ภูมิหลัง สไตล์การสอน และรูปแบบการเรียนรู้ของครูสอนภาษาอังกฤษ สังกัดองค์กรปกครองส่วนท้องถิ่นแห่งประเทศไทย

ปราณภา โหมดหิรัญ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาภูมิหลังและสไตล์การสอนของครู 2) ศึกษารูปแบบการเรียนรู้ของครู และ 3) ศึกษาเปลี่ยนรูปแบบการเรียนรู้ของครูจำแนกตามภูมิหลังและสไตล์การสอน ประชากร คือ ครูสอนภาษาอังกฤษในระดับประถมศึกษาและมัธยมศึกษา ในโรงเรียนสังกัดองค์กรปกครองส่วนท้องถิ่นกลุ่มตัวอย่าง กลุ่มตัวอย่างใช้เทคนิคสุ่ม 359 คน เชิงคุณภาพ 20 คน เครื่องมือวิจัย คือ แบบสำรวจสไตล์การสอนและรูปแบบการเรียนรู้ของครูสอนภาษาอังกฤษ และแบบบันทึกการสนทนา

ผลวิจัยพบว่า 1) ภูมิหลังของครูส่วนใหญ่เป็นเพศหญิง สอนภาษาอังกฤษทั้งในระดับประถมและมัธยมศึกษา จบปริญญาตรีทางการสอนภาษาอังกฤษโดยตรง และสอนมามากกว่า 10 ปี สไตล์การสอนที่ครูเลือกเป็นอันดับแรกนั้นคือสไตล์การสอนแบบครูผู้ผสมผสาน รองลงมาคือ สไตล์การสอนแบบครูผู้เรียนถอย สไตล์การสอนแบบครูผู้มอบหมาย และสไตล์การสอนแบบครูผู้เข้าร่วม 2) ครูมีรูปแบบการเรียนรู้ในระดับมาก โดยรูปแบบการเรียนรู้ต้นความรู้-ความเข้าใจ แรงจูงใจ และบริบทแวดล้อม มีค่าเฉลี่ยอยู่ในระดับมาก ของความสามารถอยู่ในระดับปานกลาง ผลเชิงคุณภาพพบว่า ครูเรียนรู้โดยเชื่อว่าต้องพัฒนาการเรียนรู้อยู่เสมอ อาศัยประสบการณ์และการปฏิบัติใช้การแก้ปัญหาเป็นฐาน มีอารมณ์เชิงลบบ้าง แต่ควบคุมได้ มีแรงจูงใจภายในมากกว่าภายนอก ดังนั้นพอพื้นฐานการเรียนรู้อยู่ในระดับมาก มีการสัมผัสจากผู้บริหาร ผู้มีความมั่นคงที่สิ่งแวดล้อม เข้าใจเรียนรู้รู้รูรู้เพื่อครู และ 3) รูปแบบการเรียนรู้ของครูตามภูมิหลังพบว่า เพศและระดับชั้นสอน มีรูปแบบการเรียนรู้มีต่างกัน แต่ความคิด-ความเข้าใจและอารมณ์ของครูที่จบการศึกษาด้านการสอนภาษาอังกฤษมีค่าเฉลี่ยมากกว่าครูที่จบชั้นอื่น ๆ อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และความคิด-ความเข้าใจอารมณ์ และแรงจูงใจของครูที่สอนมากกว่า 10 ปี มีค่าเฉลี่ยมากกว่าครูที่สอน 1-5 ปี อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 เช่นกัน สำหรับรูปแบบการเรียนรู้ของครูตามสไตล์การสอนพบว่า ครูที่มีสไตล์การสอนต่างกันมีรูปแบบการเรียนรู้ที่คล้ายคลึงกัน

ค่าสำคัญ: ภูมิหลัง สไตล์การสอน รูปแบบการเรียนรู้ ครูภาษาอังกฤษ องค์กรปกครองส่วนท้องถิ่น

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Background, Teaching Styles, and Learning Patterns of English Language Teachers under Thailand Local Administration Organization

Prannapha Modehiran

ABSTRACT

The purposes of the current study were 1) to investigate the background and teaching styles of Thailand Local Administration English language teachers 2) to investigate the teachers’ learning patterns, and 3) to compare the teachers’ learning patterns according to the background and teaching styles. The population included primary and secondary English language teachers teaching in the schools under Thailand Local Administration Organization. The sample groups for the study included 359 teachers for the quantitative and 20 teachers for the qualitative. Research instruments were a survey of English language teachers’ teaching styles and learning patterns for the quantitative and a focus group interview transcript for the qualitative.

The results revealed the following: 1) For the background, Local Administration English language teachers were mostly female, had a bachelor’s degree in the direct field of teaching English language, taught in the Local Administration schools both in primary and secondary, and had more than 10 years of teaching experience; for the teaching styles, the ‘Blended’ style was mostly selected as the first rank, the ‘Delegator’ and ‘Expert’ styles as the second and third; 2) For the learning patterns, the teachers had learning patterns in the ‘much’ level and among four aspects of teachers’ learning patterns, cognition-belief, motivation, and contextual variables were in the ‘much’ level, while emotions aspect was only in the level of ‘medium’; the qualitative results revealed that the teachers specified their needs to develop their own learning all the time resorting to experiences and practices and problem solving skills as the base; regarding emotions, they could control their negative emotions when having ones sometimes; regarding motivation, they had intrinsic more than extrinsic, with the intention for the development of the students; regarding contextual variables, the teachers gained supports from the school administrators and had good relationships and share knowledge with their colleagues; and 3) For comparing the learning patterns according to the background, the teachers with different genders and teaching levels had similar learning patterns; however, the teachers who graduated from direct field of English language teaching program had significantly higher mean scores for the learning patterns in the aspects of cognition-beliefs and emotions at the level of .05 than the ones from other study fields and the teachers with more than 10 years of teaching had significantly higher mean scores at the level of .05 for the learning patterns in the aspects of cognition-beliefs, emotions, and motivation than the teachers with 1-5 years of teaching; for comparing the learning patterns according to the teaching styles, there was a similar pattern of learning despite different teaching styles.

