TEACHER DEVELOPMENT GROUP LEARNING A FOREIGN LANGUAGE (ENGLISH)
The Supervision Process to Best Practice (2S7CIBQ)

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Abstract
This research aims to 1) to develop a supervision process and development teaching English in order to communicate with students and context of each school cafeteria. The students can use English to communicate with confidence and best Practice in supervising and teaching English 2) Students can use English to communicate with confidence is a natural happy to learn creativity and 3) the teacher workforce have a platform for presentations and press releases are known to the general public bring joy together with morale in the work of all to create a network to work. Networking And a strong team As a result, operating efficiency 4) networks in operation there is a strong team as a result, the operation is effective. 5) teachers, administrators, supervisors, students and stakeholders are happy to work together with mutual appreciation and pride in the achievements are real and sustainable results showed that 1) supervisors and teachers participating in the project to develop 100 percent supervision process and methods of teaching English in order to communicate with their students. The students can use English to communicate with confidence and best Practice to oversee the study and teaching of English 2) 90 percent of the participating students can use English to communicate with confidence is a natural happy to learn and creativity 3) supervisors, teachers, personnel of the participating 100 percent in stage presentations to publish works And release to be known bring joy together with morale in the work of all 4) networks in operation there is a strong team as a result, operating efficiency 5) percent of the 100 students, teachers, administrators, supervisors stakeholders participating in the operation were satisfied at the most. I'm happy to be working together with mutual appreciation and pride in the achievements are real and lasting.

Keywords: supervision process, teacher development, best practice

INTRODUCTION
Movements in the world under globalization has a tremendous impact on society, Thailand. The new realities about the flow of people, capital, knowledge and technology resulting in rapid changes in all areas limitless and coherent worldwide. Thailand has the potential to be competitive and stand firm with dignity in society on the foundations of Thailand. All parties involved are aware of the need to improve the quality of people. This requires education as the key to helping people develop themselves. Their full potential the physical, mental and social aspects, which is important in laying the foundation for the development of stability and prosperity to the country. (Office of the Education Council, 2551). The English Language Institute the project has taken an evolutionary approach teaching English to prepare the ASEAN community. The goal is to improve the English language skills in listening, speaking, reading, writing and optimization.

Teaching the teachers In order to raise the quality of teaching in English and capacity building in the use of English in Thailand ongoing since 2554, with a focus on strategic activities to improve the teaching of English. Ministry of Education and was assigned to the office area of operation is the fifth teacher to student development school improvement media
development and management development from the recent problems regarding the teaching and learning of English school English teacher. Teachers not lack of knowledge, lack of skills, lack of confidence in using the English language and activities teaching English for communication. The results of the supervision of management teaching English was a key issue is the quality of teachers. The main causes are the first teachers of English education major in English, with only 37 percent secondly not trained to teach English. But it is necessary to teach English, thirdly teachers have been trained before but do not take the knowledge gained from the training to use it. The teaching can improve students to meet the targets set course (Varunee Leawviwatchai, 2548).

Educational supervision in the period of change. The need to adjust the role of supervisors is the supervisory control early work is to help others succeed in their career (Norton, Robert E. and others. 2009), which is directly related to the supervisory role of the teacher. To improve teaching quality for students as the final goal (Harris, Ben M. 1975) the goal of education and student development to ensure quality, the destination is the quality of the students. Teachers have a critical role in order to develop the students to grow as individuals complete body and mind. It is wise to maintain their livelihoods have honestly enjoyed and shared with others in society happily. It does not cause problems for themselves, their families and society to reach that destination. The students will have to learn to deal with potential over-age. under the context of schools and classrooms that are conducive to learning so it must be the focus of interest learning by the heart filled with the spirit of a teacher to lead students to develop the full potential of the talent on the age of the students. The goal of the study and development of the learner experience. Therefore, to develop students’ English proficiency has been developed to their full potential and effectively through the learning process to check the teacher intended to comply with the demand conditions, context is effectively caused. Practicality Space Office of Mahasarakham primary Educational Service Area 1 has conducted teacher development groups, learning a foreign language (English) the supervision process to best practice (2S7CIBQ) believes that it can improve teaching and learning. English teachers to effectively and improve their English skills of students better. 

Supervision process to include best practices.

1. Supervisor (S) behave develop a performance of operational standards and the professional standards. contains the aim of achievement good service personal development teamwork, analysis and synthesis research, communication and motivation. development party the visionary with an emphasis on learning and practicing their skills continuously during operation (on the job training) with a goal in the responsible practice.

