Effects of Multilevel Reflection Model Instruction on Lao Pre-service Teachers' English Teaching Performance

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งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนภาษาอังกฤษโดยการใช้รูปแบบการสะท้อนคิดหลายระดับที่มีต่อความสามารถการสอนภาษาอังกฤษของนิสิตครูลาว และ 2) เพื่อสำรวจความคิดเห็นของนิสิตครูลาวต่อการจัดกิจกรรมต่างๆ ในแต่ละระดับของรูปแบบการสอนแบบสะท้อนคิดหลายระดับ กลุ่มตัวอย่างของงานวิจัยครั้งนี้ประกอบด้วยนิสิตครูชั้นปีที่ 3 ปีการศึกษา 2559 สาขาภาษาอังกฤษ คณะศึกษาศาสตร์ มหาวิทยาลัยแห่งชาติลาว จำนวน 20 คน ผู้ลงทะเบียนเรียนวิชาระเบียบวิธีการสอน คัดเลือกโดยวิธีการสุ่มแบบเจาะจง การวิจัยครั้งนี้มีระยะเวลา 12 สัปดาห์ เครื่องมือที่ใช้ในงานวิจัยได้แก่ แบบประเมินการปฏิบัติการสอนของนิสิตครูก่อนและหลังการสอน แบบบันทึกหลังการสอนของกลุ่มนิสิตครู และ แบบสอบถาม การวิเคราะห์ข้อมูลโดยใช้สถิติเชิงบรรยาย,Wilcoxon Matched-Pairs Signed-Rank Test และการวิเคราะห์เชิงเนื้อหา

ผลการวิจัยพบว่า 1) คะแนนการปฏิบัติการสอนของนิสิตครูเพิ่มขึ้นแบบไม่มีนัยสำคัญที่ระดับ 0.05 2) การเขียนแบบบันทึกหลังการสอนของกลุ่มนิสิตครูมีการพัฒนาขึ้นจากระดับขั้น2 สะท้อนคิดจากการบรรยายสู่ขั้น 3 สะท้อนคิดจากกระบวนการสอน 3) ความคิดเห็นของนิสิตครูที่มีต่อกิจกรรมต่าง ๆ ในแต่ละกระบวนการของรูปแบบการสอนแบบสะท้อนคิดหลายระดับแสดงให้เห็นว่านิสิตครูมีทัศนคติเชิงบวกต่อกิจกรรมในแต่ละกระบวนการ

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The objectives of this study were to investigate the effects of Multilevel Reflection Model Instruction on Lao pre-service teachers' English teaching performance and to explore the opinions of Lao pre-service teachers on the arranged activities in each level of Multilevel Reflection Model. The samples were 20 pre-service teachers who enrolled in Methodology course at Faculty of Education, National University of Laos. Purposive Sampling technique was used. The duration of the experiment lasted 12 weeks. The research instruments were teaching evaluation form before and after teaching performance, reflective journal writing and a questionnaire. The data were analyzed using descriptive statistics, the Wilcoxon Matched-Pairs Signed-Rank Test, and content analysis.

The findings revealed that 1) the English teaching performance scores were increased without statistically significant at the level of 0.05. 2) Pre-service teachers' reflective journal writing through their teaching improved from level 2-Descriptive Reflection to the level 3-Pedagogical Reflection. 3) Pre-service teachers expressed positive opinions towards the treatment.

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CHAPTER I
INTRODUCTION

Background of the study

The English language has been taught at school for centuries and it has become one of the most widely used and spoken languages in various countries worldwide. It dramatically influences communication in trade, economy, the internet, science, and education. On the other hand, working knowledge of English is also required in many fields. Many occupations and education ministries around the world have modified the teaching of English to at least a basic level of education. Today English language is most widely taught and learned as a second and foreign language in several countries. In 1986, the English language was introduced in Lao PDR on the "Chintanakanmai Mai" new thinking policy. Since it has been increasingly important in Lao society under the educational reforming levels. English is, therefore, included in the curricula of primary, secondary, upper secondary and tertiary education in Lao PDR.

Lao PDR is one of the Asian countries that the English language has been taught as a second and foreign language in schools and tertiary institutions, particularly, in higher education institutions on public education and private education sectors. Lao PDR was colonized by French for a long period of time. At that time, English language was limitedly used in Lao PDR as French was still largely used in government official documents, the teaching and learning in most secondary and higher education instructions as well as in running a business (Lewis and Luangpraseut, 1989). After Lao PDR reformed its educational system, Lao government aims to reduce the poverty and illiteracy across the country in 2015-2020. In general, secondary school students in Lao study English two hours per week. This goal was not sufficient for the overall English proficiency of the students. Most students were not motivated to study English. Furthermore, in 1975s most English documents were destroyed because the significance of this language was ignorant after Laos gained its independence from colonization (Souriyavongsa et al., 2013).

In the recent time, the Ministry of Education and Sports (MOES) has implemented national education policies of Lao government by setting strategic plans on education up to the year 2020. The government is focusing on expanding higher education to meet the needs of the new labor market, applying technology, and modern science, and professional training. Education is considered as a core human resource development. In addition, the Ministry of Education and Sports (MOES) has stated that one of its policies is to "promote learning of foreign languages, especially English to meet the needs of socio-economic development of the country" (MOES, 2000).

In 2000, the Lao government and the Ministry of Education and Sports (MOES) connected the educational system with broader socio-economic development. They recognized the need for lifelong education opportunities to ensure that all people can continue to improve their English skills. In general, this strategic vision emphasizes education as a core component in overall human resource development and the development of the Lao PDR. In fact, the idea of education for all also emphasizes teacher's development. Lao pre-service teachers' English teaching performance is also important for educational reform because soon the pre-service teachers will become the participants of pedagogical and national education development. Due to the fact that teacher development includes all facilities in English teaching and learning, it becomes the important part of both short-term and long-term education development particularly the quality of education on the ASEAN network education.

Since pre-service teachers should be encouraged to improve their teaching and learning techniques continuously. The teaching model of pre-service teachers is important for students in order to become an expert. The teacher's status should be upgraded to improve the quality of life. In addition, sometimes in the past, learning and teaching was teacher-centered. It is so-called the traditional way. Currently, it has been changed to student-centered. This is like pre-service teachers. They always change from time to time because some materials they used in the past were only textbooks. They did not have new kinds of materials and teaching technology to support teaching.

Teacher professional development is very important for all educational sectors. Most of pre-service teachers regularly have to do microteaching in class to gain more new knowledge and experience, and that is why the preparation and training programs are important for them. Basic skills are a factor for learning and teaching for developing teachers, and teachers are multi-skilled. For example, they should be able to teach the appropriate subjects, plan for learning and teaching, acquire social competence, teachers' ethics, and get ready for improving in their weak points or developing themselves. The people who launched the educational development in all aspects are teachers and principal (school management). Teacher development is encouraged in many ways such as learning through performance by the process of reflection, related to the practicum in teacher's English teaching performance. During this process, teachers can also be prepared for critical thinking and reflective thinking. The reflection method helps improve teachers' knowledge to a higher level. This process is appropriate for preparing teacher's English teaching performance and developing knowledge (Moon, 1999).

Reflective practice has become a common term used to describe a variety of activities in teacher education program (Loughran, 2002a). Schön (1983) defines that it is the best experience which involves thoughtfully considering one's own experiences in applying knowledge to practice while trained by professionals in the discipline. Pre-service teachers are frequently required to observe, conduct lessons in schools and reflect on the experiences. One of the most developments pre-service teachers is reflective practice; furthermore, reflective practice is becoming an important feature of ESL/EFL teacher education programs worldwide. One way that may promote reflective practice for English as a foreign language (EFL) teacher is the formation of teacher development groups.

The most important course in Department of Foreign Languages is a Methodology course in which teachers teach students how to design a lesson plan, and teaching practice in class before practically teaching in secondary schools. According to the researcher's experience of teaching, there were some problems occurred in the English language teachers program which affect account for pre-service teacher's poor English teaching performance. The textbooks used to teach pre-service teachers focus on knowledge and content that pre-service teachers need to know. Therefore,

the class is based on lectures and teacher-centered activities. So at the time, some pre-service teachers did not have much chance to literally practice teaching. Lack of materials and technology to support teaching and learning is another cause. Pre-service teachers should be introduced to review the teaching principles to apply in their teaching practices, and analyze their reflections based on their teaching to improve their teaching performance. Some researchers have used reflection to improve teaching and learning and they have found that reflection is effective. Liou (2001) expresses that critical reflection raises teachers' awareness about their teaching, enables the deeper understanding of variable related to teaching and triggers a positive change in their practice. These researchers believe reflection is important to prepare pre-service teachers for their teaching practices. One of the reflection models which may provide a good solid foundation for the pre-service teachers to use and practice with reflection to improve their teaching performance is the Multilevel Reflection Model proposed by Etscheidt et al. (2011). The researcher had never found any implementation in Lao pre-service teachers' English teaching performance. Therefore, the researcher was interested to develop the course using the Multilevel Reflection Model Instruction to help pre-service teachers in English teaching performance to improve their teaching ability. This study explored the concepts of Multilevel Reflection Model, proposed the framework of how it can be applied to the context of Lao's pre-service teacher training, and investigated its effects on English teaching performance.

Research questions

1. To what extent does Multilevel Reflection Model instruction affect Lao pre-service teachers' English teaching performance?
2. What are the opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model?

Research objectives

1. To investigate the effects of instruction using Multilevel Reflection Model on Lao pre-service teachers' English teaching performance.
2. To explore the opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model.

Definition of terms

Multilevel Reflection Model Instruction is the instructional process of how to scaffold pre-service teachers to think over their teaching practices, analyze how something was taught and how the practice may be improved or changed for better learning outcomes. The model consists of three levels: technical level, deliberative level and critical level. The activities at technical level include a critique of lesson development and delivery. At the deliberative level, the instructors employ interactive journal writing and video-Based lesson analysis to let the pre-service teachers reflect their belief and thinking when they need to solve problems and make a decision about teaching and learning. And finally, at a critical level, a topical seminar is used for discussion to examine moral and ethical of the classroom practice. The goal for this multilevel reflection model is to improve their teaching skills.

English teaching performance means teaching activities done by pre-service teachers in the classroom. In this study, pre-service teachers will be asked to prepare lesson plans to teach English language skills and demonstrate these skills. Their teaching performance is evaluated using the teaching evaluation form which is used when the pre-service teachers do their practicum in school (See Appendix D).

Reflective practice is the capacity to reflect on action so as to engage in a process of continuous learning. Reflective practice provided pre-service teachers with means to internalization their teaching practice. This leads to developmental insight (Schön, 1983), reflective practice is taught and practiced in the course using Multilevel Reflection Model Instruction.

Pre-service teachers refer to students in 3rd year who are studying English in the first semester at the Department of Foreign Languages, Faculty of Education, National University of Laos, in the academic year 2016.

Opinion on the arranged activities of Lao pre-service teachers refer to pre-service teachers' positive and negative responses showing their understanding of the activities based on three levels and to their learning progress. The pre-service teachers' responses were explored by using a questionnaire after the course how the three levels of Multilevel Reflection Model benefit or hinder pre-service teachers' learning.

Scope of the study

1. Population

The population consists of 3rd year English majored undergraduate pre-service teachers at Faculty of Education, National University of Laos in the academic year 2016.

2. Sample group

Sample group involves twenty pre-service teachers who were assigned to be under the supervision of the researcher, the final course of the teacher preparation courses.

3. Context

3.1 The data were collected during the time the pre-service teachers participated in this Methodology course while the researcher was acting as an instructor of the course. The study incorporates both quantitative and qualitative methodologies.

3.2 The content of the course includes topics about English language teaching using Multilevel Reflection Instruction that the researcher as an instructor of the course designed based on the framework by Etscheidt et al. (2011).

3.3 The outcome was focused on the expected change of reflection level of their English teaching performance which would result in better teaching performance.

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CHAPTER II
LITERATURE REVIEW

This chapter presented the reviews of the documents related to the topic and research about reflection, the Multilevel Reflection Model, teaching performance and the overview of the National University of Laos. The literature review on the topics is presented below.

Reflection

Reflection is a form of conscious response (a processing phase) to event or situation, and experiences within that situation or event. It consists the entire manner from formal to informal occasions. They are quite complex. For example, lectures, response to student comments, field trips, laboratories, group work, practicum placement, tutorial, participation in an assessment task, world event, personal and internal feelings. For teachers and students, the responses may include what they think, do, feel and summarize both of the time before and after the experience.

Boud et al. (1985) viewed that the reflection in learning and teaching in the context, those intellectual and affective activities were generic terms in which individuals engage to explore their experiences in order to lead to new understandings and appreciations. It might take place in association with others. It may be successfully or unsuccessfully.

Dewey (1933) reported that reflection is one of the modes of thought, active, persistent, and careful consideration of belief and future conclusions to which it tends.

The importance of reflection

Reflection is the most necessary for learners because it helps the learners to be aware of what they learn and what they should improve. The students can set the way they learn and goal on learning as well as thinking finely and carefully. They will think more critically than learners in general who do not manage the plan and ideas (Baron, 1981). Considering connecting the part of the experience, reflective thinking can help relating cause an effect through the information so the students can bring

knowledge from the new thinking to be a guideline in analysis and solve the different environment (Baker et al., 2001).

Concept of reflection

Reflection can be broadly defined as the deliberate, purposeful, metacognitive thinking and action in which educators engage in order to improve their professional practice. Different theories models and levels of reflection have most commonly focused on differentiating the major elements of the construct (Sellars, 2014).

According to Dewey (1933), the reflection is active, persistent and careful consideration of the belief or supposed form is known in the light of the grounds that support it and the further conclusions to which it tends, it was distinguished from the random consciousness' stream of everyday experience.

Calderhead (1989) viewed that reflection is a process of becoming aware of one's context, of the influence of societal and conceptual constraints on earlier time taken-for-granted practice and gaining control over the direction of the influences. In addition, Smith (2011) described reflection in its most useful form as characterized by a complex and multidimensional search for understanding drawing from the past and the present, with implication for the future. These thoughtful practices can be a useful tool during "pre-practice, interactive and post-active phase of teaching".

Moon (2004) described that reflection is a part of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting, and the term of reflective learning emphasizes the intention to learn from current or prior experience.

Therefore as a part of education, reflection as a process allows the student to establish connections between new and existing knowledge and experiences, to understand their own position within that relationship and to deepen the level at which they work with them at the academic, personal and professional levels.

However, an educational application would seem to imply some forms of structure to the reflective process. To establish structure requires a greater understanding of reflection as a process within thought and the construction of knowledge. For this reason, models of reflection within learning may be seen as

essential to the construction of reflective practices within the educational setting (Platzer et al., 1997)

To summarize, a reflection is an experiential form of process after teaching, which explained one's performances in order to improve the new thinking and changing in a good way in the future. Teachers gather the data about their teaching and use that information as a tool to design and develop their future lessons.

Reflective practice

1. Definitions of reflective practice

The reflective practice occurs when exploring an experience that has had to identify what happened. Teachers' role in the experience was included behavior and thinking, and related emotions. This, allows teachers to look at changes to their approach for similar future events. If reflective practice is performed comprehensively and honestly, it will inevitably lead to improved performances.

Reflective practice is an developing concept which it has been influenced by many pedagogical and philosophical theories (Florez, 2001).

Osterman and Kottkamp (1993) describe that reflective practice is viewed as a means by which practitioners can develop a greater level of self-awareness that creates opportunities for professional growth and development. Reflective practice is therefore all about thinking about an experience with a view to gain an improved understanding and a view to gain self-improvement. The principal reason for using reflective practice is to improve performance.

Bolton (2010) said that reflective practice is learning through examining what we think happened on any occasion, and how we think others perceived the event and us, opening our practice to scrutiny by others.

Reflective practice is as a tool that allows a teacher and pre-service teachers to understand themselves, their personal philosophies and the dynamics of their classroom more deeply. In addition, teaching as reflective practice has been widely embraced; the importance of critically reflecting on teaching practices has become increasingly important (Robins et al., 2003; Schön, 1983).

Liou (2001) conducted the reflective practice in a pre-service teachers education program for high school English teachers in Taiwan. The results showed

that practical teaching is main goal used to evaluate for pre-service teachers on the topics categories and critical reflection than descriptive reflection, it showed a substantial development of critical reflection.

According to the definitions of reflective practice above, the researcher defined it as all things about thinking about experiences of all pre-service teachers while they practiced teaching for the purpose of self-improvement.

2. The Benefit of Reflective Practice

1. Improve your teaching practice

Reflective practice is an important aspect of training teachers who become novice teacher. This often comes in the form of a journal where one is encouraged to reflect upon the various aspects of your teaching. In other word, if the content of the lesson has gone well, it's worth analyzing why it went well, what it was that made it work then decided whether to repeat the lesson again or to improve further.

2. Learning from reflective practice

When asking the question like, do you learn by reflecting? The answer will be yes or no. According to (Moon, 2004), he indicates the connection between reflection and the role in learning. Moon refers to a continuum with a surface approach to learning on one end of the continuum and a deep approach. Surface learning describes a person who is concerned only with the superficial aspects of a subject, memorizing facts, and the reflection is limited. A deep approach involves the learner submersing themselves with the subject matter, seeking to understand its meaning in relation to previous knowledge.

3. Enhancing problem-solving skill

Time is spent on considering of solving the problems, but before solving the problem, recognizing and identifying exactly what the problem is should be done. Osterman and Kottkamp (1993) described that the problems are often regarded as an indicator of incompetence or event failure, as a result of this, many of them have built effective defenses for preventing problem recognition. And in other words, they have to face up to shortcoming. In addition, there are six steps in problem-solving as follow:

1. Clarify and describing the problem (clarification)
2. Analyzing the possible course (analysis)

3. Considering alternative (deliberation)
4. Choosing one (selection)
5. Putting it into practice (initiation)
6. Evaluating whether the problem was solved was or not (evaluation)

4. Becoming a critical thinker

Elder and Paul (1994) stated that critical thinking is best understood as the ability of thinkers to take charge of their own thinking. There is a direct correlation between reflection and thinking critically. In fact, many attributes are shared by both. Some attributes of critical thinking are to ask pertinent questions, to look for proof, to assess statements, arguments, and a sense of curious. Critical thinker suspends their judgment until all facts have been gathered and considered, looks for evidence to support assumption and beliefs. Reflection will result in a person changing their mind; as a critical thinker, they will be able to adjust opinions when new facts are discovered. The other attributes of a critical thinker that complement reflection are the ability to examine problems and ability to reject information that is incorrect or irrelevant.

Moon (2004) suggested that reflection actually shows the pace of learning and provides us with what he refers to us intellectual space. Reflection requires the luxury of time for thinking, which can be a new concept of some, but putting time aside to think is important.

5. Making decision

Decision making goes hand in hand with problem-solving and critical thinking, decision making is practiced and there are a number of techniques that can assist with this process. Decision-making technique will help one make the decision possible with the available information. Decision making is a process of identifying the existence of a problem and finding the most appropriate solution to it. The following seven-step model can be used in order to make a decision, 1) Think about the situation, 2) Identify the problem, 3) Assemble all appropriate information, 4) Develop as many options as possible, 5) Evaluate each to decide which is desired, 6) Decide on most appropriate option, 7) Put it in action.