Keywords: background, teaching styles, learning patterns, English language teachers, Thailand Local Administration Organization

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Introduction

Teacher development for English language teachers under Thailand Local Administration Organization, like other general teacher development, has mainly focused on teacher training programs. There have been criteria set for the Local Administration teachers to attend teacher training programs at the minimum of 20 hours a year and within 5 years teachers have to make it 100 hours so as to request for a promotion (Thailand Local Administration Organization, 2562). The training effectiveness should then be brought into consideration. Studies indicated that the training effectiveness could be recognized when the trainees truly applied the newly learned concepts and skills into their actual practices and made self-change in 3 aspects including knowledge, attitude, and behavior (Johnson, 2007; Kirkpatrick & Kirkpatrick, 2016; Modehiran, 2561).

Currently, teacher development has been trying to focus on bringing teachers to a change in the way of their thinking process and classroom teaching practices with the belief in the significance of teacher’s actual identity (Bergh, Ros, and Beijaard, 2015; Garner & Kaplan, 2019). This means, agree or disagree to adopt, apply, and put new concepts from the training into practices indicates whether or not teachers are developing to a change, not depending only on the effectiveness of the training. That is, no matter how splendid the training is, it would be fruitless unless the teachers agree to accept the information into their learning process and put it into their classroom teaching practices.

The investigation into teachers’ background, teaching practices, and learning process, which teachers are and regularly perform in routine practices, can thus yield guidelines to effective teacher development, since the information can be brought to design teacher development programs which are congruent to the actual ways teachers do in their personal and professional life resulting in more effective teacher development (Donald, 2017; Gregoire, 2003; Kubanyiova, 2012).

Routine classroom practices are normally based on teachers’ personal knowledge, thinking and belief, and positive or negative feelings or emotions. These have been accumulating into teaching behaviors and forming into teaching styles. Thus teaching styles can be defined as classroom teaching methods and strategies and teachers’ classroom behavior including reactions and perspectives toward students and students’ learning and classroom management, which are regularly held into practice according to their thinking and belief and background (Grasha, 1994; Grasha, 2002; Abdul Gafoor & Hasker Babu, 2012; Gill, 2013). Teaching styles can directly and indirectly affect students’ learning styles ((Huang, 2009; Sternberg & Grigorenko, 1995) and students’ preferences to learn (Lockette, 2006).

Teaching styles accumulate on the process of teachers’ learning when teachers construct knowledge from new and old information taken from training, self-autonomous learning, discussing with colleagues, reading books, searching for any information, and finding any new experience (Feiman-Memser, 2012; Richards and Farrell, 2009; Yesilecmar, S., & Cakir, A., 2018). The things teachers hold on and do in the process of their learning are formed into their learning patterns. Teachers’ learning patterns can therefore be defined as regular ways from which teachers increase their knowledge and expertise, cognition and belief, and various elements leading to a change in classroom teaching (Aliakbari & Malmir, 2017; Jiang & Hill, 2018). Teachers’ learning patterns reflect the fact that teachers are in an ongoing process to develop their teaching making it better and better, exhibiting a model of life-long learning to the students (Hagger, Burn, Mutton, & Brindley, 2008; Richards & Farrell, 2009; Tuncel & Çobanoglu, 2018). Teachers’ learning patterns can be formed from the surrounding matters including training programs and work routines such as teaching, classroom managing, solving students’ problems, and checking homework. Teachers surrounding matters shape up their learning patterns in the aspects of cognition and belief, emotions, motivation, and contextual variables (Aliakbari & Malmir, 2017). Investigating into teachers’ learning patterns can give
clarification about teachers’ individuals and their learning systems regarding each aspect, allowing educators to be able to organize appropriate and effective teacher development programs (Aliakbari & Malmir, 2017; Flores, 2015; Kennedy, 2019). To date, there have been not many studies on teachers’ learning, especially when compared to students’ learning.

The current study thus investigated the background, the teaching styles, and the learning patterns of the English language teachers under Thailand Local Administration Organization and made comparison between the learning patterns and the background and the learning patterns and the teaching styles.

Research questions
There were 3 research questions for the current study, as follows.
1. What are the background and teaching styles of Thailand Local Administration English language teachers?
2. What are the learning patterns of Thailand Local Administration English language teachers? and
3. Do the teachers’ learning patterns vary according to the background and the teaching styles? If yes, how do they vary?

Research methodology
Participants
Population
The population included primary and secondary English language teachers teaching in the schools under Thailand Local Administration Organization.

Sample groups
There were 2 sample groups for the study as in the following.
- The sample group for the quantitative study included 359 teachers teaching in the schools under Thailand Local Administration Organization in the academic year 2018 by convenience sampling, and
- Qualitative sample group included 20 teachers teaching in the schools under Thailand Local Administration Organization in the academic year 2018 by purposive sampling with 2 considerations: 1) being Local Administration English language teachers and 2) volunteering to participate in the focus group study.

Research instruments
Research instruments of the current study were as follows.

Instrument for the quantitative study
The research instrument for the quantitative part of the current study included a survey of English language teachers’ teaching styles and learning patterns. The survey was constructed in 2 parts.

Part 1 – Participants’ general information and survey of teachers’ teaching styles. The participants’ background included 5 items of checklist: Gender, age, education level, graduated area, and experience in teaching English language. The survey of teachers’ teaching styles consists of a ranking item asking the participants to rank from 1 to 3, out of 5, the teaching styles which they have actually performed the most in their classroom.

Teaching styles are classroom teaching methods held into practice by the teachers according to their knowledge, beliefs, and personal background (Grasha, 1994; 2002; Gill, 2013). The 5 teaching styles included Expert, Formal authority, Personal – Hybrid, Facilitator, and Delegator (Grasha, 1994), as the following.

‘Expert’ style – way of teaching held by teachers who possess knowledge, skills, and expertise in the subject they teach and coach the students.
‘Formal authority’ style – way of teaching held by teachers who give lecturing and expecting students to take notes and receive information.

‘Personal – Hybrid’ style – way of teaching held by teachers who mix examples and strategies and make them appropriate for the students to follow.

‘Facilitator’ style – way of teaching held by teachers who emphasize teaching-learning interaction where teachers help students to learn through activities.

‘Delegator’ style – way of teaching held by teachers who give focus on students’ autonomous learning where group work is usually assigned to work together in class.

Part 2 – Survey of teachers’ learning patterns. This part was composed of 45 items of 5 point rating scale: 5 meant the learning patterns in such aspect were in a ‘very much’ level (Mean = 4.50 – 5.00), 4 meant in a ‘much’ level (Mean = 3.50 – 4.49), 3 meant in a ‘moderate’ level (Mean = 2.50 – 3.49), 2 meant in a ‘little’ level (Mean = 1.50 – 2.49), and 1 meant in a ‘very little’ level (Mean = 1.00 – 1.49).

