A Journey to Professional Teachers: Practical Preparation for Pre-service English Language Education Teaching in Thailand Andaman Coastal Schools

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Abstract

Since an eventual goal of the study was to develop practical preparation for the pre- service of English language teachers to continuing professional teaching, self-efficacy of teachers in different professional development phases, were investigated as well as their promoting factors and hindrances to understand contextual circumstances. The researcher employed a mix-method in collecting data. Two types of questionnaires (α = 0.9428, 0.9137) concerning central tasks of teacher profession development in preparational and professional phases were administered to 125 student-teachers of English and 85 EFL teachers diverse teaching experience. Five pre-service teachers and eleven EFL teachers participated in semi-structured interviews, and relevant written documents were analysed. Both obtained quantitative and qualitative data was compared and contrasted to uncover the participants' self-rating scales and positive and negative factors affecting their professional development in each professional phase. The study also found that there was mismatched preparation of the English student-teacher programs and their contextual needs. The findings suggested educators and policy makers to align the gaps between the curriculum and contextual practices of problems. The first track must focus on teaching English pronunciation, reading for cognitive processing development, handwriting and writing that develop talks in class, and linguistic structured learning designs. On the other hand, EFL learning management must be highlighted particularly in learners' factors of individual and cultural backgrounds, interpersonal skills, ways to keep discipline in classes, positive and negative reinforcement, and being a reflective teacher.

Keywords: EFL professional development, pre-service teacher, English language teacher education, central tasks of teacher professions

1. Introduction

Teacher professional development is a result of teacher improvement of knowledge and instructional practices which affect their students' learning achievements (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Such improvement practices could be occurred in official educational plans or job-embedded activities in schools. Ball and Cohen (cited in Darling-Hammaond& Sykes, 1999) emphasized that there are the complexities in driving professional learning of teachers. Likely, several studies (i.e., Crandall, 2000; Darling-Hammond& Sykes, 1999; Darling-Hammond, 2006; Darling-Hammond, Hyler, Gardner, & Espinoza 2017; Feiman-Nemser, 2001) argued that to build successful professional learning and development of teachers required their partnership and autonomous learning skills, effective professional development designs and plans, flexible funding, technology facilitation, professional mentors and coaches, as well as integrated processing of learning with contextual cultures of schools. To build the sustainable professional development, these elements are necessary to implement continuously in different stages of teacher professions.

Feiman-Nemser (2001) identified teacher professional development into three phases including teacher preparation, teacher induction, and continuing professional teachers. Teachers in a preparation phase are considered as pre-service or student-teachers involving in preparational processes which might take four or five years depending on national curriculum of different countries. Throughout the learning processes, minimum competencies that pre-service should be capable of were analyzing beliefs and forming new visions and ideas of teaching, developing their subject matter knowledge for teaching, and critically develop and assess their own

teaching practices.

In an induction phase of teacher professional development, new teachers who have just initiated teaching profession in schools will have two jobs which are not only to teach their new students in new environmental contexts but also to learn how to teach. It assumes that five-year of the beginning of the profession is for survival, discovery, adaptation, and adjustment with expected tasks and roles in and out of schools.

In teacher professional development phase or continuing professional development phase, the processes are quite complicated. This phase of teaching refers to transformation of knowledge, understanding, skills, and commitments of their teaching proficient in individual scale and share responsibilities with collective profession as well as the ways they construct their own knowledge based on their engagement of particular time, contexts, content and pedagogies, and sponsorship to transform cultures of learning.

Regarding teacher professional development in Thailand Andaman coastal school contexts, Phuket Rajabhat University, the higher educational institution who has been producing a number of new teachers for over decades, must play roles and take charge in enhancing quality of teachers by strengthening interconnectedness among three phases of teacher professional development and creating sustainable learning environments. In other words, the whole process of three phases of teachers' profession should be studied and conceptualized including a student-teacher preparation phase, teacher induction phase, and continuing professional development phase in order to understand problems and contextual circumstances of the contexts. Likely, Goodson (1991), Hargreaves (1996), Fullan (2001) and Darling-Hammond and McLaughlin (1995), Darling-Hammond and Bransford (2005) similarly argued that to understand contextual circumstances and develop teacher professional planning it is worth listening to teachers' voices and experiences as they could reveal the reality of educational practices happening in schools.

