TEACHER DEVELOPMENT USING THE INNOVATION THROUGH LESSON STUDY AT BORDER PATROL POLICE SCHOOL IN LOEI PROVINCE AREA

[1]NOOYOD AUMMARAPORN, [2]BUNRUENG PONGTHEP, [3]TOMMA ARTIT

[1,3]English, Faculty of Education, Loei Rajabhat University
[2]English, Faculty of Humanity and social science, Loei Rajabhat University
E-mail:[1]aummarapornenged@gmail.com, [2]okay162@yahoo.com, [3]atit2526@ hotmail.com,

Abstract - The purposes of this research were 1) to study the result of teacher development using the innovation through Lesson Study at Border Patrol Police School in Loei Province Area 2) to study teachers' opinions to English instructional management using lesson study innovation which is qualitative research. The target groups consisted of nine teachers at Border Patrol Police School was randomly and purposively selected. The research instruments consisted of 18 lesson plans based on communicative language teaching, video recorded, camera, observation form, and structured interview form. The data were analyzed by protocol analytic induction, and written in analytics description. The findings reveal the target groups had more confident to think and show their opinions. They had more confident in their teaching and used more English language in the class, active in teaching process, the techniques and principles encouraged students need to learn, also students had participated, enjoy, happy in learning. The most important thing was the reflection step, reflective lessons were reflected about the problem issues happening while teachers were teaching; they found the ways to solve those problems, also improve each lesson plans. Therefore, the lesson plans and teaching processes had some mistakes less than planning and teaching alone. Finally, the result of teachers 'opinions at Border Patrol Police School in Loei Province Area to English instructional management using lesson study innovation, their behaviors had changed, more confident in teaching English which effected the learners had more confident to talk, act, and good attitude in English subject.

Key words - Lesson Study Innovation, Teacher Development

I. INTRODUCTION

English instructional process of teacher is the key to develop students. On the whole, the efficiency of learning achievement depends on teacher knowledge and teaching's principles & techniques. Actually, English Instructional Process in Thailand has had a lot of problems in decade, most compelling evidence; teachers always read the content or the book to their students, then let them read the book follow the teacher until the end; teachers always teach grammar and translation that emphasized remembering the structure (S+V+…..) more than communicative; especially, at Border Patrol Police School in Loei Province Area, the distant area near LOAS is the school for police teacher who never learn in Education Field, they are polices, but they have to teach and protect the people around the frontier. They teach all subjects especially English. In contrast, they were not confident when they taught, they failed when they pronounced the words, and importantly they did not teach English because they don't know how to teach. Ultimately, they teach Thai and Maths instead. As shown above, they could not do it well. To solve these problems the teachers should search for new learning process in order to develop English instructional process to increase efficiency.

Lesson Study Innovation is the process of teaching which develop teachers. There are 3 processes of this innovation; planning, teaching& observation, and reflection. They are going to plan, teach & observe, and reflect the lesson together. Therefore, using Lesson Study Innovation could develop teacher and instructional effectively.

II. DETAILS EXPERIMENTAL

This research is qualitative research using analytic induction from protocol. The data were analyzed by protocol analytic induction, and written in analytics description. The purposes of this research are; to study the result of teacher development using the innovation through Lesson Study at Border Patrol Police School in Loei Province Area; to study teachers' opinions to English instructional management.

A. Participants

Participants were 9 teachers who lack of confidence, could not create the activities and design lesson plans for teaching English at Border Patrol Police School was randomly and purposively selected.

B. Instruments

The research instruments consisted of 18 lesson plans based on communicative language teaching method, video recorded, camera, observation form, and structured interview form.

C. Data collection

The researchers collected data by video recording, taking photographs and sound recording in each steps of lesson study (plan, observe and reflect). The procedure as follows,

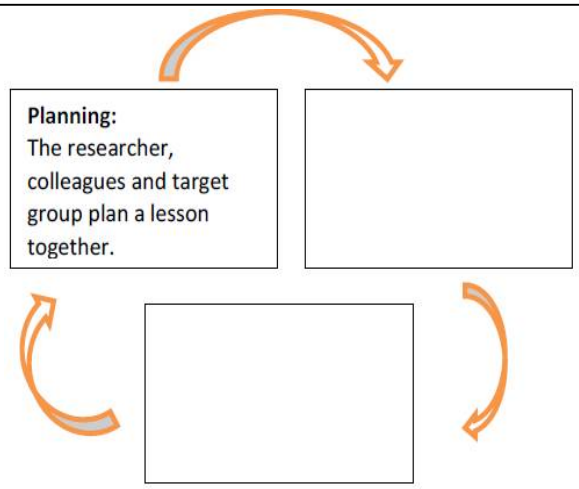

Figure 1: process of this reseach

D. Data analysis

To study the result of teacher development using the innovation through Lesson Study, we analyzed 3 steps of lesson study: planning, observation and reflection and the effect of learning together from the transcription recorder,analysize from protocal written in analytics description.

