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Conference Proceedings

**INTERNATIONAL BUSINESS ECONOMIC TOURISM SCIENCES TECHNOLOGY
HUMANITIES SOCIAL SCIENCES AND EDUCATION RESEARCH CONFERENCE**

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INTRODUCTION

We would like to welcome our colleagues to the International Business Tourism Transport Technology Social Sciences Humanities Education Research Conference. It is the seven series in 2016 of Conference on Business Tourism and Apply Sciences was held in Amsterdam. As always many members of the ICBTS 2016 community look forward to meeting, sharing and exchanging their research ideas and results in both a formal and informal setting which the conference provides. Likewise, the concept of alternating the international conference every one month on April to November between Europe and the rest of the world is now well established. This year's event in London (UK) Paris (France) Munich (Germany) Amsterdam (Netherlands) Boston (USA) Toronto (Canada) London (United Kingdom) Zurich (Switzerland) Berlin (Germany) Tokyo (Japan) and another continues with the cultural following the very successful and productive event held in London-Zurich in August 2016 in the field of various types for international academic research conference on Business Economics Social Sciences Humanities Education and Apply Sciences. As usual The ICBTS 2016 brings together leading academics, researchers and practitioners to exchange ideas, views and the latest research in the field of Business Tourism and Apply Sciences.

The theme of this event The 2016 ICBTS International Business Tourism Social Sciences Humanities and Education Research Conference is "Opportunities and Development of Global Business Economics Social Sciences Humanities and Education" It is also represents an emerging and highly challenging area of research and practice for both academics and practitioners a like, The current industrial context is characterized by increasing global competition, decreasing product life cycles, Global Business, Tourism Development, Social Sciences Humanities Education Apply Sciences and Technology collaborative networked organizations, higher levels of uncertainties and, above all, and customers. In our view holding this event in Tokyo represents a timely opportunity for academics and researchers to explore pertinent issues surrounding Business Economics Tourism Social Sciences Humanities Education Sciences and Technology.

Potential authors were invited to submit an abstract to the International Conference Session Chairs. All abstracts were reviewed by two experts from the International review committee and final papers were further reviewed by this volume with 30 contributing authors coming from 18 countries. This book of proceedings has been organized according to following categories:

- Business
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PEER OBSERVATION AND SELF-MONITORING IN PRE-SERVICE TEACHERS' MICROTEACHING

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Abstract

This research reports on the application of peer observation and self-monitoring in pre-service English-major teachers' microteaching. The study aims to explore the effectiveness of the integration of the two strategies in improving the quality of teaching. Thirty fourth-year English-major students of Faculty of Education who enrolled in Communicative Grammar Teaching 1 class are purposively selected as the research participants. Each student is assigned to practice a microteaching lesson in order to gain more experience before their final year internship. For each microteaching lesson, two students study the student teacher's lesson plan, observe the class and make comments for the teaching quality improvement. After teaching, each student teacher is also asked to self-monitor his/her own teaching in order to plan the better lesson. The questionnaire and interview techniques asking how the pre-service teachers view their own teaching improvement process are used for the data collection. Also, the teacher's journal (for the teacher researcher's part) is used as another research instrument in viewing the development of the pre-service teachers' teaching quality. The results reveal that peer observation and self-monitoring greatly help improve the effective teaching both for the lesson planning and the teaching process.

Keywords—peer observation, self-monitoring, pre-service teachers, English-major teachers, micro-teaching

INTRODUCTION

In Thailand, English is regarded as a foreign language subject to be taught in school, but rarely used outside the classroom. A few decades ago, English language was appeared in the curriculum as elective courses in secondary schools after they had mastered their first language in the primary education level. Later in 1996, English was made compulsory as the first foreign language for all Thai children from Grade one onwards (Wongsothorn et al., 2003). Though the significance of English is marked in Thai educational system, the standard Thai is still the medium of instruction at all levels of education in Thailand (Makaramani, 2013). Despite studying English for six years in primary schools and another six years in secondary schools, many English learners in Thailand were not able to communicate in English well. This is due to the scarce opportunity of using English in the context of Thailand. Since classroom is the major source for English language practice, the teaching of English in Thai classrooms needs to be communication-oriented. Meanwhile, the teaching of English grammar should also be emphasized since grammar is the tool for language learners in their lifelong self-learning, especially in the context of Thailand where the opportunity for English speaking is rare. Consequently, the teaching of English language should be geared towards the integration of English grammar and communicative competence.