The survey items were adapted from English Language Teacher Learning Scale (Aliakbari and Malmir, 2017). The learning scale showed the learning patterns of the teachers. Teachers’ learning patterns are regular ways on which teachers are on the process of increasing knowledge and skills to become more knowledgeable and be able to teach efficiently. Teachers’ learning patterns could be seen in 4 aspects including the aspects of ‘Cognitive and beliefs,’ ‘Emotions,’ ‘Motivation,’ and ‘Contextual variables’ as the following.

‘Cognitive and beliefs’ is an aspect of teachers’ learning which concerns teachers’ knowledge, ways of thinking, and personal beliefs, which can include teaching pedagogy, English language content, teaching strategies, beliefs toward teaching approaches, classroom management, background and experience, for example.

‘Emotions’ is an aspect of teachers’ learning which concerns teachers’ positive and negative emotions, which can include satisfaction of teaching profession, emotional intelligence, satisfaction of work place environment, and stress from work.

‘Motivation’ is an aspect of teachers’ learning which concerns teachers’ drive to do things, which can include the intrinsic, the drive from inside such as expectation for success, ambition to learn, pride to participate in teacher development program and the extrinsic, the drive caused by the outside such as honor in society, profession stability, and income.

‘Contextual variables’ is an aspect of teachers’ learning which concerns the surrounding things that can support or impede teacher development process, such as working culture in school, colleagues, school administrators, students, parents, and other environments.

The survey questionnaire was verified its content validity by 3 experts: one from English language teaching, another from curriculum and instruction, and the other from research and assessments. The IOC (Index of Item Objective Congruence) score was 0.66 - 1.00, which meant every item was congruent with the research objective. However, the language used in a few survey items were adjusted according to the experts’ suggestions before piloting the survey to a group of 138 Local Administration teachers. The result of the internal consistency of the survey by Cronbach’s alpha was .50 - .70, which meant acceptable.

Instrument for the quantitative study

The research instrument for the qualitative part of the current study was a transcript of the focus group interview. The focus group interview was conducted with 20 volunteer Local Administration teachers, tape-recorded and transcribed. The main interview questions were about the participants’ background, their teaching styles, and learning patterns with a set of relevant in-depth questions such as “What do you think can be characteristics of learning teachers who want to develop themselves continuously? Do you like to attend teacher training programs? Tell us about your good and bad experiences attending teacher training programs.”
Data collection
For quantitative study, the Local Administration teachers from various countries in Thailand who attended the teacher development program entitled “Supporting Teachers’ Potential to Enhance English Language Content and Communication Skills of Ready-to-Learn 21st Century Students” in Bangkok, Thailand, were asked to do the survey of teachers’ teaching styles and learning patterns. All the survey forms were collected by the researcher by hand.
For qualitative study, 20 volunteer Local Administration English language teachers who accompanied their students to participate in the Competition of Local Administration Talented Students 2018 were invited to join a focus group interview. Picture camera, video camera, microphones, and tape-recorder were prepared. The focus group interview was then transcribed into a transcription.

Data analysis
For quantitative data analysis, a statistic software program was used to find frequency, percentage, means, and standard deviation for descriptive statistics and Multivariate Analysis of Variance (MANOVA) for referential statistics.
For qualitative data analysis, the transcript of the focus group interview was analyzed using content analysis by data reduction, data coding, and data interpretation.

Results
The research results of the current study would be presented in 4 parts including 1) the background of Thailand Local Administration English language teachers 2) the teachers’ teaching styles, 3) the teachers’ learning patterns, and 4) comparing the teachers’ learning patterns according to the background and teaching styles. Detail is as follows.

1. The background
   Results from quantitative
   The quantitative sample group for the current study included 359 teachers teaching English in Thailand Local Administration schools. The background of the participants included gender, age, grade levels of teaching, education level, graduated area, and experience in teaching English language. The research participants were 323 females (90.73%) and 33 males (9.27%). For the levels of teaching, there were 162 participants teaching both primary and secondary (45.13%), 152 teaching only secondary (42.34%), and 45 teaching only primary (12.53%).
   For the education level, the majority including 264 teachers (76.08%) held a degree of English language teaching, while the rest of 83 teachers (23.92%) holding a degree from other areas including Education administration, Technology education, and Educational assessments and evaluation, for example. Most of the them held a bachelor’s degree (202 teachers = 57.22%) and subsequently a master’s degree (151 teachers = 42.78%). For the teaching experience, most of them have more than 10 years of experience (181 teachers = 50.42%), subsequently 6-10 years of teaching experience (89 teachers = 24.79%) and 1-5 years of teaching (89 teachers = 24.79%).
   Results from qualitative
   The qualitative sample group for the current study included 20 teachers teaching English in Thailand Local Administration schools, 10 in the primary and 10 in the secondary, who volunteered to participate in the focus group interview. Examples of participants’ personal information were as follows.
   Pseudo Name (TP = Teacher in Primary; TS = Teacher in Secondary: Personal Information
   TP2: Female, retired government officer under Basic Education Ministry, Master’s degree, more than 30 years of teaching experience.
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TP6: Male, 8 years of teaching experience, previous teaching job at a private school.
TS 4: Female, director of the grade 8 of the school, 21 years of teaching experience.
TS5: Female, 7 years of teaching experience, teaching in a large sized secondary school under Local Administration Organization.

2. The teaching styles

The results from the survey revealed that the teaching styles the Local Administration teachers performed most regularly and were thus selected as the first rank included the ‘Personal – Hybrid’ teaching style (132 persons = 37.61%), the ‘Delegator’ teaching style (65 persons = 18.52%), and the ‘Expert’ teaching style (63 persons = 17.95%), respectively. The two less selected for the first rank were teaching styles as the ‘Facilitator’ (47 persons = 13.39%) and the ‘Formal-Authority’ (46 persons = 12.54%).

When considering the teaching styles which the teachers informed that they used in the second rank, the choosing sequence included the teaching styles of ‘Delegator’ (94 persons = 26.55%), ‘Facilitator’ (85 persons = 24.01%) and ‘Personal-Hybrid’ (76 persons = 21.47%). The two styles that followed included ‘Formal-Authority’ (53 persons = 14.97%) and ‘Expert’ (46 persons = 12.99%).