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6. Improving your organization skills

Organization skills were useful when teachers have large or time-consuming projects to complete. Preparing to be organized including the need to practice self-management skills and the organization of the time. This can be achieved by an increased self-awareness of one's personal issues in relation to setting the standards and the organizing skills and taking responsibility for behavior and actions.

7. Managing personal change

Bolton (2010) conducted that reflective could fall into the trap of becoming the only confession because one could search for the situation are not going well, thus read up, think of them, decide how to deal the next time the situation occurs. Schön (1983) suggested that when practitioners becomes a researcher into his or practice, they engage to continue the process of self-education and the error's recognition with it is resulting uncertainty, they could become a origin of discovery rather than an occasion for self-defense. As the learners, when reflecting teachers, they will find the change, either as a result of changes in the attitude.

8. Acknowledging personal values

The values are appropriated from experiences, for example, reading and watching. When reflect somebody, sometimes people are not wrong, and they just have different values. This has the potential to create a problem due to personal could clash the values of learners, peers and organization.

9. Taking your own advice

It can be said that there are truths to listen the advice. Although, who got the advice was from someone and they are agree about what people thinking in the first place. It may save time from the person in order to do not require others to tell what they already know.

10. Recognizing emancipatory benefits

People stated that self-doubt is a normal for new teaching because ones can find the way through new territory and discover while the other do not have a map. If ones lucky will have a piece of a map, but it was separated, ones may not be sure if the map is one part. Ones will have many questions and answers.

As Hillier (2005) observed the other positions informed the positions. The result gradually begins to appreciate were not only the ones, but it surrounds by the

position and nature. Gradually the big picture was recognized the own place, the characteristics in the map has taken on a three-dimensional, colorful and the film is moving surround sound.

In sum, the ten benefit of reflective practice can be beneficial to ones very much. It depends on the own personality and skills. They could be linked to the professional as well as to personal life. The benefit is a highlight for teaching practice, the skills as problem-solving, critical thinking and decision making, organizational and personal change-management skills, personal value, relying on your own advice, leading to emancipator benefit.

3. Process of reflective practice

The processing of development of reflection can be the verities of reflection as individual reflection, reflection with partners, reflection in small group and teams, the strategies and technique used for promoting reflection. It is divided in many ways or activities such as journal writing, dialogue, reflection mapping, reflection roundtables, talking cards, six hats, portfolio (York-Barr et al., 2005).

Reflective teaching and learning

Reflective teaching is used in an introductory course in pre-service teacher education to introduce pre-service teachers to the role of the teacher and to the tasks of teaching. It is used even more generally in methods courses, which focus on helping prospective teachers to gain knowledge of theory and then to learn to apply this knowledge under control. For example, educational psychologists teach novice teacher about motivation or human learning and then use reflective teaching to see how well students can apply this knowledge in the act of teaching. Meanwhile, leaders of seminars for student teachers use reflective teaching to provide common experiences that can lead student teachers to share and explore their own classroom experience and to probe the deeper, personal meaning of teaching.

Thus, it is not the sufficient for teachers to study others to extended professional. Stenhouse (1975) stated that teachers should study themselves. Teachers need to question their own practice systematically as a basis for their professional

development. On the other hand, self-evaluation and peer evaluation are important for pre-service teachers as follows:

• ***Self-evaluation***

The perspective of the teachers is essential to express their own view about teacher's performance, and to reflect upon the personal, organizational and in situational factors that affect teacher teaching. In self-evaluations, teacher should think about which elements of the lesson and which could be improved. Therefore, the basic of self-evaluations consisted of three main points: what went well, what not so well and how this could be improved.

Hillier (2005) summarized that the reflection on teaching and learning that has taken place, it shows that there has everything was done which has worked well for learners so that it continues doing this for future learners. If there had anything has gone wrong, it also finds something that it can try to prevent it happen again.

•***Peer evaluation***

Evaluating the performance can become a disheartening experience if we only reflect upon those areas that need improving. When evaluating teaching for a longer term, a teacher might consider asking the learners what they thought of lesson. Asking for feedback from learner can be scary. In addition, student's voice has been recognized as an influential tool to improve teaching and learning practices and also feedback from other play important role in improving pre-service teachers' teaching performance. Regarding the literature review about peer's feedback, it is meaningful feedback provides pre-service teachers with an understanding of how they close the gap between current and expect performance helps them regulate their own teaching (Boud, 2000). Yariv (2011) mentioned that the collegial support teacher's guidance in order to assist pre-service teachers to overcome their poor teaching performance.

Roffey-Barentsen and Malthouse (2013) describes the peer evaluation and feedback consists of observations from friends, teachers, colleagues, and managers in relation to aspects of teaching. In other words, peer evaluation can be depended on the person who gives feedback. So it can be formal and informal.

The perception of pre-service teachers regarding their oral feedback provided practice during their teaching implement and focused the content on determining of variety feedback. The effectiveness of feedback to pre-service teachers to improve

their teaching practice by teacher or peer during teaching practice (Koc and Ilya, 2016)

The Reflective Teacher

Experience shows that it is the teacher's own performance, personal and professional skills, expectations and relationships in the classroom that are the key factors in influencing pupils' behavior, attitudes, and subsequent progress. When the teacher possesses the wisdom and resilience to adopt a reflective and objective views their own practice, they also have the vital ingredients for enhancing their classroom practice.

Louden (1991) defines reflection as serious and sober thought at some distance from action and a mental process which takes place out of the stream of action, looking forward or usually back to actions that have taken place.

According to Boud et al. (1985), the reflection is part of the process of learning and is a generic term for those intellectual and effective activities in which individuals engage to explore their experience in order to lead a new understanding and appreciation.

Ross (1990) suggests that in teaching, reflection is a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices.

As a role of teachers is shaped and redefined by current ecological influences, teachers, both trainee teachers need reflective competencies and confidence in their abilities. As teacher preparation in the faculty aims to produce teachers who value inquiry as a way to enhance professional practice, reflective practices should be advanced in order to equip teacher to organize key moment in their classroom (Isikoglu, 2007; Meier and Stremmel, 2010).

Reflective practices can be important in helping teacher candidate to build bridges between pre-service to in-service and between theory and practice (Ference et al., 2009).

Reflective Journal

Reflective journal was widely acknowledge as important tools for promoting reflective practice as Gilmore (1996) conducted the individual activity that pre-service teachers record ideas, thoughts, reflections and feelings to paper. Some studies suggested that pre-service teachers could reflect through peer observation (Bell, 2007), reflective interviews(Trumbull and Slack, 1991) and reflective journal(Borg, 2001). According to Iwaoka (2007), a journal is an instrument for practicing and writing as well as reflective journal carries from the typical class notes in which passively record data or information. It should be reflected not only listening to events but reflect upon the lessons the learner learned, it will record the experience in class. In addition, pre-service teachers have developed a pattern of focusing on what they feel, they are supported to say in order to please supervisors and lectures(Francis, 1995).

Maarof (2007) examined the reflective journal for pre-service teachers. The study focused on the types of reflections, strategies, and perceptions of the trainees toward reflective journal. It found that 77% of the trainees state that the task assisted them in evaluating teaching methods, strengths, weaknesses, and problems in teaching. A reflective journal is a strategy of encouraging the learners to become more reflective and asking them to keep the reflective journal. In addition, a reflective journal provides an opportunity to think about a subject, incident or situation and it provides a permanent record of the thoughts of the person. What makes it distinct from a diary is that it benefits from being structured (Roffey-Barentsen and Malthouse, 2013).

- *Reflective journal evaluation*

With regard to the studies of level reflective writing range from the surficial, very descriptive writing, reporting what happened to the highly deep level of reflection. In addition, to develop the writing, it is helpful to read back one of reflective entries and judge where on the scale it fits most accurately. Many researchers talk about the various and different types or levels of reflective writing. However, the definitions, as well as the key terms, they gave for each level to show in this study as follow:

As Hatton and Smith (1995), identifies a level of reflective writing for four types of writing.

1) Descriptive writing (not reflection): described the event or reports something that you have read. No attempt to provide reasons for the event.

2) Descriptive reflection: attempt to provide reasons for events or actions, but show some evidence of consideration using descriptive language.

3) Dialogic reflection: a stepping back from the event or actions leading to the different level of mulling about discourse with one's self through the exploration of possible reasons.

4) Critical reflection: demonstrates awareness that actions or events are explained by multiple perspectives.

Larrivee (2008) studies the various four levels of reflective journal evaluation. 1) The first level, *pre-reflection/ non-refection*, the teacher interprets classroom and react to students situation automatically without conscious consideration of alternative response. Teachers lack showing content.

2) At the level of *surface reflection*, teacher's examination of teaching methods used to reach lesson goals and teacher's reflection focus on strategies.

3) *Pedagogical reflection* level, a teacher is constantly thinking about how teaching practices are affecting students' learning, how to enhance the learning experience. The content reflects on educational goals in order to improve practice and reaching all students.

4) The last level is *critical reflection*; a teacher is engaged in ongoing reflection and critical inquiry concerning teaching action as well as a thinking process. The content of reflection tries to discuss the moral and ethical and consequence of those on teaching practice. Teacher considers how persona belief systems and a relationship between classroom and social factors.

Ward and McCotter (2004) mentioned the four level of reflection. (1) Routine reflection. (2) Technical reflection. (3). Dialogic reflection, and (4) Transformative reflection. The first level which it was conducting the impact of the practice or experience on the pre-service teachers' personal response or little inquiry. Then, the second level is exploring the specific teaching tasks. This level was inquiry-guided by questions specifically classroom situations. Another level is reflecting on student

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outcome with considerations of dissimilar views. Lastly, this level is yielding fundamental pedagogical such as ethical, cultural, moral or historical concerns leading to changes in practice.

Loughran (2002b) developed a framework to help make the invisible day to day to reflective practice of teachers visible. The framework consists of “reflection during the act of planning the lesson (anticipatory reflection), and during the actual teaching of the lesson (contemporaneous reflection), as well as after the lesson (retrospective reflection)”.

Van Manen (1977) developed three levels of reflection based on the Habermas as a hierarchical structure. The first level is a technical reflection, it is addressing to apply the specific skills, and it is learning and teaching in the classroom and considering alternative actions and strategies. The second level is showing about a practical reflection which interpreting the value of specific teaching practices for independent individual teaching decisions. The last one is an investigating the influence of structural and societal constraints how personal values could conflict with the constraints.

Jay and Johnson (2002) described the reflection in three dimensions and guiding questions of a typology of reflection as descriptive, comparative, and critical. For descriptive dimension describes the matter of reflection and they used typical questions such as what is happening? Is this working, for whom is it not working? How am I feeling? What am I pleased or concerned about? Does this relate to any of my stated goals, and to what extent are they being met? Comparative dimension can be reframed the matter for reflection in light of alternative view, others' perspectives, research, etc. For example, what are alternative views of what is happening? How other people who directly or indirectly involved do describe and explain what's happening? How can I improve what's not working? If there is a goal, what are some other ways of accomplishing it? How do other people accomplish this goal? Each perspective and alternative, which is served? For critical dimension is considering the implications of the matter, establish a renewed perspective. For example, what are the implications of using particular strategies in my teaching when viewed from alternative perspective? On the basis of these perspectives and their implications, what strategies would be the most effective in helping the pupil to achieve the

intended learning outcomes? Are these particular learning outcomes appropriate for the diverse range of learners within this class? How do I know where is the evidence?

- *The outcomes of journal writing*

Some experiment studies that they have attempted to find the outcome of journal writing. According to Morrison (1996), mostly students join in experimental studies to find the useful journal, even they are difficulties to start at first. The difficulties of measurement are the different journal writing is used for and the different ways in which students might learn or benefit from the exercise (Fulwiler, 1987).

Hatton and Smith (1995) described that students learn to reflect, they also developed the criteria that they enable categorization of different types of reflective writing as schema was developed to allow the results of methods to increase reflectively to be measured.

The Multilevel Reflection Model

There are many different models of reflection, using models, or at least being aware of their similarities and differences, can help to deconstruct experience, ensure the accessing the deeper level reflective questions and issues, and ultimately provide a way to structure learning from the situation. From the documentary and literature review about reflection in teacher on teaching practice focused on developing models in order to show the step of developing on reflection and each advice will show the models of reflection as below:

The Multilevel Reflection Model promotes the three levels of reflection:
1) Technical level, 2) Deliberative level, 3) Critical level.

Figure 2.1 A Multilevel Reflection Model (Etscheidt et al., 2011)

According to Etscheidt et al. (2011), the technical level is focusing on encouraging pre-service teachers to apply their existing knowledge and skills into teaching in order to meet learners' needs. The process and implementation of this level are to make classroom practices more effective, interactive and evidence-based. This level is intended to help improve evaluative skills of the pre-service teachers that contribute to students' learning performance. One approach used in technical reflection is to develop and evaluate lesson plan. This is crucial for a successful classroom task. By doing this, student teachers become aware of their pedagogical knowledge and skills that they will use and how the lesson will be presented or delivered resulting in a practical and analytical self-reflection. Lesson plan evaluation is crucial for pre-service teachers because it helps them to think and increase the quality of their instructions.

The second level, deliberative level, It is viewed as an important step for pre-service teachers because it involves problem-solving skills and decision making that the teachers need to enhance. This includes how beliefs and values have an impact on their teaching or action. Pre-service teachers need to consider all these factors into their teaching. One of the methods used in deliberate reflection is journal writing a reflection. It is used as a tool for developing pre-service teaching to become more

critical and learn from what they did well and didn't do well in action. Another method of this reflection is to analyze video. This method is accepted by many scholars because it gives opportunities to pre-service teaching to examine their action and reflection on it more deeply. It replaces traditional method like journal writing as it provides more comprehensive analysis to the education teachers to use as a mirror for reflection.

The last level is critical. This needs a pre-service teacher to consider all range of differences and dimensions in the classroom and bring them together. They need to know the problem on teaching four skills and integrate them into their action appropriately. One method to promote critical reflection is to open seminar during teaching practice. By doing this, learners have opportunities to exchange ideas with their peers that lead to learning. Participating in the seminar can deeper novice teachers understanding as they are given more chances to verbalize and express their thoughts and feelings. What they can communicate verbally can have a long lasting understanding and memory.

In addition, this model is clear and precise allowing for description, analysis, and evaluation of the experience helping the reflective practitioner to make sense of experiences and examine their practice. To reflect is not enough, so they have to put into practice the learning and new understanding you have gained therefore allowing the reflective process to inform your practice. This enables the reflective practitioner to look at their practice and see what they would change in the future, how they would develop/improve their practice.

Among many researchers who develop the reflection and present the ideas about processing development of the reflection from different aspects, the model is one of the well-known reflections used in the field. The model helps the learners know how to planning, self-evaluation, lesson development, reflective journal, and the discussion for solving the problem while they teach until they can bring it for their working in the future.

In this study, the researcher adopted Etscheidt et al. (2011) a Multilevel Model to promote reflection in teacher preparation, three levels of reflection: Technical level, Deliberative level, Critical level. The researcher uses this model for several reasons. Firstly, the model is probably the most appropriate for reflection on English Teaching

Performance. It can help pre-service teacher practicing on teaching due to when they become the teachers, they can apply this experience to the real class. Secondly, the model mainly focuses on what pre-service teachers have learned to develop of teaching, they can write a reflection, and they can discuss the lesson with friends. Thus, they can do the reflection themselves on teaching effectively.

Teaching performance

Definitions of teaching performance

Teaching includes all the activities of providing education to other. The person who provides education is called a teacher. The teacher uses different methods for giving best knowledge to the students. Teachers try their best to understand students. The teacher duty is to encourage students to learn the subjects so a definition of teaching is given by various psychologists:

Srisa-ard (2000) stated that teaching means the teachers conduct on teaching in order to encourage the learners to learn through activities. The result of learning includes understanding by analytical thinking, synthetic thinking, and evaluation. Teachers may conduct teaching in a variety ways such as lecture, explanation, demonstration or practice, reading the content, debate, exercise, and learning from media.

According to H. D. Brown (2004), it can be observed the teaching performance as an action.

Schacter (2001) described that teaching performance means how teachers demonstrate what they are able to do through their actions and what they are able to know from their teaching.

Jaitiang (2003) stated that teaching is the process of interaction between teachers and learners. The teaching will change the characteristic both an art and science.

Teaching as an art involves reflections and inventions. Teaching is an act of interpretation and self-expression on the part of the educator. The art of teaching involves the adaptations; a teacher must accommodate his /her specific situation and style. The art comes from the teacher's personality, experience, and talents.

In sum, teaching means a process of teacher's performance in order to make the learners change behavior.

Practice of how to write a lesson plan for English language teaching

In the pedagogy course, pre-service teachers will learn how to write lesson plans. Lesson plans often present a list of items for goals, objectives, materials and equipment, procedures, and evaluation (H. D. Brown, 1994). In a teaching practice and practicum, following from its function, teachers can give attention to the lesson plan and it is associated cognitive processes, as a way of fostering teacher development. Detailed planning provides a concretization of practice, at least of intended practice, and it is a tool for distancing oneself from practice so as to teaching reflect upon it (cf. Rule, 1994).

In the classroom, pre-service teachers study methodology because they are training to be teachers. They must have knowledge and skills in methods of teaching in order to help students learn well. As pre-service teachers study this course, they should always think how they can apply the theory they learn into practice in the real classroom situation. This course will prepare pre-service teacher in year 4th peer teaching and long teaching practice as well as future work as an English language teacher in Lao PDR.

The overview of National University of Laos

National University of Laos (NUOL) is one university to develop human resources as well as in an equitable manner, sustainable. Although, Faculty of Education is one of eleven faculties within the National University of Laos, the decree of the Prime Minister on NUOL No. 50/PM of November 1995, the Faculty of Education (FOE) has launched its programs based on the existing resources of the former Department of psychology education, pedagogical university of Vientiane. Today, Faculty of Education consists of 7 departments, 13 branches, and 2 master programs such Curriculum and Instructions and Education Administration; FOE has assumed that teachers are a core human resource. Its role and duties are providing courses for Bachelor degree to all students who choose study in 13 different mainstream areas. English teacher education is one of the 13 majors. Therefore, the Faculty of Education plays an important role in the developing human resources in

providing the new teachers for upper secondary schools. In fact, it also provides English pedagogy course to the students who became teachers, especially English teacher at university levels (FOE, 2013).

In addition, Faculty of Education is one faculty in the field of pedagogy and is cooperated goal of the National University of Laos. It has important roles in producing human resources development as well as curriculum for other teaching programs. Since establishment, the faculty has begun implementing its mission in accordance with the policy and academic guidelines as other faculties in University. The core outcomes of the English program are that graduates make strong sustained and original contribution to knowledge in pedagogy, curriculum and practice. The focus is on the pedagogy through knowledge expertise. The teaching and learning process and activities of the course focused on the pedagogy, applied English. The course aims at making a sustained and original contribution to knowledge in pedagogy, material design and practicum (FOE, 2013).

Teaching practice is a crucial aspect of teacher preparatory program in teacher training Colleges and Faculty of Education in the National University of Laos in particular. It is the periods when student teachers are aimed to put into practice the theories and principles of education which they have learned in the classroom as they teach students in the partnership schools.