At SSRU (the research site), the fourth-year pre-service English majors must study the course Communicative Grammar Teaching 1 in order to prepare teaching grammar communicatively before their final year internship according to the B.Ed. curriculum requirement (Faculty of Education, 2012). In the course, pre-service English-major teachers study structure, word use, grammatical and semantic functions,

Communicative Language Teaching as well as practice teaching grammar communicatively through microteaching. Pre-service teachers are assigned to plan a primary education English lesson for about twenty to thirty minutes and practice teaching by having their peers as pupils. Two pre-service teachers, besides the teacher of the course, who do not play the role of pupils, are assigned to observe the teaching, make comments and give useful feedbacks for the teacher of the lesson. The teacher of the lesson will/may make a revision version of the lesson plan according to the feedbacks.

LITERATURE AND THEORY

Classroom observation is considered one of the most common ways to reflect on classroom teaching. Cohen (1973) has defined classroom observation as “those operations by which individuals make careful, systematic scrutiny of the events and interactions occurring during classroom interaction”. The observation needs at least ‘a pair of eyes’ to view classroom interaction. In this study, peers are called to observe as other pairs of eyes in order to improve the quality of teaching.

Peer observation refers to a teacher or other observer closely watching and monitoring a language lesson in order to gain an understanding of some aspect of teaching, learning, or classroom interaction (Richards and Farrell, 2005: 87). An observer should observe things that are obviously visible which usually include the following things.

- *Timing*: how much time the teacher spends on different activities
- *Activities*: The types of activities the teacher employs during the lesson
- *Questioning techniques*: The types of questions the teacher asks
- *Participation*: Which learners actively participate in the lesson?
- *Classroom language*: The kinds of language learners produce

The purpose of peer observation is to learn from the observation experience. In order to do this, the observer cannot simply depend on memory. The careful information record needs to be made to portray the scrutinized comments and advice. In this research, field notes are used as the instrument for peer observation.

Field notes consist of brief description in note form of key events that occurred throughout the lesson, including interpretations of incidents where relevant. Taking notes is an informal way of jotting down observations of events as they occur (Richards and Farrell, 2005). Thus the field notes are flexible in form. When significant things happen, the observer notes down relevant information. However, in this study the teacher researcher has designed the form of the observer to use as guideline in taking notes, including description of the class arrangement, warm-up stage, presentation stage, practice stage, production stage, wrap-up stage and overall comments and also the advice for future teaching. (See also in Appendix.)

Self-monitoring is another technique used in classroom observation in this study. Self-monitoring refers to a systematic approach to the observation, evaluation, and management of one’s own behavior in order to achieve a better understanding and control over the behavior (Armstrong and Frith, 1984; Koziol & Burns, 1985). In this study, lesson reports are used as the instrument for self-monitoring. A lesson report can be thought of as the opposite of a lesson plan. Whereas a lesson plan describes what the teacher sets out to achieve in a lesson, a lesson report tries to record what actually happened during the lesson. It is normally completed shortly after a lesson has been taught and records as many important details as the teacher can remember. A lesson report may include the following things.

- The extent to which activities and materials were relatively successful or not
- Departures the teacher made from the lesson plan
- The sequence of activities used during the lesson
- Difficulties learners experienced with different parts of the lesson

- Aspects of the lessons that the teacher felt were particularly successful
- Words, expressions, or grammatical items that students needed in order to better cope with the lesson (Richards and Farrell, 2005: 38).

As mentioned earlier, the pre-service teachers are assigned to practice teaching through microteaching. **Microteaching** is a teacher-training technique which has been used for about half a century. Microteaching was first developed by Allen and his colleagues at Stanford University in 1963 (Allen and Ryan, 1969). In the original process, a teacher was asked to prepare a short lesson (usually 15-20 minutes) for a small group of learners who may not have been her own students. This was videotaped. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Yule et al. (1983) comments that micro-teaching is a successful, analytical milieu because of its precision, its simplicity, its low pressures, low threats, and the fact that it encourages experimentation, can also be easily replicated and is controllable.

While some strategies and methods have come and gone, incorporating micro-teaching experiences into pre-service teacher education programs is still strong and alive in the 21 Century (Benton-Kupper, 2001). Bell (2007) describes micro-teaching as the common practice of having student teachers in educational method courses "teach" a lesson to their peers in order to gain experience with lesson planning and delivery. He insists that micro-teaching is a system of controlled practice that makes it possible to focus on specific teaching behaviors and practice teaching under controlled conditions.