When considering the teaching styles which the teachers informed that they used in the third rank, the choosing sequence included the teaching styles of ‘Delegator’ (108 persons = 30.86%), ‘Personal-Hybrid’ (76 persons = 21.71%), and ‘Facilitator’ (68 persons = 19.43%) and. The two styles that followed included ‘Expert’ (50 persons = 14.29%) and ‘Formal-Authority’ (48 persons = 13.71%).

See Figure 1

![Teaching styles ranking](image)

**Figure 1  Teaching styles ranking**

The results from the focus group interview showed the same direction as the results from the quantitative data; that is, when considering to the teaching style which was selected as the most regular classroom teaching, the Personal-Hybrid teaching style came the first rank. The teachers reported that the teaching style they preferred was ‘Personal-Hybrid’ teaching style, since they liked to mix variety of examples and methods to fit the lesson objectives and the learners, as stated by the teachers in the interview about mixing the methods such as lecture,
role-plays, games, and songs to suit the students. There were also mentioning about observing the students with different background and nature and design learning activities which suited the students and could motivate them to learn.

When considering the teaching styles that the teachers chose for the second and third rank, the ‘Delegator’ teaching style was chosen. Teaching style as ‘Delegator’ preferred appointing group work and group activities to the students, observing them, giving suggestions supporting active learning. The examples from interview data mentioned about designing learning activities to allow the students to work in class-time in groups, encouraging students to choose group head, plan together, create tasks together, sometimes can be in games or songs. This teaching style was claimed to enable students to work cooperatively, enhance communication, and motivation.

_Interview excerpts showing the ‘Personal-Hybrid’ teaching style, the most chosen teaching style as the first rank_

“...I chose the ‘Personal-Hybrid’ teaching style. I adjust things making them suitable for the kids at that age and normally do group work, allowing them to work together as a team. I have been thinking about how I can motivate them to learn…”

(TP 5, Interview January 18, 2019)

“...I firstly chose the ‘Personal-Hybrid’ teaching style. Teachers are the persons who integrate various teaching methods and adjust and make them appropriate for the students and the learning situations. The way that I always teach grade 8 and 9 reading and writing for additional subject is that I use ‘situation-based’ teaching the reading passage with the situations followed by role plays and/or presentations…”

(TS 5, Interview January 4, 2019)

_Interview excerpts showing the ‘Delegator’ teaching style, the second and third chosen teaching style_

“...talking about teaching style, I choose assigning students’ group work before the others because I can observe how the students interact when helping each other do the task, how they plan, manage, and cooperate. From those, I learn how to find the content and methods that suit them, which can also be adjusted and changed…”

(TP 2, Interview January 18, 2019)

“I bring CLT to the classroom. I try to speak English with the students every day in the classroom. I try to make them sound familiar with me speaking English, so I use English with them regularly. This can build confidence in their listening and speaking in English. I assign them group work to make them have chances to communicate to each other in English. I let them choose group head, facilitate them, support them to make plan together. The tasks are writing BLOG, presenting role plays, and making VDO clips, for example. These can motivate the students to learn English because they enjoy doing them.”

(TS 8, Interview January 4, 2019)

3. The learning patterns

The results from the quantitative study revealed that overall the Local Administration English language teachers had learning patterns in the ‘much’ level (M=3.57, SD=0.31). When considering each aspect of the learning patterns, it was found that the aspect of ‘Cognition and beliefs’ had the highest mean score (M=3.78, SD=0.44), followed by the aspect of ‘Motivation’ (M=3.52, SD=0.34) and ‘Contextual variables’ (M=3.52, SD=0.34), while the aspect of ‘Emotions’ had the lowest mean score (M=3.44, SD=0.40).

When considering individual features of the ‘Cognition and beliefs,’ it was found that ‘Approaches to acquiring knowledge continuously’ had the highest mean score at the ‘much’ level (M=4.43, SD=0.54), followed by ‘Learning from background and experience’ had the mean score at the ‘much’ level (M=3.53, SD=0.49), and ‘Knowledge and expertise in
instruction and teaching methods’ had the mean score at the ‘moderate’ level (M=3.36, SD=0.54).

When considering individual features of the ‘Emotions,’ it was found that ‘Positive emotions’ had the higher mean score at the ‘much’ level (M=3.88, SD=0.50), while the ‘Negative emotions’ had the lower mean score at the ‘moderate’ level (M=2.99, SD=0.67).

When considering individual features of the ‘Motivation,’ it was found that ‘Positive emotions’ had the higher mean score at the ‘much’ level (M=3.57, SD=0.44), while the ‘Negative emotions’ had the lower mean score at the ‘moderate’ level (M=3.51, SD=0.58).

When considering individual features of the ‘Contextual variables,’ it was found that ‘Relationship with colleagues and students’ parents’ had the highest mean score at the ‘much’ level (M=3.68, SD=0.56), followed by ‘Supports from the administrators’ had the mean score at the ‘much’ level (M=3.58, SD=0.62), while the ‘Interaction with students’ had the lowest mean score at the ‘moderate’ level (M=3.48, SD=0.48).

See Table 1

Table 1 Learning patterns of Local Administration English language teachers

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<thead>
<tr>
<th>Teachers’ Learning Patterns</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
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<tr>
<td>Teachers’ cognition and beliefs</td>
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<tr>
<td>Knowledge and expertise in instruction</td>
<td>3.36</td>
<td>0.54</td>
<td>Moderate</td>
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<tr>
<td>Learning from background and experience</td>
<td>3.53</td>
<td>0.49</td>
<td>Much</td>
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<tr>
<td>Acquiring knowledge continuously</td>
<td>4.43</td>
<td>0.54</td>
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<td>Teachers’ Emotions</td>
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<tr>
<td>Positive emotions</td>
<td>3.88</td>
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<td>Negative emotions</td>
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<tr>
<td>Teachers’ Motivation</td>
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<td>Intrinsic motivation</td>
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<td>Extrinsic motivation</td>
<td>3.51</td>
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<td>Teachers’ Contextual variables</td>
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<tr>
<td>Relationship with colleagues and students’ parents</td>
<td>3.68</td>
<td>0.56</td>
<td>Much</td>
</tr>
<tr>
<td>Supports from the administrators</td>
<td>3.58</td>
<td>0.62</td>
<td>Much</td>
</tr>
<tr>
<td>Education value and school culture</td>
<td>3.38</td>
<td>0.43</td>
<td>Moderate</td>
</tr>
<tr>
<td>Supports in resources and teacher education programs</td>
<td>3.46</td>
<td>0.52</td>
<td>Moderate</td>
</tr>
<tr>
<td>Interaction with the students</td>
<td>3.48</td>
<td>0.48</td>
<td>Moderate</td>
</tr>
<tr>
<td>Overall teachers’ learning patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>3.57</td>
<td>0.31</td>
<td>Much</td>
</tr>
</tbody>
</table>

The results from the qualitative study revealed that the teachers give importance to their learning at the ‘much’ level. The findings were in the same direction of the quantitative data analysis with more in-depth information. The detail is as follows.