Teaching practicum provides the "neophytes" some type of pre-service training which serve as an opportunity to be exposed to the realities of teaching and performance of professional activities. It is the only opportunity for students to test theories learned and ideas developed in the classroom, as they come in contact for the first time with real life situations. Teaching practice provides trainees the opportunity to utilize the several of teaching methods in actual classroom/school conditions under the constant supervision of competent and experienced teachers. Furthermore, besides teaching activities, student teachers are exposed to professional activities, which are part of the teacher roles in the school.

Therefore, practice teaching is a part of most education programs in language teaching and is intended to provide a link between the academic course students studied in their university or other institutional TESOL program and the real world of teachers and students in language–learning classroom. (Carvajal, 2009; Farrell, 2007).

Lao pre-service teacher preparation course

According to the course of English language teaching at the faculty, the methods and techniques introduced in second-year methodology include the variety of basic theory and practice useful for teaching English to non-native speakers, especially high school students in Lao PDR. The principles of English language teaching are similar to those of all foreign language teaching (teaching German, Chinese, etc). However, focuses especially on theory and practice related to English language teaching.

Students will be learned the methodology course from the second year at second semester until the year fourth for the first semester. For second and third year methodology is a training course which develops practical skills, theory, approach and concepts in English as a foreign language. Teacher can refer to in the work and distribute a source of activities by giving a source of teaching principles and classroom activities which can be used in teacher education programs. The 4th year course contains twenty-nine units. Each unit focuses on a different area methodology and provides two hours of lecture, demonstration and discussion and two hours of seminar (pair work, group work, practice teaching, discussion, materials development) each week. The course is designed to be used actively by a trainer(s) working with a pre-service teacher for 4th year methodology peer teaching and the long teaching practice.

The units cover the wide range of teaching skills and techniques: basic classroom skills (presenting, eliciting, organizing practice, correcting), practical techniques for developing listening, speaking, reading and writing, use of aids and materials (the board, other visual aids, flashcards, etc.) and skills of test preparation and evaluation. The course is specially designed for the needs of the teachers who: teaching in Lao high schools, are not native speakers, have a little time and few materials for lesson planning and preparation.

Furthermore, the course will be developing pre-service teachers and it will be useful when using the multiple levels of reflection on teaching performance.

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Objectives of Curriculum in English program

The English program's curriculum is managed by the academic staff (Foreign Languages Department) of the Faculty of Education and approved by National University of Laos. This curriculum is designed to build pre-service teachers with knowledge, abilities, expertise in a professional pedagogy of English language teaching. Therefore, they will be able to apply skills and knowledge into their teaching-learning and extracurricular activities at the secondary school level throughout the country. In addition, this program intends to educate students to behave socially acceptable, to hold public attitudes, to love their profession pedagogy and to become a national role model to their students. Moreover, the course is designed to build students' abilities in solving problem critically, pre-service teachers can apply skills and knowledge in practical teaching, conducting research and serving society. The program educates students to become morally conducted, possess pedagogical ethnics.

Students' selection procedure

The selection process is based on the criteria set by Ministry of Education and Sports with National University of Laos as follow:

•Quota-students based on the collocation of Ministry of Education and Sports.

•Non-quota students (tuition fee students) have to take university entrance examination in each academic year.

Management of learning–teaching

This program is implanted in credits by the National University of Laos as follows:

1. Lecture: 1 hour per week in one semester = 1 credit
2. For practice 2-3 hours per week in one semester = 1 credit
3. For self-study 3-6 hours per week in 1 semester = 1 credit

Duration of study

Bachelor of Education in English program is expected to take the duration of 4 years and divided into 8 semesters, 16 weeks per semester, and 25-35 hours per week. Duration of study must not exceed 5 years or 10 semesters.

Structure of curriculum

English program consists of four crucial elements as

1. General Knowledge 19 credits
2. Foundation Knowledge 42 credits
3. Academic knowledge (English) 78 credits
   Writing Report 06 credits
4. Elective course 03 credits

   Total *148 credits*

The course detail in learning and teaching Methodology

According to the curriculum, the Methodology 1, 2, 3 and teaching methodology course is taken in three semesters as follows:

Table 2.1 Methodology 1

Codes	List of subject	Credit
751MT321	Methodology 1	3(2-2-0)

This course is taught in the second year of the second semester. It is designed to provide an overview of current approaches, issues and practices teaching of English to speakers of other languages (TESOL). The goal of this subject is to get learners to learn about theories of language teaching, teaching different skills and planning a lesson.

Table 2.2 Methodology 2

Codes	List of subject	Credit
751MT322	Methodology 2	3(2-2-0)

This course is taught in the third year of the first semester. This course provides an overview of current approaches, issues, and practices in the teaching of

English to speakers of other languages (TESOL). The goals consist of providing a comprehensive overview of the field of second and foreign language teaching, with a particular focus on issues related to the teaching of English, giving a source teaching principles and classroom activities which teachers can refer to work and distributing a source of reading and activities that can be used in TESOL teacher education program for both pre-service and in-service teachers.

Table 2.3 Methodology 3

Codes	List of subject	Credit
751MT323	Methodology 3	3(2-2-0)

This course is to provide an overview of current approaches, issues, and practice in teaching English. Identifying different stages of a lesson plan, teaching techniques and effective lesson planning are presented.

Related studies

There are several studies relevant to the multilevel reflection. The studies have been conducted in the different context. The results of research studies were reviewed as follow.

In terms of teaching referred to the common practice of having pre-service teachers in the educational methods course. Benton-Kupper (2001) conducted pre-service teachers' reaction to teaching in relationships between the number of hours of teaching preparation and anxiety. It showed that more pre-service teachers taught, the less time they spent preparing for practice teaching, and more pre-service teachers practiced, the less they felt anxious. It means that as practice time increased, anxiety decreased. Moore et al. (2007) believed that when looking oneself through other friends' eye can be revealing and disturbing exercise at the sometimes. However, they added that through observing oneself can build up strengths and provide an understanding of classroom interaction. Similarly, Ozogul et al. (2008) classified the teacher-evaluation, self-evaluation or peer-evaluation on pre-service teachers' performance related to writing a lesson plan. It showed that self-evaluation of instructional design develop critical thinking skills that improve the quality of pre-

service teachers' instruction. Schmidt (2005) conducted pre-service teachers' lesson planning and post-teaching reflection is understood about teaching.

Bain et al. (2002) explored the role and importance of journal feedback in developing students' reflective skills, there were 35 pre-service teachers during 6 weeks, the journal writing was preferred method to develop reflectively in pre-service teachers. The results showed that all students reported positive aspects of the feedback because the feedback focused on the level of reflection was more effective.

Hume (2009) promoted all higher levels of reflective writing under teaching performance in the class as well as the study showed those student teachers' reflective skills improved and more focused thinking how to teach. Results showed that reflective journal writing is very important for pre-service teachers' reflection on improving skills of teaching and management class due to there is a large class, thus pre-service teachers need to know how to manage the class, while pre-service teachers were planning their teaching they need to consider when the whole class teaching was appropriate.

Cisero (2006) studied a reflective journal writing assignment would improve students' course performance. The problems would be with the journal assignment itself and engage in reflective thinking because they demonstrated little reflective thinking. The findings were interpreted within the context of factors such as students' study habit and motivation. The reflection in the reflective journal and opinion on their engagement of the pre-service teachers' reflective journal writing develop an attitude to the journal writing and using in the future of teaching (Yayli, 2009). Hence, reflective journals have been used to encourage pre-service teachers to critically examination practical experience during the preparation program. Also, the benefit achieved through a focus on the level of reflective writing is not surface changes to the structure or writing style (Hatton and Smith, 1995)

Susoy (2015) stated the use of video recordings to help pre-service teacher for foster the reflective practice skills in fluency in teaching English, create the teaching activities in class, and also using video reports on the pre-service teachers' experience reaction and perceptions toward the use of video recording of their teaching. The results revealed that video helped pre-service teachers to raise awareness particularly about problems in teaching English. Furthermore, King (2008) stated that video

records of instruction produce a more critical reflection in pre-service teachers. Based on the Kurz et al. (2004) proposed that video can capture complexity in the classroom. Pre-service teachers had an opportunity to replay video to gather their ideas, to observe classroom interaction and see the important features (Perry and Talley, 2001; Rosaen et al., 2008). Rosenstein (2002) conducted video use to observation and feedback. Video captured the detail of teaching interaction between teacher and students and provide pre-service teachers with performance feedback, interaction, and situation. Viewing the video can be used to help pre-service teachers learned to notice what was happening in the classroom and examined the intricacies of the teaching process (Sherin and van Es, 2005)

Summary

After reviewing the literature regarding the Multilevel Reflection Model and four levels of reflective writing concerning pre-service teachers' teaching performance, the common problems in teaching were especially in designing the lesson planning, lacking pedagogical principles and experiences of practice teaching. It found that pre-service teachers need more pedagogical knowledge which can assist them in teaching performance, at the same time facilitate pre-service teachers to learn the approach to become competent in teaching. In addition, reflection is used to help pre-service teachers to reflect after teaching.

Multilevel Reflection Model seems to be good for using reflection in Lao pre-service teachers' teaching performance due to Multilevel Reflection Model was promoted reflection in teacher preparation program suggested in Etscheidt et al. (2011). Each three levels of Multilevel Reflection Model showed that it improved pre-service teachers and taught by reflection effectively. Moreover, the four levels of reflective journal writing was a tool to assess a teacher's level of reflection on teaching performance and found that they could improve pre-service teachers' writing ability. Therefore, Multilevel Reflection Model and four levels of reflective journal writing were appropriate to measure the reflection of pre-service teachers. Both conceptions developed pre-service teachers effectively in both learning and teaching.

CHAPTER III
RESEARCH METHODOLOGY

This study was aimed to investigate the effects of Multilevel Reflection Model Instruction on Lao pre-service teachers' English teaching performance and to explore the opinions of Lao pre-service teachers on activities using in each stage of the Multilevel Reflection Model.

The chapter begins with the research design, population and sample, research procedure, research instruments, data collection procedure and data analysis.

Research Design

This research aimed to investigate the effects of Multilevel Reflection Model in pre-service teachers' preparation course using quasi experimental design. It was one group, pretest and posttest. The treatment was Multilevel Reflection Model Instruction which was developed by the researcher and delivered to the pre-service teachers for 12 weeks.

Both qualitative and quantitative data were collected by using 3 research instruments which were designed in response to the research questions.

The quantitative data were 1) the score of pre-service teachers' English teaching performance collected by using Teaching Evaluation Form to evaluate pre-service teachers' teaching performance before and after the treatment. The qualitative data was collected from reflective journal writing of pre-service teachers' teaching performance to examine the level of the reflection and the reflection. The instruments were applied two times: before and after the treatment; 2) the result of the questionnaire asked opinions of Lao pre-service teachers on the activities of Multilevel Reflection Model.

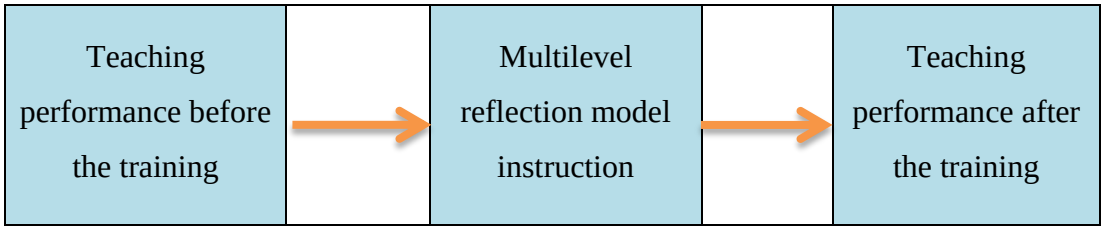

Figure 3.1 Research framework of the course

Population and Participants

The population of this study was Lao pre-service teachers at Faculty of Education, National University of Laos. The participants were purposively selected. Twenty pre-service teachers who enrolled Methodology course on the first semester of the academic year 2016 participated. Before the treatment, the participants were divided into 4 groups of 5 people in teaching performance.

Research procedures

The study consisted of two stages: the preparation of data collection process, and the data collection process which were illustrated below:

Stage 1: The Preparation of Data Collection Process

1. Study the research, articles, theories, related documents and previous studies
2. Select the participants by using purposive sampling technique as this was the only group assigned for the researcher to teach
3. Prepare the instructional instruments and data collection instruments.
   - Construct and validate the instructional instrument
   - Construct and validate the research instruments which were Teaching Evaluation Form, guidelines for reflective journal writing and the reflective journal writing form, and questionnaire
4. Revise the instruments based on the experts' suggestion and Index of Item Objective Congruence.
5. Pilot the instructional and the research instruments check the reliability and revise.
6. Arrange data collection period and open the course for enrollment.

Stage 2: The Data Collection Process

After the preparation was completed, the researcher asked the pre-service teachers to conduct their teaching performance in the group that they were assigned on the first day of the course, and the 2 raters including the researcher used the Teaching Evaluation Form to evaluate the pre-service teachers' performance as a pre-testing. Then, the group of pre-service teachers and peers wrote the reflection from their teaching by watching video recorded. Next, the researcher delivered the lessons 1-15 and each lesson took 90 minutes, the treatment which introduce them how to

reflect was included. It took almost 12 weeks with pre and post-test as shown in Appendix A. When the course had finished, Teaching Evaluation Form and reflective journal writing were applied again to examine the effects of the Multilevel Reflection Model. A questionnaire was also provided to explore the opinions of the pre-service teachers towards the activities based on the three levels of Multilevel Reflection Model. The results of the pretest and posttest of teaching performance were analyzed by using SPSS Statistics to calculate Descriptive Statistic, and Wilcoxon Signed Ranks Test was used to compare the pretest's and posttest's result. The reflective journal was analyzed by using content analysis. A questionnaire was analyzed by using SPSS Statistics to calculate Descriptive Statistic, means score, Standard Deviation.

Research Instruments

The research instruments of this study were two types: instructional instrument and data collection instruments.

1. Instructional Instrument

The instructional instrument used in this study was lesson plans which were designed based on the Multilevel Reflection Model. The course promoted all 3 levels of the Multilevel Reflection Model which were technical, deliberative and critical levels. The 3 levels of the model were conveyed to the pre-service teachers through lessons from week 2 to week 11 systematically (See Table 3.1). The course was divided into 6 units: Unit 1 Introduction to Pedagogical Methodology, Unit 2 Teaching Listening, Unit 3 Teaching Speaking, Unit 4 Teaching Reading, Unit 5 Teaching Writing and Unit 6 Topical Seminar Discussion. The first unit lasted 2 ninety-minute-periods, the units 2-5 equally lasted 4 ninety-minute-periods and the last unit lasted 2 ninety-minute-periods. The constructions of unit 2-5 were the same. They were consisted of 1 period to learn related theory, 1 period to practice teaching and 2 periods to do watch video-recorded. Unit 6 was discussed about language teaching.

In the field of second language acquisition theoretical perspective, the learners acquire languages when they understand the message (input) in the target language that are just beyond their current level of acquire competence, while input is not

sufficient for acquisition because learners need opportunities to produce the target language.

Based on the English textbook of Lao secondary school, the four language skills are the fundamental skills which listening and reading are receptive skills, and speaking and writing are productive skills. Therefore, the listening comes first and follows by speaking, reading and writing. The rationale to provide the pre-service teachers to learn from listening, speaking, reading and writing, respectively is following the natural state of people acquire their first and second language. Language acquisition begins with listening so the majority of the students' book include typical listening with the corresponding the exercises which are very useful to check the listening comprehension. There is no conversation without listening and there is no output without input. In addition, listening and speaking skills are a very important part in relation to the acquisition of English. They tend to be more complicated than the acquisition of other skills, such as reading and writing. Speaking can help students to learn English to ask and answer the question then authentic communication occurred. Thus, listening and speaking can help students to overcome the filter of feeling and psychological obstacles.

However, the interrelationships between reading and writing are very important as well. Reading texts were provided the good models for writing and the learners had a chance to study the language vocabulary, pronunciation, grammar and the way to write the sentences and paragraph. Reading and writing were an important part for learners because if the learners did not understand the materials which they were supposed to write about. In addition, learning of two skills was important to develop of literacy. Thus, improving reading skills could have a positive effect on writing.

Therefore, in this study, the researcher conducted the teaching listening first, then speaking, reading and writing respectively.

To validate the lesson plan, content validity was used. Three experts who are specialized in teacher preparation were invited to evaluate the lesson plans. The first expert was a Thai lecturer of Teaching English as a Foreign Language Program (TEFL), the second expert was a Thai English language lecturer in university level, and another expert was a Lao English lecturer, instructing in Teaching English as a

Foreign Language (TEFL) program. Three lesson plans were delivered to the experts to evaluate the appropriateness of the content and arrangement of objectives, materials, teaching procedure and assessment. The validation form (See Appendix C) was scored using the Items-Objective Congruence Index (IOC) of 3 rating scales to indicate the experts' opinions towards each item. The meanings of the scores were as following:

1	*referred*	*the item is appropriate*
0	*referred*	*not sure*
-1	*referred*	*the item is not appropriate*

The Item-Objective Congruence index (IOC) was used in this study to evaluate the lesson plans.

$$\text{IOC} = \frac{R}{N}$$

IOC	*referred*	*the index of congruence*
R	*referred*	*the total score from the experts' opinions*
N	*referred*	*the number of the experts*

If IOC was higher than or equal 0.50, it inferred that the statement was appropriate. On the contrary, if IOC was lower than 0.50, it inferred that the statement was not appropriate. Overall mean score of IOC of the Lesson Plan 1(Lesson 1) was 0.95 ($\text{IOC} > 0.50$); Lesson Plan 1(Lesson 2) was 0.92 ($\text{IOC} > 0.50$); Lesson Plan 4(Lesson 9) was 0.89 ($\text{IOC} > 0.50$); Lesson Plan 4(Lesson 10) was 0.83 ($\text{IOC} > 0.50$); Lesson Plan 4(Lesson 11) was 0.97 ($\text{IOC} > 0.50$); Lesson Plan 6 was 1 ($\text{IOC} > 0.50$). It indicated that all three experts suggested these lesson plans were appropriate to be used. The three experts had also given their suggestions as for using more questions to stimulate students, make more various activities to motivate students to practice with learning theories, lets students think of the reorder of activities on a lesson plan, provided of prompt to scaffold during activities, and scaffold questions, adjust the questions. Add more worksheets, need clear worksheets for manual or guidance.

The results from the validation of the lesson plans showed that the item 7 on lesson plan 1 (Lesson 2) and item 6 on lesson plan 4 (Lesson 10) (The materials and worksheets support pre-service teachers to design a specific lesson to teach English.)

received IOC value lower than 0.5. Hence, they were revised, adjusted the grammar point and corrected based on the experts' suggestions.

The pilot study was conducted to check its appropriateness after revision of the lesson plans. The lesson plan was tried out 5 students in year 4th undergraduate students majoring in English at Faculty of Education, National University of Laos. After piloting, researcher found that the pre-service teachers needed more time for practice designing the lesson plan.

