

EFL TEACHERS' NEEDS IN SUPERVISION FOR “COMMUNICATION AND
PRESENTATION COURSE” IN WORLD-CLASS STANDARD SCHOOLS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts in Teaching English as a Foreign Language
at Srinakharinwirot University

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Prachya Kana. (2015). *EFL Teachers' Needs in Supervision for "Communication and Presentation Course" in World-Class Standard Schools*. Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Thesis Advisor: Assistant Professor Dr. Anchalee Jansem.

The purposes of this study were (1) to investigate EFL teachers' needs in supervision for "Communication and Presentation Course" in World-Class Standard Schools and (2) to explore a desirable model of supervision for EFL teachers in World-Class Standard Schools. The samples of this study were 206 EFL teachers teaching English in World-Class Standard Schools in the second semester, academic year of 2013. Descriptive statistics, mean score and standard deviation, were employed to investigate the EFL teachers' needs in supervision regarded as gained from the questionnaires. Open-coding based on the grounded theory was also utilized to analyze the contents from focus group interview.

The results revealed that EFL teachers needed supervision for Communication and Presentation course at high level of importance and they preferred directive models of supervision. Prior to the supervision in Communication and Presentation Course, some teachers were worried about teaching the course, and students' outcomes. They expected that the supervision would give them more confidence in their teaching.

Keywords: EFL teachers' needs, Supervision, Communication and Presentation Course, World-Class Standard School

ความต้องการการนิเทศการศึกษารายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษ
ในโรงเรียนหลักสูตรมาตรฐานสากล



บทคัดย่อ
ของ
ปรัชญา คณา

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

สิงหาคม 2558

ปรีชญา คณา. (2558). ความต้องการการนิเทศการศึกษารายวิชาการสื่อสารและการนำเสนอของ
ครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล . ปรินญานิพนธ์ ศศ.ม. (การสอน
ภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัย
ศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาปรินญานิพนธ์ : ผู้ช่วยศาสตราจารย์ ดร. อัญชลี จันทร์-
เสมอ.

จุดมุ่งหมายของงานวิจัยเพื่อหาความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและ
การนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนมาตรฐานสากล และเพื่อค้นหารูปแบบของ
การนิเทศการศึกษาตามความต้องการของครูผู้สอนภาษาอังกฤษในโรงเรียนมาตรฐานสากล
ประชากรที่ใช้ในการวิจัยครั้งนี้คือ ครูผู้สอนภาษาอังกฤษจำนวน 206 คนในโรงเรียนมาตรฐาน
ภาคเรียนที่ 2 ปีการศึกษา 2556 การวิจัยครั้งนี้ใช้สถิติบรรยาย ค่ากลางของข้อมูล และค่าเบี่ยงเบน
มาตรฐานในการหาความต้องการการนิเทศการศึกษาของครูผู้สอนภาษาอังกฤษ เครื่องมือที่ใช้ใน
การวิจัยได้แก่ แบบสอบถาม และการเลือกรหัส (Open-coding) ตามทฤษฎีฐานราก (Grounded
Theory) ในการวิเคราะห์เนื้อหาจากการสัมภาษณ์กลุ่ม
ผลการวิจัยพบว่าครูผู้สอนภาษาอังกฤษต้องการให้มีการนิเทศการศึกษาในรายวิชาการ
สื่อสารและการนำเสนอในระดับมาก และครูผู้สอนภาษาอังกฤษต้องการการนิเทศการศึกษาแบบตรง
นอกจากนี้ครูผู้สอนภาษาอังกฤษได้ให้ข้อมูลเพิ่มเติมก่อนได้รับการนิเทศการศึกษาว่าครูมีความ
กังวลในการสอนรายวิชาการสื่อสารและการนำเสนอ และผลการเรียนของนักเรียนในรายวิชาการ
สื่อสารและการนำเสนอ

The thesis titled
“EFL Teachers’ needs in Supervision for “Communication and Presentation Course”
in World-Class Standard Schools”

by
Prachaya Kana

has been approved by the Graduate School as partial fulfillment of the requirements for
the

Master of Arts in Teaching English as a Foreign Language of
Srinakharinwirot University

..... Dean of Graduate School
(Assoc. Prof. Dr. Somchai Santiwatanakul)

....., 2015

Thesis Committee

..... Advisor

(Asst. Prof. Dr. Anchalee Jansem)

Oral Defense Committee

..... Chair

(Assoc. Prof. Dr. Nitaya Suksaeresup)

..... Committee

(Asst. Prof. Dr. Anchalee Jansem)

..... Committee

(Dr. Kornsiiri Boonyaparakob)

ACKNOWLEDGEMENT

I would like to thank you all those, who made it possible for me to complete my constantly Master's Degree Program. First and foremost, I am thankful to my parents who give financial support to enlighten and expand my vision with education.

I would like to thank Assistant Professor Dr. Anchalee Jansem who always gives useful comments and helps guide while I was writing my thesis.

I sincerely thank my thesis committee members for comments that help my work become more valuable.

I want to give my special thanks to the experts, Dr. Ittipaat Suwathanpornkul, Mr. Padej Utumsakulrat and Ms. Tassanaree Onsook who helped validate my research instruments.

I would also like to thank my beloved colleagues; Piyapat, Thunyamon, Orathai, Niyamas, Siwalee and Orawan at Triamudomsuksa Pattanakarn Ratchada School who always cheer me up when I conducted my research and wrote my thesis.

Prachya Kana

TABLE OF CONTENTS

Chapter	Page
1 INTRODUCTION	1
Background of the Study.....	1
Objectives of the Study.....	6
Research Questions.....	6
Significance of the Study.....	6
Scope of the Study.....	7
Definition of Terms.....	8
2 LITERATURE REVIEW	9
World-Class Standard School in Thailand.....	9
Definition of World-Class Standard School.....	9
Objectives of World-Class Standard School.....	10
Dimensions of Learning and Teaching in World-Class Standard School	11
Additional Courses in World-Class Standard School.....	12
Communication and Presentation Course (IS2).....	13
Course Description of Communication and Presentation Course (IS2)	13
Needs Assessment.....	16
Definitions of Needs Assessment.....	16
Objectives of Needs Assessment.....	17
Supervision and Professional Development.....	21
Definitions of Supervision.....	21
Definition of Professional Development.....	22

TABLE OF CONTENTS (Continued)

Chapter	Page
Models of Supervision.....	23
3 RESEARCH METHODOLOGY.....	32
Research Methodology.....	32
Context of the Study.....	32
Population and Sample Selection.....	33
Research Instruments.....	33
Procedures of the Study.....	36
Data Analysis.....	38
Summary.....	38
4 FINDINGS.....	39
Needs in supervision for Communication and Presentation Course...	39
The Desirable Models of Supervision Preferred by EFL Teachers....	45
Additional Aspects apart from the Research Questions.....	49
Summary.....	58
5 SUMMARY, DISCUSSION AND RECOMMENDATION.....	56
Summary.....	56
Finding.....	57
Discussion.....	58
Limitations of the Study.....	61

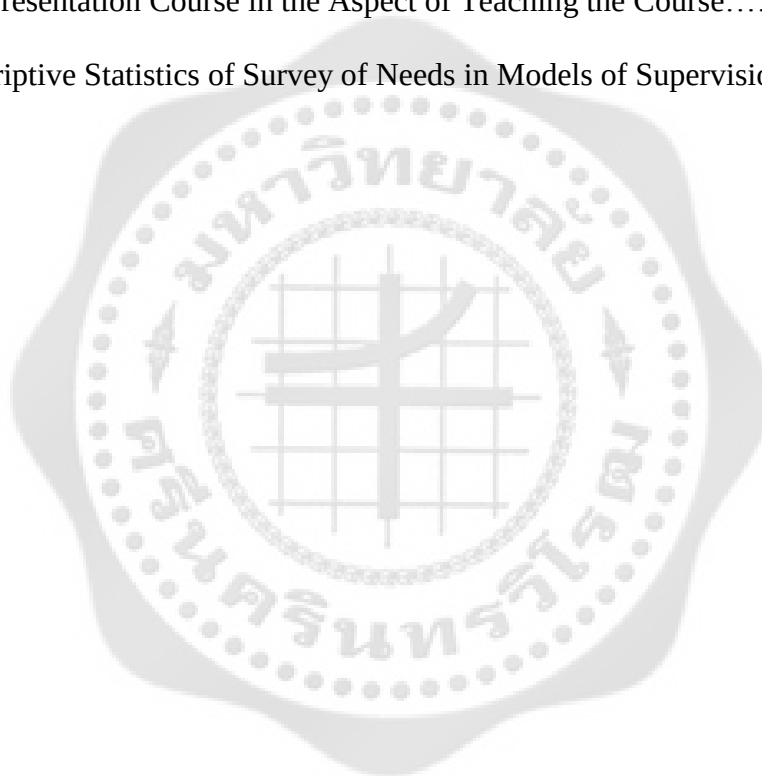
TABLE OF CONTENTS (Continued)

Chapter	Page
Pedagogical Implications.....	62
Recommendations for Further Studies.....	63
REFERENCES.....	65
APPENDICES.....	70
VITAE.....	89



LIST OF TABLES

Table	Page
1 The Goal of Communication and Presentation Course (IS 2).....	15
2 Descriptive Statistics of Survey of Needs in Supervision for Communication and Presentation Course in the Aspect of Developing the Course.....	40
3 Descriptive Statistics of Survey of Needs in Supervision for Communication and Presentation Course in the Aspect of Teaching the Course.....	42
4 Descriptive Statistics of Survey of Needs in Models of Supervision.....	45



LIST OF FIGURE

Figure	Page
1 Levels of Directiveness in Supervisory Style.....	29



CHAPTER I

INTRODUCTION

This chapter of the thesis starts with the background of the study. It includes an overview of World-Class Standard Schools and why supervision is important for all teachers who are teaching under new curriculum. Furthermore, research questions, research objectives, significance of the study, scope of the study, variables, and definitions of terms are also presented in this chapter.

Background of the study

In the globalized and the rapidly changing world, many countries have to develop more and more to survive peacefully in such complicated societies by sharing, collaborating, and interacting more with each other in their societies. Moreover, the current of economic competition and trading in international industries are the main factors forcing many countries to reform their educational systems to become a learning society so as to make their countries highly competitive. Consequently, the concept of World-Class Standard Schools has been generated to respond to the influence of globalization. According to Upper Secondary Education Bureau (2012), improving and upgrading schools in Thailand to reach this world-class standard has been one of the policies of the Secretary of the Office Basic Education Commission (OBEC). All schools labeled highly competitive schools have been selected to be World-Class Standard Schools in academic year of 2010. Starting the project with 500 primary and secondary schools, these schools have implemented a specific curriculum based on the Basic Educational Core Curriculum B.E. 2008 and additional courses stressing the concepts for twenty-first century citizenship. The concept of being a world citizen in the twenty-first

century is in accordance with the four pillars of education as declared by UNESCO, “Learning to know, Learning to do, Learning to live with others, and Learning to be” (Dolors, 1996).

Trends of learning and teaching in the twenty-first century play an important role in educational context nowadays. The Upper Secondary Education Bureau (2012) emphasized the relationship between learning and teaching in the twenty-first century. As a result, World-Class Standard Schools were established with an aim to elevate the processes of teaching and learning through new courses in order to support learners’ desirable characteristics in the twenty-first century including digital-age literacy, inventive thinking, effective communication, life skills, and technology literacy. Additionally, desirable workforce of the twenty-first century should be creative and equipped with science and mathematics skills, problem solving skills, fluency in the language for communication, technologies, recommended by the curriculum of World-Class Standard Schools. As a result, learners in the twenty-first century are required to have abilities so that they can well survive in the rapidly changing world.

According to learners’ desirable characteristics for effective communication, the World-Class Standard Schools have designed a set of special courses, one of which is to develop effective communication. Besides, three main independent study courses are to be taught in World-Class Standard Schools. All of them are innovatively designed to facilitate the learning processes with an emphasis on searching and presenting information. According to the course description of Communication and Presentation Course, the emphasis is on writing skills, communication skills, and presentation skills which are compatible with the foreign language standards in the Basic Educational Core Curriculum B.E. 2008 which is comprised of language for communication, language and

culture, language and the relation of other subjects, and language and the relation of communities and the world. Since the academic year of 2012, Communication and Presentation Course (IS2) has been designed as a new course for World-Class Standard Schools. It integrates writing and speaking skills both in Thai and English. (Upper Secondary Education Bureau, 2012)

When teachers are assigned to teach a new course, they or those who are involved should know well about the course. The tool to guide learners and teachers to reach educational goal is the curriculum. Thus, good curriculum should provide some guidelines for teachers and learners to follow so that they can reach the desirable goal. However, teaching a course in new curriculum is not an easy task for many teachers although teachers are considered key personnel to generate and design their own desirable courses but sometimes teachers have no ideas or lack the knowledge of designing courses. To solve this problem, a needs-assessment tool can be used to detect the needs of teachers when they are struggle to develop courses with a suitable contents for their students (Fatihi, 2003). A study revealed that learners' needs and teachers' needs may be incorporated when a curriculum is designed for a language program at the same time (Inceçay, 2010). As a result, needs assessment will assist school directors, trainers, and supervisors to investigate the needs of teachers. It can help detect deficiency of teachers in terms of knowledge, skills, and experiences so that a training session may be organized to help them. However, it might be profitable to know the actual needs of the teachers before training them. Proper planning and designing courses corresponding to the needs of teachers will result in successful teaching and learning. Also, supervisors may have a chance to know the weaknesses of the teachers and thus generate training sessions to match their needs.