To study teachers' opinions to English instructional management using lesson study innovation analyzed data from the interview of teachers on learning English by using innovative education classes (Lesson Study), written in analytics description.

RESULTS AND DISCUSSION

3.1 Result of teacher development using the innovation through Lesson Study at Border Patrol Police School in Loei Province Area

1) Planning Step

Researchers and three Border Patrol Police schools planed the lesson together; first, they thought and shared the idea, wrote the objectives of learning, then they created learning processes based on Communicative Language Teaching (CLT) including warm up, presentation, practice, production, and wrap up. Equally, Three schools are not different; all of them starts with the objectives of learning related with learning standard covered three domains; knowledge, process, attitude. By the process of CLT they emphasized various activities such as games, songs, role play, mind mapping, presentation etc., they did not only plan, but also select the interesting materials for using English language to communicate in class. Last, they created the assessment and evaluation to assess how students improve when they have learned.

In the past, teachers planed the lesson individual, but when they joined the Lesson Study Innovation found that; the target groups was changed; they have confident when they planned together; their English skills are improved because they shared and exchanged their knowledge with the team; they understand how to teach English for communication, how to make materials, how to create the activities; they know how to control class; and make the class to be an active learning.As follows figures;



Figure 2: Researchers and three Border Patrol Police schools planed the lesson together

2)Observations& Teaching steps

Researchers and taget groups observed their team who was teaching in class following the lesson planed which the teachers in each school' result are different. Therefore,researchers would conclude in five steps of teaching from three school.

Warm up;found that a teacher who was teaching in the first time is exciting, not confident in their English ability, shy, do not pronounce some words or errors in pronouncing. These problems influenced to students. They do not confident when they learned with him or her. For example, Huaipao school, a teacher who taught at that time could not control class, spent much time, standing in front of class only, using microphone all time. She did not help students to learn or take care of students. However, the next lessons are better that the first class because researchers and team get some mistake and improve it in the next lessons.

Presentation; this step has the same problems with warm up step; English languagebasic of police teachers makes them not confident when they pronounce and structure that they are not familiar, they will shy. In addition, teacher roles; they did not explain clearly; their students did not practice speaking. Therefore, in the beginning of the presentation step makes students mistake in pronouncing words and sentences. They do not interest in the contents. For example, Nanokpeed school, a man who is a teacher that never teach English before he is a slow teacher. He did not explain clearly. He did not speak English words clearly. However, he was improved in the next lessons.

Practice; this step is about the class activities that teachers are facility to let students do the activity but it has still problems. Some teachers did not follow the plan, especially the rules of activities or games they forgot explaining and demonstration, so students did not understand how to do the activities in Huaipao and Nanokpeed schools. In contrast, Hillmarpable school, she is professional-followed the lesson plan, explained clearly, also demonstrative the activity. She always helps her students when they have a problem doing activity, take care of all of students. Her students are happy speaking English in class.

Production; the main problem is teacher did not explain on worksheet. They just give them and assign them to do it. Next, all of teachers improved themselves after they discovered. In additional, they teach how to write the capital letter, full stop,and question mark. The current of teaching is better

Wrap up; the last step of CLT, all schools did it well. Especially Huaipao school, she feel relax in the end of class. So she review what students learned both in group and individual.

In conclusion, the target group improved their teaching, the better they are, the better students, they developed. Teachers could be professional in teaching English. The best point of this research is the result from the observation of all lessons and work together bring us improve for the next lessons. As follows figures;

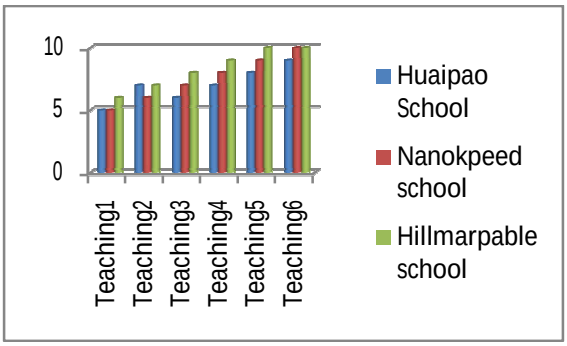

Figure 3:The score that researhers and target groups assessed in each time.