First, the learning patterns in the aspect of ‘Cognition and beliefs’

The qualitative results of the teachers’ learning patterns in the aspect of ‘Cognition and beliefs’ were in the same direction as the qualitative data in that the teachers also gave importance to the ‘Learning from background and experience,’ together with ‘Knowledge and expertise in instruction and teaching methods’ and ‘Approaches to acquiring knowledge as life-long learning.’

Concerning ‘Background and experience,’ the teachers reported when being on the learning process, they would use old information from their background and experience
together with the new received ones. They mostly used the problems as the base to search and find knowledge to get the solutions. They tried to increase their ‘Knowledge and expertise’ in teaching to solve students’ learning problems. Concerning ‘Approaches to acquiring knowledge as life-long learning’, the teachers believed in the searching and increasing knowledge and self-development continuously as life-long learning. They had intention to develop an up-to-date teaching method to use with the students. They could have a discussion and share information with their colleagues about the teaching techniques and strategies.

The sample excerpts below showed the information reported about the significant points above, as follows.

Interview excerpts showing the learning patterns in the aspect of ‘Cognition and beliefs’
‘Learning from background and experience’

“…the characteristics of teachers who learn include being enthusiastic in searching for new knowledge to give to the students. Seeing the students improve make us feel happy. It must be better and better. It must be more and more day by day year by year. That’s the inspiration for doing that…”
(TP 3, Interview January 18, 2019)

“…teachers who learn must be the ones who do not ignore what they noticed from students’ learning problems. For example, while teaching, I’ll take notes about how the students express their feelings during lessons. I’ll take notes about the students, especially the ones with problems and find solutions suitable for the problems. I must admit that my former presentations were too plain and bland. In trying to do a better presentation to my students, I come to the use of technology, online suggestions, such as from ‘printerest.’ I could see better examples and now can make my presentations more attractive…”
(TS 7, Interview January 4, 2019)

Interview excerpts showing the learning patterns in the aspect of ‘Cognition and beliefs’
‘Approaches to acquiring knowledge as life-long learning’

“…the characteristics of teachers who learn include alertness, do things fast, always have a new idea. They can initiate many projects, are full of new ideas, a lot of imagination. I am the one being like this, always love acquiring knowledge continuously…”
(TP 2, Interview January 18, 2019)

“…the characteristics allowing myself to learn include the desire to follow news and information to bring them to the classroom lessons regarding writing assignments because the students prefer to write what actually occurs around them. For example, the news about ‘The Wild Pig, the children stuck into the cave in Chiangrai’ can motivate them to form English sentences to write about the story…”
(TS 3, Interview January 4, 2019)

Second, the learning patterns in the aspect of ‘Emotions’

The teachers reflected that ‘Emotions’ had a big influence on their classroom teaching. From time to time, negative emotions occurred due to too many teaching work-loads, too many out-of-class burdens, too often of government and school policy change, and sometimes include the communication between colleagues, administrators, and parents. The teachers reported that they had to control their negative emotions, adjust them to turn to be normal before getting to the classroom to teach with the 3 strategies: 1) warn oneself about the responsibility for teacher’s duties 2) have self-awareness and give focus on the students 3) adjust viewpoints, change the way of thinking by taking the situations as pushing power to better and improvement. The sample excerpts are the following.
Interview excerpts showing the learning patterns in the aspect of ‘Emotions,’

“...Emotions surely affect your teaching. I believe every person is like that. However, if we can change emotions, every painful emotion to become a driving power. I think we can certainly overcome them…”

(TP 6, Interview January 18, 2019)

“...emotions sometimes have influence on teachers’ learning process, but when you see the children’s faces, when you step into the classroom, you will know...you will have a feeling telling yourself that no...no...you can’t be like this and begin to control yourself to be as calm and normal as possible. Otherwise, that class will completely fail because such face and manner can discourage the students and make them not wanting to learn. I have to adjust my emotions every time when teaching…”

(TS 10, Interview January 4, 2019)

Third, the learning patterns in the aspect of ‘Motivation’

The teachers reflected that motivation both intrinsic and extrinsic could encourage the teachers to develop and improve their learning patterns. The intrinsic motivation occurred from the teachers themselves when teachers saw the value of their own teaching profession, feel proud of their teaching, and expect for the students’ improvement. These things become drives for teachers to have awareness in that they should develop themselves and improve their teaching including planning better lessons, using new teaching techniques and strategies for the students’ improvement in learning. For the extrinsic motivation, the teachers mentioned about receiving compliments from the school administrators could satisfy them, motivate them to improve their learning and organizing better classroom teaching to help the students to reach achievement.

Interview excerpts showing the learning patterns in the aspect of ‘Motivation’

“...these days, the motivation to work better includes seeing the students have achievement. The success could be just passing the grade level or winning any competition. When seeing the prize, I feel as if I myself receive the prize. I feel happy to hear compliments from the school administrators and colleagues.

(TP 3, Interview January 18, 2019)

“...For the motivation, it starts from the children. When I see into the students’ eyes, those eyes would respond to the teaching that I organize for them. When using new teaching techniques and strategies. Their eyes will sparkle and show the desire to learn. That reinforces me. That makes me have energy to prepare for the lesson. I have to set questions for Kahoot game at night making them relevant to the lesson I am teaching. This is the motivation for wanting to be a teacher…”

(TS 4, Interview January 4, 2019)

Fourth, the learning patterns in the aspect of ‘Contextual variables’

‘Contextual variables’ could be a significant aspect of the teachers’ learning patterns. The teachers reflected that surrounding contexts have influence on their learning process. These could include 1) The support from the school administrators, for example, in providing opportunities, time, and budget for the teacher training and for forming professional learning community 2) The good and supportive relationships among colleagues, for example, sharing and exchanging knowledge and skills such as new teaching techniques and strategies and classroom management, as in the following excerpts.