Actually, World-Class Standard School, established in 2010, is still a relatively new in Thailand, and there are a few related studies in the areas of teachers' needs and their satisfactions with the instruction in the World-Class Standard Schools of Thailand. The most recent conference was held in June 2012 in Chonburi province. Upon considering the causes behind the weakness of the curriculum during the first two years, the committees and administrators involved in the World-Class Standard School found that there were problems in the structure of teaching and learning additional courses in some schools because the courses were not compatible with the Basic Educational Core Curriculum B.E. 2008. To cope with the problem, OBEC tried to develop tighter regulation of teaching and learning for the schools. In academic year of 2012, some courses including Theory of Knowledge (TOK), Extended-Essay (EE), Creative Action and Service (CAS), and Global Education (GE) were changed into Independent Study (IS 1-3) including Research and Knowledge Formation (IS1), Communication and Presentation (IS2), and Social Service Activity (IS 3).

Because the curriculum of World-Class Standard Schools is quite new for many teachers in those schools, some find it challenging to work and design independent study courses (IS 1-3) efficiently. Therefore, teachers who are in charge of teaching these subjects have to adapt themselves and find a suitable method to cope with the new courses. In a previous research conducted in the Netherlands, there was an implementation of a new integrated science subject called Nature, Life, and Technology (NLT) at the secondary education level. NLT is a multidisciplinary subject area that is difficult for schools to find qualified science teachers to select co-teach and the modules, determine the order of contents, and create a suitable timetable for teaching. A research study to solve this problem revealed that professional development can help teachers to

prepare themselves for implementing curriculum innovation (Loucks-Horsley, 2003; Penuel, 2007). As a result, supervision and professional development are essential for all teachers when they start to use a new curriculum in school. It is helpful for teachers to know how to prepare themselves to teach in a new curriculum.

Generally, professional development is very important for all schools to improve the teaching profession and experience through the process of supervision. The aim of supervision is to improve instruction in schools by evaluating the performance and achievement of students, teacher development, and educational equality by cooperating with supervisors. (Ünal, 2010; Glickman, 2004). Nowadays, there are several models of supervision. A suitable model of supervision is a tool that helps teachers to obtain desirable professional development. Additionally, the perceptions of teachers within a suitable supervision context will be beneficial for supervisors conducting effective modes for managing teachers.

In Thailand, few studies were conducted on the issue of World-Class Standard Schools and no recent study has been conducted in terms of supervision and the needs of teachers of English as a Foreign Language (EFL) or their satisfactions with the World-Class Standard Schools. This was the reason why the researcher studied teachers' needs in supervision and conducted empirical research study in the field of educational supervision and English instruction. Specifically, this study aimed to investigate EFL teachers' needs in supervision for the "Communication and Presentation Course" in World-Class Standard Schools and explore a desirable model of supervision for EFL teachers in World-Class Standard Schools. The researcher used a self-designed questionnaire and a focus group interview as tools for collecting data. The result of this study will be beneficial to improve Thai educational system especially the World-Class

Standard Schools with an emphasis to identify the needs and suitable supervision models that are acceptable to the teachers who are the key people in designing the IS courses in the World-Class Standard Schools.

Objectives of the study

The study aimed to do the following.

1. Investigate the needs of EFL teachers for supervision in Communication and Presentation Course in World-Class Standard Schools.
2. Explore a desirable model of supervision for EFL teachers in World-Class Standard Schools.

Research questions

1. What do EFL teachers in World-Class Standard Schools need to be supervised in Communication and Presentation Course?
2. What is the most desirable model of supervision preferred by EFL teachers in World-Class Standard Schools?

Significance of the Study

Due to a lack of studies in the field of supervision and EFL teachers' needs and their satisfaction with World-Class Standard Schools, the result of this study will be beneficial as follows.

First of all, the result of the study could provide useful data to give confirmation to educational office area administrators, supervisors, or school directors planning and training EFL teachers who will teach the Communication and Presentation Course or those who will teach this course in the future.

Second, the findings of the study could be a report to educational office area administrators, policy makers, supervisors, or school directors who are in charge of holding professional development projects so that effective supervision can be given to EFL teachers in World-Class Standard Schools.

Finally, the findings of the study could be utilized and implemented as guidelines for training EFL teachers in World-Class Standard Schools so that they are confident and competent to teach the course.

Scope of the Study

Population and Participants in the Study

Population

The population in the study was 439 EFL teachers from 28 World-Class Standard Schools under the Secondary Educational Office Area 2, Bangkok.

Participants

The participants in the study were 206 EFL teachers in World-Class Standard Schools under the Secondary Educational Office Area 2 in the second semester, academic year of 2013. They were chosen through purposive sampling, and shared the same characteristics required by the World-Class Standard School curriculum. Additionally, the schools selected to be representatives in the study were labeled high-competition schools.

Variable

The dependent variable was EFL teachers' needs in supervision for the Communication and Presentation Course in World-Class Standard Schools.

Definitions of terms

1. Needs refers to essential components that EFL teachers in World-Class Standard Schools located in the Secondary Educational Office Area 2 are required to have in order to achieve their goals in instruction.

2. EFL teachers refer to three groups of English teachers in World-Class Standard Schools: teachers who have experience in teaching the course, teachers who are teaching the course, and teachers who will teach the course in the future.

3. Supervision refers to the processes and models to help, guide, and train EFL teachers to teach Communication and Presentation Course with three elements as follows.

3.1 Course development supervision refers to the processes assisting teachers to generate the course.

3.2 Instructional supervision refers to the processes assisting teachers to improve their instruction for the course.

3.3 Models in supervision refer to the methods used for training teachers.

4. Communication and Presentation Course refers to the course designed for students in World-Class Standard Schools related to academic writing and presentation of their findings in Thai and English from the prerequisite course; Research and Knowledge Formation Course.

5. World-Class Standard Schools refers to the schools chosen to be World-Class Standards Schools under the Secondary Educational Service Area Office 2 since academic year, 2010.

CHAPTER II

LITERATURE REVIEW

This section of the study provides the description of World-Class Standard Schools in Thailand, the Communication and Presentation Course, needs analysis, and supervision. The details of literature review were presented as follows:

World-Class Standard Schools in Thailand

Definition of World-Class Standard School

World-Class Standard schools as defined in a supplementary document of the planning process of teaching and learning from OBEC (2010) are schools focusing on learning outcomes in 3 main areas: learners have a learner profile compared with world-class standard, learners will be citizens of the world, and schools have quality managing systems.

Additionally, the Upper Secondary Education Bureau (2012) claimed that a World-Class Standard School is the educational innovation run by the Office of Basic Education Commission (OBEC) in order to rapidly upgrade schools to have the same assets as the world-class standard. Started in academic year, 2010, five hundred schools at the primary and secondary levels were chosen. Then all of these schools had to develop their school curriculums and proceed teaching and learning following the curriculum they designed so that the learners would be able to reach the standards specified by the core curriculum B.E. 2008. Moreover, these schools need to generate additional courses to upgrade to the world-class standard aiming to increase students' essential skills for survival in the real world of globalization.

In conclusion, World-Class Standard schools are schools that improve curriculum, the process of teaching and learning as well as a management system to facilitate the schools reaching the world class standard, enabling students to be world citizens equipped with skills for the twenty-first century.

Objectives of World-Class Standard School

The supplementary document of the planning process of teaching and learning in World-Class Standard Schools from OBEC (2012) stated the three main objectives of world-class standard schools: to develop learners to be world citizens, to upgrade teaching and learning to reach world-class standards, and to upgrade administration by using quality-system management.

To develop learners to be world citizens is the first objective that is aimed at the schools providing and upgrading learners' characteristics following the core curriculum and focusing on learners' merit, volunteer spirits, and the effective competencies, skills and knowledge necessary for survival in the complicated world and being twenty-first century learners; hence, the curriculum focuses on learners being able to work and live with other people in the world society peacefully and to develop our country sustainably.

To upgrade teaching and learning to reach the world-class standard is the second objective and partly concerns learners' multiple intelligences. Moreover, teachers have to teach learners by using suitable teaching methods in order to increase learners' potential.

To upgrade administration by using a quality system management is the third objective which concentrates on developing the organization potential to reach the world-

class standard by focusing on the organization context, studying successfully various successful frameworks to adapt and use to manage schools, increase networking and coordinating with the community, society, nation, and the world.

To sum up, developing learners to be the world citizens, upgrading teaching and learning to reach the world-class standard, and upgrading the administration by using the quality system management are the three main objectives that mobilize World-Class Standard Schools to be successful school.

Dimensions of learning and teaching in World-Class Standard School

The Upper Secondary Education Bureau (2012) stated the important processes in learning and teaching, called “The five dimensions of learning and teaching in World-Class Standard schools” are as follows.

The first dimension focuses on thinking skills, setting a hypothesis, and asking reasonable questions.

The second dimension focuses on searching information from various kinds of learning resources such as libraries, the Internet, practicing, or doing experiments.

The third dimension focuses on discussing, analyzing, or synthesizing information or knowledge, and summarizing to be one’s own knowledge.

The fourth dimension focuses on presenting and communicating knowledge effectively and comprehensively.

The last dimension focuses on converting knowledge into practice and use the knowledge to develop society creatively.

From the five dimensions above, it is essential for teachers to be the key factors that lead their students to reach the World-Class Standard through teaching and encouragement.

Additional Courses in World-Class Standard School

According to “the five dimensions of learning and teaching in World-Class Standard Schools”, the Upper Secondary Education Bureau (2012) stated the 5 dimensions can be developed in learning and teaching. As a result, Independent Study (IS) is one of the most effective methods used for developing learners because the subjects under the name of “Independent Study (IS)” are opened for students to search and select the issues they are interested in by starting from setting questions or problems, selecting knowledge or information from various resources, criticizing and synthesizing details, and exchanging knowledge or information in order to summarize what they learn to be their own knowledge, presenting it to other people by using the appropriate means to help public or society. These processes are included in the 3 subjects under the title of Independent Study (IS).

The first additional course is Research and Knowledge Formation (IS 1). The course description of Research and Knowledge Formation (IS1) requires students to be able to set their own questions and hypothesis, search for information and knowledge, practice thinking skills including analysis and synthesis thinking, and summarize the findings as their own knowledge.

The second additional course is Communication and Presentation (IS 2). The course description of Communication and Presentation (IS2) is that students will be able

to pass on their own findings and find the most suitable method to clarify their own findings by using various kinds of effective presentations.

The third additional course is Social Service Activity (IS 3). The course description of Social Service Activity (IS3) is that students will be able to apply their own knowledge or findings into practice or doing public service.

To be compliant as an Independent Study (IS), schools have to generate the subjects in units, additional courses, and activities contents are incorporated to suit learners' levels so as to prepare them to be the twenty-first century learners.

The Communication and Presentation Course (IS 2) in World-Class Standard School

Course Description of Communication and Presentation Course (IS 2)

The Upper Secondary Education Bureau (2012: 13) published the course description of the Communication and Presentation Course (IS 2) as a manual for the syllabus implementation. Communication and Presentation Course (IS2) is the second Independent Study Course (IS) which is an additional course specified in World-Class Standard Schools. The course focuses on students adapting ways to pass on knowledge, meaning, concepts, and information by using the appropriate, various, and effective presentation skills to present their findings to audiences. Before studying the course, students have to study a prerequisite course which is Research and Knowledge Formation (IS 1) focusing on the ways to find out knowledge by appointing issues, setting a hypothesis, searching data from several resources, practicing thinking skills, and generating new knowledge (Upper Secondary Education Bureau. 2012: 68).

Students who complete Communication and Presentation Course are expected to be able to write a report or an academic document and present the data from their findings in order to enhance understanding among audiences. The tasks set in the course are academic writing and presenting. For the lower secondary level, Mattayom 1-3, students will be able to write an academic report in Thai using at least 2,500 words and then present their findings. For the upper secondary level, Mattayom 4-6, students will be able to write an academic report in Thai using at least 4,000 words and at least 2,000 words in English and then present the findings in either Thai or English.

To sum up, Communication and Presentation Course (IS 2) deals with language teachers directly hence the teachers have to be experienced in teaching communication and presentation skills in order to develop students' effective presentation skills.