Figure 4:The improvement inHuaipao school

Teacher in Huaipao school has improved in her teaching. In the first time, she stood and carried the microphone only, she did not walk around the class in order to help students. Finally, she can do it. She has more confident in teaching English.



Figure 5:The improvement in Hillmarpable school

Teacher in Hillmarpable school has developed in her teaching. She did it well since the first lesson to sixth lesson. She is a good model of police teacher now because she always prepared her plan. Therefore, her class is successful.



Figure 6:The improvement in Nanokpeed school

Teacher in Nanokpeed school has developed more much than the past. He is a worried teacher that never teach English before. In fact, he tried speak in many times. In the first class, he cannot sing and pronounce English words. Finally, he has confident to encourge students to learn. He has changed to be a professional teacher.

3) Reflection steps

The issues that occur during the learning management and the solutions of problems in each plan will be solving in next plan. For example, when the researchers and the target reflection results of first lesson plan that teachers were very excited, their pronunciation words is unclear or distorted. They lack of confidence in their English abilities. The solution of this problem, teachers haveto prepare themselves about their pronunciation, characters for next plans. The target teachers have the intention to develop themselves, especially, MaiMingboon, an English teacher of Nanokpeed Border Patrol Police School, his teaching style not interest to students and his classes were boring.

But when the researches joined to the development learning activities using innovative, Mai Mingboon, is more confident in teaching and use English more in class. On the other hand, Huay Pao Border Patrol Police School, Kittika Sribora, the teacher who cannot control class and time for doing activities. The researchers recommend the teacher, walk around the room to control the students not stand only in front of class and teacher has to prepare the activities for teaching. She improved herself follows the suggestions. She can control the class and manage the time for activities. In summary, using the Innovation through Lesson Study in class has a fewer problems than learning and teaching by the instructor alone.



Figure 7: Researchers and three Border Patrol Police schools reflected the lesson and improve it in the next lesson.

3.2Teachers' opinions to English instructional management using lesson study innovation

There are many issues of teachers' opinions to English instructional management using lesson study innovation. In planning issue; the target groups showed their opinion that they have known how to design the lesson plans and how to teach English language in various ways. In additional, English grammar and English pronunciation are new knowledge they gained from this research. In teaching issue; teachers have taught five steps of CLT, they have more confident and pronounce English words better than the past. They used materials in appropriately. They are active when they taught. They can control class and time. It makes students confident to speak English also.

Improving the lesson plan issue; they have known the pros, cons, and how to improve themselves which after a target groups finished teaching we would feedback and improved lesson plans and teachers behavior in the next class.

Teachers' behavior issue; they have changed when they were teaching; they can design the interesting lesson plans, works with others people in schools, have confidence in teaching English language, also English skills are improved such as pronunciation, grammar, and reading.In additional, the can manage class and the active teacher they have got from this researcher.

The advantage and disadvantage of Lesson Study Innovation issue;
The advantage of Lesson Study Innovation is getting the lesson plans appropriate with the police school area because they planned and worked together, so the lesson plans get less weakness points. The teachers have changed their teaching styles from the step of Lesson Study; they plan, teach, and feedback. Therefore, they improve themselves from these. On the other hand, the disadvantages of Lesson Study Innovation are teachers' background knowledge of English skill and time to work together.

Finally, the target groups suggested that all of Border Patrol Police School in Thailand should use Lesson Study in their school because we are police, we don't know how to teach.

DISCUSSION

The results of this research are the target teachers have more confidence, understand grammar, class management well and they can design and create several of activities. Moreover, they can use English for communicate through the activities in class. The emphasis is that when the check from the worksheet and activities. Students can achieve the objectives set. Related with the study of Mitree Intarapasit, et al, (2007) and Charinee Teevaranyu (2009): Using the Innovation through Lesson Study, this method helps the teachers to understand about the core curriculum and understand the learning behavior of the students and teachers behavior has changed, more confident in teaching English which effected the learners had more confident to talk, act, and good attitude in English subject.

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