Therefore, this current study aimed to explore circumstances of professional EFL teachers living in Andaman regional contexts of Thailand in order to construct promising programs and practices that could be done in the induction phase of teacher professional development. Put it simple, the central tasks to assign the pre-service teachers will consider cultural contexts of Andaman coastal schools, conditions of school contexts matching with their needs and wants, clear developmental stances, time frames, and effective structured curriculum to develop their professional identities and consolidate their practices. The following four objectives of the study help design responsive practical preparation which were as followed:

(1) To assess EFL teacher's needs of professional development in Andaman regional schools for three phases: pre-service preparation, induction, and continuing professional development

(2) To identify promoting factors and hindrances of EFL teacher professional development of each phase

(3) To examine conceptual coherence of pre-service English teachers' education of Phuket Rajabhat University regarding the needs of Andaman regional contextual schools

(4) To develop practical preparation programs for pre-service English Language teachers of Phuket Rajabhat University to continuing professional teachers

2. Literature Review

In English language teacher education, Crandall (2000) stated that trends of language teacher education in the last decade have been shifted from product-oriented theories into constructive learning processes with emphasis on the nature of contexts. There is a growing sense of apprenticeship of teaching observations as it plays a powerful role in shaping mindset of teaching and learning resulting in recognition that teaching is a profession which are constructed in official education and training, as well as teachers' own autonomous learning.

Atay (2006) employed collaborative research as a technique to enhance teacher professional development. Six student-teachers volunteered to participate in the case study. The ten pre-service teachers collaborated with ten in-service teacher to conduct research as the researcher found that student-teachers lacked of experience in exploring the real practices in classroom contexts, meanwhile in-service teacher had insufficient time to conduct research. After the collaborative session, the study revealed the effective perceptions of both pre and in-service teachers. Both gained benefits from the collaboration.

Likely, a longitudinal study of Vidovic and Domovic (2019) in Croatia revealed that the preparation of student-teacher education throughout the teacher education could not change their beliefs towards learning and teaching. In the study, participating 62 student-teachers were prepared to teach in primary schools. It found that they did not change their perceptions to the roles of pupils in learning even though they exposed learning experiences of teaching in the program. This finding emphasized that the preparation of student-teachers are

crucial and needs to delicately design the program as the teachers are regarded as learners who are likely to teach in the ways they are confident in and that works for themselves, then transfer such perceptions into practices to their students.

In addition, Shabani, Alibakhshi, and Bahremand, (2018) conducted a study of needs of in-service teachers of EFL both certified and non-certified EFL teachers. Professional development needs to enhance the qualification of teachers' s quality which are (1) teaching, communication skills and assessment; (2) educational psychology and technology; (3) material development; (4) language and meta-language skills. Likely, the needs of teacher professional competencies for primary school students reported in the study of Uztosun (2018). They were knowing the young learner, planning and organizing teaching, managing teaching, and competence in English.

Given the significances of teacher professional preparation stage in building healthy spiritual initiative teachers and continuous professional teachers, Sardabi, Biria, and Golestan (2018) raised the issues of novice teachers' professional identity construction through the practices with critical ideas and concepts of education programs. Their findings suggested that the development process of novice teachers' professional development could be implemented through their reflective journal, classroom observations, and semi-structured interviews.

A conceptual framework of the study was designed following the notions of professional development proposed by Feinam-Nemser in 2001 which associated with the central tasks of three different phases of professional development of learning how to teach. However, in this study the phases of teacher professional development were divided into two broad categories regarding the contexts of student-teachers studying in the university and teachers. The values, skills, and knowledge (VSK) of teacher professional development framework in Chong and Cheah's (2019) study was applied to help define issues needed. More importantly, language teacher education concepts proposed by Freeman (1989) and Crandall (2000) were involved in designing research tools—self-efficacy on teacher professional development questionnaires and questions in semi-structured interviews. The conceptual framework of the study then used in identifying the minimum central tasks of professional teachers in different phases. The central tasks of English language student-teachers' professional development was defined into three dimensions. They were (1) Values of Good English Language Teaching (ELT), (2) Knowledge of Students and ELT, and (3) Skills of Beginning ELT.

The central tasks of EFL teachers' professional development were also defined into three dimensions: (1) Teacher Professional Values, (2) Competencies of English Responsive Teaching Design, and (3) Identities of Teachers' Professional Development. Each dimension was identified its practical teaching practice both induction and continuing professional phases.

3. Research Methodology

The present study follows theoretical notions of a mixed method as the study needed both quantitative and qualitative data to design the practical preparation guideline for English student-teachers. In terms of quantitative data, two types of questionnaires were administered to assess self-efficacy of English language teachers in a preparation phase and professional phase. In addition, the study sought to understand naturalistic situations of EFL teachers' professional development in particular Andaman regional schools. Therefore, qualitative methods were used to reveal complexities of English learning and teaching situations that EFL teachers perceived and experienced through the interviews. Written documents related to curriculum of English language education were examined to find out a conceptual cohenrence of student-teacher professional development phase and EFL schoolteachers professional cirmcumstances.