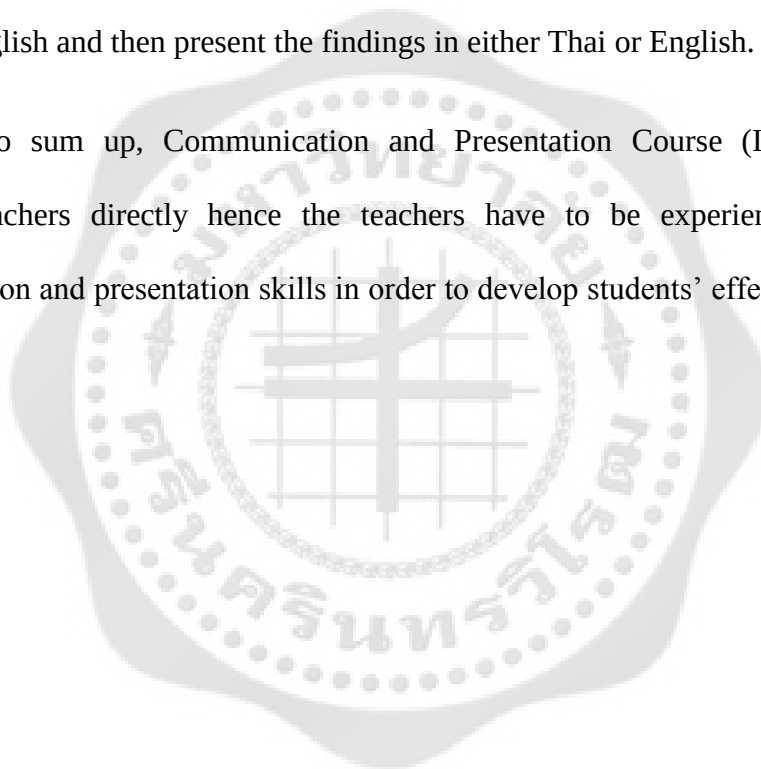


Table 1*The goal of Communication and Presentation Course (IS 2)*

Learners' Quality	Lower secondary level (Mattayom 1 - 3)	Upper secondary level (Mattayom 4 - 6)
Effective Communication	1. Write and present the knowledge clearly and systematically. 2. Present the knowledge in the form of oral individual or oral panel presentation by using various media. 3. Write an academic report with at least 2,500 words (in Thai) 4. Write references from different kinds of learning resources accurately. 5. Present the findings to the public.	1. Write and present the knowledge creatively and systematically. 2. Present the knowledge in the form of oral individual or oral panel presentation by using various kinds of technology. 3. Write an academic report with at least 4,000 words (in Thai) or at least 2,000 words (in English) 4. Write references from different kinds of national and international learning resources accurately. 5. Converse or criticize via electronic media such as e-conference or social online.

According to a recent study in the field of World-Class Standard Schools, Thongae (2012) studied the factors that led to the effectiveness of World-Class Standard Schools. The subjects included both administrators and teachers. Finding revealed that the factors that have influenced World-Class Standard Schools include personal, environmental, organizational policy and implementation. According to the study, the researcher suggested that administrators find effective methods to develop their teachers because teachers have strong influence on the effectiveness of World-Class Standard Schools.

In conclusion, World-Class Standard Schools is a new term in Thailand so there have been no related studies in the field of teachers' needs or satisfactions conducted in World-Class Standard Schools in Thailand.

Needs Assessment

Definitions of Needs Assessment

A needs assessment is the process to identify the needs of people. McCawley (2009) stated that the definition of needs assessment is a systematic procedure to detect knowledge, abilities, interests, attitudes, or problems of the participants or audiences. Moreover, a needs assessment can be conducted to reveal important issues and problems of trainees or supervisees so that the trainers or supervisors will be able to understand and design effective and suitable programs to improve the participants.

Besides the definition given by McCawley, Lawson, K. (1998) defined needs assessment as a process of identifying the causes, scopes, and suitable remedy for organization problems. Moreover, needs assessment can narrow down the gap between desirable and actual knowledge, skills, and performance or we can conclude that needs assessment reveal the basic information about desired performance and current

performance. With the process, the trainers and supervisors will be aware of the actual problems and that may result in the basis of training design and implementing appropriate treatment for the participants such as holding training session or enhancing supervision.

In conclusion, conducting needs assessment is the best way to discover more about the background of the participants, trainees, or supervisees including knowledge, experiences, skills and even problems affecting the participants directly and indirectly. Besides background, the needs assessment can also lead supervisors or trainers to find the most suitable way to help the participants and to manage the organization successfully.

Objectives of needs assessment

There are many reasons why researchers have decided to use needs assessment.

Lawson. (1998) addressed five objectives of using needs assessment as follows.

First, needs assessment will determine whether training is necessary or if mistakes can be avoided by applying a training solution to a non-training problem. In case the problems happening in the organization require more training to solve the problem, needs assessment will clarify the solution to the problems.

Second, needs assessment will detect the causes of poor performance. Actually, poor performance of the participants may arise from other factors such as participants, organizations, a lack of motivation, work environment, insufficient skills, knowledge, and the experiences of the participants. As a result, needs assessment will identify the problems and training can be held for the participants or the organizations in case that problems arisen from a poor system within the organization.

Third, needs assessment will delineate the contents and scope of training because needs assessment helps identify the length of training, target group, problems, and contents to be included in the training program and also the degree of urgency.

Fourth, needs assessment helps specify desirable training outcomes by focusing on the participants' knowledge, skills, and attitudes and what they need to know for better job performance. Consequently, the training program can be developed to help the organization reach the expected outcome.

The last point is that needs assessment will provide proper measurement to check results or make changes among the participants.

Similarly, McCawley (2009) gave two objectives of needs assessment.

First, needs assessment aims to provide administrators, supervisors, trainers, and those involved with information about audiences, trainees' backgrounds and their thoughts in order to determine and predict needed.

Another objective is that needs assessment enables the administrators, supervisors, trainers, and others to select the most suitable way to achieve targeted outcomes that meet their needs.

To sum up, the main functions of needs assessment focus on identifying EFL teachers problems and solving their problems by holding training to develop their language skills and knowledge so that they will acquire desirable characteristics to become good teachers who further affect the improvement of organizations.

Recently several studies have focused on EFL teachers' needs assessment. Inceçay (2010) conducted the research entitled a case study on needs assessment of English language teachers. The study explored EFL teachers' needs in the current curriculum at a private university preparatory school. The subjects were 18 EFL teachers.

The data were employed by using semi-structured interview and analyzed by using pattern-coding strategy qualitatively. The results showed general opinions of the teachers about the current program, the teaching skills of listening, reading, writing, and speaking. The suggestion of the study was that teachers' needs should be taken into consideration as much as students' needs during the design and implementation process of language teaching in specific course.

Similarly, Akyel and Ozek (2010) conducted the research entitled A language needs analysis research at an English medium university in Turkey. The study aimed to do need analysis to investigate the university students' needs for the innovation of the ELT curriculum of the preparatory-school of an English medium university in Istanbul. This study used the method of triangulation and gathered the data by using semi-structured interviews and questionnaires. The needs were clarified by the items in the questionnaires and the interviews revealed different issues related to the importance and effective use of learning strategies related to the four basic language skills in the second or foreign language learning.

Moreover, Soruc (2012) conducted a study titled "The Role of Needs Analysis in Language Program Renewal Process." The aim of the study was to investigate the context and program of an English preparatory school in Istanbul and to suggest new ways and rationale for making curricular decisions by using a needs assessment survey and interviewing EFL teachers. This study revealed that needs analysis plays an important role in making curriculum decisions or renewing language programs.

Furthermore, Khandehroo (2011) surveyed the professional development (PD) needs of English language teachers in Melaka State in Malaysia. The study aimed to explore the whole population of English language teachers' professional development

needs in instructional skills. The results revealed that 99% of the English language teachers needed professional development at the same level whereas about 1% did not need any types of professional development (PD) activities. 48.5% of the teachers indicated their need for PD to be very high or high. The first, second, and third instructional skills which teachers indicated very high or high levels for professional development included maintaining language skills, assessing students, and using cooperative learning.

Chostelidoua (2010) conducted a study entitled A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs. The study used needs analysis as a tool to develop syllabus design in the context of Greek tertiary education with the aim to identify the needs of a target group of learners and introduce needs-based course design. The result revealed that the needs for the development of a highly specific ESP language course with a clear focus on the target discipline, accountancy. There was also a call for the provision of ESP training to address the learners' immediate needs as students and their long-term needs as professionals in the accounting field.

To sum up, recent studies in the field of needs assessment have revealed that needs assessment can obtain necessary data from the participants. Besides, the data acquired from a needs assessment can be useful for administrators or supervisors to solve the current problems in the organization or context.

Supervision and Professional Development

Definition of Supervision

Lack of knowledge in teaching or other problems in schools is the main factor that teachers need supervisors to help. As a result, supervision is a mean that can help and support teachers in many aspects. Danielson and McGreal (2000) defined supervision as a tool to support teachers with instructional skills by providing feedback, acknowledging exceptional practice, and giving directions for professional development. Similarly, Gebhard (1990: 156) stated that supervision plays an important role in professional development. Supervision helps teachers by providing objective feedback on teachers' performance, diagnosing and solving instructional problems, developing teachers' necessary skills, and developing a positive attitude toward professional development. Moreover, Wiles and Bondi (2004) summarized the six main concepts of supervision as follows:

First, supervision has an important role in administration.

Second, supervision has an important role in curriculum work.

Third, supervision has an important role in instructional function.

Fourth, supervision has an important role in human relations.

Fifth, supervision has an important role in management.

Sixth, supervision has an important role in leadership.

From the definitions stated above, it can be concluded that supervision plays an important role in teacher professional development by giving correct directions for teachers. Supervision can also provide feedback, diagnose, solve problems, and develop teachers to be more professional.

Definition of Professional Development

Enhancing professional development in teachers is a mean to improve the processes of teaching and learning. Moreover, professional development can increase teaching experience. Glatthorn (1995) defined teachers' professional development as "the professional growth teachers achieve as a result of gaining increase experiences and examining their teaching systematically." Consequently, teachers' professional development refers to the activities prepared and designed for teachers so that they can reflect on their own teaching to grow and reinforce them to have more confidence to be professional. Furthermore, Lunenburn (2007) claimed that professional development refers to teaching the skills needed for the present and the future. There are 3 steps in professional development programs: assessment, training, and evaluation. In accordance with the recent research, Mak (2010) conducted a study entitled "The professional development needs of Hong Kong ESL teachers." The study explored current practice and future needs within the context of the implementation of educational reform by the Hong Kong Government. The findings showed that experienced, well-qualified ESL teachers perceived the needs for professional development from a broader perspective than their less qualified, less experienced peers driven by more immediate needs. The results of the study also resonate in many countries that schools should emphasize on the importance of professional development for ESL teachers.

Another, the recent study titled "Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession" was conducted by Hong (2010). The study aimed to explore different perceptions of pre-service and beginning teachers' professional identity in relation to their decisions to leave the profession. Mixed methods were used to employ the data. The participants were 84

participants and 27 interviewees from four groups of participants at different stages of teaching. The findings of this study revealed that pre-service teachers tended to have naive and idealistic perceptions of teaching, and dropout teachers showed most emotional burnout. Teachers' professional development should be provided for the improvement of teacher education and retention of beginning teachers in order to maintain their professional identity.

To sum up, professional development helps teachers to improve, revise, and develop their teaching and other skills by reflecting on what they have done. It is important for teachers to engage in professional development continually.

The Relationship between Supervision and Professional Development

According to the definitions of supervision and professional development, it can be concluded that supervision for professional development employs the process of supervision to provide feedback, diagnose to solve problems, and develop teachers to grow and develop professionally.

Models of Supervision

In the field of supervision, several models of supervision are widely used in the field of instruction and education. The first theorist to present the models of supervision in the field of ESL, Gebhard (1990) identified various models of supervision in the book "Second Language Teacher Education" as follows.

Directive Supervision

Directive supervision is the process to direct and inform teachers, model teaching behaviors, and evaluate teacher's mastery of defined behaviors. For directive supervision, there are three problems (Gebhard, 1990). First, it is difficult to define "good

teaching” because it may depend on the supervisors’ attitudes. Second, teachers may feel defensive and decrease their self esteem when they get comments or suggestions guided from the supervisors. Third, it forces teachers to abide by what supervisors think they should do. This method does not encourage teachers to think and do by themselves.

Alternative Supervision

Alternative supervision aims to widen the scope of what a teacher will consider doing in the classroom. As a result, the supervisor’s role is to direct teachers without prescribing what they should do, suggest a variety of alternatives to what they have done in class, give them the responsibility for decision making, and let the teacher try the opposite of what they usually do in teaching.

Collaborative Supervision

Collaborative supervision is the model where the supervisors work with the teachers but not to direct them. The supervisor actively collaborates with the teacher in any decisions that are made and attempts to establish a sharing relationship. Cogan proposed this new model of clinical supervision and believed that teaching is mostly a problem-solving process that requires the sharing of ideas between the supervisors and the teachers. The teacher and supervisor work together in solving a problem in the teacher’s classroom teaching. They pose a hypothesis, experiment, and implement strategies which appear to be a reasonable solution to the problem under consideration. (Cogan. 1973; cited in Gebhard, 1984. *Models of Supervision: Choices.*)

Nondirective Supervision

Nondirective supervision is in the field of communication behaviors of active listening, paraphrasing, questioning, clarifying, and reflecting. Supervisors have to listen patiently to what the teachers say. The teachers have freedom to express and clarify their ideas, feelings, or questions. These are used to extract the teachers' own solutions for improving their instructional performance in nondirective supervision. The supervisory role is to serve as a supporter to understand the response and have to restate how the teachers have understood the comments.