Table 3.1 Course Outline

Week	Unit	Multilevel Reflection	Lesson	Activities	period	Out comes
1	Pre-test				4	Test Results
2	Unit 1 Introduction to Pedagogical Methodology	Technical level	1	Lesson Planning: format/components of lesson and lesson design.	1	Discussion the background on lesson planning
			2	Practice: Design Lesson plan	1	Class presentation
3	Unit 2 Teaching Listening	Technical level	3	Theory: Principles of Teaching Listening	1	Discussion the Principles
			4	Practice: Design Lesson plan and Teaching Listening	1	Class presentation
4		Deliberative Level	5	Video-Based Analysis	2	Class Reflection
5	Unit 3 Teaching Speaking	Technical level	6	Theory: Principles of Teaching Speaking	1	Discussion the Principles
			7	Practice: Design Lesson plan and Teaching Speaking	1	Class presentation
6		Deliberative Level	8	Video-Based Analysis	2	Class Reflection
7	Unit 4 Teaching Reading	Technical level	9	Theory: Principles of Teaching Reading	1	Discussion the Principles
			10	Practice: Design Lesson plan and Teaching Reading	1	Class presentation
8		Deliberative Level	11	Video-Based Analysis	2	Class Reflection
9	Unit 5 Teaching Writing	Technical level	12	Theory: principles of teaching writing	1	Discussion the Principles
			13	Practice: Design Lesson plan and Teaching Writing	1	Class presentation
10		Deliberative Level	14	Video-Based Analysis	2	Class Reflection
11	Unit 6 Topical Seminar Discussion	Critical level	15	Discussion on English language teaching of four skills.	2	Group discussion
12	Post-test				4	-Test Results -Results of the questionnaire

2. Data collection instruments

This study employed three research instruments: Teaching Evaluation Form, reflective journal writing and a questionnaire.

1. Teaching evaluation form

Teaching Evaluation Form was used to collect the score of teaching performance quantitatively. The form was rated by 2 raters and applied two times to evaluate the pre-service teaching performance once before the treatment and another time after the treatment. The Teaching Evaluation Form was adopted from Suphasri (2015). It could be used to observe 3 stages; 1) Planning stage, 2) Lesson Presentation stage and 3) Lesson assessment. There were 16 items. The total scores were 48 points (See Appendix D). Teaching performance was rated using the scales below.

0 = not visible
1 = need improvement
2 = meet expectation
3 = exceed

Inter-Rater Reliability

Inter-rater reliability was used to measure the level of agreement among two observers rating the Teaching Evaluation Form to find consistency between the two raters. Pearson Correlations Coefficient was employed to check the inter-rater reliability. The researcher interpreted based on the criteria as follow (Cohen, 1988).

0.10-0.29 = the correlation is low
0.30-0.49 = the correlation is moderate
0.50-1.00 = the correlation is high

Table 3.2 The result of the Inter-rater Reliability from the teaching performance score rating by 2 raters using Teaching Evaluation Form

Raters	**Pearson Production-Moment**	
	Pretest	Posttest
R1 & R2	*0.88*	*0.98*
Sig.	*.03*	*.01*

From the table 3.2, the Pearson Correlations of the pretest was 0.88, and the posttest was 0.98. It was considered as consistent at a high level.

2. Reflective journal writing

In this research, it was to let pre-service teachers write the reflection what they had found in their teaching performance by watching video recorded before and after the treatment. The reflective journal writing was used as a tool to help students to examine what they have done in the class as well as consider how they have learned it. Perhaps they can gain their thoughts. So they can reflect themselves by their action on teaching. This can broaden their experience of teaching and make more self-awareness for them. The reflective journal writing also helps students to plan what to do next. The reflective journal writing consists of 3 main questions adopted the concept from Smyth (1989). The three main questions were *1) What do you think about your / their teaching performance? Are you satisfied with the overall teaching performance? Please describe. 2) What do you consider as your/ their strengths/weaknesses in teaching? Why did you do that? 3) What suggestions do you have for your / their improving up on this teaching performance?* and four groups of pre-service teachers' reflective journal were indicated using the four levels of reflective journal writing (Larrivee, 2008).

Table 3.3 Four levels of reflective journal writing evaluation (Larrivee, 2008)

Description for four levels of reflective journal writing
Level 1: Non-reflection
At this level, the content shows pre-service teachers' lack of attention and lack of curiosity regarding the teaching challenge. The reflection obviously shows pre-service teachers' ignorance and the belief that the classroom situation is beyond their control.
Level 2: Descriptive reflection
At this level, the reflection demonstrates pre-service teachers' general understanding towards the classroom situation; however; it limits the analysis on teaching practice. The content focuses on strategies and methods used to reach lesson objectives from their own view without showing any evidence.
Level 3: Pedagogical reflection
At this level, the reflection demonstrates pre-service teachers' reasonable explanations of the classroom situation. They are able to acknowledge for the consequence of students' learning and their experience towards their teaching and to exhibit some evidence.
Level 4: Critical reflection
At this level, pre-service teachers can discuss about principles and beliefs drawn from personal experience, theories, and from others' point of view. Moreover, they can provide two or more evidences.

3. Questionnaire

At the end of the course, researcher asked twenty pre-service teachers based on a questionnaire. The aim was to measure the opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model. The statements were conducted in English. A questionnaire consisted of 30 closed-end statements and suggestion (See Appendix F). All the items of a questionnaire was rated using 5 point rating scales based on the Likert scale ranging from 1(strongly disagree) to 5 (strongly agree) the number beside each response became the values for responding. The total score was obtained by adding the values for each response as follow:

4.51-5.00	= Strongly agree
3.51-4.50	= Agree
2.51-3.50	= Neutral
1.51-2.50	= Disagree
1.00-1.50	= Strongly Disagree

A questionnaire was validated by experts' recommendations (See Appendix G). Three experts validated the appropriateness of the instrument by using Item-Objective Congruence Index. An overall mean score of the IOC of the questionnaire was 0.82 (IOC $>$ 0.50).

The researcher distributed a questionnaire at the end of the course (Week 12) as a quantitative instrument to examine the opinion of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model.

Data Collection Procedure

The data collection took 12 weeks, for weeks 1-11 (See Table 3.1). Firstly, week 1, teaching performance and video recorded and reflective journal writing. Secondly, week 12, teaching performance and reflective journal writing were conveyed once again as a posttest. Finally, a questionnaire provided.

Data Analysis

Data analysis obtained from three research instruments. The first instrument was teaching evaluation form. It was analyzed by using Wilcoxon Signed Ranks Test (non-parametric test), descriptive statistic. It was used to analyze quantitative data of the pretest and posttest scores in teaching performance. The detail was focused on teaching qualities and discussed the lesson plan, teaching practice, how effective were the activities, the used of materials, and the assessment and evaluation schemes. The second instrument was the reflective journal writing. It was analyzed by content analysis. The pre-service teachers wrote a reflective journal by watching the video recorded before and after instruction. The last instrument was a questionnaire, the quantitative data to explore the opinions of Lao pre-service teachers on the arranged activities in each level of the multilevel reflection model was assessed by SPSS for mean ($\bar{X}$) and standard deviation (S.D.).

The data analysis involved both quantitative and qualitative data analysis. The table below showed the summary of data analysis by two research questions.

Table 3.4 Summary of Data Analysis

Research Questions	Participants	Type of Instrument	Type of Data	Data analysis
RQ.1 To what extent does multilevel reflection model instruction affect Lao pre-service teachers' English teaching performance?	20 pre-service teachers will be divided into 4 groups	1. Teaching evaluation form 2.Reflective journal writing	Quantitative data Qualitative data	-Descriptive Statistic -Wilcoxon Signed Ranks Test -Content analysis
RQ.2 What are the opinions of Lao pre-service teachers on the arranged activities in each level of the multilevel reflection model?	20 pre-service teachers participating the class	3. Questionnaires	Quantitative data	Descriptive Statistic: Means score, S.D

CHAPTER IV
FINDINGS

This chapter presents research findings gained from data analysis. Both quantitative and qualitative results were reported based on two research objectives. The first objective aimed at investigating the effects of instruction using Multilevel Reflection Model on Lao pre-service teachers' English teaching performance. It was measured by using Suphasri (2015)'s Teaching Evaluation Form and reflective journal writing. The second objective was to explore the opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model by using a questionnaire. Therefore, the results from the study on the Effects of Multilevel Reflection Model instruction on Lao pre-service teachers' English Teaching Performance were presented in two main parts based on the research questions as follows:

Part 1: The effects of Multilevel Reflection Model instruction on Lao pre-service teachers' English teaching performance.

Part 2: The opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model.

Part 1: The Effects of Multilevel Reflection Model Instruction on Lao Pre-service Teachers' English Teaching Performance

In order to answer research question 1, to what extent does Multilevel Reflection Model instruction affect Lao pre-service teachers' English teaching performance, the results of research question one were divided into 2 parts.

1. The report findings on pre-service teachers' teaching performance before and after the treatment.

2. The report findings on pre-service teachers' reflective journal writing before and after the treatment.

1.1 Teaching Performance Measured by the Teaching Evaluation Form

To answer the research question 1, pre-service teachers' English teaching performance was evaluated by using teaching evaluation form adopted by Suphasri (2015) before and after the training. This analytical teaching evaluation form focused on 3 different stages which are 1) Planning Stage; 2) Lesson Present Stage; 3) Lesson Assessment Stage. The score ranged from 0-3 for each teaching aspect. The total of the teaching evaluation form was 48 points.

In order to analyze the effects of Multilevel Reflection Model Instruction on Lao pre-service teachers' English teaching performance, an overall comparison analysis in terms of mean scores, the minimum and maximum scores, and SD., were analyzed by using the Wilcoxon Signed Rank Test to determine the differences between the pretest and posttest mean scores.

Table 4.1 The Results of the Overall Pretest Scores and Posttest Scores

	N	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Pretest	4	24.00	2.70801	20	26	-1.826	.068
Posttest	4	39.25	3.50000	35	43		

Note. N= 20 participants (4 groups), Total score = 48.

From table 4.1 the mean score of pre-service teachers' posttest was 39.25 which was higher than the pretest mean score which was 24.00. The minimum score was 20 and the maximum score was 26 in the pretest, and the minimum score was 35 and the maximum score was 43 in the posttest. It was found that the pretest and posttest mean scores were not statistically significant at the level of 0.05. Therefore, the overall effects of instructional using Multilevel Reflection Model cannot be claimed.

To clearly see the differences between the pretest and posttest scores of the teaching performance, Figure 4.1 is shown as follows:

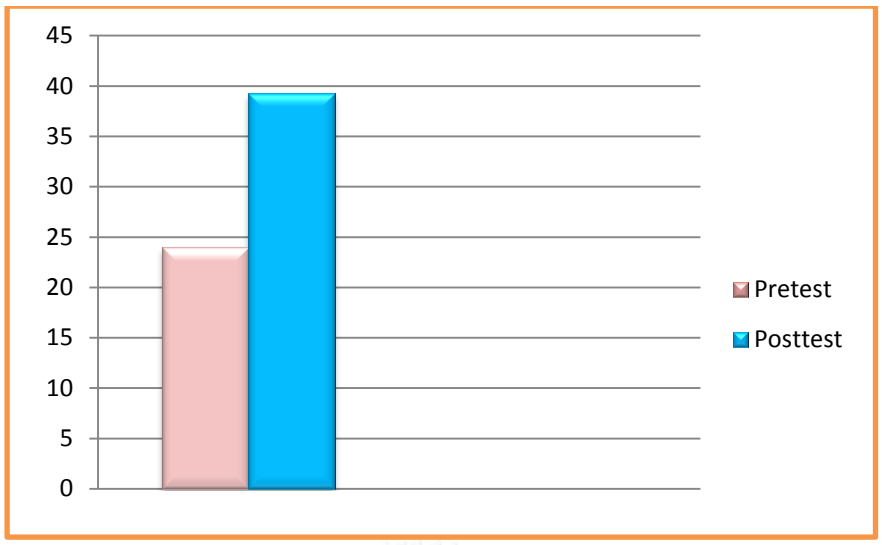

Figure 4.1 The Comparison of the Overall Pretest's and Posttest's Results of Twenty Participants (4 groups)

Table 4.2 The Comparison of the Pretest and Posttest Scores of Each Group

Participants	**Pretest (Total 48)**	**Posttest (Total 48)**	**Score Difference**
Group 1(Teaching Listening)	25	43	18
Group 2(Teaching Speaking)	26	38	12
Group 3(Teaching Reading)	25	41	16
Group 4(Teaching Writing)	20	35	15

It can be seen that almost all of the groups' posttest scores improved. The researcher considered the scores of group 1 as the most improved and satisfactory acceptable scores because in the pretest the group's scores was comparable to the other groups' scores, but in the posttest, the group's score was the highest.

To analyze the differences between the pretest and posttest scores, Wilcoxon Signed Ranks Test was employed. The results are shown in the following table.

Table 4.3 The Results of Wilcoxon Signed Ranks Test of overall pretest and posttest of twenty participants (4 groups)

Ranks				
		N	**Mean Rank**	**Sum of Ranks**
Posttest-Pretest	Negative Ranks	0	.00	.00
	Positive Ranks	4	2.5	10
	Ties	0		
	Total	**4**		

Table 4.3 showed the differences between the pretest and posttest scores of the teaching performance. It showed that all of the participants received higher posttest scores comparing to their pretest scores.

Next, the results of each of the 3 stages of four groups of pre-service teachers' English teaching performance are presented.

1) Stage1: Planning Stage

In the first stage of teaching performance, the groups of pre-service teachers performed better in most steps, including learning objective setting, introductory activity, and practice activity design with introductory design being the most improvement one. However, there were 3 groups who did not show improvement in presentation activity design, instead their score slightly decreased (See Table 4.5). The mean score of the pre-test was 6.00 (S.D. = .81650). The minimum and the maximum score of the pretest was 5 and 7 respectively. The mean score of the posttest was 9.50 (S.D. = 1.00000). The minimum and the maximum scores of the posttest was 9 and 11 consecutively. It was found that the pretest and posttest scores were not significantly different at 0.05 level ($p>0.05$) (See Table 4.4).

Table 4.4 The Comparison between Pretest and Posttest Results of Part 1 Planning Stage

Teaching Stage		N	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Planning	**Pretest**	4	6.00	.81650	5	7	-1.826	.068
	Posttest	4	9.50	1.00000	9	11		

Table 4.5 The Results of Wilcoxon Signed Ranks Test of Part 1 Planning Stage Pretest/Posttest

Planning							
		Learning objective setting (N=4)	**Introductory activity design (N=4)**	**Presentation activity design (N=4)**	**Practice activity design (N=4)**	**Mean Rank**	**Sum of Ranks**
Posttest-Pretest	**Negative Ranks**	0	0	0	0	.00	.00
	Positive Ranks	3	4	1	3	2.50	10.00
	Ties	1	0	3	1		
	Total	***4***	***4***	***4***	***4***		

2) Stage 2: Lesson Present Stage

The result from Lesson Present indicated that the pretest and posttest scores were not significantly increased. The Z score was =-1.841 and the p value was =.066. Concerning the overall mean scores of the groups of teaching performance on Lesson Present Stage, the mean score of the pretest was 13.75 (S.D=2.06155), with the minimum score of 11 and the maximum score of 19. The groups of teaching in this stage receives the posttest mean score of 22.00 (S.D. = 2.44949), with the minimum score of 19 and the maximum score of 24 (See Table 4.6). Nevertheless, all the groups showed performance improvement in lesson introductory, classroom communication, and students' engagement and motivation. There were two groups who had tied in classroom management, lesson relevance and students' participation (See Table 4.7).

Table 4.6 The Comparison between Pretest and Posttest Results of Part 2 Lesson Presentation Stage

Teaching Stage		N	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Lesson presentation	Pretest	4	13.75	2.06155	11	16	-1.841	.066
	Posttest	4	22.00	2.44949	19	24		

Table 4.7 The Results of Wilcoxon Signed Ranks Test of Part 2 Lesson Present Stage Pretest/Posttest.

Lesson presentation												
		Lesson introductory (N=4)	Learning activity (N=4)	Classroom communication (N=4)	Teaching materials (N=4)	Classroom management(N=4)	Lesson relevancy(N=4)	Students' engagement and motivation(N=4)	Students' participation(N=4)	Lesson closure(N=4)	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0	0	0	0	0	0	0	0	0	.00	.00
	Positive Ranks	4	3	4	3	2	2	4	2	3	2.50	10.00
	Ties	0	1	0	1	2	2	0	2	1		
	Total	***4***	***4***	***4***	***4***	***4***	***4***	***4***	***4***	***4***		

3) Stage 3: Lesson Assessment Stage

The findings of the groups of pre-service teachers' English teaching performance in Lesson Assessment stage showed there was not a significant improvement. The Z=-1.857 at the p value=.063. The mean score of the pretest was 4.25 (S.D. =.50000), with the minimum score of 4 and the maximum score of 5. The posttest mean score was 7.75 (S.D. = .50000), with the minimum score of 7 and the maximum score of 8(See Table 4.8). However, the score of the 4 groups improved in the assessment of students' background knowledge and Summative Assessment, and while two groups had tied in Formative Assessment (See Table 4.9).

Table 4.8 The Comparison between Pretest and Posttest Results of Part 3 Lesson Assessment Stage

Teaching Stage		N	Mean	Std. Deviation	Min	Max	Z value	Asymp. Sig.
Lesson assessment	**Pretest**	4	4.25	.50000	4	5	-1.857	.063
	Posttest	4	7.75	.50000	7	8		

Table 4.9 The Results of Wilcoxon Signed Ranks Test of Part 3 Lesson Assessment Stage Pretest/Posttest

Lesson assessment						
		Assessment of students' background knowledge (n=4)	**Summative assessment (n=4)**	**Formative assessment (n=4)**	**Mean Rank**	**Sum of Ranks**
Posttest-Pretest	**Negative Ranks**	0	0	0	.00	.00
	Positive Ranks	4	4	2	2.50	10.00
	Ties	0	0	2		
	Total	**4**	**4**	**4**		

The next part of the findings represents the results of a reflective journal of each group of pre-service teachers on their teaching performance.

1.2 The Results of Each Group of Pre-service Teachers' Reflective Journal

This part presents the results of pre-service teachers' reflective journals. Pre-service teachers wrote the journals from watching a video recorded from their teaching performance in the pretest. When the course finished, they wrote the reflective journal from watching video recorded again in the posttest. The reflective journal was analyzed by using content analysis. The coding was created to map with the four levels of reflective writing (Larrivee, 2008). From the groups' reflective journal entries, the researcher mapped the words that pre-service teachers satisfied on their teaching, analyzed the classroom or explained the classroom situation. Moreover, the researcher checked the pre-service teachers' understanding how design the lesson plan. They were able to reflect on strengths and weaknesses in their

teaching and to examine through the activities they taught as a whole class, interacted with students. Teaching objectives stated in each lesson.

For this study, describing the reflective journal was divided into 4 levels, including level 1 non-reflection, level 2 descriptive reflection, level 3 pedagogy reflection, and level 4 critical reflection. The first level was ***non-reflection***; the content shows pre-service teachers' lack of attention and lack of curiosity regarding the teaching challenge. The reflection obviously shows pre-service teachers' ignorance and the belief that the classroom situation is beyond their control. The second level was ***descriptive reflection***; at this level, the reflection demonstrates pre-service teachers' general understanding towards the classroom situation; however; it limits the analysis on teaching practice. The content focuses on strategies and methods used to reach lesson objectives from their own view without showing any evidence. The third level was ***pedagogical reflection***; the reflection demonstrates pre-service teachers' reasonable explanations of the classroom situation. They are able to acknowledge for the consequence of students' learning and their experience towards their teaching and to exhibit some evidenc**e**. The last, the ***critical reflection***, pre-service teachers can discuss principles and beliefs drawn from personal experiences, theories, and from others' point of view. Moreover, they can provide two or more evidence.