3.1 Research Tools

Two types of questionnaires which were Self-efficacy on Professional Development for English Language Student-Teachers and Self-efficacy on Professional Development for EFL Teachers were designed. In each questionnaire, demography information of the participants was asked. In the second part of each set of the questionnaire, the central tasks of teacher professional development for English language student-teachers and EFL teachers were identified and arranged into items with five rating scale. These self-efficacy questionnaires were to reveal participants' evaluation on their competencies of teaching profession and contextual factors associated.

The developed research instruments of the questionnaire and the questions of semi-structured interviews were verified by examining their content validity. Index of Congruence was measured and verified by five experts to screen items quality which their IOC not less than or equal to 0.05. The open-end questions used in semi-structured interviews were also analysed and examined by five experts. Then they were revised and developed qualitatively. The reliability value was calculated by using Cronbach's Alpha to ensure whether there

was internal consistency within the items. According to the pilot administering to 21 samples of pre-service teachers and 23 samples of teachers, the Cronbach's Alpha of The Professional Development of Student-teachers and Teachers were at 0.9428 and 0.9137 respectively.

3.2 Participants and Contexts

The participants of the study were divided into two groups who were the student-teachers enrolling in English major in 2020 academic year, Faculty of Education, Phuket Rajabhat University (PKRU), and EFL teachers teaching in five Andaman coastal schools (Phuket, Phang-Nga, Ranong, Krabi, and Trang provinces). The participants were selected through purposive sampling as those student-teachers were determined to develop following a promising program and curriculum and EFL teachers teaching in schools who have been working collaboratively with the Faculty of Education in training and teacher professional development. Both groups of the participants were identified their confidentiality following the regulations of research human ethic issues.

3.3 Data Collection and Analysis

125 student-teachers of Phuket Rajabhat University and 84 EFL teachers of schools in Andaman regions responded questionnaires of self-efficacy on their professional development phases. The participants were asked their willingness to participate in the further semi-structured interviews. Eventually, there were five pre-service teachers and eleven EFL teachers participated in the interviews. The pre-service teachers at the moment were studying in the fifth year and in the process of teaching training in schools. Whereas, the eleven EFL teachers teaching in different provinces in Andaman region had experiences in teaching more than ten years. Also, written documents were collected which were related both student-teachers and EFL teachers. Written documents related to the student-teachers' professional development were, such as, Thailand Teaching Qualification framework of teacher education, four and five year English language education curricula, extra curricular activities footprints held by PKRU university, faculty of education, and English major. The written documents of EFL teachers were such as their teaching timetable, records of teaching training, certificates or rewards indicating their professional identities, and so on.

The quantitative data obtained from the questionnaires which were tabulated and calculated with SPSS software spreadsheet to identify the self-efficacy of the student-teachers and EFL teachers' professional development. The statistics used in reporting demographic information and self-efficacy scales of the participants were percentage, Mean, and Standard Deviation. In addition, interrelationships among three dimensions of the student-teachers' professional development were examined. The hypotheses were tested using T-Test to examine the differences of means of two groups, One-way analysis of variance (One way ANOVA), F-Test for testing the differences among three groups of the samples, as well as Pearson's Correlation Coefficient for finding the relationships between dimensions of student-teachers' central tasks. The hypotheses of the study were as followed:

Hypothesis 1 Demographic backgrounds of the student-teachers affecting different Skills of Beginning English Language Teaching;

Hypothesis 2 Good ELT, Knowledge of Students and ELT, and Skills of Beginning ELT were related;

Hypothesis 3 Good ELT and Knowledge of Students and ELT affect Skills of Beginning ELT.

In EFL teachers' professional development, the three dimensions were also examined their interrelationships. The hypotheses were as shown below:

Hypothesis 1 Different demographic backgrounds of the schoolteachers affected different EFL Teacher Professional Development in Andaman Region;

Hypothesis 2 Professional Teacher Values, Competencies of Responsive ELT design and Identity of Professional Teachers were correlated;

Hypothesis 3 Professional Teacher Values and Competencies of Responsive ELT design affected/influenced Identity of Professional Teachers.

Furthermore, the data obtained from semi-structured interviews were transcribed. Strauss and Corbin's (1998) open and axial coding techniques were used to analyze the data. The data were examined and conceptualized into categories of strengths and hindrances that the student-teachers and EFL teachers encounter in their professional development. Also, the data gained from written documents were analyzed with the analytical techniques. The analysis of documents allowed the researcher to triangulate the findings, particularly to clarify the interconnectedness or mismatch between pre-service teacher's preparation and the needs of the Andaman coastal school contexts.