METHODOLOGY

Thirty fourth-year English-major students of Faculty of Education who enrolled in Communicative Grammar Teaching 1 class are purposively selected as the research participants. Each student is assigned to practice a microteaching lesson in order to gain more experience before their final year internship. For each microteaching lesson, two students study the student teacher's lesson plan, observe the class and make comments for the teaching quality improvement. After teaching, each student teacher is also asked to self-monitor his/her own teaching in order to plan the better lesson in the form of lesson notes.

During the classroom observation, the observers sit at the back of the class together with the teacher researcher. The observers are trained to observe every stage of classroom interaction and make important notes of events. The questionnaire and interview techniques asking how the pre-service teachers view their own teaching improvement process through peer observation and self-monitoring are used for the data collection. The questionnaire is aimed to investigate the opinions of the pre-service teachers towards the integration of peer observation and self-monitoring concerning the microteaching in the following items. The peer observation and the self-monitoring 1) create more responsibility, 2) help become more aware of lesson preparation and planning, 3) create more understanding on lesson planning process, 4) create more understanding on the 2008 National Core Curriculum of Basic Education, 5) encourage the teachers to achieve the learning objectives, 6) encourage the observers to be able to give the teacher useful comments and advice, 7) help the observers to apply the teaching techniques in their own lessons, 8) create better ways for solving classroom management problems, 9) create better ways for solving their own content problems in teaching, and 10) increase perspectives in English learning management for primary education level.

The questionnaire is ranked and scored in 6 scales when the pre-service teachers view peer observation and self-monitoring according to the ten items above. The score is valued as follows: made no contribution (0 points), made very little contribution (1 point), made a little contribution (2 points), made average contribution (3 points), made rather great contribution (4 points), and made great contribution (5 points).

Also, the teacher's journal (for the teacher researcher's part) is used as another research instrument in viewing the development of the pre-service teachers' teaching quality.

RESULTS

The questionnaire result revealed as shown in Table 1

Table 1
Opinions towards Peer Observation and Self-monitoring used in Microteaching

Peer Observation and Self-monitoring	Score out of 5
1. create more responsibility	4.23
2. help become more aware of lesson preparation and planning	4.63
3. create more understanding on lesson planning process	4.63
4. create more understanding on the 2008 National Core Curriculum of Basic Education	4.40
5. encourage the teachers to achieve the learning objectives	4.50
6. encourage the observers to be able to give the teacher useful comments and advice	4.50
7. help the observers to apply the teaching techniques in their own lessons	4.67
8. create better ways for solving classroom management problems	4.53
9. create better ways for solving their own content problems in teaching	4.50
10. increase perspectives in English learning management for primary education level	4.50
Average	4.51

According to the score shown (4.51), it could be interpreted that pre-service teachers think that peer observation and self-monitoring greatly help improve the effective teaching. When interviewed concerning the lesson planning and the teaching process, the informants all agree that peer observation and self-monitoring greatly help improve the effective teaching both for the lesson planning and the teaching process. Their comments/ suggestions from the interview concern the microteaching management e.g. the time allocation and the classroom attendance checklist.

From the teacher researcher's journal, the pre-service teachers viewed themselves important when observing their peers' teaching. They are actually learning how to improve their own teaching by observing others. They can make useful comments which are sometimes overlooked by the teacher researcher, such as, the teacher's movement, the classroom instructions, or the material use in class.

CONCLUSION AND DISCUSSION

Peer observation and self-monitoring greatly help improve the effective teaching both for the lesson planning and the teaching process (Cosh, 1999; Gebhard, 1996; Richards and Lockhard, 1994; Wajnryb, 1992). For peer observation, it can help teachers become more aware of the issues they confront in the classroom and how those issues can be resolved. For self-monitoring, it can help the teacher see how the future lesson on the same topic should be planned. Sometimes, the lesson planning and the actual teaching do not go the same way. By immediately taking notes after the teaching, the teacher can consider their teaching successful or not, why, why not, and how the lesson could be improved for the future teaching.

It is recommended that peer observation and self-monitoring should be used as useful tools in pre-service teachers' training. The pre-service teachers obviously benefit from the practice of peer teaching, peer

observation, and self-monitoring. Future research can focus more on how observers can make useful positive advice and how the teacher should take useful notes after teaching.