After summarizing all the reflective journal entries, each group of pre-service teachers' reflection was illustrated below.

Table 4.10 Findings on Pre-service Teachers' Writing Reflective Journal based on Teaching Performance Improvement

Participants	**Four Levels of Reflective Journal Writing Criteria**	
	Pretest	**Posttest**
Group 1 (Teaching Listening)	*Descriptive reflection*	*Pedagogical reflection*
Group 2 (Teaching Speaking)	*Descriptive reflection*	*Pedagogical reflection*
Group 3 (Teaching Reading)	*Descriptive reflection*	*Pedagogical reflection*
Group 4 (Teaching Writing)	*Descriptive reflection*	*Pedagogical reflection*

All groups of pre-service teachers' reflective journal writing based on teaching performance was improved to level 3, pedagogical reflection in the posttest. If compared to pretest, the journal writing categorized at the level 2, descriptive reflection. They tried to explain and interpret the classroom situation through the different perspective instead of personal ideas. Furthermore, there was evidence of the effort to extend their reflection towards students' learning.

This part of analysis was carried out with the aim to specify writing journal made by each group of pre-service teachers on their teaching performance. Pre-service teachers' pretest and posttest samples showed their improvement in every group. The analyzed of participants' pretest and posttest dealing with the 3 main questions adopted the concept from Smyth (1989) (See Appendix E). The results from the qualitative analysis of each group' writing reflective journal were presented with first group of teaching listening, followed by second group of teaching speaking, group of teaching reading and group of teaching writing respectively. The below were samples of excerpts demonstrating reflective journal from 4 groups.

Group 1 (Teaching Listening)

The findings showed that the group reached to level 3, pedagogical reflection because they all well prepared for teaching. They could apply all techniques and principles from the course for teaching listening. Similarly, they found the way to connect the new concept to students' prior knowledge. They often identified the way to represent the ideas and concept to students. Most importantly, they created the new activities by using a video clip to stimulate students' ideas as well. In contrast, in pretest, the group was at level 2, descriptive reflection. It found that there were some problems occurred during teaching performance. They did not have any experience in teaching with a design the lesson plan or the activities. The group explained presentation step was so long. They did not show any evidence of teaching.

Table 4.11 Excerpt from Group 1 (Teaching Listening)'s pretest and posttest

Pretest	**Posttest**
Level2: *Description reflection*	*Level3:* *Pedagogical reflection*
"We were noticed that we were not satisfied with our teaching. When we were in class, we were not self-confident. Sometimes, we let students give different responses, but they failed to recognize a pattern. We got confused to use Presentation, Practice, and Production steps, so they felt boring. Some activities were not matched with the lessons' objectives anymore that were why we spent so much time for our presentation steps. Besides, we only adjusted teaching practices to current situation without developing a long plan and lacked of controlling the class. Therefore, we thought we should practice more before class and design the materials which were suitable with lessons to improve our teaching. Furthermore, we also should learn more principles and approaches in teaching to apply for designing the lesson plan." *--Group 1's reflective journal (24/10/2016)--*	*"We felt confident and energetic because we started our lesson with clear objectives. We learned many techniques and principles from the course before which supported for our teaching. Next, we found how to connect new concepts with students' knowledge which they studied in previous classes. They could keep interaction with their friends. During our lessons, we used various examples and materials such as videos and worksheets in order for all students to discuss in their own groups then. In addition, we also found the way to present our ideas and concepts that were easy for students to understand. At the end of class, we usually summarized and reviewed the lessons. Last but not least, we always checked learner understands abilities during teaching to ensure all of them make a progress."* *--Group 1's reflective journal (4/1/2017)--*

Group 2 (Teaching Speaking)

As the result of the group, teaching speaking group was moved on to the pedagogical reflection. Looking at their pretest, it could be assumed that most of them were always nervous. Some in the group did not prepare for teaching and they did not follow the students learning. At the same time, students did not talk or say anything especially when it was a language class. Sometimes the group didn't let students practicing the exercise. While in their posttest, the group showed that they engaged in interpreting, they could describe and tell what they were successful in teaching such as they had an experience from teaching. They were able to put ideas and discussion during teaching and the group could make the progress in teaching skill. Furthermore,

they provided students role-play activities to practice by using the feature of conversational interaction. The group set achievement of the goal for the teaching stage.

Table 4.12 Excerpt from Group 2 (Teaching Speaking)'s pretest and posttest

Pretest	**Posttest**
Level2: *Description reflection*	*Level3:* *Pedagogical reflection*
"During watching a video, we found that our teaching faced with some problems. There were some students in their groups who didn't prepare the lesson well. So, we failed to consider the differences among their demands and we were quite confused with how to design the lesson plan to teach speaking skill. Sometimes, some students did not say anything especially in the language class as the fact that they felt shy and unconfident. We didn't use to think that practices should be connected with their learning or behaviors. We never prepared the lesson for teaching speaking skill; as a result, it possibly had some difficulties at the first time." *--Group 2's reflective journal (10/11/2016)--*	*"Our teaching performance was quite good since we got some experiences from this course. Also, we designed interesting activities and lectures to attract our students. For example, talking cards and YouTube not only could help for students' reflection after watching the clip and make them be able to discuss in their groups but also had role-play activities by using the feature of conversational interrelation, then they would feel confident to interact together. Finally, we ended the lesson with some summaries and evaluated learners' outcomes. Hence, if we taught speaking, we should have spoken loudly in order to make it clear and create good atmosphere in the class."* *--Group 1's reflective journal (6/1/2017)--*

Group 3 (Teaching Reading)

Found in their pretest, the group was on the level 2, descriptive reflection, it showed that the group needs more practice which concerning the activities. There was no evidence occurred with the group. However, in their posttest, the group showed their progress to the level 3, pedagogical reflection. The group showed evidence in posttest. For example, the group encouraged students' questions and answers. The group planned the lesson step by step. In addition, the various activities could help student's critique and gain more ideas. Moreover, they ended the lesson by

reviewing/summarizing the main point and there was an evaluation after teaching-learning.

Table 4.13 Excerpt from Group 3 (Teaching Reading)'s pretest and posttest

Pretest	**Posttest**
Level2: *Description reflection*	*Level3:* *Pedagogical reflection*
"The activities did not much support students learning. It seemed the time did not match with our lesson. We cut out of the production step, so students could not practice this part. Thus, there was a big problem. We also did not have any experience in teaching. We provided students read the only text without exploring the questions. We should explain clearly lesson and speak loudly due to there was a large class. When teaching in the real class; it was difficult to control the students. Therefore, we had to use some more various activities to attract students' learning. In the previous lesson plan's format, we didn't have an evaluation, thus we did not know how much students understand." *--Group 3's reflective journal (21/11/2016)--*	*"Our group observed from a videotaped that how we taught. It was really better than the last time. We encouraged students to answer the questions and provided examples with appropriate reading text. We taught them by following step by step, we learned from this course such as reflection from watching video and strategies used how students responded and interacted with us. Various activities could help student's critique and gain more ideas. Moreover, We have gained a lot of knowledge learning principles, techniques and designed the lesson plan. We could say that we had a good experience in teaching even we have the short course."* *--Group 3's reflective journal (9/1/2017)--*

Group 4 (Teaching Writing)

It is essential to note that teaching writing group was unsatisfied for teaching performance for many reasons. There was not clear enough and there was not much interaction between students. While in the posttest, they became more fluent in developing teaching and analyzing the class. The progress of the group was at the level 3, pedagogical reflection. They were very satisfied with their teaching. The group could now design the lesson plan. The group realized that the importance of how to reflect what they have taught in the class and could summarize the lesson. On the other hand, they designed the activities by choosing the detail of the lesson to

make interesting materials, and the activities more engaging. They manage the class better and the activities were at the right level.

Table 4.14 Excerpt from Group 4 (Teaching Writing)'s pretest and posttest

Pretest	**Posttest**
Level2: *Description reflection*	*Level3:* *Pedagogical reflection*
"Teaching writing could cause any problems for our group such as we lacked of experience on teaching; confused designing the lesson plan, lacked of theories teaching methods. Therefore, for improving, we should practice many times; we should taught friends before teaching in the class. Learning from technologies was good to support our learning and teaching such as watching YouTube, Facebook etc. Observing teacher who teaches every day in class in order to develop our teaching too." *--Group 4's reflective journal (15/12/2016)--*	*"We were ready and enjoyed for our teaching in this time. During teaching, students were involved and engaged in learning activities, we selected materials according to the objectives of the lesson, we gave a clear explanation for each exercise and students could work in groups. We taught students by using 5 stages from a new format of lesson plan. We agreed that the activities engaged, well organized for students and the activities were at the right level. Furthermore, as we have learned many things from the course, we thought that we had more improved and brought to the real class."* *--Group 4's reflective journal (12/1/2017)--*

The next part of the findings represents the results of a reflective journal by Peer-Reflection of the parallel group of pre-service teachers on their teaching performance.

1.3 The results of Peer-reflections' reflective journal writing

This part of analysis attempted to identify how much progress of pre-service teachers to compare between pre and post-test by peer-reflection from watching the demonstration which was video recorded. All four groups involved in the reflective journal was a noticeable improvement. Moreover, it was found that pre-service teachers' teaching demonstration had an opportunity to see their peers putting creative strategies into practice teaching. A discussion was benefited around the different techniques in which they were able to use in their teaching.

The results from the qualitative analysis of each parallel group of pre-service teachers' writing reflective journal are presented with group 1 first in order to reflect group 2, followed by group 2 reflected group 1, group 3 and group 4 respectively.

Peer-reflection from Group 1(Teaching Listening) reflected Group 2 (Teaching Speaking)

From observation in group 2 found that the group was very satisfied and they can capture all students learned and used a variety teaching aids to teach speaking. Let students have a chance to speak and have a conversation with friends. However, in their pretest, the group failed to address the challenging situation occurred in the class.

Table 4.15 Excerpt from Peer-reflection (Teaching listening)

Pretest	*"We realized that they really felt shy to say the sentences. They were not confident to talk openly. The speaking activities were not interesting enough to elicit a response from students. Teaching speaking group should be motivated and kept students' discussion in the English language. Besides, some excellent students in a group should be praised or given rewards to encourage their speaking abilities. Actually, the anxiety could have an effect on their ability to share and learn the lesson."* *--Peer-reflection from group 1's reflective journal(10/11/2016)--*
Posttest	*"This group gave students an opportunity to work in pair and in group. They applied all learning techniques and principles based on lesson designs for teaching listening. Then, they used pictures (teaching aids) to stimulate students' ideas. Also, the group used teaching techniques to capture students' attention and had a variety of activities such as YouTube in teaching so as for students to reflect after watching the clip. Furthermore, students would have a chance to work and discuss together in group when they presented in class. Thus, a lot of creative strategies would be extremely vital to demonstrate comparable ideas."* *-- Peer-reflection from group 1's reflective journal (6/1/2017)--*

Peer-reflection from Group 2 (Teaching Speaking) reflected Group 1(Teaching Listening)

Looking at teaching listening group in pretest, it could be shown that the group hardly taught listening and needs some more techniques to apply the lesson. While the group developed their teaching, they designed interesting materials as a video to teach the listening skill. They attempted to use all techniques and principles into their teaching as well. The group demonstrated a great awareness of specific teaching acts.

Table 4.16 Excerpt from Peer-reflection (Teaching Speaking)

Pretest	*"During watching a video, we found that the group needed more techniques to apply in teaching. Students were quite confused doing exercise on listening. The group spent so long presentation step and they did not concern with the lesson. The exercises were not relevant to learning the objectives. And students did not answer the group's questions. Perhaps, they presented in front of the students, they felt anxious. So, they could not control the class."* *-- Peer-reflection from group 2's reflective journal (24/10/2016)--*
Posttest	*"The group was improvement on teaching. They used audiovisual aids for teaching listening. They were not serious about their teaching anymore. They could design activities after learning the course. Even thought, teaching listening was challenging, they could manage the time if compared the previous teaching. Students could answer and reflect what they have seen from a video. They provided the group discussion from the topic and scaffold the ideas. They knew how to teach listening concepts effectively."* *-- Peer-reflection from group 2's reflective journal (4/1/2017)--*

Peer-reflection from Group 3 (Teaching Reading) reflected Group 4 (Teaching Writing)

Different from what was found in the pretest, the group gave the general description of the classroom which the group had any problems for teaching writing such as present the lesson was not clear. The activities were not interesting. However, as a result in the posttest, the group described the overview of the classroom and

proposed detail future plan. The group was developed with teaching writing. And they taught appropriate learning styles to improve students and other aspects of learning. In addition, the group was learned and staged about teaching writing to put them understand how and where they have used in their teaching in order to provide the most suitable lessons for all learners to achieve it.

Table 4.17 Excerpt from Peer-reflection (Teaching Reading)

Pretest	*"It seemed that we didn't know why we were not satisfied with the teaching writing group. It was difficult to explain because someone in the group didn't know how to explain their exercise. They didn't check the spelling before writing on the board. They didn't speak correctly. We sometimes confused, do they teach writing or grammar? Because they didn't summary and didn't prepare the lesson. The group should learn more principles for teaching writing and design the activities with appropriate the lesson. In other words, they should have more materials support (pictures or flashcards etc."* *-- Peer-reflection from group 3's reflective journal (15/12/2016)—*
Posttest	*"This time, We were enjoyable for learning, the group was funny. The students were very active and enthusiastic. Sometimes students had opportunities to practice English writing from individual tasks. They can improve the usage of strategies for future practice. However, teaching writing was difficult, but the group had strategies in teaching, for example, play game of writing. Let students described something and presented in front of the class. Students discussed with another group. Importantly, the materials being used by the group which impressed us in helping by selected element of visualization such as slides, real objects, these visual elements would assist the learners to understand"* *-- Peer-reflection from group 3's reflective journal (12/1/2017)--*

Peer-reflection from Group 4(Teaching Writing) reflected Group 3 (Teaching Reading)

Compared to the pretest, there was some evidence of reflection because the group referred to a past incident. Also, they had an experience and understood well from the course, they tried to let students read, think, elicit the new words from the

story. The group showed the pictures related to the lesson, thus students took interested in the story in English. They tried to be among participants in the group activities and thus their students' feels at ease in the classroom. They learned the importance of interaction in the classroom through reflection and used several activities. The group participants were found to realize the significance of group activities for creating interaction among their students. However, in pretest, the group didn't show any specific evidence from classroom to support the claimed provided.

Table 4.18 Excerpt from Peer-reflection (Teaching Writing)

Pretest	*"Totally, after watching a video we were not satisfied with the group teaching because they missed the use of principles and lacked of any experience. It bored with their teaching. Similarly, they assigned students only read the text in practice step, no more exercises. They did not give examples or ask any questions to elicit students' ideas. They hardly manage the class. Students were noisy. We did not see any materials to support on teaching reading"* *-- Peer-reflection from group 4's reflective journal (21/11/2016)--*
Posttest	*"We agreed with their teaching. They did better if they compared the last time because they improved on teaching. The group taught us by following various activities to apply for teaching reading. The interaction in the classroom through reflection by the group works because it was important to share ideas in class. They used strategies between bottom up and top down for teaching. They reviewed/summarized the lesson as well. Observation of specific teaching methods/techniques simultaneously or subsequently covered in classroom. The atmosphere was good because all learners cooperated in learning"* *-- Peer-reflection from group 4's reflective journal (9/1/2017)—*

We can conclude that although the teaching performance based on the result displayed in table 4.1 did not statistically different. There is evidence that pre-service teachers could improve their reflective writing ability based on the instruction from the model. The results from pre-service teachers' teaching performance based on the reflective journal writing had improved in the level 3, pedagogical reflection from level 2, description reflection based on the four levels of reflective writing. They were

satisfied with teaching after instruction. It can be seen in the posttest, the group's plan the lesson well and used more techniques, principles, various activities, interact with the learners. On the other hand, they agreed that video was useful to capture in the classroom while teaching. Similar to my observation, it was found that the seminar discussion in the class was very important for all pre-service teachers to share and develop their ideas in teaching in the future.

Part 2: The opinions of Lao pre-service teachers on the arranged activities in each level of the multilevel reflection model

2.1 The results from questionnaire for pre-service teachers' opinion towards on the arranged activities in each level of the multilevel reflection model

In order to answer the question 2, the researcher explores the opinions of Lao pre-service teachers on the arranged activities in each level of the multilevel reflection model. It revealed that most of pre-service teachers agreed with the activities. The table 4.19 presented the opinions of 20 participants that attended for this research. The questionnaire was developed instruction to measure pre-service teachers' activities after the experiment. There were 30 items to explore the opinion of Lao pre-service teachers on the activities in each level of the multilevel reflection model. The items 1 to 30 were on a rating scale from 1 (strongly disagree) to 5 (strongly agree). The data of 30 items were analyzed using $\bar{X}$ and S.D.