4. Results

4.1 Demographic Information

4.1.1 The Student-teachers

All 125 student-teachers were enrolling in English major in Faculty of Education, Phuket Rajabhat University. The majority of the participants were 112 in female (89.60%), and the other 13 students were male (10.40%). All of them held a Thai nationality. 84 participants studied in 5-year-full time curriculum (67.2%) and 41 participants studied in 4-year-full time curriculum (32.8%). 29 participants studied in year five (23.2%), 27 were from year four (21.6%), 28 were from year three (22.4%), 17 were from year two (13.6%), and 24 students (19.2%) were from first year.

4.1.2 The EFL Teachers

85 EFL teacher participants who responded the questionnaire were 79 female teachers (92.9%) and 6 male teachers (7.1%). All the teachers held a Thai nationality (100%). 44 EFL teacher participants had been working for over ten years (47.1%), whereas, the participants working for 4-5 years were the least range only six teachers (7.1%). 49 teachers were in K2 academic positions (57.6%) and eleven teachers found as the least, as there were in the study account (12.9%). The participants' school contexts were mostly located in Phuket province and the least found in the study were eight teachers from Ranong (9.4%). Most participants graduated with bachelor's degree which were 67 teachers (79.8%) and 18 teachers (21.2%) graduated with master's degree. Moreover, it was found that majority of the participants which was 76 teachers (89.4%) graduated with English major or related fields, whereas, nine teachers graduated with other fields (10. 6%).

4.2 Quantitative Results

4.2.1 English Student-teachers

Focusing on the pre-service preparation of EFL teacher professional development, it found that students of English department, Faculty of Education, Phuket Rajabhat University rated their self-efficacy in overall in a good level regarding the central tasks that they should be competent as a pre-service student of English as mentioned in the Table 1. However, it is worth to note that none of any dimensions rated in an excellent level which could imply many ways. The students were satisfied with their own progression as a student-teacher of English, yet their potentials might not be developed into the maximum. If they are provided more learning opportunities, it is possible that the student-teachers will rate in higher levels. Thus, major roles and responsibilities to facilitate and provide learning exposures of learning how to teach English depend on practical curriculum generated by the affiliation.

Table 1. Self-efficacy of the English student-teachers on professional development

Pre-service Professional Development Dimensions	$\bar{X}$	S.D.	Level
1. Values of Good ELT	4.1792	.46547	Good
2. Knowledge of Students and ELT	3.9760	.57451	Good
3. Skills of Beginning ELT	3.8780	.59620	Good

Moreover, the study found that demographic information of the student-teachers including their gender, nationality, race, 4/5 year-curriculum, and their study year did not affect their self-rated professional development. These findings affirmed that EFL professional development are individual, and the processes to achieve the skills of beginning English language teaching are dynamic. Likely, the hypothesis 2 mentioned that professional dimension of good English language teaching, knowledge of students, and skills of beginning English language teaching were correlated. In other words, it represented that all three dimensions were meant to each other as it is impossible for the student-teachers to achieve any dimension unless they were competent in the other two dimensions as shown in the Table 2.

Table 2. The Pearson's Correlation Coefficient among the Values of Good ELT, Knowledge of Students and ELT and Skills of Beginning ELT

	Values of Good ELT	Knowledge of Students and ELT	Skills of Beginning ELT
Values of Good ELT	1		
Knowledge of Students and ELT	.689**	1	
Skills of Beginning ELT	.655**	.786**	1

** Correlation is significant at the 0.01 level (2-tailed)

More importantly, the study highlighted the finding of the hypothesis 3 that the dimension of values of good English language teaching, and knowledge of students and English language teaching could affect the skills of beginning English language teaching of the pre-service teacher for more than sixty percent. This means that preparing the student-teachers in both dimensions are significant. However, as the findings shown in the Table 3, to maximize the student-teachers' skills of beginning English language teaching, policy makers and educators need to invest more on knowledge of students and English language teaching, comparing with the preparation of the student-teachers' values of good English language teaching.

Table 3. Model summary

Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801[a]	.642	.636	.35958

a. Predictors: (Constant), Values of Good English Language Teaching and Knowledge of Students and English Language Teaching

Table 4. The correlation coefficient of the analysis results of ANOVA

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.095	.294		.323	.747
	Values of Good English Language Teaching	.276	.096	.215	2.880	.005
	Knowledge of Students and English Language Teaching	.662	.078	.638	8.528	.000

a. Dependent Variable: Skills of Beginning English Language Teaching

The analysis results of ANOVA revealed that the correlation coefficient among Values of Good English Language Teaching and Knowledge of Students and English Language Teaching variables affect Values of Good English Language Teaching and Knowledge of Students and English Language Teaching.