2. The supervision process includes 7C
   a. Criticizing Context include the study of the present problems, needs and results of operations of the past. To contribute to the framing direction progress
   b. Creating Conceptual Framework defines the concept of operations. And Project.
   c. Constructing Innovation how to create a model development. the development of teaching and learning of English language teachers participating has ever been. Development activities in the project already. The teacher can develop a model. How to Teach English in order to communicate with their students. The students can use English to communicate. Confidently And it is good practice to teaching English based on knowledge and experience. The teachers said have been developed, such as workshops, leadership courses Learning a foreign language (English) into practice. Training teachers of English in primary and secondary schools. English teacher by training camp framework
CEFR English teachers in primary and secondary schools. Camp for intensive academic English for students and junior. The intensive camp to raise academic achievement O-NET Pratomsuksa 6 and Secondary 3 skills in English for students of elementary and junior high school. Debating Competition for students in primary and secondary by supervisors and teachers participating in the common framework of supervision to oversee the preparation of the calendar. Supervision, monitoring and evaluation tools
d. Continuing Counseling Coaching and Mentoring planned calendar Supervision oversee and guide the implementation of the project investor Presentation workshops, supervision and evaluation.
e. Concluding Achievement present Operations to exchange and develop recommendations for continuous lessons conclusion of the project implementation.
f. Conducting Learning Exchange presented the Best Practice publication.
g. Connecting Enhance Network brings best practices to develop.

3. Innovation creation of a supervisory system supervision process and innovative variants Innovation (I) to develop their professionalism.
4. Supervision recipient) (S), which consists of teachers. The change in behavior for the better.
5. Behavior changes for the better (B). recipient Supervision is satisfied with the work of the supervisors.
6. Quality (Q) teacher development model. How to Teach English in order to communicate the context and the students themselves. The students can use English to communicate with confidence. and it is best practice to teaching English Students have the ability to increase their English skills.

OBJECTIVES
1. To oversee the development process And development, teaching English in order to communicate with students and context of each school cafeteria. The students can use English to communicate with confidence. and best practice in supervising and teaching English.
2. Students can use English to communicate with confidence. Is a natural happy to learn and creativity
3. Teachers staff are presenting the results for publication and release to be known to the general public bring joy together with morale at work parties.
4. To create a network in operation networking and a strong team result operational efficiency.
5. Supervisors, teachers, administrators, students and stakeholders are happy to work together with mutual appreciation and pride in the achievements are real and lasting.

METHODOLOGY
This research methodology, research and development is a classification of eight stages.
1. recruit participants and the audience is invited English teachers participating.
   Inspiring to work to motivate the participants are eager to work
2. Meeting with the target audience in understanding the activities of the project.
3. Participants jointly study current problems to develop teaching English to students consistent with the context of the school and community learning activities designed to improve their English skills of students, focusing on the students.
   Use English to communicate with confidence is that the students learn from practice
really enjoyed the fun in learning English under the context that is relevant and corresponds to the daily
4. Workshop to fill and recommend how the pattern techniques. learning and teaching measurement and evaluation of English. Best practice Research on the development of teaching English. The teaching and learning of English the desirable ago In order to see more clearly the development stimulate further Inspiring work continues. Filled with encouraging prospects participating are encouraged to strengthen the ongoing work.
5. Supervision monitoring groups participating to monitor the progress of work morale good relationship trust between supervisors and contractors supervision. The recommendations propose ways to develop even further.
6. Workshop presented the results of operations and exchange knowledge with each other in the audience participating. Then apply what you've learned and shared to improve further developments in the process of learning English to improve their students better.
7. Target presents the exhibition of best practice development of communication To develop their English skills. The forum of knowledge sharing and presentation of best practice organized by the Office of Mahasakham Primary Education Service 1 with a developmental teaching English in PEER Center awards and certificates to the group the goal of the participating
8. Remove the lessons and results of the project implementation distributed to all parties concerned to take something and discover to develop the English language skills of students and expand the network to develop.

RESULTS
This research aims to 1) to develop a supervision process and development teaching English in order to communicate with students and context of each school cafeteria. The students can use English to communicate with confidence and best Practice in supervising and teaching English 2) Students can use English to communicate with confidence is a natural happy to learn creativity and 3) the teacher workforce have a platform for presentations and press releases are known to the general public bring joy together with morale in the work of all to create a network to work. Networking And a strong team As a result operating efficiency. 4) networks in operation there is a strong team as a result, the operation is effective. 5) teachers, administrators, supervisors, students and stakeholders are happy to work together mutual appreciation and pride in the achievements are real and sustainable results showed that 2) 90 percent of the participating students can use English to communicate with confidence is a natural happy to learn and creativity 3) supervisors, teachers, personnel of the participating 100 percent in stage presentations to publish works And release to be known bring joy together with morale in the work of all. 4) networks in operation there is a strong team as a result, operating efficiency 5) percent of the 100 students, teachers, administrators, supervisors stakeholders participating in the operation were satisfied at the most. I'm happy to be working together mutual appreciation and pride in the achievements are real and lasting. 1) supervisors and teachers participating in the project to develop 100 percent supervision process and methods of teaching English in order to communicate with their students. The students can use English to communicate with confidence and best Practice to oversee the study and teaching of English Consistent with Puttharat Tasa, (2011), who has researched the Development of the Empowerment System for Supervisors for the Foreign Language Learning Strand (English) of Schools under the Basic Education Commission. Results showed that 1. Overall current conditions and problems were found at a moderate
level and overall needs were found at a high level. 2. The empowerment system for supervisors for the foreign language learning strand in schools under the Office of Basic Education Commission consisted of 7 dimensions, namely, (1) environment with 2 components and 13 indicators; (2) factor with 6 components and 23 indicators; (3) process with 10 components; (4) production with 5 indicators; (5) outcome with 3 indicators; (6) impact with 3 indicators; and (7) feedback with 1 indicator.