Notes: All the items of the questionnaire was rated using a 5- point scale:

4.51-5.00	*Strongly agree*
3.51-4.50	*Agree*
2.51-3.50	*Neutral*
1.51-2.50	*Disagree*
1.00-1.50	*Strongly Disagree*

Table 4.19 $\bar{X}$ and S.D. of Lao pre-service teachers' opinion on the arranged activities in each level of the multilevel reflection model

(N=20)

Statements	Pre-service teachers' opinions							Meaning
	5 Strongly agree	4	3	2	1 Strongly disagree	$\bar{X}$	S.D.	
The level of multilevel reflection: Technical Level								
1. Learning principles for teaching listening skill helps me how apply on teaching listening skill.	*8*	*9*	*3*	*0*	*0*	*4.25*	*0.71*	*Agree*
2. Learning principles for teaching speaking skill helps me how apply in teaching speaking skill.	*10*	*8*	*2*	*0*	*0*	*4.40*	*0.68*	*Agree*
3. Learning principles for teaching reading skill helps me how apply on teaching reading skill.	*12*	*5*	*3*	*0*	*0*	*4.45*	*0.75*	*Agree*
4. Learning principles for teaching writing skill helps me how apply on teaching writing skill.	*7*	*10*	*3*	*0*	*0*	*4.20*	*0.69*	*Agree*
5. I realize the importance of teaching procedure after learning about the steps of teaching four language skills.	*9*	*7*	*4*	*0*	*0*	*4.25*	*0.78*	*Agree*
6. I enjoy doing the activities while learning teaching listening skill.	*1*	*11*	*8*	*0*	*0*	*3.65*	*0.58*	*Agree*
7. I enjoy doing the activities while learning teaching speaking skill.	*3*	*11*	*6*	*0*	*0*	*3.85*	*0.67*	*Agree*
8. I enjoy doing the activities while learning teaching reading skill.	*3*	*10*	*7*	*0*	*0*	*3.80*	*0.69*	*Agree*
9. I enjoy doing the activities while learning teaching writing skill.	*1*	*10*	*9*	*0*	*0*	*3.60*	*0.59*	*Agree*

Table 4.19 (Continued)

Statements	**Pre-service teachers' opinions**							**Meaning**
	5 Strongly agree	**4**	**3**	**2**	**1 Strongly disagree**	**$\bar{X}$**	**S.D.**	
10. During the class, I have more chance to practice to design the lesson plan on teaching listening skill.	*5*	*9*	*6*	*0*	*0*	*3.95*	*0.75*	*Agree*
11. During the class, I have more chance to practice to design the lesson plan on teaching speaking skill.	*5*	*9*	*6*	*0*	*0*	*3.95*	*0.75*	*Agree*
12. During the class, I have more chance to practice to design the lesson plan on teaching reading skill.	*4*	*14*	*2*	*0*	*0*	*4.10*	*0.55*	*Agree*
13. During the class, I have more chance to practice to design the lesson plan on teaching writing skill.	*3*	*12*	*5*	*0*	*0*	*3.90*	*0.64*	*Agree*
14. I understand how to design the lesson after learning teaching listening skills.	*6*	*8*	*6*	*0*	*0*	*4.00*	*0.79*	*Agree*
15. I understand how to design the lesson after learning teaching speaking skills.	*6*	*7*	*7*	*0*	*0*	*3.95*	*0.82*	*Agree*
16. I understand how to design the lesson after learning teaching reading skills.	*7*	*8*	*5*	*0*	*0*	*4.10*	*0.78*	*Agree*
17. I understand how to design the lesson after learning teaching writing skills.	*7*	*10*	*3*	*0*	*0*	*4.20*	*0.69*	*Agree*
18. I use pre-while-post steps in teaching listening skill.	*10*	*6*	*4*	*0*	*0*	*4.30*	*0.80*	*Agree*
19. I use presentation, controlled-speaking practice and freer-speaking practice in teaching speaking.	*8*	*8*	*4*	*0*	*0*	*4.20*	*0.76*	*Agree*
20. I use pre-while-post steps in teaching reading skill.	*4*	*12*	*4*	*0*	*0*	*4.00*	*0.64*	*Agree*

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Table 4.19 (Continued)

Statements	**Pre-service teachers' opinions**							**Meaning**
	5 Strongly agree	**4**	**3**	**2**	**1 Strongly disagree**	**$\bar{X}$**	**S.D.**	
21. I use presentation, controlled-writing practice and Freer-writing practice in teaching writing.	*9*	*3*	*8*	*0*	*0*	*4.05*	*0.94*	*Agree*
22. I can apply my teaching in the part of teaching four language skills.	*8*	*7*	*5*	*0*	*0*	*4.15*	*0.81*	*Agree*
The level of multilevel reflection: <u>Deliberative Level</u>								
23. I think that using video helps me a lot in learning activities and video provides thorough instructional support.	*10*	*7*	*3*	*0*	*0*	*4.35*	*0.74*	*Agree*
24. I have a chance to self-reflect on my own teaching after watching a video clip.	*14*	*5*	*1*	*0*	*0*	*4.65*	*0.58*	*Strongly agree*
25. I give feedback on my friends' teaching performance when I see a video clip.	*7*	*11*	*2*	*0*	*0*	*4.25*	*0.63*	*Agree*
26. I can use data from my own reflection and my peer reflection to improve my teaching.	*11*	*6*	*3*	*0*	*0*	*4.40*	*0.75*	*Agree*
The level of multilevel reflection: <u>Critical Level</u>								
27. Seminar provides me with opportunities to reflect other group on the English language teaching four skills.	*12*	*5*	*3*	*0*	*0*	*4.45*	*0.63*	*Agree*
28. I feel that I have a chance to share the opinion and discuss with friends about my ideas of teaching four language skills during seminar.	*10*	*6*	*4*	*0*	*0*	*4.30*	*0.80*	*Agree*

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Table 4.19 (Continued)

Statements	Pre-service teachers' opinions							Meaning
	5 Strongly agree	4	3	2	1 Strongly disagree	$\bar{X}$	S.D.	
29. During seminar, group discussion enhances self-confidence in the capacity to reflect.	*11*	*8*	*1*	*0*	*0*	*4.50*	*0.60*	*Agree*
30. I can see the connection between we have discussed in the seminar and apply in class.	*7*	*9*	*4*	*0*	*0*	*4.15*	*0.74*	*Agree*
Total Mean Score						**4.14**	**0.37**	Agree

From table 4.19, the mean scores of all statements were higher than 2.0 and the total mean score was *4.14 (S.D. =0.37)* indicated that pre-service teachers had positive opinions on their arranging activities in each level of the Multilevel Reflection Model in each statement of the questionnaire results.

Besides, if considering some specific aspects drawn from the questionnaire. The researcher was divided into three groups of Multilevel Reflection based on the Etscheidt et al. (2011). For example, items 1-22 dealing with technical level, for these items focus on the lesson plans (lesson development and delivery), items 23-26 dealing with deliberative level by using video to reflect on teaching and items 27-30 dealing with critical level, this last level was focused on the seminar in class for teaching English four skills. All the three levels were indicated as follows:

1. Technical Level:

The highest of the average score was item numbers 3, 2 and 18 involving using lesson plans and delivery. The statements were as follows.

Item 3: *'Learning principles for teaching reading skill helps me how apply on teaching reading skill.' ($\bar{X}$ = 4.45).*

Items number 2: *'Learning principles for teaching speaking skill helps me how apply in teaching speaking skill.' ($\bar{X}$ = 4.40).*

If comparing to the highest average score above, item numbers 8, 6, and 9 were lower average as below.

Item 8: 'I enjoy doing the activities while learning teaching reading skill.' ($\bar{X}$ = 3.80).

Item 6: *'I enjoy doing the activities while learning teaching listening skill.' ($\bar{X}$ = 3.65).*

Item number 9 involves technical level using lesson development and delivery, the mean score was lower:

Item 9: *'I enjoy doing the activities while learning teaching writing skill.' ($\bar{X}$ = 3.60).*

2. Deliberative level

And the statement 24: *'I have a chance to self-reflect on my own teaching after watching a video clip.' ($\bar{X}$ = 4.65)* was strongly agree, had the highest mean score for participants on arranging activity in each level of the Multilevel Reflection Model. Teaching clips helped them see their teaching action and the students' behavior. Especially, they felt enjoy during watching themselves as well.

Item 23: *'I think that using a video helps me a lot in learning activities and video provides thorough instructional support.' ($\bar{X}$ = 4.35).*

Item 25: *'I give feedback of my friends' teaching performance when I see a video clip.' ($\bar{X}$ = 4.25).* This item is a lower score; it indicated that most of Lao pre-service teachers still humble to give feedback in a negative way in front of their friends.

3. Critical level

Besides, pre-service teachers' opinions on the item numbers 29 and 30: '*During seminar, group discussion enhances self-confidence in the capacity to reflect.'* (item 29), and *'I can see the connection between we have discussed in the seminar and apply in class'* (item 30). It was shown that the mean score of item number 27 was *4.45 (S.D. = 0.60)* and item number 30 was *4.15 (S.D. =0.74)*. During the group discussion, they share ideas of teaching and then they can give reflection to the own group and their peer. This level was shown that they have agreed all the statements.

In sum, all the answers were positive opinion and almost the average mean of opinion scale > 2.0 from the 5-point scale on the questionnaire; it indicated that pre-service teachers had positive opinions toward on the arranging activities based on Multilevel Reflection. They agreed that the arranged activities in each level of the Multilevel Reflection Model helped them to understand how to design the lesson plan on four kills better and how to reflect from watching video upload and known how to seminar discussion in class.

At the ends of the questionnaire, there was a section for suggestions about their activities, teaching and the course. In this section, their answers imply the strength and weakness of the arranging activity in each level of the multilevel reflection model. The following table 4.20 is responses given by participants.

Table 4.20 Percentage of Lao pre-service teachers' suggestions

Strength	Weakness
1. Teacher gives us an opportunity to improve teaching four skills. (4/20 or 20%)	1. I would like teacher to give more time for us practicing and improving our teaching. (1/20 or 5%)
2. I like lesson plan's format and need to use in our program. (1/20 or 5%)	2. I sometimes lose control when I speak, it is incorrect grammar. (1/20 or 5%)
3. After learning this course, I can learn more how to teach four skills. (3/20 or 15%)	3. I didn't know the way how to give the speech during a seminar. (1/20 or 5%)
4. I am really delighted in this course. During this course I have gained more knowledge for developing my skills, it was a great course; I hope that we will get the good course like this again. (10/20 or 50%)	4. We need some more materials for teaching all subjects. (1/20 or 5%)
5. It is very useful for me to join this course. (1/20 or 5%)	5. We should develop for teaching more than this. (1/20 or 5%)
6. I like video, I can see myself teaching, it was very interesting and challenging. (2/20 or 10%)	6. Some students still confuse how to use PPP. (1/20 or 5%)
7. I can apply all I have learned from this course. (1/20 or 5%)	7. The lesson design is not clearly in the previous. (1/20 or 5%)
8. I like working in a group it helps me a lot. (1/20 or 5%)	8. We lack learning approach from our previous lesson. (1/20 or 5%)
9. I like seminar class; it helps me feeling good when I am in front of the class. (1/20 or 5%)	9. We don't have new teaching materials to support our learning and teaching in our faculty program. (1/20 or 5%)

Table 4.20 (Continued)

Strength	Weakness
10. I clearly understand how design the lesson plan. (13/20 or 65%)	10. Limitation of Information technology. (1/20 or 5%)
11. I had studied about principles for teaching four skills. (1/20 or 5%)	11. I wish the class could have been longer, so we could learn more interesting lesson design. (1/20 or 5%)
12. Lesson plans are good. (1/20 or 5%)	
13. It's very important to use steps of the lesson plan. (2/20 or 10%)	
14. The various activities are important for teachers and students. (1/20 or 5%)	
15. I know how to manage the class. (1/20 or 5%)	

From their suggestions on the activity, teaching and the course, it is indicated that most pre-service teachers were satisfied with this course. A finding showed that 13 out of 20 or (65%) said that "*I clearly understand how design the lesson plan*". and 10 out of 20 or (50%) also stated that "*I am really delighted in this course. During this course I have gained more knowledge for developing my skills, it was a great course; I hope that we will get the good course like this again*". However, the weaknesses of arranging activity in each level of the multilevel reflection model are all the same point.

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Summary

This chapter reports the results of the study of effects of multilevel reflection model instruction on Lao pre-service teachers' English teaching performance. They were presented based on two research questions: 1) To what extent does multilevel reflection model instruction affect Lao pre-service teachers' English teaching performance? And 2) what are the opinions of Lao pre-service teachers on the arranged activities in each level of the multilevel reflection model?

Part One, it revealed the findings of the research question one. Wilcoxon Signed-Rank Test statistical teaching performance was employed in order to compare the mean scores from the pre-test and post-test. It showed that the pre-test scores and post-test scores were increased without statistically significant different at the level of

0.05 due to the numbers of the groups of pre-service teacher were small and there was a short time for practice teaching. Therefore, the effects of overall cannot be claimed. However, concerning the reflective journal from the four groups of pre-service teachers improved after the treatment from level 2, descriptive reflection reached to level 3, pedagogical reflection. When the instruction was delivered to the Lao pre-service teachers, the researcher found many factors that affected to them especially lesson design, and materials used in teaching lesson. They were lacked of any skills for teaching. Thus, the course helped them a lot to improve their teaching, they might learn some techniques and principles tended to be more effectively. It was found that they could design the lesson plan, write the objectives which clearly match with the lesson; the materials were used for teaching such as video, pictures, worksheets, talking cards, flashcards, and various activities.

Part Two, it presented the findings of the research questions two, concerning to "opinions of Lao pre-service teachers on the arranged activities in each level of the multilevel reflection model". The analysis of the questionnaire showed that Lao pre-service teachers had positive opinion and the higher mean score was (*=4.65*) *strongly agree*. The usefulness of watching video recorded during teaching which pre-service teachers thought about and gave reflection what they did in the class. The findings confirmed that Multilevel Reflection Model had positive effects towards assisting Lao pre-service teachers' on the arranged activities in each level.

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CHAPTER V
DISCUSSIONS AND RECOMMANDATIONS

This chapter contains discussions of the findings from the study of the Effects of Multilevel Refection Model Instruction on Lao pre-service teachers' English Teaching Performance. The first part, a brief summary of the study shows the research findings of the study. The second part contains a discussion of the results. Finally, limitations of the study, pedagogical implications, and recommendations for further study are described in this part.

Summary of the study

This study was one group pretest and posttest, quasi-experimental design. It investigated the effects of instruction using Multilevel Reflection Model on Lao pre-service teachers' English teaching performance and explored the opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model. The research design was aimed to collect both qualitative and quantitative data.

The population in this study was 3rd year English majored undergraduate pre-service teachers who enrolled methodology course at Faculty of Education, National University of Laos in the academic year 2016. The participants of this study were purposively selected; twenty pre-service teachers were divided into four groups of teaching.

The research was divided into two stages: preparation for data collection and the main study. In the first stage, the researcher reviewed related literature theories, articles and documents dealing with multilevel reflection model. Then, the researcher selected the participants by using purposive sampling technique as this was the only group assigned for the researcher to teach and prepared the instructional instruments and data collection instruments. The researcher constructed and validated the Multilevel Reflection Model Instruction to be used as the treatment in this study. The research instruments were created: lesson plans, teaching evaluation form, reflective journal writing, and a questionnaire. After the process, it was a pilot study with pre-service teachers who were not the same group and the revision process.

In the second stage, data was collected during the time that the Multilevel Reflection Model Instruction is offered within approximately 12 weeks with pretest and posttest. Week 1, pre-service teachers did teaching performance and videotaped and each group spent 45 minutes. Then, each group wrote the reflective journal writing with a video recorded. For weeks 2-11, the classes learned Lesson planning. The pre-service teachers expected to learn the background of lesson planning and how to design it. The 15 lesson plans implementing Multilevel Reflection Model Instruction were used in the experimental process. The class allotment was 90 minutes per period. The researcher was the person who conducted the class. Week 12, when the course finished, pre-service teachers did teaching performance and videotaping again, this stage of the procedure was carried out in order to examine whether pre-service teachers had made progress after learning the lesson of Multilevel Reflection Model, writing journal and a questionnaire were provided. Finally, both quantitative and qualitative data were analyzed. Pre-service teachers' scores from the pretest and posttest were compared by mean of an arithmetic mean and Wilcoxon signed ranks test. Reflective journal writing from four groups before and after teaching were analyzed by content analysis. The quantitative data were collected by using a questionnaire. Twenty pre-service teachers were selected to answer the questionnaire. The quantitative data was analyzed by using statistics mean score, S.D. The qualitative data analyzed by using content analysis.

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Summary of Findings

The findings of the study can be summarized into main aspects based on the research questions: 1) to what extent does Multilevel Reflection Model Instruction affect Lao pre-service teachers' English teaching performance? And 2) what are the opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model?

Concerning pre-service teachers' English teaching performance, the results revealed that the pretest and the posttest mean scores were increased without statistically significant at the level of 0.05 due to the numbers of pre-service teachers were small and there was a short time for practice teaching. Researcher trusted that is was essential to look closely at each group to explore what their progress they had

made. The results revealed that pre-service teachers' pretest and posttest from their writing reflective journal improved from level 2, description reflection to level 3, pedagogical reflection. The reflective journals were analyzed by content analysis. They were taken to be analyzed by mapping the words based on the four levels of reflective writing.

Regarding the findings from research question two, the data was obtained from questionnaires. The analysis of the questionnaire showed that pre-service teachers had positive opinions on the arranged activities in each level of the Multilevel Reflection Model. The usefulness of conducting of lesson planning as well as journal writing was very useful for reflecting with video analysis from their teaching to reflect what happened in the class and what they have taught, students' behavior. Similarly, the seminar provided great potential for pre-service teachers' reflection. Seminar promotes knowledge and exploration. The goal of seminar discussion groups is to promote self and peer-reflection to improve their teaching. The findings confirmed that Multilevel Reflection Model had positive effects towards assisting Lao pre-service teachers' on the arranged activities in each level.

Discussion

This study was aimed to investigate the effects of Multilevel Reflection Model on Lao pre-service teachers' English teaching performance and to explore the opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model.

1. Discussion of the effects of Multilevel Reflection Model on Lao pre-service teachers' English teaching performance

The discussion was also divided into two sections. The first section discussed the finding on the English teaching performance. The other section discussed the findings on the reflective journal writing.

1.1 English teaching performance

The results from the gained mean score when compared the pre-test and post-test mean scores were not statistically significant at the level 0.05. This may be due to the fact that the numbers of pre-service teachers were small and there was a short time for practice teaching. Therefore, the overall effects cannot be claimed. Based on the

researchers studies the difference of teaching performance, it found that the number of hours of preparation for teaching practice and anxiety causes problems of pre-service teachers' reaction to teaching practice (Benton-Kupper, 2001). Thus, the pre-service teachers needed more time for practice teaching in order to improve their teaching.

However, if the focus was on the teaching stages, there are some interesting points which worth to be discussed in the introduction stage, pre-service teachers used different teaching techniques to capture students' attention and to increase students' understanding. They used English in teaching and demonstrated ability to use effective verbal to communication as well as to give a clear instruction. Pre-service teachers applied motivational strategies to engage students in the lessons. For the assessment, they checked for students understanding gained from learning the tasks by using better assessment strategies than those they used in pre-microteaching. The findings may be relevant to what Suphasri (2015) said that the participants' teaching performance increased from initial to proficiency level. The improvement indicated that all pre-service teachers demonstrated a more successful lesson in terms of lesson planning, lesson presentation and lesson evaluation.

1.2 Reflective journal writing

The findings in the pre-service teachers' reflective journal writing revealed that their journal writing were improved from level 2, descriptive reflection to level 3, pedagogical reflection. The possible reasons for pre-service teachers' improvement were synthesized as self-reflection and peer-reflection as the following:

The benefit of Self-Reflection

The researcher found that self-reflection helped pre-service teachers to build the emotional self-awareness by asking the important questions, strengths and weakness. This finding is supported by the evidence from the pre-service teachers' journal entries themselves as they demonstrated descriptions of the classroom and addressed the challenging situation found from the class supported and pre-service teachers' reasonable explanations the classroom situation. Their reflection demonstrated that they can teach steps by steps which engaged the students better in the class and received a better response in order to support the use of reflective writing to promote teaching performance in class (Cisero, 2006; Hatton and Smith, 1995; Hume, 2009; Yayli, 2009). Concerning the pre-service teachers' reflective

journal writing, the results can be explained by their writing journal. Group1 (teaching listening) wrote about their satisfaction on teaching that:

> *"We felt confident and energetic because we started our lesson with clear objectives. We learned many techniques and principles from the course before which supported for our teaching. Next, we found how to connect new concepts with students' knowledge which they studied in previous classes. They could keep interaction with their friends. During our lessons, we used various examples and materials such as videos and worksheets in order for all students to discuss in their own groups then. In addition, we also found the way to present our ideas and concepts that were easy for students to understand. At the end of class, we usually summarized and reviewed the lessons. Last but not least, we always checked learner understands abilities during teaching to ensure all of them make a progress."*

Interestingly, at the post-test, pre-service teachers gained understanding about their teaching performance through self-reflection. Because self-reflection as the type of meditational tool that allowed pre-service teachers to examine their teaching practice what they thought and felt. This correspond with the study of Johnson and Golombek (2011) on reflective journals as a meditational tool for externalization and verbalization that helped to foster pre-service teachers' professional development. The results from the writing journal yield the similar results from Moore et al. (2007) believed that when looking yourself through other people's eye can be revealing and disturbing exercise at the same times. However, they added that through observing oneself can build up strengths and provide an understanding of classroom interaction.