Creative Supervision

Creative supervision is a flexible model that encourages freedom and creativity for teachers in three main points as the following.

First, a combination of the model or a combination of the supervisor behavior from different models helps make supervision more flexible. The supervisor can select a particular technique to supervise teachers according to the teachers' interest or information that the teachers are looking for.

Second, a shifting of supervisory responsibilities from the supervisor to other sources is to supervise teachers by using other resources such as the resource centers. Moreover, the teachers can observe each other's classes like a type of peer supervision.

Third, an application of insight from other fields that are not found in any models is to develop an observation system that allows the supervisors to describe teachers' teaching. Moreover, observation systems provide methods where teachers can monitor and study their own teaching.

Self-Help-Explorative Supervision

This supervision model is an extension of creative supervision. The self-help-explorative supervision provides opportunities for both teachers and supervisors to gain awareness of their teaching through observation and exploration. The aim is to explore teaching through observation of their own and others' teaching in order to gain an awareness of teaching behaviors and their consequences, as well as to generate alternative way to teach. This model focuses on teachers to “see teaching differently” by discovering a way to view their own teaching differently through self-exploration.

In addition to the models of supervision in the field of ESL proposed by Gebhard, SerGiovanni (1993) proposed five options for supervision that should be developed in every school as follows.

Clinical Supervision

Clinical supervision works as a partnership between supervisors and teachers. It aims to help teachers develop understandable patterns of teaching. However, it is time-consuming, and it may be too much supervision for some teachers.

Collegial Supervision

The process of collegial supervision is like cooperative professional development. (Glatthorn, 1995). The process is that teachers agree to work together for their own professional growth by observing each other's classroom, giving each other feedback about the observations, and discussing to share professional concerns.

Self-Directed Supervision

Self-directed supervision is a process where teachers work alone by assuming responsibility for their own professional development.

Informal Supervision

Informal supervision is a casual supervision between teachers and supervisors. No appointment is made and classroom visits are not announced. The processes of informal supervision are informal teachers' classroom visiting, conversations with teachers about their work, and other informal activities. Successful informal supervision is reached to the actual expectation of the teachers.

Inquiry-Based Supervision

The process of inquiry-based supervision is like a form of action research. In action research, the process emphasizes problem-solving nature. Inquiry-based supervision will represent an individual dynamic or a collaborative effort as pairs or teams of teachers work closely with the supervisor to state the problem and develop a strategy for its resolution and share their findings and conclusions.

According to the study entitled "Supervision and evaluation: The Wyoming perspectives" conducted by Range, G., Scherz S., and Holt C. (2011), the aim of the research was to assess the perceptions and actions of Wyoming principals concerning their role in supervising and evaluating teachers. The researchers referred to three models of supervision used in their research and the researcher claimed that "the goal of each model is to create supervisory experiences for teachers that are slightly different based on the needs of individual teachers." The models proposed in the research are as follows.

Clinical Supervision

There is a three-step process in clinical supervision: pre-observation conference, extended observation, and post-observation conference. The aim of clinical supervision is to gather data from the classroom observation and discuss the findings in a face-to-face conversation between the teacher and supervisor or principal. The process links professional development opportunities to identify teacher needs.

Differentiated Supervision

Differentiated supervision is based on teacher autonomy and the idea that supervisors should individualize supervision. Teachers have the responsibility for their own professional development. There are three types of supervisory methods, in which teachers select two that oversee their supervision including the traditional clinical supervision model, cooperative or self-direct professional development, and administrative monitoring. According to the three types of supervisory methods, both teachers and supervisors will work together to create an individualized supervisory experiences.

Developmental supervision

Developmental supervision is to diagnose the developmental level of teachers and apply supervisory behaviors that mimic the developmental level. The model was categorized in three types matching with the levels of teachers: Directive supervision is suitable for novice teachers with professional improvement plans. Nondirective supervision is proper for master teachers. Eventually, collaborative supervision is used with experienced teachers.

According to the models of supervision, Ricky W., 1990 cited in Lunenburn (2007) proposed professional development techniques: assigned readings, behavior modeling, simulation, case discussion, conference, lecture, on the job, programmed instruction, role playing, sensitivity training, and vestibule training.



Figure 1: Levels of directiveness in supervisory style (Orangevale, Calif. 1982 p. 114 cited in Sergiovanni T. J. and Starratt R.J. 1993 p. 304)

According to Figure 1, we can conclude that supervision has three main styles: a more directive style, a more collaborative style, and a more nondirective style. The three supervisory styles are explained as follows.

For the more directive style, the supervisor recalls and analyzes the data, proposes alternative strategies, and chooses one for the teacher to implement.

Unlike the more directive style, the more collaborative style is the style in which the supervisor presents the data, invites the teacher to consider alternatives and suggests alternatives. Besides, the supervisor lets the teacher share the data, analyze the data, and propose alternatives that suit their own styles.

Lastly, the more nondirective style focuses on the teacher to recall the data, analyze, and prescribe their implementation. The teacher invites the supervisor to perform a role.

According to the three main styles in supervision, it can be included that although there are various models of supervision, these models can be categorized in three main styles concerning the directiveness of the activities.

For example, Halim et al. (2010) examined the effect of action research on professional development of supervisor and student teacher in a practicum setting. In this collaborative action research, both the supervisors and student teachers identified problems of teaching physics to 16 year-old students, planned an action to overcome it, executed it and then reflected on the effectiveness of the plan. The study revealed that the student teacher improved her own subject matter knowledge, developed pedagogical content knowledge and increased research skills. For the supervisor, the collaborative action research enabled her to reflect on the effectiveness of her supervision in helping student teachers to teach.

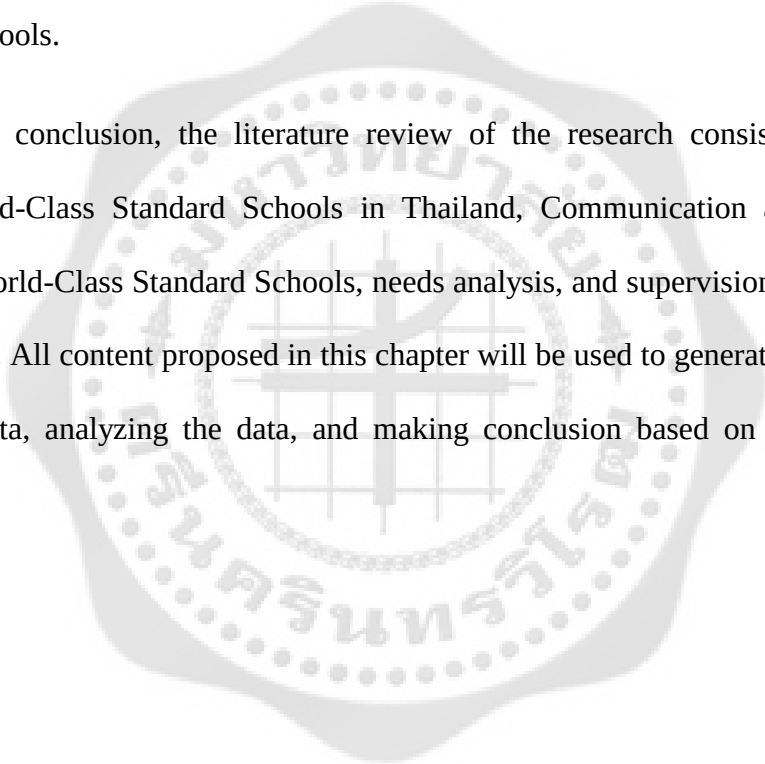
Furthermore, Bouchamma (2005) conducted the study titled “Evaluating Teaching Personnel: Which Model of Supervision Do Canadian Teachers Prefer?” The study examined the preferred models of supervision of seven Canadian teachers teaching at large urban centers and found that the participants preferred various models of supervision.

Similarly, Ibrahim (2013) did a study titled “Approaches to supervision of student teachers in one UAE teacher education program”. The aim of the study was to investigate approaches to supervision of student teachers in one UAE teacher education

program. The study used questionnaires including closed- and opened-ended question and an interview as tools to gather data. The findings found that student teachers preferred the collaborative approach to supervision. The collaborative approach was used by cooperating teachers, but the directive approach was used by university supervisors.

To sum up, although there are various recent studies on models of supervision and professional development, none of them were conducted in the field of supervision relating to generating new course especially in the relatively new term of World-Class Standard Schools.

In conclusion, the literature review of the research consists of four main points: World-Class Standard Schools in Thailand, Communication and Presentation Course in World-Class Standard Schools, needs analysis, and supervision for professional development. All content proposed in this chapter will be used to generate instruments for collecting data, analyzing the data, and making conclusion based on results from the study.



CHAPTER III

RESEARCH METHODOLOGY

The main purpose of the study was to assess EFL teachers' needs in supervision for Communication and Presentation Course in World-Class Standard Schools. This chapter begins with an overview of the research methodology. Next, the context of the study is presented. The population and samples selection in the study are introduced and research instruments and procedures of the study are also explained. This chapter ends with an explanation of data collection and analysis.

Research Methodology

This study utilized both quantitative and qualitative methods.

The quantitative data drawn from the self-designed questionnaire were used to elicit the level of importance of EFL teachers' needs in supervision for the Communication and Presentation Course and identify the most desirable supervision models.

Additionally, qualitative data were obtained from an analysis of open-ended questions in the questionnaire and from the focus group interview. The data were also added from the interviewees in order to ensure the teachers' needs and other aspects teachers want to inform.

Context of the Study

This study took place at ten World-Class Standard Schools located in the Secondary Educational Office Area 2.

All ten World-Class Standard Schools shared the same characteristics in offering distinctive programs such as a Gifted Program or an English/ Mini English Program, being a special big size school with more than 2,500 students, and being a school labeled a high competitive school by the Office of the Basic Education Commission (OBEC).

Population and Samples Selection

The population in the study was 439 EFL teachers in academic year 2013 of World-Class Standard Schools located in the Secondary Educational Service Area Office 2. The samples in the study consisted of 206 EFL teachers chosen through the use of purposive sampling from EFL teachers in World-Class Standard Schools located in the Secondary Educational Service Area Office 2. The criteria for purposively recruiting the subjects were that all schools selected in the research had shared characteristics, one of which was used the World-Class Standard School curriculum. In addition, the schools selected to be representatives in the study were labeled “highly competitive schools”.

Research Instruments

Two research instruments were used as data collection tools for this study: questionnaires and interview. These instruments were validated by three experts. To obtain the answers to the research questions of the study, the instruments were verified to check the validity and their practicality.

Questionnaire

The questionnaire for the study was translated into Thai and it consisted of 3 sections. The first section asked about the background information of EFL teachers including teaching experience in Communication and Presentation Course.

The second section consisted of 50 items written by the researcher asking about EFL teachers' needs in supervision for the Communication and Presentation Course in World-Class Standard Schools in terms of developing the course and teaching the course as well as the most desirable models in supervision. All items were presented in the form of five-point numerical Likert scales. Teachers rated from 1 to 5 to each sentence they agreed.

'1' means 'I never or almost never need supervision.'

'2' means 'I occasionally need supervision.'

'3' means 'I sometimes need supervision.' (About 50 percent)

'4' means 'I usually need supervision.'

'5' means 'I always need supervision.'

The means value was introduced as follows,

4.50 – 5.0 means 'Very important'

3.50 – 4.49 means 'Important'

2.50 – 3.49 means 'Neutral'

1.50 – 2.49 means 'Little important'

0 – 1.49 means 'No important'

The third section consisted of opened-ended questions for the respondents to share their opinions, feelings, or comments.

Item-Objective Congruence Index (IOC) was employed to validate the research instrument based on the responses from the experts.

The evaluation form for validation contained a three-point scale for each component of the research instrument and a written suggestion part.

Three experts were asked to rate the validity of the test. Items scoring higher than 0.5 were accepted and those scoring lower than 0.5 were revised or delete.

Focus Group Interview

After analyzing the data from the questionnaire, the researcher interviewed 10 samples who were willing to be interviewed on the topic of needs in supervision by using focus group interview. Kvale and Brinkmann (2009) explained that a focus group interview usually consists of six to ten subjects led by the moderator. The interviewer/researcher use a non-directive style of interview in order to encourage various viewpoints on the topic in focus for the group. As a result, the researcher was able to obtain further details relating to specific topics of the models of supervision, knowledge of the Communication and Presentation Course, and course development. A focus group interview helps the researcher gain and know some deep and hidden details that the questionnaire could not reveal from the respondents. The questions used in the focus group interview were written by the researcher and validated by three experts. All questions of interview were revised and improved from the experts' comments.