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APPENDIX

Classroom Observation Note	
Teacher: XXX	Supervisor: YYY
Grade: 6	Class duration: 30 minutes

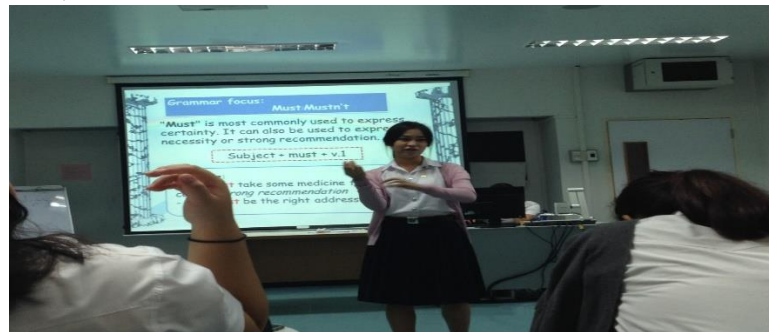
Class Size: 15 students	Lesson: My School
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Language Focus: have to/don't have to, must/mustn't

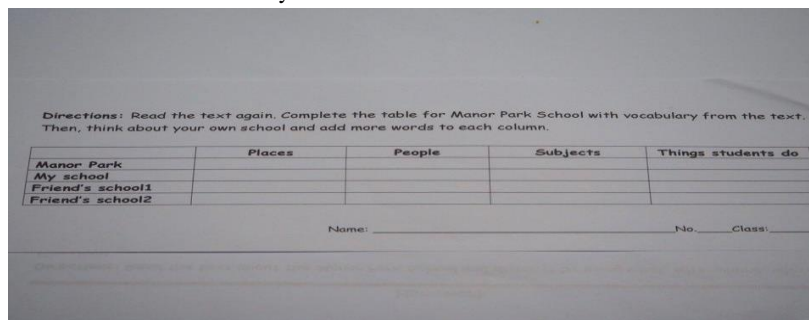
Description of the class arrangement: The teacher arranged the students to sit in the U-shape position so that everybody turns his/her face to the board/ screen. The classroom was equipped with the computer, the projector and the screen. The teacher could switch using the board and the screen according to what he wanted to focus on.

Warm-up Activities: The teacher greeted and asked students "What's your favorite subject?". Then, the teacher brushed up students known vocabulary with pictures by power point presentation. The teacher gave them some time to think about meaning of vocabulary and asked some students to answer the words.

Presentation Activities: The teacher gave the article in knowledge sheet to students. First, the teacher told students to read the article aloud and asked students whether they had any unfamiliar words. Showed the words on power point presentation which related pictures. After that, the teacher let students guessed the meaning. When they guessed already, the teacher showed the meaning and explains to them. The teacher gave some example of the words that were difficult to understanding. Then, the teacher let them read together. Finally, the teacher taught grammar to students about how to use "have to/don't have to, must/mustn't" clearly.



Practice Activities: The teacher gave the table of paper to students for adding vocabulary in the article to the table completely. Then, the teacher had students survey their friends and added answer in the table.



Production Activities: The teacher had students do classroom activity and told students to create an article about "your perfect school" by individual. The teacher showed some guideline in worksheet to the students. Example:

- A name of your school
- The size of your school
- What students can/cannot do
- What students have to/don't have to
- What subjects you study

Wrap-Up Activities: The teacher let students told the use of have to/don't have to and vocabulary again together as a whole class. Before finished class, the teacher gave homework to students do flowchart by group (5 students per group)

Overall Comments of this Lesson: The teacher has good effort on teaching Grade 6 students to understand how to use have to/don't have to, must/mustn't. She chooses the pictures which are the vocabulary for students understand easily. When she explains the meaning of vocabulary, she explains clearly. Some students pronounce wrongly, she tells students immediately

and she shows the correct pronunciation too. The article which she has students read is quite an interesting text. The activities are interesting. They make students react with their friends and improve speaking skills too. Besides, they also help the students create their idea for making stories by themselves. The knowledge sheet is OK for the students because it makes students understand easily.

Specific suggestions concerning how this class could have been improved: Although the teacher attempts to explain the vocabulary to students clearly, the teacher should have students spell some words for checking students' understanding. In reading the text, the teacher should have students read after the teacher because some students may not know some words and they may produce wrong pronunciation. In grammar, the teacher should be careful not to say "must to..." because it makes students confused how to use "must". During activity time, the survey is not clear for students; the teacher should demonstrate how to do their task every time before having students do activities. In pronunciation teaching, the teacher should be more careful in pronunciation such as the difference between "allow and arrow". Sometimes, the teacher speaks unclearly, so the teacher should speak slowly. Finally, the teacher should give more feedback.

Further recommendations: The following website might be useful for the future teaching.

<http://www.oxfordlearnersdictionaries.com>

<http://www.voki.com>