Interview excerpts showing the learning patterns in the aspect of ‘Contextual variables’

“...the surrounding contexts influencing the desire to be a better teacher could include the colleagues. I have a team work of junior teacher friends who understand how hard our teacher tasks are. They always come to support me, for example, taking the class in place of me when
there was a necessary school mission. I would be in place of them also when they have one. This kind of good working ambiance encourage me to be a better and better teacher…”
(TP 3, Interview January 18, 2019)

“…I think the environment in the school including the colleagues and the school administrators are really nice. I always receive support from the administrators in whatever project that I initiate. My teacher colleagues, both Thais and Foreigners accept and cooperate…”
(TS 8, Interview January 4, 2019)

4. Comparing the teachers’ learning patterns according to the background and teaching styles

4.1 Comparing the teachers’ learning patterns according to the background

This part presents the results from comparing vector means of the 4 variables of teachers’ learning patterns according to the teachers’ background including gender, levels of teaching, graduated fields of study, and years of teaching experience. The results revealed the following:

There was no significant difference at the level of 0.05 when comparing the teachers’ learning patterns according to gender. This means that the learning patterns of female and male teachers were similar.

There was no significant difference at the level of 0.05 when comparing the teachers’ learning patterns according to teaching levels. This means that the learning patterns of the teachers teaching different grade levels, lower and/ or higher primary and/ or secondary, were similar.

However, when comparing the teachers’ learning patterns according to the graduated fields of study, there was a significant difference at the level of 0.05 in the aspects of cognition-beliefs and emotions. The teachers graduated from the field of English language teaching had significantly higher mean scores in the aspect of cognition-beliefs and emotions at the level of 0.05 than the teachers who graduated from other fields of study.

Also, there was a significant difference at the level of 0.05 when comparing the teachers’ learning patterns according to number of years of teaching experience in the aspects of cognition-beliefs, emotions, and motivation. The teachers who had more than 10 years of teaching had significantly higher mean scores at the level of .05 for the learning patterns in the aspects of cognition-beliefs, emotions, and motivation than the teachers with 1-5 years of teaching.

The following would be the interview excerpts adding up and support the findings.

Interview excerpts showing the learning patterns according to ‘Fields of study’
“…I’ve been trying to search for and apply many teaching techniques by myself. There is a pressure on me that I did not graduate from the field of English language teaching. I graduated from the science field but have to teach English language. There was the time when I have to observe foreign language teachers. I took the chance to learn from them…”
(TP 5, 1-5 years of teaching experience, Interview January 18, 2019)

“…I’m keen on training the students and often invited as the speaker for the English Language Institute of the Ministry of Education and as often put in a committee team to judge English competitions overall the country. I had an experience of being a bad English language learner when I was young. So, I know the weak points and can help the students
solve them. I graduated from teaching social studies but further my degree in English language teaching for an MA level at the age of 50. I prefer the activity-based teaching. I’ll use my sense, teach, and push the students to learn English…”

(TP 2, More than 30 years of teaching experience, Interview January 18, 2019)

*Interview excerpts showing the learning patterns according to ‘Teaching experience’*

*The aspect of ‘Cognition and beliefs’*

‘…I try to shape up my appearance. That is to attract attention from the students. I do whatever to be able to attract their attention to learn. I’ll do whatever to make the class lively, enjoyable, not boring. Sometimes, I used games. When the students asked me to play games again, it means my lesson was successful.

(TP 5, 1-5 years of teaching experience, Interview January 18, 2019)

“…I am always a kind of person who loves to learn. Especially, the learning that adds up to knowledge about English language teaching. I think I must learn more and more. I must try to become more competent to be able to teach my students and make them even more competent than I am. I’m happy to attend teacher training programs. Two years ago, I attended Boot Camp for 20 days. That was the time when I was very happy, especially I had a chance to speak English all the time…”

(TP 6, 6-10 years of teaching experience, Interview January 18, 2019)

“…I am the person who loves to learn all the time. Now that everyone around me all graduated with an MA degree, I then search for furthering my study in an English language teaching in an MA level. Seeking new knowledge to develop my teaching is for our students.

(TS 8, More than 10 years of teaching experience, Interview January 4, 2019)

*Interview excerpts showing the learning patterns according to the aspect of ‘Emotions’*

‘….I think emotions cannot affect me at all. This is because English language always gives me a mental therapy, either in a serious business or not. I told the school administrators that when assigning me to teach English, please don’t force and push me to do this and that. I’ll find my way to show my work results to satisfy them and they can make comments on that later…”

(TP 5, 1-5 years of teaching experience, Interview January 18, 2019)

“…I totally agree that emotions have influence on teaching English language. Sometimes, you’ve got too much work-load, also being the academic head, the co-op school shop committee, so many many things to do. When I taught a summer course with one foreigner teacher and surprisingly asked her why she could appear worry-free. That one answered back that we have to act and imitate the mental stage as if we were the peers of our students…”

(TP 4, More than 10 years of teaching experience, Interview January 18, 2019)
Interview excerpts showing the learning patterns according to the aspect of ‘Motivation’

“…For motivation, I personally like English language very much since I was a child. When I started playing digital games, I refused to play games with Thai translation. I insisted playing games with English language…”

(TP 6, 6-10 years of teaching experience, Interview January 18, 2019)

“…Good motivation to reinforce me included when my primary students further the study at the secondary level. The secondary teachers who had my students always gave compliments to their former English language teacher. They even sent the compliment messages to the school administrators…”

(TP 4, More than 10 years of teaching experience, Interview January 18, 2019)

Interview excerpts showing the learning patterns according to the aspect of ‘Contextual variables’

“…The school policy is also finding foreign native language teachers to teach English. I am responsible for supervising the teaching of these foreign teachers. I told the school administrators that whenever there is any teacher training program, please allow me to attend. I volunteer to attend because I would like to have new teaching techniques. In teaching English, you have to widen your world view…”

(TP 5, 1-5 years of teaching experience, Interview January 18, 2019)

“…Mainly is the budget support. For the part of the colleagues, we have share information, knowledge, and teaching strategies. We always have a discussion about the nature and the characteristics of the students in such classrooms…”

(TS 5, More than 10 years of teaching experience, Interview January 4, 2019)

4.2 Comparing the teachers’ learning patterns according to the teaching styles

When comparing the learning patterns according to the teaching styles, there was no significant differences for all the aspects of learning patterns according to the teaching styles. That is the teachers of all types of teaching styles had a similar pattern of learning despite the differences of their teaching styles.