In conclusion, after evaluated from the experts, the questionnaire and the questions for the interview were revised based on three experts' comments. Then the questionnaire was pilot tested with 30 EFL teachers during the second semester of

academic year 2013 at another World-Class Standard School under the Secondary Educational Office Area 2.

Procedures of the Study

The research procedures of this study were divided into three phases. The first phase concerned the preparation of designing the questionnaire. The second phase involved the processes of data collection. The last phase was data analysis and conclusion.

Preparation Stage

The preparation stage consisted of seven significant stages.

The first stage was to study the basic concepts and the related documents dealing with World-Class Standard Schools, plans for the Communication and Presentation Course, a needs analysis, and supervision models.

The second stage was to study the methods of Likert's Scales in order to design the questionnaire.

After studying the methods of Likert's Scales, the questionnaire was designed to employ the data of EFL teachers' needs in supervision for Communication and Presentation Course in World-Class Standard Schools. The questionnaire was written and translated into Thai by the researcher.

The fourth stage was to verify the validity of the each item in the questionnaire by using Item-Objective Congruence (IOC) Index to see any congruence with the objectives. Three experts gave ratings of either -1, 0, or 1 to each item. Then the results were used to improve the questionnaire.

The researcher improved the questionnaire from the results and comments in this stage.

In the sixth stage, the questionnaire was administered with the EFL teachers who shared the same characteristics of the samples to do a pilot test in order to check validity.

Finally, the questionnaire was revised and adjusted to the results which will be conducted from the pilot test and find the validity and practicality.

Data Collection Stage

The data collection stage included three main stages.

To begin this stage, the researcher sent letters to the school directors to ask for permission to conduct research and use the questionnaire in their schools. The improved questionnaires were distributed to the samples.

The second stage was to collect the questionnaire from the samples. In this stage, the researcher attached empty envelopes for sending the completed questionnaires back.

After getting the questionnaire, the final stage of data collection was to calculate the highest rank of EFL teachers' needs from the questionnaire, employ further details by using open-ended question, conduct a focus group interview and then analyze the content from the interview.

Data Analysis and Conclusion Stages

The data analysis and conclusion stage involved three primary stages.

The first stage was to analyze the data from the questionnaire by using descriptive statistics involving mean scores and standard deviation (S.D.) to report the statistical data.

The second stage was to analyze the content from the respondents who were interviewed in the focus group by transcribing and grouping the content based on open-coding and grounded theory (Strauss and Corbin, 1990).

The last stage was to conclude the results of the study so as to answer the research questions. The data is reported here with details of investigating in chapters 4 and 5.

Data Analysis

Data analysis for research question 1 and 2

The first research question of this study focused on EFL teachers' needs in supervision for Communication and Presentation Course. The second one focused on the models of supervision suitable for EFL teachers' needs. The questions were analyzed quantitatively by using descriptive statistics in order to obtain the mean score, and standard deviation of each item. The data obtained from the analyses indicated statistical significance of the teachers' needs in supervision similar to the qualitative data.

Additionally, the qualitative data from open-ended questions and the focus group interview were analyzed by using content analysis. Additionally, the focus group interviews were recorded, transcribed, and categorized according to the ideas and content by the researcher.

Summary

This study aimed to investigate EFL teachers' needs in supervision for Communication and Presentation Course in World-Class Standard Schools and to explore a desirable model of supervision for EFL teachers in World-Class Standard Schools. The teachers' needs were explored by using the questionnaire and the focus group interview. The research methodology presented in this chapter led to the findings which are presented in the next chapter.

CHAPTER IV

FINDINGS

This chapter presented the findings of the study concerning the needs of EFL teachers in supervision for Communication and Presentation course in the World-Class Standard Schools. There are three parts in the chapter. The first part shows the topics that teachers need in supervision for Communication and Presentation Course. The second imparts the desirable models of supervision preferred by EFL teachers. The third part presents the contents analyzed from the focus group interview. This chapter presents both qualitative and quantitative analyses of the data.

Needs in supervision for Communication and Presentation Course

The first research question dealt with the needs of EFL teachers in supervision for Communication and Presentation Course in World-Class Standard Schools.

Research question 1: What do EFL teachers in World-Class Standard Schools need to be supervised in Communication and Presentation Course?

This research question aimed to explore EFL teachers' needs in supervision for Communication and Presentation Course in World-Class Standard Schools. The research instruments, deployed to answer this research question, were the questionnaire and records of the interview.

The survey of EFL teachers' needs in supervision for Communication and Presentation Course utilized the questionnaire as the research instrument to explore the teachers' needs in supervision. The questionnaire was aimed at surveying needs for purposes: needs in supervision for developing the course and needs in supervision for teaching the course. Twenty items were included in this section. The questionnaire was

translated into Thai in order to make the teacher feel comfortable to answer. Table 2 and 3 show the results of EFL teachers' needs in supervision for Communication and Presentation Course.

Table 2

Descriptive statistics of the survey of needs in supervision for Communication and Presentation Course in regard to developing the course.

Item.	Statement	Mean	S.D.	Level of needs
Needs in supervision for developing Communication and Presentation Course				
When you are assigned to teach the course, you need to be supervised in				
1.	the overview of Communication and Presentation Course	3.77	1.24	Important
2.	planning the course effectively.	3.78	1.14	Important
3.	writing course description and learning outcome.	3.99	1.02	Important
4.	selecting appropriate contents for teaching students.	3.92	0.99	Important
5.	planning and designing the course based on Core Curriculum B.E. 2008.	3.75	1.05	Important
6.	assessing and evaluating students' progress.	3.83	0.96	Important
7.	conducting research, instructional media, and innovation to develop students in the course.	3.95	1.03	Important
8.	evaluating and assessing course.	3.80	1.05	Important

Item.	Statement	Mean	S.D.	Level of needs
9.	additional suggestions from the teachers who joined the World-Class Standard School conference.	3.96	1.00	Important
10.	additional suggestion and details of the course from supervisors	3.94	1.08	Important

Table 2 reports the mean scores, standard deviation, and level of needs of all items. The result from Table 2 shows that the mean score of needs in supervision for Communication and Presentation Course in the aspect of developing the course was at the level of importance. This indicates that EFL teachers need supervision for the Communication and Presentation Course in the aspect of developing the course.

Moreover, the top three items are (1) teachers need to be supervised in writing the course description and learning outcome of the course ($\bar{x}=3.99$); (2) teachers need more suggestions and details of the course from the teacher who joined the World-Class Standard School conference ($\bar{x}=3.96$); and (3) teachers need to be supervised in conducting the research, producing instructional media, and employing innovation to develop students in the course ($\bar{x}=3.95$).

In summary, EFL teachers want more experienced teachers who have joined training at the World-Class Standard School conference to share and guide them in developing Communication and Presentation Course especially in the issues of writing course description and learning outcome of the course, and conducting the research,

producing instructional media, and employing innovation to develop students' skills in the course.

In addition to the results of needs in regard to teaching Communication and Presentation Course, the following table reports the results of the needs in supervision for the course in the aspect of teaching the course.

Table 3

Descriptive statistics of the survey of needs in supervision for Communication and Presentation Course in regard to teaching the course

Item	Statement	Mean	S.D.	Level of needs
Needs in supervision for teaching the Communication and Presentation course				
You need to be supervised in ...				
11.	integrating 5 dimensions of teaching and learning in the course.	3.76	1.02	Important
12.	teaching creative thinking skills clearly and systematically.	3.87	1.05	Important
13.	teaching communication and presentation skills effectively.	3.90	1.00	Important
14.	teaching academic writing and writing standard references both in Thai and English.	3.95	1.10	Important
15.	teaching academic speaking both in Thai and English.	3.87	1.16	Important

Item	Statement	Mean	S.D.	Level of needs
Needs in supervision for teaching the Communication and Presentation course				
You need to be supervised in ...				
16.	using various kinds of electronics media in teaching the course.	3.84	1.03	Important
17.	teaching presentation skills through electronics medias such as e-conference or social networking.	3.89	1.12	Important
18.	teaching presentation skills to the public.	3.88	1.08	Important
19.	being experts in each field to hold the workshop in school before the upcoming semester.	3.92	1.09	Important
20.	being supervisors from the educational office area to hold the workshop related to the course before the upcoming semester.	3.84	1.07	Important

Table 3 reports the mean scores, standard deviation, and level of needs of all items. The results from Table 3 reveal the mean score of needs in supervision for the Communication and Presentation Course in the aspect of teaching the course was at the level of importance. This means that EFL teachers need supervision for Communication and Presentation Course in the aspect of teaching the course.

Concerning the overall mean scores, the top three items are (1) teachers need to be supervised in teaching academic writing and writing standard references both in Thai and English ($\bar{x}=3.95$); (2) teachers need experts in each field to hold a workshop in

school before the upcoming semester ($\bar{x}=3.92$); and (3) teachers need to be supervised in teaching communication and presentation skills effectively ($\bar{x}=3.90$).

Focusing on the top three items, it shows that EFL teachers needed experts in each field to act as a supervisor to hold a workshop in school before the upcoming semester to enhance effective teaching Communication and Presentation Course. Above all, the supervisor should emphasize teaching academic writing and writing standard references both in Thai and English, and teaching communication and presentation skills.

Additionally, further information related to needs in supervision regarding developing and teaching Communication and Presentation Course gained from the interview revealed that participants would like to be provided with clear direction from the supervisors. For example, one teacher claimed, “I need a clearer course description, course objectives, and how to evaluate students’ proficiency. Also, I need guidelines on the assignments which are suitable for students.”

In addition, participants also needed examples of lesson plans. Two teachers offered their ideas to the group, “We need examples of prompt lesson plans in order to study and prepare ourselves before teaching the course.” They believed that developed lesson plans from the supervisors would be helpful for them to teach the course smoothly.

Furthermore, participants requested the goal of the course and procedures in teaching the course which include content, teaching techniques, and learning assessment. For example, “I want to know the goal of the course and the processes to teach the course clearly because I do not know anything about Communication and Presentation Course.”

Concluding from the interviews, EFL teachers need guidelines and functional examples of the course descriptions, course objectives, lesson plans, grading systems and

assignments of the course so that they can use the examples as a guideline to design the course effectively.

Research question 2: What is the most desirable model of supervision preferred by EFL teachers in World-Class Standard Schools?

This research question aimed to reveal EFL teachers' needs in models of supervision. The research instruments, deployed to answer this research question, were the questionnaire and the records of the interview.

The survey of EFL teachers' needs in identifying models of supervision was collected by means of using the questionnaire. The questionnaire asked about the types of supervision. There were 10 items in this section.

The desirable models of supervision preferred by EFL teachers

The following table reports the results of needs in models of supervision.

Table 4

Descriptive statistics of survey of needs in models of supervision

Item	Statement	Mean	S.D.	Level of needs
Needs in models of supervision				
You prefer the supervisors who ...				
21.	direct and inform what the teachers should do and should not do in the course.	4.00	1.05	Important
22.	give the best suggestions and expectation of the course for teachers.	4.06	1.12	Important

Item	Statement	Mean	S.D.	Level of needs
Needs in models of supervision				
You prefer the supervisors who ...				
23.	directly suggest effective information to the teachers because the teachers need examples of what to do and not do.	4.00	1.01	Important
24.	help in addressing the problem and offering a practical solution to the problem collaboratively.	3.93	1.10	Important
25.	share the experiences and necessary data with other teachers and supervisors give some pieces of advice to the group.	3.91	1.07	Important
26.	use various kinds of methods in supervision and working with the teachers.	3.88	1.06	Important
27.	listen to and understand teachers' problems and reflect useful data until the teachers are able to solve problems by themselves.	3.90	1.04	Important
28.	hold group discussion by sharing experiences and reflecting details to the teachers in order to solve the problems by themselves.	3.91	1.03	Important
29.	provide advice and help teachers until they are able to solve their own problem.	3.81	1.12	Important

Item	Statement	Mean	S.D.	Level of needs
30.	inquire the causes of problems and find suitable methods to solve the problems by yourself.	3.22	1.35	Moderate Important

Table 4 explains the mean scores, standard deviation, and the level of needs of all items. The result from Table 4 shows the mean score of needs in models of supervision at the level of importance.

Based on the overall mean scores, the top three items are (1) teachers prefer the supervisors who give the best suggestions and expectation of the course for teachers ($\bar{x} = 4.06$); (2) teachers preferred the supervisors who direct and inform what the teachers should do and should not do ($\bar{x} = 4.00$); and (3) teachers prefer the supervisors who directly suggest effective information to the teachers because they need examples of what to do and not do ($\bar{x} = 4.00$).

According to these top three items, it could be concluded that teachers prefer directive models of supervision which mean that they needed the supervisors to recall and analyze useful details, propose alternatives, and choose the best one the teachers can implement.

In addition to the statistics, the responses gained from the interview added that participants need to join training sessions providing a practical step by step for the teachers. For example, “I need a supervision session where the supervisor gives clear processes easy for us to follow the teaching steps. Moreover, the supervisor should provide us with useful suggestions and show us how to teach the course, how to choose

the content, how to design lesson plans, how to write a course description, and how to evaluate students.”

In contrast, some participants raised some points that they needed to learn and work with the supervisors as the following.