Regarding Table 4, The results were able to summarize in the multiple regression formula as followed:

$$\hat{Y} = 0.95 + 0.276(\text{Values of Good English Language Teaching}) + 0.662(\text{Knowledge of Students and English}$$

$$\text{Language Teaching}) \tag{1}$$

Therefore, the hypothesis 3, Values of Good English Language Teaching, and Knowledge of Students and English Language Teaching affect Skills of Beginning English Language Teaching, was accepted.

4.2.2 EFL Teachers

In the phase of continuing professional EFL teacher development which involves some inductive teachers within the process, the study discovered some critical issues. Overall, the EFL teacher participants rated their satisfaction on their teacher professional development in good levels in all three dimensions as the ranking shown in the Table 5 respectively: (1) teacher professional values, (2) competencies of English responsive teaching, and (3) identity of teacher professional development.

Table 5. Self-efficacy of the EFL teachers on professional development

EFL Teacher Professional Development in Andaman Region	$\bar{X}$	S.D.	level
1. Teacher Professional Values	4.1392	.38305	Good
2. Competencies of Responsive ELT Design	4.1000	.44646	Good
3.Identity of Teachers Professional Development	3.9882	.62667	Good

Moreover, the study found that gender, working experiences, and the level of education of EFL teachers did influence their satisfaction of being a professional teacher in Andaman regional school contexts. These findings will be useful in preparing mentoring system for student-teachers of English in some ways regarding the mentors' genders. Statistical findings revealed that female teachers were likely to be more professional comparing with EFL male teachers. These were correlated with qualitative findings that all professional teachers participated in the interviews were all female.

Furthermore, the study found that EFL teachers with higher working experiences rated higher levels in the dimension of professional teacher values (F-Test coefficient at 4.302 with the statistical significance level at 0.07). Contrastingly with the other two dimensions of competencies of responsive ELT and identity of professional teachers, they were not correlated with the years of working. This finding is likely to assume that systematic continuing training and education of professional development is necessary as the years teachers working could not predict their emergence of professional identities. Likely, teachers' educational backgrounds whether or not they graduated in English, did not affect their professional development. In summary, these findings represented that being a professional is an individual matter depending on personal interests, curiosity and ambition.

Furthermore, the study found that all dimensions of Professional Teacher Values, Competencies of Responsive ELT design, and Identity of Professional Teachers were correlated.

Table 6. The Pearson's Correlation Coefficient between Professional Teacher Values, Competencies of Responsive ELT Design, and Identity of Professional Teachers

	Professional Teacher Values	Competencies of Responsive ELT Design	Identity of Professional Teachers
Professional Teacher Values	1		
Competencies of Responsive ELT design	.744**	1	
Identity of Professional Teachers	.450**	.651**	1

**Correlation is significant at the 0.01 level (2-tailed).

Regarding the Table 6, it was found that the Pearson's Correlation Coefficients of every variable employed in analysis of linear regression were statistically significant at 0.01. It means that all variables were correlated. As a result, the hypothesis 5 was accepted as all dimensions of Professional Teacher Values, Competencies of Responsive ELT design, and Identity of Professional Teachers were correlated.

The hypothesis 6 was further tested by examining the coefficient of linear regression of Professional Teacher Values and Competencies of Responsive ELT Design dimensions towards Identity of Professional Teachers dimension as shown in the Table 7.

Table 7. A summary of multiple regression coefficient

A summary model				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.653[a]	.427	.413	.39402

a. Predictors: (Constant), Competencies of Responsive ELT Design, Professional Teacher Values

The Table 7 revealed that R Square coefficient representing the influences of variables of Competencies of Responsive ELT design and Professional Teacher Values toward Identity of Professional Teachers was found at .427. This means that independent variables (Competencies of Responsive ELT design and Professional Teacher Values) were able to describe/predict the dependent variable (Identity of Professional Teachers) for 42.7

percent. The other 57.3 were caused by other factors.