Moreover, the reflective journal changed pre-service teachers to be more thoughtful and allowed them to identify the gaps in their lesson planning.

The benefit of Peer-Reflection

Peer-reflection is a good way to help pre-service teachers on teaching in order to look backward what happening and improving the positive and negative way to develop teaching performance. Furthermore, the effective way to help pre-service teachers' improvement on their teaching was being training on teaching practice, conducting their designing the lesson plan, and interacting with lecturer and friends, giving and receiving feedback from the peer. However, the impact of teaching course was positive for the individual or groups teaching practice and helped pre-service teachers how approach the course practically and delivered the information through collaboration with the peer. As G. Brown (1976) mentioned through observing fellow

pre-service teachers and using experiment and error in own teaching sessions are the very common way of self-training. The findings from their study showed that many pre-service teachers have learned from peer and they reflected on their own teaching when they watched the videotaped and the importance of journal feedback in developing pre-service teachers' reflection. The journal writing was the preferred method to develop pre-service teachers and reported positive aspects of the feedback (Bain et al., 2002). Similarly, Ozogul et al. (2008) mentioned three of evaluation as teacher-evaluation, self-evaluation or peer-evaluation on pre-service teachers' performance related to writing the lesson plan. It showed that self-evaluation developed critical thinking skills that improve the quality of pre-service teachers' instruction.

To support the findings mentioned above, the researcher would like to draw a conclusion that teaching helped the pre-service teachers to overcome problems presenting the class and getting ready for class, it gave positives results related to preparation of lesson plan and acquiring classroom management skills and making them grasp the need of different methods according to lesson presentation.

2. Discussion of opinions of Lao pre-service teachers on the arranged activities in each level of the Multilevel Reflection Model

The findings from the questionnaire of pre-service teachers indicated that pre-service teachers had positive opinion towards the Multilevel Reflection Model on three levels 1) the opinion towards the effectiveness of video reflection, 2) the opinion towards lesson plan,3) the opinion towards the seminar.

Regarding the opinion towards the effectiveness of video reflection, pre-service teachers interested in their teaching from watching video. They said that they have never use video to record during teaching. Therefore, the course provided the good way to use video in order to capture complexity in the classroom (Kurz et al., 2004). At this point, the pre-service teachers strongly agreed that watching video helped promoting their self-observation. Pre-service teachers 1,4,5,7,10-14 and16-20 said that "*I have a chance to self-reflect on my own teaching after watching video clip*" As well as they agreed that "*I give feedback of my friends' teaching performance when I see video clip*" said by pre-service teachers 1,4,5,12,15,19,20. Thus, video provided through instructional support and learning activities. The findings may be

relevant to what Beck et al. (2002) suggests, that the use of video cases increased for pre-service teachers to interpret, identify and analyze their own teaching practice, through watching video, pre-service teachers gained new opportunities to examine their practice in order to they gained the better understanding of what happening in their classroom.

These findings were the advantage of using video reflection. This finding aligned with the study of Susoy (2015) who investigated pre-service teachers could be noticed and interpreted the classroom circumstances by watching their videotape. This study revealed that pre-service teachers had an opportunity to notice and discuss on their weak and strong point in teaching. Additionally, video recordings helped pre-service teacher for fostering the reflective practice skills in fluency in teaching English, created the teaching activities in class, and also video helped pre-service teachers to raise awareness particularly about problems in teaching English.

The results were in substantial agreement with those of King (2008) stated that video records of instruction produce more critical reflection in pre-service teachers. Pre-service teachers had an opportunity to replay video to gather their ideas, to observe classroom interaction and see the important features (Perry and Talley, 2001; Rosaen et al., 2008). Moreover, the results from Rosenstein (2002) conducted video use to observation and feedback. Video captured the detail of teaching interaction between teacher and students and provided pre-service teachers with performance feedback, interaction, and situation. Viewing the video can be used to help pre-service teachers learn to notice what was happening in the classroom and examine the intricacies of the teaching process (Sherin and van Es, 2005).

Referring to the finding on opinion towards lesson planning, Multilevel Reflection Model provided pre-service teachers' engagement in lesson planning. Thus, lesson planning was an important component of teacher training program. Particularly, Lao pre-service teachers often required to use lesson plan when they began teaching. Planning lesson was not provided for teaching but clarify the thinking about principles of effective teaching and creating based on students respond to the lesson. As a result, pre-service teachers reported that they agreed of using the format of a lesson plan. It is easily understand and they learned a lot the theories to support on lesson design. In the previous format, they had problems to write the objectives

and there are no found for evaluation after learning. Thus, they could not evaluate students' learning. As a teacher, it was great to understand better the use of stage and put the right detail in each stage (Schmidt, 2005). Additionally, lesson planning was very useful for pre-service teachers who learned the new thing to teach in the real class and they spent time writing the lesson plans (Freese, 1999; McAlpine and Weston, 2000). In fact, pre-service teachers without an experimental would make greater use of lesson plans and more detailed lesson plans during teaching experience (Richards, 1998). Besides, planning a lesson before teaching was considered important to teach an effectively lesson.

Regarding the opinion towards the seminar, seminar is one method was promoted by Multilevel Reflection Model. Through activities in the seminar session, pre-service teachers had opportunities to exchange the ideas with their peers that lead to learning. On the other hand, the pre-service teachers also look very active role in interacting with friends, some tried to speak English to give reasons of teaching English 4 skills. Pre-service teachers 2,5,7,8,11,13-19 had shared their opinions stating that "*Seminar provides me with opportunities to reflect other group on the English language teaching four skills"* and "*I can see the connection between we have discussed in the seminar and apply in class*" said by pre-service teachers 3,5,14,16,17,18,20. It implies that pre-service teachers still agreed with seminar in class because they may not have this chance to give reflection.

From the results of pre-service teachers' suggestion indicated that all pre-service teachers were satisfied with this course. Pre-service teachers 1,2,4,6,8-10,13-15,17-19 said that "*I clearly understand how design the lesson plan*" and "*I am really delighted in this course. During this course I have gained more knowledge for developing my skills, it was a great course; I hope that we will get the good course like this again*" said by pre-service teachers 3,5,7,9,10,11,12,14,16,18. In contrast, the weaknesses of arranging activity in each level of the multilevel reflection model are all the same point.

Therefore, it was found that the Multilevel Reflection Model had an effect on pre-service teachers' English teaching performance based on the evidence from qualitative data. There were some reasons why the Multilevel Reflection Model Instruction on teaching performance is effective. First, at the technical level focused

on design the lesson plan which one objective that helped pre-service teachers to be active for learning-teaching, the way how to plan lesson since they got confused to write the objectives. Pre-service teachers can apply all steps to a lesson plan. They used principles, techniques to apply on designing the lesson plan. Secondly, at the deliberative level, it gave the chance for them to write journals and reflected from watching a video. Lastly, at the critical level, they have a chance for critique done by the seminar. Similarly, using Multilevel Reflection was appropriated and suitable for the level of bachelor students which teach them about how to deal with their teaching.

Limitation of the study

Although there was some evidence showing that pre-service teachers may have gained benefits after learning through Multilevel Reflection Model Instruction, the issues of time and background knowledge of the pre-service teachers may pay a lot of role in the study. For the timing issue, the instruction was done in a short period of time and in extra class time. This might be some overloaded work for the pre-service teachers. As this model was quite new to all the Laos pre-service teachers, the researcher planned to prepare the pre-service teachers for reviewing the main principles of the four language skills, reflection writing, learning from the video recordings, their roles in the seminar sessions. The researcher felt that these concepts may need more time for the pre-service teacher to digest and apply in their teaching.

Pedagogical Implications

According to the reviews of literature and the findings, the Multilevel Reflection Model can be a good model to help pre-service teachers to learn how to improve their teaching through their reflections with several tools as the guidelines.

The Multilevel Reflection Model can overcome the problems of teaching with the tools such as a reflective journal, video record on teaching and the seminar. The use of video can help enhance the quality of reflection within their peer group and between the peers from other groups. It was benefited by using video enhance reflection. Using video is an appropriate method of instruction for many goals of teaching such as storytelling, debate, interviewing etc. In other words, pre-service teachers reported gaining new aspects from observing their own teaching video record. The video can help as input for the pre-service teachers to write the reflection.

The guiding questions also prompt them to be more focused on what they should think back. The peer group can help their motivation to go on with some difficult issues when they get struck with the improvement of their teaching and also they can see some other good samples from their peers in reflecting their views of teaching improvement. The seminar class could help raised the opportunities for them to be confidence in raising interesting issues, the ability to share and discuss points which the pre-service teachers may agree or disagree. In addition, the pre-service teachers can learn about the format of a seminar and the roles of being novice scholars in the field.

Regarding the researchers' observation towards the writing reflection, some pre-service teachers could reflect better through writing while the others might have the conversation with peers. Furthermore, the implication of Multilevel Reflection Model can better promote preparation program.

Recommendations for further study

The Multilevel Reflection Model is interesting instruction which has been effective in other pre-service teachers' preparation programs. But for Lao pre-service teachers and teachers, it is quite new. The recommendations for future research studies to be conducted in Lao using this instruction should be as follows:

1) The orientation program of video-recording, observation from video and journal writing should be conducted for pre-service teachers to get them to be familiarize with the new way of teacher preparation program. The time to provide the instruction could be adjusted and should be practiced within the class time until the pre-service teachers are comfortable to do it on their own.

2) This model is an interesting as they more practice orientation, the pre-service teachers are encouraged to apply what they have learned about teaching principles as theory and apply them to teach their microteaching. They also have a chance to reflect what they can possibly improve teaching. The seminar also provides an opportunity for them to discuss and share ideas during teaching.

3) Teacher should make a plan for a seminar in class at least once a month in order to let pre-service teachers give reflection and share their ideas. As learning methodology, pre-service teachers should learn more approaches and other techniques that are related to the lesson plan design and how to apply principles into practice.

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จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
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Appendix A: Course Syllabus

National University of Laos
Faculty of Education
Course Syllabus

1. Course code: 751EM323
2. Course title: Methodology III
3. Credits: 3 (2-2-0)
4. Instructor: Ms. Chanmany Rattanavongsa
5. Faculty: Department of English, Faculty of Education
6. Course type: Required course
7. Pre-requisite courses: Method I and Method II
8. Semester: First semester
9. Academic year: 2016
10. Course description:

This course is to provide an overview of current approaches, issues, and practice in teaching English. Identifying different stages of a lesson plan, teaching techniques and effective lesson planning are presented.

This course will be taught in 16 weeks (3 hours a week), that will be used variety of techniques in teaching. The students ought to be involved in the classroom learning activities such as pair work and group work, explain teaching principles and micro-teaching.

11. Assessment and Evaluation:

- Class attendance 10%
- Class participation 20%
- Assignments 10%
- Midterm exam 20%
- Micro-teaching 40%

12. Teaching outline

Week	Unit	Level of reflection promoting	Lesson	Activities	period	Out comes
1	Pre-test				4	Test Results

2	Unit 1 Introduction to Pedagogical Methodology	Technical level	1	Lesson Planning: format/components of lesson and lesson design.	1	Discussion the background on lesson planning
			2	Practice: Design Lesson plan	1	Class presentation
3	Unit 2 Teaching Listening	Technical level	3	Theory: Principles of Teaching Listening	1	Discussion the Principles
			4	Practice: Design Lesson plan and Teaching Listening	1	Class presentation
4		Deliberative Level	5	Video-Based Analysis	2	Class Reflection
5	Unit 3 Teaching Speaking	Technical level	6	Theory: Principles of Teaching Speaking	1	Discussion the Principles
			7	Practice: Design Lesson plan and Teaching Speaking	1	Class presentation
6		Deliberative Level	8	Video-Based Analysis	2	Class Reflection
7	Unit 4 Teaching Reading	Technical level	9	Theory: Principles of Teaching Reading	1	Discussion the Principles
			10	Practice: Design Lesson plan and Teaching Reading	1	Class presentation
8		Deliberative Level	11	Video-Based Analysis	2	Class Reflection
9	Unit 5 Teaching Writing	Technical level	12	Theory: principles of teaching writing	1	Discussion the Principles
			13	Practice: Design Lesson plan and Teaching Writing	1	Class presentation
10		Deliberative Level	14	Video-Based Analysis	2	Class Reflection
11	Unit 6 Topical Seminar Discussion	Critical level	15	Discussion on English language teaching of four skills.	2	Group discussion
12	Post-test				4	Test Results and Results of the questionnaire

Source from: Methodology Textbook Year 2 and 3. Teacher Training College Lao PDR. (VSO). Printed by Stage Printing.
- Methodology textbook book 3 and 4 (11+3) system. Teacher Training College, 2008 – 2009

Appendix B: Lesson Plans (1, 4, 6)

Lesson Plan 1

Subject: Methodology
Unit 1: Introduction to Pedagogical Methodology
Level: Students year 3
Lesson 1: Lesson planning
Time: 90 minutes

Terminal Objective

Students will be able to identify important components of a lesson plan.

Enabling Objectives

1. Students will be able to describe the important parts of a lesson.
2. Students will be able to match the new vocabulary to the aims.
3. Students will be able to discuss and suggest their ideas on teaching procedure.
4. Students will be able to put the presentation, practice and production into each sentence.

Materials

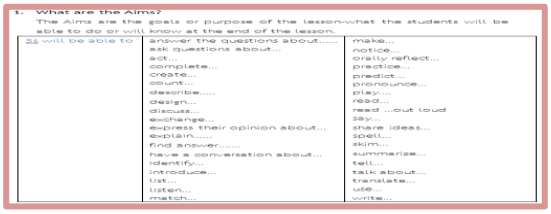
- Worksheets, handouts, pictures, blank of teaching procedure (step of the lesson plan)

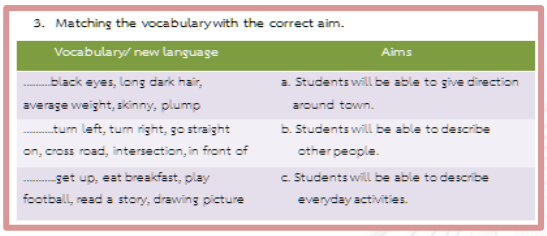
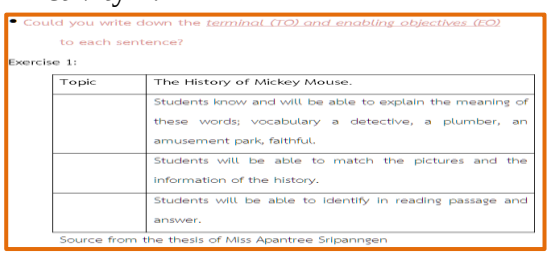
Evaluation

1. In the group of five, students will be able to describe the important parts of a lesson.
2. In the group of five, students can match the new vocabulary to aims.
3. In the group of five, students can discuss and suggest their ideas on teaching procedure.
4. In the group of five, students will be able to identify the presentation, practice and production of teaching procedure.

Teaching Procedure

Teacher	Students
Warm-up: (10 minutes) • (Greeting) Good morning students. - It is the second time we meet again. - The students know what we are going to learn about today. - Today, we are going to learn about the lesson planning. - *Do you think you will make a lesson plan every lesson? Why? Why not?*	 • (Greeting) Good morning teacher. - (Various answers - (Various answers)

- *So, what do you think about lesson planning? Lesson planning is served as a guide for novice teachers who need to create formalized lesson plans.* - *Why we plan lessons?* - *When we plan lessons?* - *How we plan lessons?* - *What a lesson plan looks like?* - *Have you ever written a lesson plan?*	- Yes, lesson plan helps us to think about what something we will teach in order to make us not forget. - All teachers must try to make a clear lesson plan.
Presentation: (70 minutes) • Teacher tells students when we plan a lesson we have to think about the important parts of a lesson: (1) Aims *of the lesson, (2) new language, (3) teaching procedure (warm-up/review, PPP, wrap-up), teacher and students' activities, (4) materials, teaching aids, time, (5) evaluation.* - Now let's start with the aims of the lesson: 1. Teacher asks students ***What are the aims?*** *Aims are the goals or purpose of the lesson-what the students will be able to do or will know at the end of the lesson.* - *By the end of the lesson, we always use the sentences like:* - *Ss will be able to……. (see in table)*  1. What are the Aims? The Aims are the goals or purpose of the lesson-what the students will be able to do or will know at the end of the lesson. Ss will be able to answer the questions about…… ask questions about… act… complete… create… count… describe…… design… discuss… exchange… express their opinion about… explain…… find answer…… have a conversation about… identify… introduce… list… listen… match… make… notice… orally reflect… practice… predict… pronounce… play…… read… read …out loud say… share ideas… spell… skim… summarize… tell… talk about… translate… use… write… • Teacher gives students example and lets them work in pairs. *Example:* *- Students will be able to practice "going to" to talk about the future.(structure)* *- Students will be able to give and ask for direction.(skill)* - Look at activity A1. Teacher tells students to work with their partner and	• Students take note and discuss with teacher. - (Various answers) *- Aims are the purpose of the lesson. It is what we want the students to be able to do after the lesson is finished.* • Students work in pairs in activity 1.

read the aims and decide what kind of lesson should be language or skills. - Look at In activity 2. Teacher asks students to work individual by matching the vocabulary with the correct aim, then share the answer with their friends.  Feedback is given as a whole class. - In addition, teacher asks students about *terminal objective and enabling objective.* *1. What is terminal objective?* *2. What is enabling objective?* - Then, teacher explains and gives students handout. *- I will give you some activities according we have learned the theory of terminal and enabling objectives.* *- So you have to classify the terminal and enabling objectives.* - Activity 1: 	- Students work individually in activity 2. - (Various answers) *- Terminal objective is……* *- Enabling objectives are……*

3. Matching the vocabulary with the correct aim.

Vocabulary/ new language	Aims
.....black eyes, long dark hair, average weight, skinny, plump	a. Students will be able to give direction around town.
.....turn left, turn right, go straight on, cross road, intersection, in front of	b. Students will be able to describe other people.
.....get up, eat breakfast, play football, read a story, drawing picture	c. Students will be able to describe everyday activities.

- Could you write down the *terminal (TO) and enabling objectives (EO)* to each sentence?

Exercise 1:

Topic	The History of Mickey Mouse.
	Students know and will be able to explain the meaning of these words; vocabulary a detective, a plumber, an amusement park, faithful.
	Students will be able to match the pictures and the information of the history.
	Students will be able to identify in reading passage and answer.

Source from the thesis of Miss Apantree Sripanngen

- Activity 2:

Exercise 2:

Topic	What is Global Warming?
	Students will be able to discuss about the ways to help the environment with their friends.
	Students will be able to identify the meaning of the words "reduce, reuse, and recycle and pronounce them correctly.
	Students will be able to share their own opinions and make a poster about helping the environment by using "should, shouldn't, reduce, and recycle "within sentences.
	Students will be able to complete the given task sheet and present it to the class.