One participant reflected that he wanted to work with a supervisor because he believed that a supervisor could offer useful suggestions. He claimed, “I need small group supervision where teachers can work with the supervisor. The supervisor acts as advisor to check, suggest, or offer correct methods for Communication and Presentation Course. Furthermore, the supervisor should visit schools and check teachers’ progress after the supervision session.”

Another teacher wanted to learn the best way to develop and teach the course in all aspects. She wanted directions from the supervisors so that she could later do it herself.

Another participant shared her idea which applied the suggestions from the supervisor and add some of her own. She said, “I need the supervision sessions focusing on how to write the course description, teach the course, evaluate students’ performance, and other aspects of the course because I will acquire the knowledge from the supervisor and then I will apply it to teach Communication and Presentation Course. I think I will understand and do it well if I do it myself.”

The above responses showed that most EFL teachers preferred the process to direct and inform them such as the directive model in supervision in order to start working on the course immediately. Also, it is easy for them to follow the given examples by themselves.

Additional aspects apart from the research questions

In terms of teachers who had been through supervision, they participated in various forms. To analyze teachers' opinions, the interview responses were transcribed and categorized into three main points.

Needs in Professional Development in Syllabus Design

There are two types of the teachers: those who have had the experience in joining the supervision session and those who have not had the opportunity yet.

The experienced teachers with supervision expressed their interesting feature of attending the supervision session as follows.

A teacher who participated in supervision claimed that she wanted the supervisors to coach teachers directly to the main point of Communication and Presentation Course. For one thing, she claimed, "I had an experience in joining the training session about World-Class Standard School curriculum but the session did not have enough emphasis on the courses. I need the training session which emphasizes on Communication and Presentation Course because it will be better to help the teachers develop and teach the course effectively. Moreover, I think that supervision can motivate teachers to improve their lesson plans or gain important knowledge in order to develop the course."

Another teacher asserted that she had an experience in the training session but the session did not match her goals. She said that her school should hold specific training sessions because the teachers who were in charge of teaching the IS2 course needed a very specific training session to help them teach a new course. She added, "Last year, I

joined the training session about World-Class Standard Schools but the session covered writing integrated units and the overview of curriculum. I think each school should hold a meeting to prepare teachers who are teaching IS2 subject or other courses because teachers will confidently teach and develop the course correctly.”

From the interviews, it can be inferred that teachers needed their schools to hold workshops directly related to Communication and Presentation Course before the new semester starts because they want to design their own course and prepare themselves before teaching. Some schools have held meetings on World-Class Standard Schools but they supposedly deal with the content of Communication and Presentation Course. This comment could imply that the teachers are not equipped with sufficient knowledge and skills to teach the course. They really need supervising session dealing with what they are going to teach in the coming semester. Also, school administrators and supervisors from each educational office area should provide supervision for the teachers who are in charge of teaching Communication and Presentation Course.

For those who had never attended any supervision sessions said that they would like to attend a supervision session. The answers gained from the participants indicated that they wanted the experiences of taking part in supervision activities. For examples, one participant said, “I have never joined the training session on Communication and Presentation Course before. I think I really need to join a session for supervision in order to know and learn the techniques in teaching the course because I am assigned to teach the course in this semester. Moreover, my school does not hold any supervising sessions particularly on the Communication and Presentation Course.”

By all accounts, it can be inferred that holding a supervision session focusing on the IS2 course in school is essential. The school administrators should be concerned

that supervision activities are necessary for the teachers who are in charge of teaching the course because they will learn how to deal with the course effectively.

Needs Regarding Teachers' Qualification

Because Communication and Presentation Course is specific and newly constructed, most teachers have seldom thought this new course before. Consequently they are worried when they are assigned to teach the course.

According to the interview, one participant showed her anxiety, saying "I worry about students' presentations because I lack experience in teaching this course."

A teacher showed concern about students' presentation skills. She explained, "I really worry about practice during course activities. I am afraid that I cannot teach my students well enough to reach the goal of the course."

Another teacher mentioned correct teaching methods for this course. She said, "I need an understandable teaching format, suitable assignments for students, and a guided instruction in writing academic documents and communication for the students."

One teacher showed anxiety saying, "I think students might be unsuccessful in learning communication and presentation skills because I am still confused about the goal of the course. The teaching and learning goals of the course are not clearly stated: Some teachers were not sure about their teaching because they thought if the course was not clearly stated, it would affect students' performance."

In addition to anxiety, most teachers were worried about teaching the course because they thought it would affect students' performance at the end of the course. As a

result, they needed supervisors to give helpful guidelines and advice so that they would cope with anxiety and worry.

Needs in Dealing with Problems in Teaching Communication and Presentation Course

Good teaching affects desirable students' outcomes. Some teachers added useful details about the students' outcomes after finishing the course. They proposed both optimistic and pessimistic opinions. For example,

One teacher voiced, "My students cannot write academic essay in English. They always copy many articles on the Internet and submit them to me. Moreover, they always read their findings aloud in front of the class to their friends. This is not a good presentation."

Another teacher who has the same problems said, "My students can search a lot of data but they do not know how to write academic essays."

The main problem is that students cannot write academic essays and do a presentation in their own words. They always copy the texts and rearrange paragraphs in their assignments and read aloud while doing a presentation. Some teachers may not know the process of teaching effective writing to students. As a result, teachers should be equipped to teach effecting writing and training session should be held for those who teach IS2 Course.

Vice versa, another teacher claimed confidently, "After finishing the course, students have to be confident to present their findings. They must search for reliable data from various sources so as to answer the questions or solve the problems. They must have

writing skills for communication and presentation.” In some schools, there are a lot of responsible and high score students so it is very easy for teachers to teach them and assign the tasks.

Different School Policies in Teaching Communication and Presentation Course

According to the interview, responses come in various forms regarding teaching Communication and Presentation Course and have been adopted as follows.

First, some schools had a policy that the teachers with graduate degrees were in charge of teaching all IS courses. One teacher responded, “According to my school policy, not all teachers are able to teach the IS course. Only teachers who graduated with a Master’s degree are qualified to teach the IS course.” It could be inferred that although the teachers who graduated with a Master’s degree in any field did not graduate with English major, they can teach Communication and Presentation Course in some schools.

Second, some schools assigned Thai subject teachers to be responsible for teaching the course. Another asserted, “Communication and Presentation course (IS2) at my school was taught by Thai subject teachers. As a result, students write and present their findings in Thai.”

Third, according to the form of teaching IS2 course in some schools, the advisors in each class in M. 2 and M.5 were in charge of teaching the course. One participant raised that point, “At my school, teachers who are the advisors in that level have to be responsible for teaching the course even though they did not graduate with Thai or English major.”

Fourth, Thai and English teachers co-taught the course. For example, one teacher claimed, “In my school, English teachers and Thai teachers worked together. We set the schedule and lesson plans for teaching IS2 course. Thai subject teachers are responsible for teaching the first part and the second part about English writing is taught by English teachers.”

These comments revealed that some teachers were concerned about their qualifications. To them, teaching Communication and Presentation Course required experience gained from graduate studies. Some schools determined the policy that Thai subject teachers have to teach the course. However, it is noticeable that in some schools the teachers in any educational background were assumed to be able to teach the course as the advisors in that level have to teach the course to their students as advisees in many schools. Most teachers agreed that anybody who is assigned to teach the specific course should be the teachers who related to the subject area of the course. Moreover, holding training in specific subjects is the best way to prepare teachers to teach a specific course.

From the interviews, some teachers believed that students’ outcomes depended upon teachers’ competence so they believe that if the teachers prepared themselves well and gained enough supervision, they would teach students to reach the expected goal. Conversely, some teachers believed that their students would perform well after finishing the course. They think students today are able to access to the Internet or other media easily so students can learn by themselves. Teachers act as advisors to guide and support the students to reach the goal of the course.

Summary

This chapter presents the findings of the study concerning the needs of EFL teachers in supervision for Communication and Presentation Course in World-Class

Standard Schools. The results were analyzed by using descriptive statistics and content analysis.

The findings reported that most EFL teachers in World-Class Standard Schools wanted experienced teachers who act as supervisors in order to hold a supervising session on developing Communication and Presentation Course dealing with the issues of writing course description and learning outcomes conducting research, instructional media, and implementing innovation to develop students in the course. Moreover, they needed experts in each field related to the course to act as a supervisor to hold workshops in schools before the upcoming semester in the theme of teaching an effective Communication and Presentation Course. Regarding a model of supervision, the teachers needed directive supervision when the schools hold the training session. They also needed a supervising session emphasizing on Communication and Presentation Course in order to be confident and ready to develop the course and teach students to reach the expected goal of the course. Meanwhile there were some concerns about developing the course, teaching the course, and students' outcomes. Most teachers asserted that a supervision session held in the school would be the most helpful way to clarify all aspects of Communication and Presentation Course.

Considering the findings of the study, it can be concluded that EFL teachers' needs in supervision for Communication and Presentation Course were at the level of importance. In terms of developing and teaching the course, EFL teachers preferred directive models of supervision conducted through supervised workshops before the new semester began. The next chapter of this provides readers with a summary of the study, a discussion

CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATION

This chapter contains six main parts. The first part begins with a summary of the present study. It reviews research questions, objectives, and methodology. The second part shows findings of the study. The third part entails discussions of research findings. The fourth part elaborates the limitations of the study. The fifth part presents pedagogical implications drawn from the study. The last part contains recommendations for future research studies.

Summary

This study aimed to investigate EFL teachers' needs in supervision for Communication and Presentation Course in World-Class Standard Schools and to explore a desirable model of supervision for EFL teachers in World-Class Standard Schools.

The participants of study were 206 EFL teachers in 10 World-Class Standard Schools located in the Secondary Educational Office Area 2 in the second semester of the academic year 2013.

The quantitative data obtained from the questionnaire were used to evaluate EFL teachers' needs in supervision. The questionnaire was developed by the researcher after reviewing related documents in the topic of World-Class Standard Schools, Communication and Presentation Course (IS2), and models in supervision. The qualitative data were gained from the focus group interviews. The study was divided into three phases. The first phase was the preparation stage. The second phase was data collection. The final phase was data analysis and conclusion.

The first phase of research procedures was the preparation stage. In this phase, the researcher reviewed related theories, previous studies, and other relevant documents. The data obtained from the review of the literature were gathered and synthesized as a basis for constructing the questionnaire as the research instrument. Then, the questionnaire was validated by using Item Objective Congruence (IOC) from three experts and was improved. After that, the questionnaire was pilot tested with 30 EFL teachers who shared the same characteristics as those who were participants of this study in order to ensure the validity and practicality.

The second phase was data collection stage. This stage of the procedure was carried out in order to investigate teachers' needs in supervision.

The final phase was the data analysis and conclusion stage. The questionnaire was analyzed quantitatively using arithmetic means and standard deviation. Moreover, the answers from the open-ended questions and the content/ responses from the interviewees were grouped based on open-coding and grounded theory (Strauss and Corbin, 1999).

Findings

The summary of the findings is presented in two main aspects: needs in supervision for Communication and Presentation Course and the desirable models of supervision preferred by EFL teachers.

According to the first research question, "What do EFL teachers in World-Class Standard Schools need in supervising for Communication and Presentation Course?", the findings divided needs in supervision for Communication and Presentation Course into two main aspects which are developing the course and teaching the course. The findings showed that EFL teachers' needs in supervision for Communication and

Presentation Course were at the level of importance. This indicates that EFL teachers needed supervision for the Communication and Presentation Course in terms of designing and teaching the course.

With regard to the second research question, “What is the most desirable model of supervision preferred by EFL teachers in World-Class Standard Schools?”, the teachers were asked and interviewed. The study showed that EFL teachers prefer directive models of supervision.

In conclusion, the result of the study showed the importance of supervision in designing and teaching Communication and Presentation Course and revealed the most desirable model in supervision which was directive model of supervision. Moreover, the interview results uncovered that teachers were mostly concerned about the usefulness of supervision to help them design and teach the course successfully.

Discussion

Supervision is a tool to support teachers with instructional skills by providing feedback, acknowledging exceptional practices, and giving direction for professional development (Danielson and McGreal, 2000). Moreover, supervision plays an important role in professional development to help provide teachers with objective feedback on teachers’ performance, diagnose and solve instructional problems, develop teachers’ necessary skills, and develop a positive attitude toward professional development (Gebhard, 1990). After conducting and analyzing the results, the usefulness in supervision gathered from the teachers’ needs was revealed. The research questions from this study can be divided into two aspects: needs in supervision for Communication and

Presentation Course and the desirable models of supervision preferred by EFL teachers. The findings are discussed in three main points.

Needs in Supervision for Communication and Presentation Course

This study investigated the needs of EFL teachers in supervision for Communication and Presentation Course in World-Class Standard Schools. It was found that EFL teachers' needs in supervision for Communication and Presentation Course were at the level of importance. This indicates that EFL teachers were eager to be supervised for teaching and designing the course titled Communication and Presentation. Most teachers stated that supervision activities are helpful for them and help relieve their anxiety when they are assigned to develop and teach the course.