Table 8. The multiple regression coefficient of Professional Teacher Values and Competencies of Responsive ELT design variables on Identity of Professional Teachers

| | | Coefficients[a] | | | | |
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
Model		B	Std. Error	Beta		
1	(Constant)	.988	.472		2.093	.039
	Professional Teacher Values	-.105	.168	-.078	-.625	.534
	Competencies of Responsive ELT design	.817	.144	.709	5.667	.000

a. Dependent Variable: Identity of Professional Teachers

The Table 8 indicated that the Professional Teacher Values variable did not affect Identity of Professional Teachers with the significance level at .534 which was more than the determined statistical significance level of 0.05. The summary model of multiple regression could be written as followed:

$$\hat{Y} = 0.988 + 0.817 \text{ (Competencies of Responsive ELT Design)} \qquad (2)$$

Therefore, the hypothesis 3 concerning that Professional Teacher Values and Competencies of Responsive ELT design affected Identity of Professional Teachers was accepted.

Regarding the statistical findings, it was revealed that all three dimensions of EFL teacher professional development were correlated. This means to promote EFL teachers to be a professional, any dimensions should not be marginalized. Particularly, when looking in a deeper analysis, it found that the second dimension of competencies of responsive ELT played greater roles in building identities of professional teachers comparing with their professional values. This implies that good values or perceptions alone could not lead EFL teachers to be professionals unless they perform their practices and develop continuously. These findings of the self-efficacies of EFL teachers in the phase of professional teachers and student-teachers shared some similar aspects that they all required actions in practices with the right teaching values to achieve the eventual goals of being the professional.

4.3 Qualitative Results

4.3.1 Promoting Factors of Pre-service Teachers' Professional Development

(1) Obvious School Routines

Not or less the same the daily routines in schools around Thailand contexts cover similar tasks such as to be in charge of students practiced discipline, lunch and milk provision, learning activities in classes, extra-curricular activities, and keep records of students' information. Under these circumstances, the pre-service teachers mentioned that it was not that hard to adjust their own routines as they were familiar with the school environments because they have been involved in apprenticeship during study many times.

(2) Facilities Provided

It was reported that schools in PKRU network of mentoring system provided accessibility for the student-teachers to use facilities in schools as they were recognized as personnel of the school. Particularly, the large-sized-schools will provide many more teaching materials for teachers comparing with the small sized schools due to the funding of each school is different.

(3) Reflective Feedbacks of Teaching

The requirements of Thailand Teaching Council stated that mentoring teachers who are selected in teaching practicum and internship must graduate in English major and related or have been experiencing in the field not less than three years. The selection of mentoring teachers who give student-teachers' suggestions and feedback were effective.

(4) Helpful Teacher Colleagues

The pre-service teacher participants involved in the interviews revealed that their colleagues were friendly and helpful. Their teacher colleagues did not help only in academic professions but also living conditions.

4.3.2 Hindrances of Pre-service Teachers' Professional Development

(1) Inequality Power

Inequality power in a school were seen through hierarchical working systems. Commands of school directors or senior teachers should be respected and followed. Likely, Susan was given thirty periods a week in teaching and some other extra jobs because of the teachers were during in maternity leaving. Then she was asked to replace those responsibilities. She mentioned that her time to develop professional teaching was stolen.

(2) Low Confidence in English Proficiency

Some student-teachers perceived that their English skills did not meet the standards to teach students especially students in secondary school levels. Basically, they were concerned about their grammatical features. The concerns of the student-teachers were derived from the expectation of the schools that determines higher scores of students' national test outcomes, and unfortunately the test is usually paper based and grammar points focused.

(3) Lack of Classroom Management Skills

The student-teachers perceived that they lacked experiences to motivate students and did not confident to manage a large-class consisting of thirty to forty students.

4.3.3 Promoting Factors of EFL Teachers' Professional Development

To identify promoting factors of continuing professional development of EFL teachers in Andaman regional school contexts, Hawley and Vall's concepts of designing principles for effective professional development were used as a frame to analyze their perceptions of working (Darling-Hammond, 1999). In addition, the hindrances obstructing the EFL teacher development in Andaman regional school contexts were coded and generated manually for contextual problems to emerge as possible.

The principles for effective professional development are briefly summarized, and the discussions related to empirical evidences were presented, as followed:

(1) Goals and Student Performance

Vira mentioned that the goal of her teaching profession is to enhance her students' potentials as much as she can as she is aware of a wide gab of the learning standards between schools in rural regions and provincial schools. Therefore, once she used to teach in a small school in a rural area, she always found out the learning opportunities for students to learn such as joining English speech competition, spelling bee contest, debates, etc.

(2) Teacher Involvement

Teacher involvement can be seen in the perceptions reflected by Petra and Rosy teaching practices. Petra who loves a variety of English learning designs usually volunteers to do English learning activities outside the classrooms and joins training of EFL professional development. Rosy works in a small school but she has dominant teaching performances of English, so she is usually invited as a trainer and speaker in various schools.