The following interview excerpts can add up to the findings.

Interview excerpts showing the learning patterns according to the aspect of ‘Cognition-Beliefs’

“…Teachers have to be an expert. Giving knowledge to Grade 12 students can be claimed as having much knowledge in English language. Seeing students be able to have 4 skills: Reading, writing, listening, and speaking to communicate in English is surely a reward for every teacher. I think I have characteristics of being a teacher who learns continuously. Every day, I’ll search for knowledge in English language through the internet and always follow the useful websites to learn something new…”

(TS 6, ‘Expert’ teaching style, Interview January 4, 2019)
“…For my own teaching, I am responsible for teaching grammar. I teach only grammar all day because the other teachers are responsible for teaching the 4 skills. We are separate from each other. Therefore, I prefer doing the lecturing. I think teachers should search for new knowledge to teach students…”

(TP 3, ‘Formal-Authoritative’ teaching style, Interview January 18, 2019)

“…I chose the ‘Personal-Hybrid’ teaching style, since I think being a teacher, one should be able to mix the various teaching methods and adjust them to be proper methods appropriate to a learning situation…Being a teacher who learns, one has to develop oneself continuously and open-mindedly receive others’ opinions or comments. The current world is so wide…”

(TS 5, ‘Personal-Hybrid’ teaching style, Interview January 4, 2019)

“…My school surrounded by private schools…The students at my school have no chance to attend any additional class. I then have to find appropriate ways to teach them English. Teaching techniques then have been changing to motivate them, such as cooperative tasks, role plays. The quality of being a teacher to learn is to try to think, to search for how to engage students to learn…”

(TP 4, ‘Facilitator’ teaching style, Interview January 18, 2019)

“…Mentioning about teaching English…I’ll assign the students to do group work to observe how they participate and manage to do the task. Then find suitable contents and methods to teach them. How to teach also depends on what content to teach. So, it needs to keep on adjusting…”

(TP 2, ‘Delegator’ teaching style, Interview January 18, 2019)

Table 2 concludes the results of comparing the learning patterns according to the background and the teaching styles.

<table>
<thead>
<tr>
<th>Background and Teaching Styles</th>
<th>Results from Comparing with Learning Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background:</td>
<td></td>
</tr>
<tr>
<td>1. Gender</td>
<td>No significant difference at the level of .05</td>
</tr>
<tr>
<td>2. Levels of teaching</td>
<td>No significant difference at the level of .05</td>
</tr>
<tr>
<td>3. Fields of study</td>
<td>Significant differences at the level of .05 in the aspects of ‘Cognition-beliefs’ and ‘Emotions’ – Teachers graduated from English language teaching had higher mean scores than teachers graduated from other fields</td>
</tr>
<tr>
<td>4. Years of teaching experience</td>
<td>Significant differences at the level of .05 in the aspects of ‘Cognition-beliefs’ ‘Emotions’ and ‘Motivation’ – Teachers with more than 10 years of teaching had higher mean scores than teachers with 1-5 years of teaching</td>
</tr>
<tr>
<td>Teaching Styles</td>
<td>No significant difference at the level of .05</td>
</tr>
<tr>
<td></td>
<td>All types of teaching styles showed similar patterns in learning.</td>
</tr>
</tbody>
</table>
Discussions

The discussion points from the results of the current study would include 1) Thai teachers’ teaching style: teacher-centered or learner-centered, 2) teachers’ learning patterns in the levels of ‘Much’ and ‘Moderate,’ 3) the difference of learning patterns according to the background, 4) the difference of learning patterns according to the teaching styles 5) learning patterns which leading to teacher development resulting in changes. Detail is as follows.

1. Thai teachers’ teaching styles: teacher-centered or learner-centered

The results from the current study revealed that the teaching styles which were selected the most by the Local Administration English language teachers included ‘Personal – Hybrid,’ ‘Delegator,’ and ‘Expert.’ It can be seen from the results that Thai teachers may still have teacher-centered classroom, since the ‘Personal-Hybrid’ and the ‘Expert’ style can reflect teacher-centered. For ‘Personal – Hybrid,’ it has to be the teachers who consider the selections of good examples and strategies and mix them and demonstrate as the model to the learners to follow. For the ‘Expert’ style, teachers consider themselves a knowledgeable who coach the students. The results of Thai teachers can still perform teacher-centered are congruent with Fitzpatrick (2011) and Songsirisak (2017) who said that Thai teachers preferred teacher-centered approach, since they were familiar with it and it was easy to control the content and the time when teaching. Many of them still taught English by grammar-translation method and textbook-based.

However, the teachers participated in the current study also chose the ‘Delegator’ style which means they also give importance to student-centered approach, since group work could have students communicative and cooperative. It therefore can show that the teachers tried to respond to the variety of the students. The findings go along with Razak, Ahmad, and Shah (2007), the study about teaching styles perceived by students, which reported 3 teaching styles appropriate for teaching English for specific purposes: the ‘Expert,’ ‘Personal-Hybrid,’ and ‘Delegator.’ The results could explain the way of teaching in which the teachers used their expertise to blend various methods and examples and assign group work to the students.

2. Teachers’ learning patterns regarding ‘Cognition and beliefs’ and ‘Emotions’

The aspects of teachers’ learning patterns which were reported the highest mean score as in the level of ‘Much’ included ‘Cognition and beliefs,’ whereas the lowest score in the level of ‘Moderate’ included ‘Emotions.’ The interview data revealed teachers’ mentioning about their learning in the aspect of ‘Cognition and beliefs.’ They stated about acquiring knowledge continuously as life-long learning, improving their English language, pedagogical knowledge, and teaching skills to improve themselves rendering the capacity to put forward their students’ development. The finding agrees with Heidari (2012) which claimed that teachers who believe that they themselves have high competency will dare to teach with new methods and strategies to enhance their students’ content knowledge and skills in addition to the standards specified in the curriculum. Similarly, Rosenfield and Rosenfield (2008) found out that beliefs could have influence on teachers’ performance in classroom. Teachers who believed that they could help their students would perform better teaching than the ones who found the students their burdens. Also, Mohtar, Singh, Kepol, Ahmad, and Moneyam (2017) found out that teachers’ beliefs influenced classroom teaching and teaching strategies, resulting in significant enhancement of the students’ writing ability.