In designing the course, EFL teachers not only needed to be given more details and suggestions for the course; they also needed to be supervised in writing course description and projected learning outcomes, conducting classroom action research, bringing instructional media, and innovation to the course.

This finding goes in line with the finding in the study of Thongae (2012). According to the study, the researcher concluded that administrators should find effective methods to develop their teachers because they play an important role to the effectiveness of World-Class Standard Schools.

Moreover, for effective teaching, teachers need to be supervised in teaching not only academic writing and writing standard references, but also in teaching communication and presentation skills. They also need experts to hold workshops for them.

Additionally, the study found that most teachers are not confident about teaching the course successfully from using only needs analysis. That is, needs analysis that this study adopted identifies important issues and problems of the teachers to enable trainers or supervisors to understand and design suitable programs to help them resolve the problems they have voiced.

Concerning the findings of the study, it could be summarized that EFL teachers showed their needs in supervision for Communication and Presentation Course. Thus, school administrators and supervisors have recommended that supervisors be engaged in supervision to help EFL teachers to design the course and teach the course effectively.

The Desirable Models of Supervision Preferred by EFL Teachers

The study revealed that EFL teachers preferred directive models of supervision. They all agreed that supervision is the most important way to help them take action about developing and teaching the course. According to the survey, teachers preferred the supervisors who give good suggestions, direct and inform them what they should do and should not do, and provide practical examples for them. It seems clear that the model of supervision related to directing and informing clear guidelines is believed to help teachers work well while teaching the course.

A previous study by Khandehroo (2011) found that nearly half of English language teachers in Malaysia needed professional development at the level of very high and high. The needs of teachers for professional development were maintaining language skills, assessing students, and using cooperative learning respectively. Moreover, the study by Yunus (2012) found that feedback gained from the needs for retraining of English language competency for employees was very important in determining the type

of training needed. The result of the study provided some details for future improvement in professional development. Additionally, the previous study conducted by Bouchamma (2005) revealed that preferable models in supervision play an important role on the effective training.

From the interview, most teachers showed a preference for a directive model of supervision to other models. They also thought that the supervisors' advice would be a shortcut for them to do tasks immediately. According to the teachers' points of view, it is likely that they lack the knowledge in teaching Communication and Presentation Course so they believed that directive model of supervision would be the best for them. In addition, they believed that supervisors can provide guidelines and help them implement the course.

Limitations of the study

Although this research study has successfully reached its objectives, some limitations were also found:

First, "World-Class Standard Schools" is a new term in Thailand so there are few documents and research studies relating to this topic especially in regard to the design of Communication and Presentation Course (IS2). As a result, only a few accessible documents and existing research are available. There is also a lack of experts to consult. This could limit the scope of the study.

Second, many EFL teachers in World-Class Standard Schools who participated in the study are going to teach Communication and Presentation Course (IS2) in the near future so perhaps they could not provide the exact needs in supervision for this specific course.

In conclusion, the above-mentioned limitations could limit the generalization of the study to a broader context.

Pedagogical Implications

The findings of the study lead to pedagogical implications of supervision session for EFL teachers in World-Class Standards Schools. Policy makers, educational supervisors, school administrators, or other relevant people may consider the suggestions given below:

First of all, although most EFL teachers preferred a directive model of supervision, the supervisors should not neglect those who preferred other models of supervision. Based on the context of this study, every training or supervising session should incorporate directive model as the core model and other models in order to facilitate all teachers to reach their objectives. The supervisors can also conduct needs assessment before holding the session in order to match the actual needs of the teachers.

Second, supervisory units should create effective supervision including both theoretical and practical aspects. The examples of each topic must be prepared according to the teachers' needs in order to guide teachers concisely. The supervisors must be careful in choosing suitable tasks of appropriate amount for teachers and without putting too much burden to them.

Third, school directors should play an important role in motivating teachers by holding supervising session or acting as a supervisor during each semester in order to know the teachers' needs and problems while teaching. In addition, the school director should set the date before the new semester for all teachers to work together in order to share experiences or propose new ideas from the supervising session.

It is essential for all schools to work collaboratively with the supervisors at least twice in an academic year. The supervisors should announce the topic related to the needs of the teachers and prepare prompt examples for teachers. This is confirmed by the interviewees' statements. The benefit of working with the supervisors helps teachers work easily in designing and teaching courses.

It is very important to note that educational supervisors from the educational area office should work with all teachers in order to suggest useful information or diagnose the problems that teachers run into while teaching. The teachers must be supervised so as to update their knowledge to improve their designing and teaching the course.

Recommendations for Further Studies

Generally, supervision plays an important role for all teachers. This study revealed several implications for future studies. Supervision or training session can be investigated further according to these given recommendations:

First, it is recommended that further research studies extend to investigate broader samples of EFL teachers to ensure the exact needs of EFL teachers in World-Class Standard Schools in Thailand.

Second, it is recommended that further research studies hold a supervision session related to Communication and Presentation Course by using directive model of supervision in order to measure teachers' satisfaction with the supervising session.

Third, it is recommended that further research studies carry out a replication of this study by focusing on other subjects. The result of needs in supervision as well as the opinions of the teachers towards the supervision can still be investigated.

Finally, it is recommended that further studies conduct the study qualitatively by observing the class, and interviewing the teachers and students in order to gain more in-depth details about ways to improve the course.





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APPENDIX 1

List of World-Class Standard Schools under the Secondary Educational Service Area Office 2 and the number of EFL teachers.

World-Class Standard Schools under the Secondary Educational Service Area Office 2	The number of EFL teachers
1. Donmuang Thaharnagardbumroong School	9
2. Rittiyawannalai School	15
3. Seekun School	11
4. Sara Witthaya School	28
5. Hor Wang School	22
6. Triamudomsuksapattanakarn Ratchada School	17
7. Nawamintrachinuthit Krungthepmahanakhon School	12
8. Satri Witthaya 2 School	15
9. Bodin Decha (Sing Singhaseni) 2 School	15
10. Bang Kapi School	13
11. Nawaminthrachinuthit Bodindecha School	13
12. Bodin Decha (Sing Singhaseni) School	21
13. Triamudomsuksanomklao School	15
14. Triam Udom Suksa Phatthanakan School	28
15. Debsirin Romklao School	10

World-Class Standard Schools under the Secondary Educational Service Area Office 2	Numbers of EFL teachers
16. Nawaminthrachinuthit Triamudomsuksanomklao School	15
17. Nawaminthrachinuthit Benchama Rachalai School	11
18. Nawaminthrachinuthit Satriwittaya 2 School	12
19. Protpittayapayat School	12
20. Mathayom Wat Nong Chok School	13
21. Nonsi Witthaya School	11
22. Prakanongpittayalai School	12
23. Yannawate wittayakom School	14
24. Wachiratham Sathit School	17
25. Wat Sutthiwararam School	29
26. Satri Si Suriyothai School	10
27. Sai Namphung School	15
28. Surasakmontri School	24
Total	439

APPENDIX B

List of World-Class Standard Schools located in the Secondary Educational Service Area Office 2 chosen to collect data for the research.

World-Class Standard Schools under the Secondary Educational Service Area Office 2	Numbers of EFL teachers
1. Sara Witthaya School	28
2. Hor Wang School	22
3. Triamudomsuksapattanakarn Ratchada School	17
4. Bodin Decha (Sing Singhaseni) School	21
5. Triam Udom Suksa Phatthanakan School	28
6. Prakanongpittayalai School	12
7. Wat Sutthiwararam School	29
8. Satri Si Suriyothai School	10
9. Sai Namphung School	15
10. Surasakmontri School	24
Total	206

APPENDIX 3

QUESTIONNAIRE

A Survey of Needs in Supervision for Communication and Presentation Course of World-Class Standard School's EFL Teachers

This questionnaire aims to survey the needs in supervision for the course titled “Communication and Presentation” of World-Class Standard’s EFL teachers.

The questionnaire consists of two sections. The first section asks for your background. The second section is about your opinions towards needs in supervision for the course titled “Communication and Presentation” of World-Class Standard Schools.

Please answer all of these questions. Every answer of yours will be kept **CONFIDENTIAL**. Thank you very much for your cooperation.

Section 1: Background

Instructions: Please fill your information in the blank and check (✓) in front of the choice that best describes you.

1. Teaching Experience in Communication and Presentation Course
 - ☐ Had experience in teaching the course in the previous semester
 - ☐ Have experience and is teaching the course in this semester
 - ☐ Is teaching the course in this semester for the first time
 - ☐ Is going to teach the course some time in the future

Section 2: Opinions towards EFL teachers' needs in *Communication and Presentation Course (IS 2)*

Instructions: This section of the questionnaire contains 30 items each of which to be rated in Likert Scale.

Part 1: Likert-scale items

Instructions: - There are 30 question items in this part.

- Please check (✓) in the space provided to specify how much each of the following statements applies to you.

Statement	Strongly agree ← → Strongly disagree				
	5	4	3	2	1
Needs in supervision for developing Communication and Presentation Course When you are assigned to teach the course, you need to be supervised in					
1. the overview of Communication and Presentation Course					
2. planning the course effectively.					
3. writing course description and learning outcome.					
4. selecting appropriate contents for teaching students.					
5. planning and designing the course based on Core Curriculum B.E. 2008.					
6. assessing and evaluating students' progress.					

Statement	Strongly agree ←————→ Strongly disagree				
	5	4	3	2	1
Needs in supervision for developing Communication and Presentation Course					
When you are assigned to teach the course, you need to be supervised in					
7. conducting research, instructional media, and innovation to develop students in the course.					
8. evaluating and assessing course.					
9. additional suggestions from the teachers who joined the World-Class Standard School conference.					
10. additional suggestion and details of the course from supervisors					
Needs in supervision for teaching Communication and Presentation Course					
You need to be supervised in ...					
11. integrating 5 dimensions of teaching and learning in the course.					
12. teaching creative thinking skills clearly and systematically.					
13. teaching communication and presentation skills effectively.					

Statement	Strongly agree ←————→ Strongly disagree 5 4 3 2 1									
Needs in supervision for teaching Communication and Presentation Course										
You need to be supervised in ...										
14. teaching academic writing and writing standard references both in Thai and English.										
15. teaching academic speaking both in Thai and English.										
16. using various kinds of electronics media in teaching the course.										
17. teaching presentation skills through electronic media such as e-conference or social networking.										
18. teaching presentation skills to the public.										
19. being experts in each field to hold a workshop in the school before the upcoming semester.										
20. being supervisors from the educational office area to hold the workshop related to the course before the upcoming semester.										
21. direct and inform what the teachers should do and should not do in the course.										

Needs in supervision methods	Strongly agree ←————→ Strongly disagree				
	5	4	3	2	1
Needs in models of supervision You prefer the supervisors who.....					
22. give the best suggestions and expectations of the course for teachers.					
23. directly suggest effective information to the teachers because the teachers need examples of what to do and not do.					
24. help in addressing the problem and offering a practical solution to the problem collaboratively.					
25. share the experiences and necessary data with other teachers and supervisors give some pieces of advice to the group.					
26. use various kinds of methods in supervision and working with the teachers.					
27. listen to and understand teachers' problems and reflect useful data until the teachers are able to solve problems by themselves.					

Needs in supervision methods	Strongly Strongly ←————→ agree disagree				
	5	4	3	2	1
Needs in models of supervision You prefer the supervisors who					
28. hold group discussion by sharing experiences and reflecting details to the teachers in order to solve the problems by themselves.					
29. provide advice and help teachers until they are able to solve their own problem.					
30. inquire the causes of problems and find suitable methods to solve the problems by yourself.					

Section 3: Open-ended questions

1. What other aspects do you need to know about the “Communication and Presentation Course”?

.....

.....

.....

.....

2. Offer desirable roles you would like the supervisors to have

.....

.....

.....

.....

.....

.....

3. Other recommendations and suggestions.

.....

.....

.....

.....

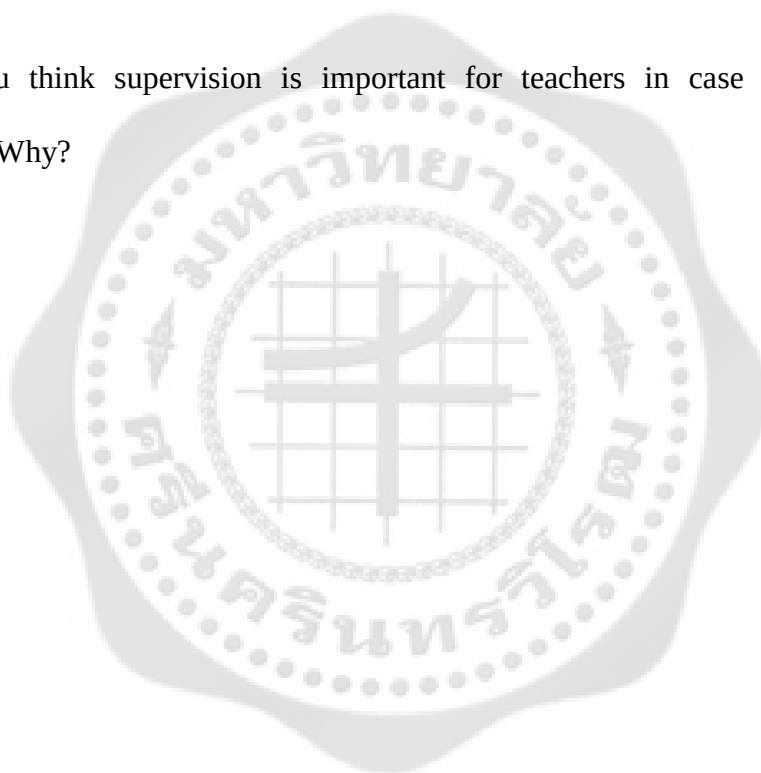
.....