As a whole and with each aspect, the evaluation results of propriety and feasibility of the system were found at a high level 3.

According to the evaluation of using the system, it was found that 1) supervisors and supervisees had overall satisfaction about using the system with reference to production, outcome, impact at the highest level and overall satisfaction about using the system with reference to environment, factor, process and feedback at a high level; 2) the supervisors had overall satisfaction about the workshop at a high level; 3) on average, the post-workshop scores were higher than pre-workshop scores at the .01 level of significance; 4) the supervisees when tested after using the system had higher post-use scores than pre-use scores at the .01 level of significance; 5) when self-assessing their own ability to organize English teaching and learning activities the supervisees provided higher post-mean scores than the pre-mean scores at the .01 level of significance; 6) when their ability to organize English activities were assessed by supervisors the supervisees provided higher post-mean scores than the pre-mean scores at the .01 level of significance; 7) The Prathom Suksa 1-6 students provided higher post-mean scores on the learning achievement test than the pre-mean scores at the .01 level of significance; and 8) after the system had been implemented, the students had overall satisfaction about learning English at a high level. According to qualitative analysis, it was found that supervisors were determined about supervision and able to supervise English teaching and learning activities.

They also perceived about their own ability and had expectation in their higher performance. They believed that they were able to work successfully and recognized the importance in developing and raising the ability of their own. Supervisees paid more respect to supervisors, accepted their supervision, and brought the suggestions given by supervisors into practice in order to better their own teaching and learning activities. Schools each will choose types of supervision which are appropriate for and consistent with the school contexts in order that supervision can be done effectively. 2) 90 percent of the participating students can use English to communicate with confidence is a natural happy to learn and creativity. Consistent with Anoma Triyakhan (2559), who has researched the development of English language learners in the 21st century "CHACES Model" which was the theme of innovation, learning and teaching There was a substantial rise in the curriculum is sequenced clear. Innovation processes through the analysis of learning theory. Students have the ability to dare English expression Characterized by a child in the 21st century is the ability to use English Known for knowledge using the Internet appropriately search and presented by ICT in different ways. A thinking process systematically students have the opportunity to exchange knowledge in the form of the plan was designed based on the workload a rationally lead a happy disposition imparts good. The exchange of the different causes that conclusion filtered and carefully around the feature to coexist with others happily. And in accordance with Supakarn Good Ratna (2559) has researched Supervision to develop teaching English grade 1-3 assessments found that the reactions of the participants thought that overall training is very appropriate. Satisfied with the overall level of supervision. 2) 90 percent of the participating students can use English to communicate with confidence is a natural happy to learn and creativity. 3) Teachers staff 100 percent in stage presentations to publish works And release to be known bring joy together. with morale at work parties.
4) Networks in the working-class schools level, district level, the provincial level, the country has a strong team. As a result, operating efficiency 5) Students, teachers, administrators, supervisors stakeholders are happy to work together. Mutual appreciation and pride in the achievements are real and lasting. Consistent with English Language Institute, (2552). Reported assessment process take its course and curriculum development groups. Learning a foreign language (English) of the Basic Education Curriculum 2544 results showed that the process take its course and curriculum development. Learning a foreign language (English) is not powerful enough to make the students achieve the intent of the curriculum development process to maximize efficiency. The staff is composed of teachers, supervisors, executives related to lack of knowledge and understanding of the process of curriculum development. And inefficiency in the implementation of the curriculum development process. The optimization process take its course and curriculum development. During the learning of foreign languages (English) were creating effective in imparting knowledge. Creating a model monitoring the course of learning a foreign language (English) assessment should focus on the evaluation form. Performance-based Assessment to create a corporate culture that emphasizes. Participate in the development process at all levels. The systems help the teachers in the school to develop a concrete mechanism. Has organized a mentor (Mentoring) requiring instructors who are experienced mentor to guide. Consultation in the form of events that cause the development of teaching, such as teaching observation. Providing feedback in a systematic goodwill. The clinic provides consultation to teachers who need help, advice, technical cooperation grouping in the school to learn the trade.

CONCLUSION

Teacher Development Group Learning a foreign language (English) with the supervision process to best practice (2S7CIBQ) resulted in the development of innovative teaching and learning English. There best practices caused by implementation of the development functions in line with the current problem is a real need. And the context of their own To develop the English language skills of students, the results are satisfactory. The practice has a profound understanding that best practice is a place of pride in the work was a joy to work. Awareness of the roles Inspiration in the work to make it even more consistently. The morale in active development. Work continued on its responsibilities, so teachers educational supervisors. Management and stakeholders it should be understood the form and method of professional development for teachers of foreign languages (English) with the supervision process to good practice (2S7CIBQ) to extensive and ongoing.

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