the individual factors incorporate the understudy qualities as a student as insight, dispositions, learning styles, earlier information, sex, age and persuasive factors (self-idea, learning objectives, causal attributions and the socio-ecological factors allude to social family and financial status, occurring in explicit semantic and social condition inside the adolescent is developing. Institutional factors, as indicated by this creator, allude to the school as an instructive establishment and incorporate school association factors, course, educators' training and preparing, partners, working condition seen by the members in the instructive network.

In the context of the studies of Carrascal & Rotela (2009) uncovered that the family as the principal instructive foundation with explicit elements has the ability to meddle with the learning and advancement of its individuals and in this manner legitimately or in a roundabout way in their scholarly outcomes. These creators presumed that there are families who are unfit to help the instructive procedure; their instructive practices, assets, propensities, time and obligations are restricted, speaking to a deterrent to the achievement and learning of their kids.

Furthermore, the teaching and learning supervision component which can tap the capability of secondary schools in showing introductions, viable correspondence and add to building up the capability of instructors towards brilliance in their profession. (Abebe, 2014; Norlela & Mohd Munaim, 2011). Smyth & Henry (1985) mentioned in whatever unique circumstance, supervision is intended for development of work execution. Supervision ought to be utilized to fortify viable showing strategies and empower instructor's development and expert improvement. Today, unique individuals see supervision in various focal point. In a wide sense, supervision as a formative procedure intended to help and improve a person's obtaining of the inspiration, mindfulness, and aptitudes important to viably achieve the current task.

In conclusion, when the two in-service English teachers implemented the teacher supervision program after that outstanding change is the Personal Domain only which domain refers to knowledge, beliefs and attitude Clark & Hollingsworth (2002) for example the theme of teacher characteristic and the relationship between teacher & student that the teachers show the development in the similarly patterns. Other domain is not appearing in the development of the two teachers because the context of students, schools and the difference background of the teachers are not support the achievement of teaching Glocal Englishes as expected.

Conclusions

From the study that focus on the teacher professional development within the teachers implemented the teacher supervision program emphasizing on the non-directive approach and using three instruments (supervision dialogue, classroom observation and reflection note). According the findings above, the teacher's learning/ change to teach Glocal Englishes the extents are refer to the three themes; teacher's characteristics included teacher costume, voice of tone and physical expression. The second theme is technique in the classroom and the last theme is the relationship between teacher and student. Moreover, the longitudinal research is suggested to help the future researchers to understand and generate new insights into teacher's learning/ change to teach Glocal Englishes and work as an ongoing process of becoming a willingness English teacher in their teacher professional development.

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