(3) School Based Organization/Management

Lina's school where is regarded as a provincial school level with the systematic working processes provides chances and channels for EFL teachers to work together. Also, there is a sub-organization play roles as a hub making connection with internal connections and external organizations.

(4) Collaborative Problem-solving

Clara mentioned that there are several tasks to complete in schools such as registration, finance, properties, curriculum, extra-curricular activities, local and national culture perseverance, sports, health nutrition, and drug. Therefore, working collaboratively and helping others are a must.

(5) Continuing Supports

Nara revealed her experiences in working in a small school where the director and her colleagues are very supportive. She pointed that as she was the only one English teacher in the school, her school director always encourages her to complete the projects she wished to do such as building learning space, organizing speaking club and photography clubs. The space was prepared and time-table was re-scheduled in order to facilitate such

projects. She stated that with continuous support from her head and colleagues led English learning proficiency is getting better.

(6) Information Rich

In Vira's school, there were external organizations officially working. The external organizations had given Vira herself opportunities to participate in international organizations such as Peach Corps, and AFF. Throughout the processes of working cooperatively, the school can be given the evaluation of school and student achievements in the perspective of external organizations.

(7) Understanding of Theories

EFL teachers recognized that new knowledge itself can't change individual teachers. Bringing teachers to understand ideas, perspectives, and theories could create learning opportunities. Throughout Diana, Petra, Rosy, Lina, and Savannah's perceptions, they reflected such principles. They argued that training in teaching English for short-term does not help because a development of an EFL teacher required continuous and intensive involvement as well.

(8) Part of Comprehensive Change

Kate reflected this perception as being a part of comprehensive change during her working career. As she mentioned, she either used to be the one who know nothing about technology for English learning development or her colleagues. When she committed to develop such skills, her competencies were developed. She felt very proud as she could help other teachers to understand it. Since then, her small commitment driving to build up a learning center of a school which later became a hub of English learning and teaching in Krabi province.

4.3.4 Hindrances of EFL Teachers' Professional Development

The hindrances that could be found in the study were mostly reported by new teachers. This was possibly because they were during induction phase of teaching professions. They highlighted that there was a mismatch between new teacher preparation and their contextual needs such as classroom management for special students, problem-solving teaching for dyslexia students, digital and financial skills, and especially soft skills (i.e., negotiation, leadership, conflict management, interpersonal skills). The hindrances of EFL teachers' professional development could be categorized in three aspects. Firstly, they were the ways getting to know contexts including the culture of schools, teacher colleagues, students, and community around schools. Second, they lacked managerial skills in stealing time to develop themselves. As they were new with the learning contexts and communities, it took time for them to involve them to such unfamiliar environment. Lastly, they were demotivated by bureaucratic system in working for other sections suc as school supply, finance, registration, and administrative work. These consumed their time and energy which cause their English classes not well prepared.

5. Discussion

Regarding the quantitative and qualitative data retrieved in the study, the results were triangulated and presented as guideline to find out the practical suggestions in improvement of English language educational curriculum of PKRU. The practical programs of the PKRU student-teachers of English should be implemented in two tracks which are applied linguistics and EFL learning management. In the applied linguistics track, the critical issues that EFL teachers in Andaman regional school contexts concerned were teaching English pronunciation, reading for cognitive processing development of young students, handwriting and writing to develop talks in class, and linguistic structured learning designs. These issues seem to be generally taught in schools but in a real context of teaching, the EFL teachers perceived that they are much more complex and required expertise and experiences in solving the young students' language learning problems. On the other hand, EFL learning management that should be intensively train the student-teachers are the awareness of learners' factors of individual and cultural backgrounds, interpersonal skills in working with others, ways to keep class discipline, positive and negative reinforcement in classes, being a reflective teacher to learning in practices and learning from practices.

The circumstances of the language teacher education went along with Kennedy's study (Darling-Hammond& Sykes, 1999). She mentioned that teachers's instructional practices were usually unconsciously influenced by thier received wisdom about learning to teach. In other words, teachers are likely to teach what they had been taught through learning experiences, and by imitating teaching and learning techniques and strategies. Kennedy further argued that the apprenticeship of observation is important in allowing teachers learning in and from practices. Learning in practices means that a teacher involved in the learning process and given comments and feedbacks, at the same time they are able to learn from other teaching practices by responding other teaching experiences. More importantly, to receive the new ways of teaching, teachers are necessary to have unlearned

skills as that will be the only way to diminish plaques of misconceptions of knowledge and transform them into new teaching approaches.