The aspect of ‘Emotions’ received the lowest scores as in ‘Moderate’ level in teachers’ learning patterns. Data from the interview revealed that teachers’ positive emotions could occur because of satisfaction in teaching profession, feeling happy to teach, students’ success, students’ cooperation in classroom, whereas negative emotions could occur because of too much workload, too many non-teaching tasks, and too much interaction with colleagues and
students’ parents. Although they claimed that they had to manage and control the negative emotions not allowing them to impede their teaching and learning, they also admitted negative emotions could cause them trouble sometimes. The findings were in the same vein as Omar and Altaieb (2018) who claimed teachers’ emotions influenced teachers themselves and had impacts on students’ success and failure. Emotions can turn to be more serious issue as in the study of Mukundan and Khandehroo (2010), which revealed that teachers who have emotional exhaustion generally have low individual achievement but too much workload. Teachers’ emotional exhaustion had impact on overall education system.

3. Differences of learning patterns according to fields of study and teaching experience

The results from comparing the learning patterns according to the background concluded that there were significant differences in learning patterns according to the fields of study and teaching experience. For the field of study, teachers who graduated from the field of English language teaching had significantly higher scores of learning patterns in the aspect of ‘Cognition-beliefs’ and ‘Emotions’ than the teachers who graduated from the other study fields. This might be because teachers who graduated from English language teaching had more knowledge and understanding about pedagogy and teaching methods. They also had experience as student teachers and so had more understanding about students and classroom contexts. They therefore dared to design lessons and adjust teaching methods to suit their students. The finding was conforming with the study of Omar and Altaieb (2018), which reported that teachers who graduated from English language teaching knew more in teaching methods than those who graduated from other study fields. For the learning patterns in the aspect of ‘Emotions,’ the teachers who graduated from English language teaching had passion in the field of English language teaching they chose to learn from the start yielding the capacity to modify negative emotions when it came to learning along the way of English language teaching, as stated by Daggol and Akcayoglu (2017) that, when compared with the ones from other fields of study, students from English language teaching have more awareness and understanding in the process of language learning, have more positive attitude toward language learning, and can find more ways out for language learning.

The results also revealed that the teachers with more than 10 years of teaching showed significantly higher scores in learning patterns than those with 1-5 years of teaching in the 3 aspects: ‘Cognition-beliefs,’ ‘Emotions,’ and ‘Motivation,’ except for only the aspect of ‘Contextual variables’ in which both groups showed similarity. The findings were not conforming with the study reported by Coenders and Verhoeof (2019), which claimed the similarity between the groups of different years of teaching. However, the results of the current study were likely to conform with the study of Khandehroo, Mukundan, and Alavi (2011), which claimed the group of 6-15 years of teaching experience the most in-needed group for teacher development.

4. Similarity of learning patterns according to different teaching styles

It was found out from the current study that there was no significant difference of teachers’ learning patterns according to the teaching styles. This meant that the teachers’ learning patterns were similar despite different teaching styles. It might be because most of the learning of Local Administration teachers came from the same training programs held by Local Administration Organization. This caused the teachers to have cognition and beliefs, operate their teaching, and manage their classroom in the same direction as determined by Local Administration Organization policy. This might be added with the nature of flexibility possessed by English language teachers that could allow potentials of being similar. The results were not congruent with the study of Heidari (2012), which reported about different teaching
styles with different competence self-perceptions. The study claimed that the teachers with ‘Delegator’ and ‘Personal-Hybrid’ styles taught in learner-centered class and had higher scores in competence self-perceptions, whereas the teachers with ‘Expert’ and ‘Formal-authority’ styles taught in teacher-centered class and had lower scores in competence self-perceptions.

5. Teachers’ learning patterns leading to teacher development resulting in teacher changes.

The research results from the current study could lead to teacher development resulting in teacher changes, as follows.

- The teachers’ learning patterns in the aspect of ‘Emotions’ in the current study received the lowest scores as ‘Moderate’ level. Therefore, teacher development program leading to teacher changes could include training teachers about time, workload, and emotion management to help support and enhance positive emotions, while reducing the negative emotions, resulting in happier work life for the teachers. Chan (2006) suggested to add into a teacher training program to guide teachers to have emotional intelligence to cope with emotional exhaustion.

- It was found out in the current study that the teaching styles the teachers preferred included the styles of ‘Personal-Hybrid,’ ‘Delegator,’ and ‘Expert.’ The chosen styles also reflected the teacher-centeredness. Therefore, teacher development could offer approaches for teachers to change their beliefs and become to use the ‘Facilitator’ teaching style, the teaching style of which the teacher’s role include making ways to support students’ learning. Omar and Altaieb (2018) also claimed that English language teachers should be guided to accept the teaching style of ‘Facilitator’ to give support to students’ learning through interactive, communicative, and cooperative classroom tasks.

- Teachers who did not graduate from the English language teaching study field and teachers who had only a few years of teaching experience had significantly lower scores than those who graduate from the study field of English language teaching and had more years of teaching experience. Therefore, both groups of teachers were supposed to be supported from teacher development. There should be specific training programs to offer pedagogical knowledge, approaches, and teaching methods to those teachers. As claimed by Van Driel and Berry (2012), teacher development should give more importance to pedagogy and increase significance to teaching approaches and methods to help with the teachers’ classroom daily routines.

- Finally, results from the study reflected importance of support from the school administrators and supportive relationships among colleagues. Teacher development leading to teacher changes could include the initiation and support offering from the school administrators. There should be training programs for the school administrators targeting appropriate methods and strategies to support teachers’ learning. The school administrators under the guidance of effective ways to support teachers’ teaching and learning can also support the professional learning community (PLC) of their own school and the schools nearby. As Leonard (2015) suggested, teacher development leading to changes must resort to the contextual variables, especially from the school administrators.

Teacher development which can lead to the process of teachers’ change on the process of thinking, teaching, and learning can be cherished by a good planning taking the research results into considerations, resulting in true benefits to the teachers, the students, the education system and quality of the whole country.
Recommendations for further study
There could be further study as in the following:
1. Learning patterns of English language teachers by case study to find the best practice as a good example model and disseminate it to overall Local Administration Organization for all other teachers to follow,
2. Teacher’s teaching styles and learning patterns by collecting data from both teachers and students to compare similarities and differences of both groups,
3. Teachers’ autonomous learning by collecting from teachers in other organizations including the schools offering English Program to study the impacts of different contexts influencing teachers’ learning, and

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