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APPENDIX 4

Questions for focus group interview

1. What issues do you need to know more about Communication and Presentation Course?
2. Have you ever received any training on World-Class Standard School from the supervisors? If not, do you want to be trained? Why?
3. Do you think supervision is important for teachers in case of changing the curriculum? Why?



APPENDIX 5

แบบสอบถามเรื่อง

ความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอ
 ของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล

คำชี้แจง

1. การวิจัยเรื่องความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล เป็นส่วนหนึ่งของการศึกษาลักษณะศิลปศาสตรมหาบัณฑิต สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ มหาวิทยาลัยศรีนครินทรวิโรฒ
2. การเก็บรวบรวมครั้งนี้ ผู้วิจัยมุ่งศึกษาความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล ทั้งนี้ข้อมูลในการวิจัยในครั้งนี้ผู้วิจัยจะนำมาใช้ในการวิเคราะห์ผลในภาพรวมเท่านั้น ไม่มีการเปิดเผยเป็นรายบุคคล จึงไม่มีผลกระทบต่อตัวผู้ตอบแบบสอบถามหรือโรงเรียนของผู้ตอบแบบสอบถาม
3. แบบสอบถามฉบับนี้มีจำนวน 2 ตอน ดังนี้

ตอนที่	1	สถานภาพของผู้ตอบแบบสอบถาม
ตอนที่	2	ความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล
ตอนที่	3	คำถามปลายเปิดเกี่ยวกับความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล
4. เมื่อท่านให้ข้อมูลครบทุกข้อคำถามแล้ว ขอความกรุณาส่งคืนผู้วิจัย ภายในวันที่ 10 มีนาคม พ.ศ. 2557 ทั้งนี้ผู้วิจัยได้แนบซองเอกสารพร้อมติดแสตมป์ไว้ให้เรียบร้อยแล้ว

โปรดให้ข้อมูลตรงกับสภาพความเป็นจริงตามความคิดเห็นของท่าน ข้อมูลที่ได้รับจากท่านจะเป็นประโยชน์อย่างยิ่งต่อการนำข้อมูลมาวิเคราะห์เพื่อศึกษาความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล

ขอขอบคุณไว้ ณ โอกาสนี้สำหรับความร่วมมือในการตอบแบบสอบถาม

นายปรัชญา คณา

(085-9470893)

ตอนที่ 1 สถานภาพของผู้ตอบแบบสอบถาม

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐ หน้าข้อความที่เป็นจริง

ประสบการณ์การสอนรายวิชาการสื่อสารและการนำเสนอ (IS2) ของโรงเรียนหลักสูตร มาตรฐานสากล

- ☐ มีประสบการณ์การสอนในรายวิชาการสื่อสารและการนำเสนอ (IS2) ในภาคเรียนก่อนหน้า
- ☐ มีประสบการณ์และกำลังสอนรายวิชาการสื่อสารและการนำเสนอ (IS2) ในภาคเรียนปัจจุบัน
- ☐ กำลังสอนรายวิชาการสื่อสารและการนำเสนอ (IS2) ในภาคเรียนปัจจุบันเป็นครั้งแรก
- ☐ มีแนวโน้มในการสอนรายวิชาการสื่อสารและการนำเสนอ (IS2) ในภาคเรียนต่อไป

ตอนที่ 2 ความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของ ครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล

คำชี้แจง แบบสอบถามความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล เป็นคำถามแบบตรวจสอบรายการ (Check list) จำนวน 30 ข้อ โดยคำตอบมีลักษณะเป็นมาตราประมาณค่า (Rating scale) 5 ระดับ

โปรดทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับสภาพความเป็นจริง โดยเกณฑ์การเลือกตอบมีดังนี้

- 5 หมายถึง เห็นด้วยอย่างยิ่ง
- 4 หมายถึง เห็นด้วย
- 3 หมายถึง ไม่แน่ใจ
- 2 หมายถึง ไม่เห็นด้วย
- 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ข้อที่	รายการ	เห็นด้วย ↔ ไม่เห็นด้วย				
		5	4	3	2	1
ด้านที่ 1 ความต้องการในการนิเทศการศึกษาด้านการพัฒนารายวิชาการสื่อสารและการนำเสนอ						
1.	ท่านต้องการทราบภาพรวมของหลักสูตรรายวิชาการสื่อสารและการนำเสนอตามหลักสูตรของโรงเรียนมาตรฐานสากล					
2.	ท่านมีความต้องการในการนิเทศการศึกษาเพื่อวางแผนเป้าหมายและผลสัมฤทธิ์ของผู้เรียนในรายวิชาการสื่อสารและการนำเสนอได้อย่างมีประสิทธิภาพ					
3.	ท่านมีความต้องการการนิเทศการศึกษาด้านการเขียนคำอธิบายรายวิชาและการเขียนผลการเรียนรู้ของรายวิชาการสื่อสารและการนำเสนอ					
4.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการเลือกเนื้อหาที่มีความเหมาะสมและสอดคล้องกับระดับของผู้เรียน					
5.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการวางแผนรายวิชาและการออกแบบรายวิชาการสื่อสารและการนำเสนอให้สอดคล้องกับหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551					
6.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการวัดและประเมินผลที่เกี่ยวข้องกับรายวิชาการสื่อสารและการนำเสนอ					
7.	ท่านมีความต้องการในการนิเทศด้านการทำวิจัย สื่อ และนวัตกรรมในการพัฒนาผู้เรียนรายวิชาการสื่อสารและการนำเสนอ					
8.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการประเมินการใช้หลักสูตรรายวิชาการสื่อสารและการนำเสนอ					
9.	ท่านต้องการคำแนะนำเพิ่มเติมเกี่ยวกับรายวิชาการสื่อสารและการนำเสนอโดยผู้ที่ผ่านการอบรมเกี่ยวกับโรงเรียนมาตรฐานสากลของท่าน					
10.	ท่านต้องการคำแนะนำเพิ่มเติมเกี่ยวกับรายวิชาการสื่อสารและการนำเสนอโดยตรงจากศึกษานิเทศก์จากสำนักงานเขตพื้นที่การศึกษา					
ด้านที่ 2 ความต้องการในการนิเทศการศึกษาด้านการสอนรายวิชาการสื่อสารและการนำเสนอ						
11.	ท่านมีความต้องการในการนิเทศการศึกษาด้วยการสอนแบบบันได 5 ขั้นตามหลักสูตรโรงเรียนมาตรฐานสากล					

ข้อที่	รายการ	เห็นด้วย ←→ ไม่เห็นด้วย				
		5	4	3	2	1
12.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการสอนทักษะการถ่ายทอดความคิดสร้างสรรค์อย่างชัดเจนและเป็นระบบ					
13.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการสอนทักษะการสื่อสารและการนำเสนออย่างมีประสิทธิภาพ					
14.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการสอนการเขียนเชิงวิชาการและการเขียนอ้างอิงตามรูปแบบที่เป็นมาตรฐานสากล ทั้งภาษาไทยและภาษาอังกฤษ					
15.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการสอนการพูดเชิงวิชาการ ทั้งภาษาไทยและภาษาอังกฤษ					
16.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการใช้สื่ออิเล็กทรอนิกส์ในการจัดการเรียนการสอนรายวิชาการสื่อสารและการนำเสนอ					
17.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการสอนวิธีการนำเสนอผ่านสื่ออิเล็กทรอนิกส์ เช่น e-conference หรือ social media online					
18.	ท่านมีความต้องการในการนิเทศการศึกษาด้านการสอนวิธีการเผยแพร่ผลงานสู่สาธารณะ					
19.	ท่านมีความต้องการให้ผู้เชี่ยวชาญด้านการสอนแต่ละด้านมานิเทศการศึกษาแก่ท่านก่อนเปิดภาคเรียน					
20.	ท่านต้องการให้ศึกษานิเทศก์จากสำนักงานเขตพื้นที่การศึกษามานิเทศการศึกษาเกี่ยวกับการสอนรายวิชาการสื่อสารและการนำเสนอ ก่อนเปิดภาคเรียน					
ด้านที่ 3 ความต้องการด้านรูปแบบในการนิเทศการศึกษา						
21.	ท่านต้องการให้ผู้นิเทศการศึกษายกและให้ข้อมูลโดยตรงกับท่านว่า สิ่งใดที่ควรทำและสิ่งใดที่ไม่ควรทำ					
22.	ท่านต้องการแนวคิดที่ดีที่สุดและความคาดหวังจากผู้นิเทศการศึกษาที่ต้องการจากครูผู้สอน					

ข้อที่	รายการ	เห็นด้วย ↔ ไม่เห็นด้วย				
		5	4	3	2	1
23.	ท่านต้องการผู้นิเทศการศึกษาที่แนะนำข้อมูลที่มีประสิทธิภาพโดยตรงแก่ครูเพราะครูต้องการตัวอย่างว่าสิ่งใดที่สามารถทำได้และไม่สามารถทำได้					
24.	ท่านต้องการให้ผู้นิเทศการศึกษาและครูหาปัญหาที่เกิดขึ้นและร่วมกันหาทางออกของปัญหาร่วมกัน					
25.	ท่านต้องการให้ครูร่วมกันแบ่งปันประสบการณ์และข้อมูลที่เป็นประโยชน์ร่วมกับผู้นิเทศการศึกษา ทั้งนี้โดยให้ผู้นิเทศการศึกษาให้คำปรึกษาและคำแนะนำร่วมกับครู					
26.	ท่านต้องการผู้นิเทศการศึกษาที่มีวิธีการที่หลากหลายในการนิเทศการศึกษาและทำงานร่วมกับครู					
27.	ท่านต้องการผู้นิเทศการศึกษาที่รับฟังและเข้าใจครูเกี่ยวกับปัญหาที่เกิดขึ้น และสะท้อนข้อมูลที่เป็นประโยชน์จนกระทั่งครูสามารถแก้ปัญหาได้ด้วยตนเอง					
28.	ท่านต้องการผู้นิเทศการศึกษาจัดประชุมกลุ่มย่อยโดยการนำเสนอประสบการณ์โดยตรง ให้ข้อมูลย้อนกลับกับครู เพื่อให้ครูสามารถแก้ปัญหาได้ด้วยตนเอง					
29.	ท่านต้องการผู้นิเทศการศึกษาคอยให้คำปรึกษาและความช่วยเหลือจนกระทั่งครูสามารถแก้ปัญหาได้ด้วยตนเอง					
30.	ท่านต้องการหาปัญหาและวิธีการแก้ปัญหาด้วยตัวของท่านเอง					

ตอนที่ 3 คำถามปลายเปิดเกี่ยวกับความต้องการการนิเทศการศึกษาในรายวิชาการสื่อสารและการนำเสนอของครูผู้สอนภาษาอังกฤษในโรงเรียนหลักสูตรมาตรฐานสากล

1. ประเด็นใดบ้างที่ท่านต้องการทราบเกี่ยวกับรายวิชาการสื่อสารและการนำเสนอ

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2. บทบาทใดบ้างที่ท่านต้องการจากผู้นิเทศการศึกษาภายในโรงเรียนของท่านหรือศึกษานิเทศก์จากสำนักงานเขตพื้นที่การศึกษา

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3. อื่นๆ (โปรดเสนอแนะข้อมูลเกี่ยวกับความต้องการการนิเทศหรือรายวิชาการสื่อสารและการนำเสนอในโรงเรียนหลักสูตรมาตรฐานสากล)

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ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

นายปรัชญา คณา

APPENDIX 6

Lists of Experts Validating Instruments

Experts validating the questionnaire and interview questions

1. Dr. Ittipaat Suwathanpornkul, Ed.D.

Faculty of Education, Srinakharinwirot University

2. Mr. Padej Utumsakulrat

Academic Affair, Triamudomsuksa Pattanakarn Ratchada School

3. Ms. Tassanaree Onsook

Department of Foreign Languages

Triamudomsuksa Pattanakarn Ratchada School



VITAE

Name: Mr. Prachya Kana

Date of Birth: December 7, 1986

Place of Birth: Ratchaburi, Thailand

Address: 380/16 Kijwattana Village M. 9 Pongsawai District

Mueang Ratchaburi (70000)

Workplace: Department of English

Triam Udom Suksa School

Educational Background

2009 Bachelor of Education (English)

Srinakharinwirot University

2015 Master of Arts (Teaching English as a Foreign Language)

Srinakharinwirot University