In addition, the subject matters are still important in which language teachers studied in liberal arts. Kennedy illustrated an example of teaching English writing through Jessica's story as presented in a Figure 1. The program was Teacher education and learning to teach study (TELT). It was implemented to see what teachers learned from teacher education program. Through the process over one hundred teachers were asked questions on how to respond a set of specific classroom situations which drive the teachers needed to interpret conditions and interactions in the situations.
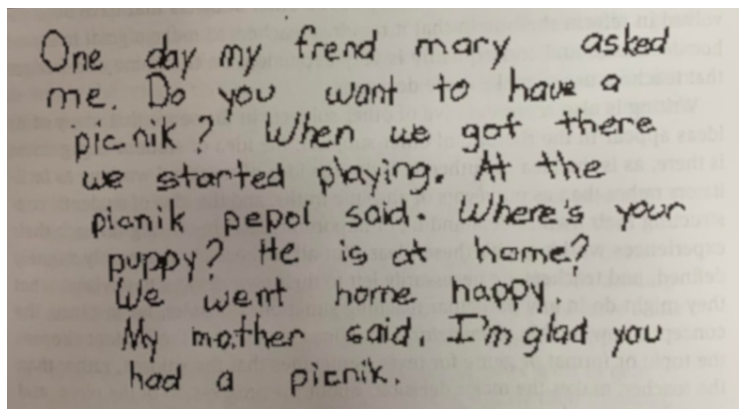
Figure 1. Jessica's story in teaching writing (Darling-Hammond& Sykes, p. 60)

The study above found that none of the participants suggested teaching responses according reform orientation of teaching training as the teachers were likely to comments on students' errors rather than meaningful messages to students to try to express. This represents initial framework of teachers which were plagued in their perceptions. As a result, only the repetition of apprenticeship of observation throughout various cases could gradually change teachers' perceptions of learning to teach by noticing aspects of students' tasks to check their traditional management or reform orientation.

Regarding the theoretical concepts of teacher education mentioned, the results of the current study were not or less the same as the coherence of teaching practices which is needed to promote student-teachers' learning of teaching. In other words, the conceptual coherence of pre-service English teacher education of Phuket Rajabhat University regarding the needs of Andaman regional contextual schools is required. When considering the needs of EFL teachers in Andaman regional school contexts, it was found that working experiences were not significant in the dimension of competencies of responsive ELT and identity of professional teachers except the professional values dimension. What the findings could be used in designing a conceptual cohesion framework of preservice teacher education? It means the working experiences of EFL teachers in Andaman regional school contexts alone could not alone be used as criteria to recognize if they achieve the continuing professional. That means, to recruit those EFL teachers into the process of English language teaching training and allow them to participate in professional learning community is important.

Under these conditions, preservice teacher, EFL teachers who are responsible in mentoring the student-teachers, and lecturers of English department, Faculty of Education needed to work collaboratively. In this case, it does not mean that the university lecturers are the one who know best in teaching professional development rather they are expected to design and facilitate the activities in professional learning communities and cooperate with other external organizations to enhance the potentials of educational human resources in Andaman regional school contexts.

6. Conclusion

The practical programs provided is not going to achieve unless the department initiates the practices, and all members collaboratively work. The members who are involved in the process are Department of English, the Center of Professional Teacher Development, Faculty of Education, and elementary and secondary schools in Andaman regional context, EFL teachers, and heads of schools. Therefore, in the future study, the procedures of the practical programs need to be set. Darling-Hammond (1999) defined the organizational themes which can be structured in the processing as followed.

The purposes and directions which usually started from different grounds of conversation leading others to join the purpose and direction. And, the network will start from commitment of shared purposes and directions. Then collaboration, consensus, and commitment will derive great power and energy as the members could see the possibility of changes throughout the messages they voiced. Moreover, the activities and relationships are as important as building blocks; and activities doing in strengthening network should allow members to engage. Top-down ideas implemented in the process might not work.

In addition, dealing with the funding problem is very significant as three-fourth of the network found that funding is a fatal in the progressiveness of their story. Though learning from networking is powerful, no one wants to be responsible for or pay money as the benefits taken are blurred and complicated. Another problem is that most of the time commitment and indicators presented by the organizations might mismatch with the objectives of funder, and usually educational outcomes took a lot of time to see the fruitful outcomes.

7. Limitation of the Study

As the EFL teachers participated in the interviews of the study were acknowledged as successful professional teachers. The obstacles in professional practices were usually seen as challenges to overcome. Therefore, the information retrieved were quite positive though sometimes they admitted that bureaucratic systems in schools obstructed their progression of development. So, it must be worth to widen and diverse backgrounds of EFL teacher participants in order to gain different angles of truths of professional development of EFL teachers.

Acknowledgement

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