Source from the thesis of Miss Parichart Saiyot

2. New language focuses on the new vocabulary, grammar, and pronunciation.

Example: if we teach about the direction the *Vocabulary should turn left, turn right….*

- (Various answers)

- New languages are new vocabulary, grammar…….

3. Teaching procedure or components of the lesson plan.

- Teacher gives the blank paper to the group of five and lets them try first to think about the role of teacher and students in each step.

- Students work in a group of five to discuss the teaching procedure.

4. The step of a lesson plan

1. The blank of teaching procedure

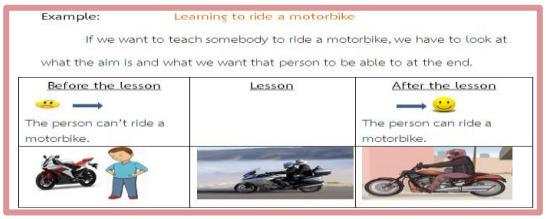
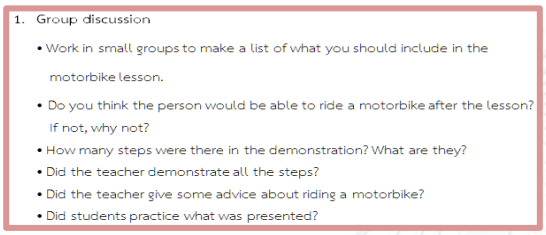
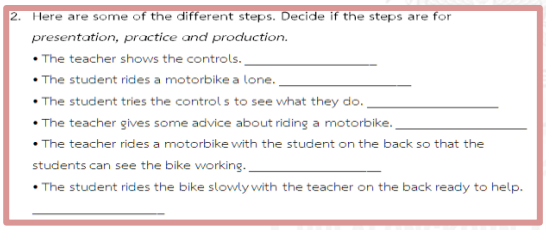
Steps	Teacher	Students
Warm -up		
Presentation		
Practice		
Production		
wrap-up		

- I will show you some steps of teaching as follow: (warm-up/review, PPP, wrap-up), teacher and students' activities.

- Students take note and ask teacher if they have questions.

2. Each step of teacher and students activities.

Steps	Teacher	Students
Warm -up	- Greets students, asks the absentees, write the date on the board. - Asks what students have learned in the previous lesson. - Previews the new lesson.	- Ss greet T. - Tell what they have learned previously. Respond preview
Presentation	- Prepares students for the new activity. - Presents attention grabber. - How will the teacher explain a new lesson?	- Relate the activity to their lives. - Respond attention grabber. - Ss must understand
Practice	- Present activity - Checks for Ss understanding - Encourages involvement - Gets students to interact by the use of pair work and group work	- Do activity - Show understanding - Interact with others - Ss must practice. - How will the student practice?
Production	- Asks what students have learned (What did you learn? How did you feel about these activities? - Preview future lessons	- Tell what they have learned - Give input on future lessons - Ss must apply, use, produce, communicate. - How can the Ss use what they have practiced?
wrap-up	- Presents other activities to reinforce same concepts - Present opportunities for interact (T gives students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.	- Do new activities - Do the homework - Interact with other

- After that, teacher explains how many steps in teaching procedure and then, tells students to work in a group of four to make a list of what you should include in the motorbike lesson, teacher shows the picture of how to ride a motorbike and lets them discuss the following questions:  Example: Learning to ride a motorbike If we want to teach somebody to ride a motorbike, we have to look at what the aim is and what we want that person to be able to at the end. Before the lesson: The person can't ride a motorbike. Lesson After the lesson: The person can ride a motorbike.  1. Group discussion • Work in small groups to make a list of what you should include in the motorbike lesson. • Do you think the person would be able to ride a motorbike after the lesson? If not, why not? • How many steps were there in the demonstration? What are they? • Did the teacher demonstrate all the steps? • Did the teacher give some advice about riding a motorbike? • Did students practice what was presented? - Teacher asks them to continue to do the activity which they decide if the steps are for presentation, practice and production.  2. Here are some of the different steps. Decide if the steps are for *presentation, practice and production.* • The teacher shows the controls. _____ • The student rides a motorbike a lone. _____ • The student tries the control s to see what they do. _____ • The teacher gives some advice about riding a motorbike. _____ • The teacher rides a motorbike with the student on the back so that the students can see the bike working. _____ • The student rides the bike slowly with the teacher on the back ready to help. _____ Feedback: teacher needs all groups to share their ideas with the whole class. **4. Materials, teaching aids, time** - Teacher must plan suitable materials or teaching aids (books, worksheets, pictures, video, real objects) and asks student what materials are. - Teacher asks students about the topic are *People's appearances*. - So, could you tell me the teaching materials that you will use relate to the topic? - Teacher shows the pictures of the person. - Ok. Right.	- Students look at the picture of Learning to ride a motorbike and discuss within group according to the questions. - Students work as the same group and decide if the steps are for presentation, practice and production. - (Various answers)

- For the time, teacher must plan a suitable time for each step of lesson. **5. Evaluation** - Teacher: Are you evaluating property on your objectives? - Teacher will observe the students when they are learning; they can share their own opinion in class.	
Wrap-up: (10 minutes) - Teacher sums up with components of a lesson plan, learning objectives, teacher's role and students' roles in teaching procedure and learning activities. - Teacher tells students to plan the lesson carefully, try to use different techniques and activities each day, study your lesson plan; students should know the role of teacher and students activities well before teaching. - Teacher gives students an assignment to review of the aim, new language, time, materials and teaching procedure. *• Does your plan have a purpose? Learning and teaching objectives?* *• Will the learners be interested in the subject matter and be motivated to participate? Make sure the plan fit the level and age of your student?* *• Will the learners enjoy the activities? Is there a variety of the activities?* *• Is the lesson practical?* *- Classroom environment?* *- Materials* *- Timing and staging*	- Students take note and review the lesson that they have learned today about lesson planning.

Sample of Lesson 1: Lesson planning

1. What are the aims?

The aims are the goals or purpose of the lesson-what the students will be able to do or will know at the end of the lesson.

• Some useful expressions here to state the objectives.

Ss will be able to	answer the questions about…… ask questions about… act… complete… create… count… describe….. design… discuss… exchange… express their opinion about… explain…… find answer……. have a conversation about… identify… introduce… list… listen… match…	make… notice… orally reflect… practice… predict… pronounce… play…. read… read …out loud… say… share ideas… spell… skim… summarize… tell… talk about… translate… use… write…

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2. Read the lesson aims and decide what kind of lesson you would find them.

There is more than one answer.

Sp= Speaking L= Listening W= Writing R= Reading
G= Grammar V= Vocabulary F= Function

By the end of the lesson……	**Language/skills**
1. Students will be able to ask about past experience using the present perfect tense.	
2. Students will be able to discuss school rules and agree or disagree with each other.	
3. Students will be able to match pictures of clothing with words.	
4. Students will be able to order food in the restaurant.	
5. Students will be able to describe people personalities using adjectives of character e.g.: kind, helpful, selfish……	

6. Students will be able to write a story using correct punctuation, capital letter, full stop and commas.	
7. Students will be able to give direction around town.	
8. Students will be able to read a text quickly to find specific information.	
9. Students will be able to talk about future plans using “going to”	
10. Students will be able to understand and write missing words of a song.	

3. Matching the vocabulary with the correct aims.

Vocabulary/ new language	Aims
……black eyes, long dark hair, average weight, skinny, plump	a. Students will be able to give direction around town.
…….turn left, turn right, go straight on, cross road, intersection, in front of	b. Students will be able to describe other people.
……..get up, eat breakfast, play football, read a story, drawing picture	c. Students will be able to describe everyday activities.

4. Terminal and enabling objective

a) Terminal objective:

- Highest learning level that students will achieve after completing the process of learning.
- Statement of a lasting and intrinsically useful skill which the subject must have acquired at the end of a particular learning activity.
- States the instructor’s expectations of student performance at the end of a specific lesson or unit. Each TO include a condition, task and standard.

b) Enabling objective:

- States the instructor’s expectations of student performance and the steps in accomplishing the TO.
- Purpose: specify a detailed sequence of student activities. The EO usually generates the outline for the instructional phase of a lesson plan. EO cover all of the cognitive, affective and psychomotor skills students need to master to meet the TO. EO may require:
- Recall or recognition of facts
- Explanations or descriptions of procedures
- paraphrasing of principle, theories, rules, concepts, or standards of conduct
- Demonstration of psychomotor skills
- Any other performance require to supporting the TO

c) Could you write down the *terminal (TO) and enabling objectives (EO)* to each sentence?

Exercise 1: *The exercise adopted from (Sripanngen, 2008)*

Topic	**The History of Mickey Mouse.**
	Students know and will be able to explain the meaning of these words; vocabulary a detective, a plumber, an amusement park, faithful.
	Students will be able to match the pictures and the information of the history.
	Students will be able to identify in reading passage and answer.

Exercise 2: *The exercise adopted from Saiyod (2009)*

Topic	**What is Global Warming?**
	Students will be able to discuss the ways to help the environment with their friends.
	Students will be able to identify the meaning of the words "reduce, reuse, and recycle and pronounce them correctly.
	Students will be able to share their own opinions and make a poster about helping the environment by using "should, shouldn't, reduce, and recycle "within sentences.
	Students will be able to complete the given task sheet and present it to the class.

5. The steps of a lesson plan

a) Discussion in group of teacher and students role in each steps of teaching procedure and fill in the blank.

Steps	**Teacher**	**Students**
1. Warm-up		
2. Presentation		
3. Practice		
4. Production		
5. wrap-up		

b) Handout for each step of teacher and students activities.

Steps	Teacher	Students
Warm -up	- Greets students, asks the absentees, write the date on the board. - Asks what students have learned in the previous lesson. - Previews the new lesson.	- SS greet T. - Tell what they have learned previously. Respond preview
Presentation	- Prepares students for the new activity. - Presents attention grabber. - How will the teacher explain a new lesson?	- Relate the activity to their lives. - Respond attention grabber. - Ss must understand
Practice	- Present activity - Checks for Ss understanding - Encourages involvement - Gets students to interact by the use of pair work and group work	- Do activity - Show understanding - Interact with others - Ss must practice. - How will the student practice?
Production	- Asks what students have learned (What did you learn? How did you feel about these activities? - Preview future lessons	- Tell what they have learned - Give input on future lessons - Ss must apply, use, produce, communicate. - How can the Ss use what they have practiced?
wrap-up	- Presents other activities to reinforce same concepts - Present opportunities for interact (T gives students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.	- Do new activities - Do the homework - Interact with other

Example: **Learning to ride a motorbike**

If we want to teach somebody to ride a motorbike, we have to look at what the aim is and what we want that person to be able to at the end.

Before the lesson	**Lesson**	**After the lesson**
 The person can't ride a motorbike.		 The person can ride a motorbike.

3. Group discussion

- Work in small groups to make a list of what you should include in the motorbike lesson.
- Do you think the person would be able to ride a motorbike after the lesson? If not, why not?
- How many steps were there in the demonstration? What are they?
- Did the teacher demonstrate all the steps?
- Did the teacher give some advice about riding a motorbike?
- Did students practice what was presented?

4. Here are some of the different steps. Decide if the steps are for *presentation, practice and production.*

- The teacher shows the controls. _____
- The student rides a motorbike alone. _____
- The student tries the controls to see what they do. _____
- The teacher gives some advice about riding a motorbike. _____
- The teacher rides a motorbike with the student on the back so that the students can see the bike working. _____
- The student rides the bike slowly with the teacher on the back ready to help. _____

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Lesson Plan 1 (Cont.)

Subject: Methodology
Unit 1: Introduction to Pedagogical Methodology
Level: Students year 3
Lesson 2: Design Lesson plan
Time: 90 minutes

Terminal Objective

Students will be able to create an English language lesson plan covering the main elements of the lesson.

Enabling Objectives

1. Students will be able to set the appropriate terminal and enabling objectives regarding the topic given.
2. Students will be able to design relevant learning activities regarding the topic given.

Materials

- Worksheets, pictures, handout (sample of lesson plan) sample of lesson plan, reading passage (We love shopping), and format of the lesson plan.

Evaluation

1. In the group of five, students will be able to create an English language lesson plan covering the main elements of the lesson appropriately.
2. In the group of five, students will be able to write the objective of the lesson using measurable learning behavior objectives in an appropriate context.
3. In the group of five, students will be able to design relevant activities/ tasks suitable for each teaching step and expected learning objectives.

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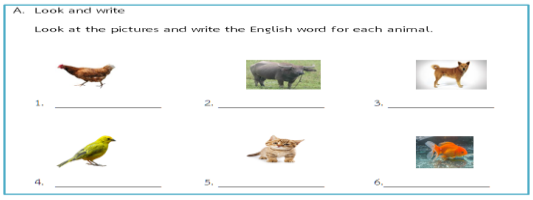
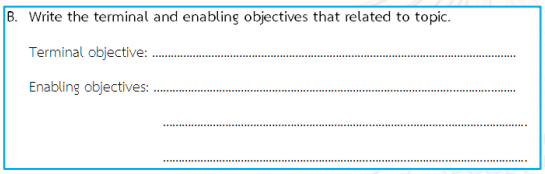
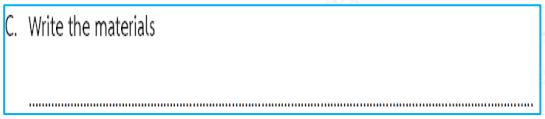
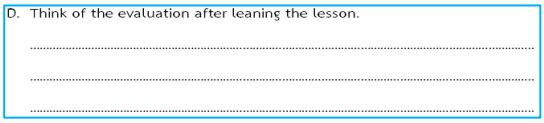
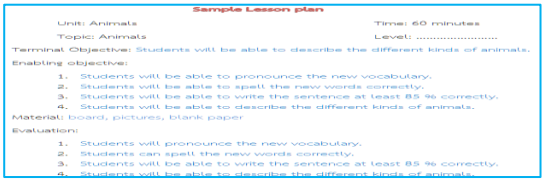
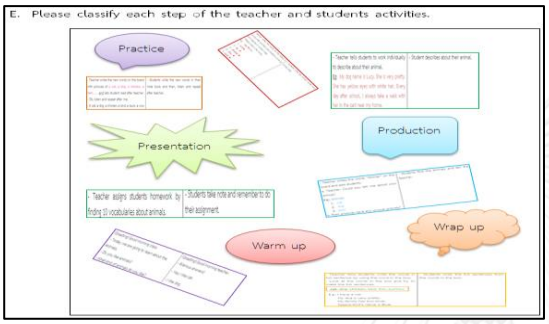
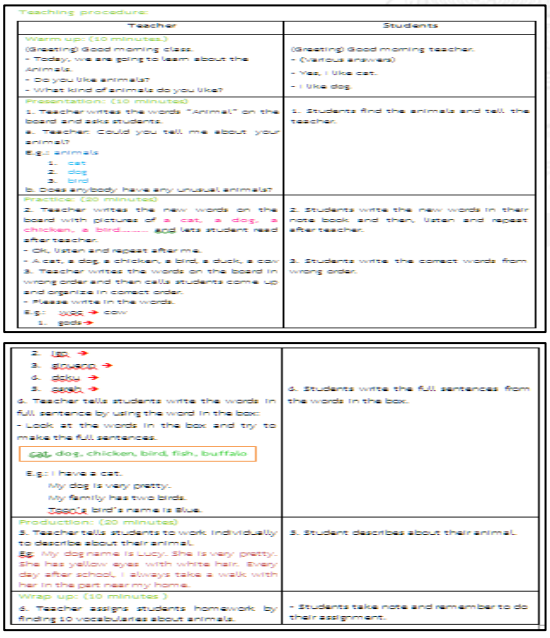
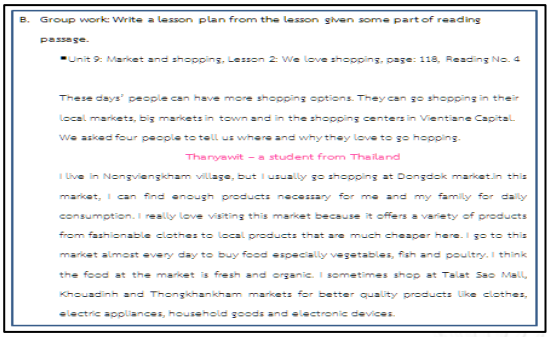
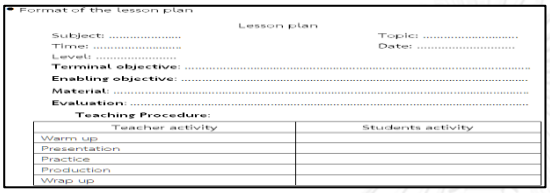
Teaching Procedure

Teacher	Students
Warm-up: (10 minutes) • (Greeting SS) - It is nice to meet you again. - Teacher asks students to review what they have learned in the last lesson (the important parts of a lesson planning). **Practice: (20 minutes)** • Today, we will learn how to design the lesson plan. - Teacher chooses some part of the lesson and asks the whole class to design the lesson plan together.	 • (Greeting T) - Me too! - Students review what have they learned in the last lesson. • Students do the worksheet first. Then, students design the lesson plan together.

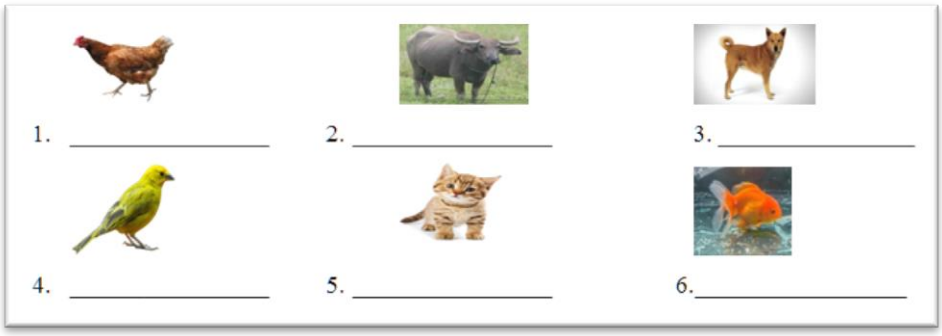
- I will choose the topic is Animal. - Teacher gives students the worksheet. - Alright, could you write the words under the pictures?  A. Look and write Look at the pictures and write the English word for each animal. 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	
• Then, teacher tells students when we write the lesson plan; we have to set the appropriate objectives. - Ok, let's see the objectives that related to the topic. *- Teacher writes the objectives on the board by asking the students.*  B. Write the terminal and enabling objectives that related to topic. Terminal objective: ..... Enabling objectives:	• Students share their opinion. *- Students will be able to……*
• Now let's move on to the materials. What should we put the materials according to the topic?  C. Write the materials	• (Various answers) - The materials can be pictures, power points etc.
• And how to write the evaluation after learning the lesson.  D. Think of the evaluation after leaning the lesson.	• (Various answers) - After learning the lesson, Students will be able to ……..
- Check as the whole class - Teacher gives students handout.  Sample Lesson plan Unit: Animals Time: 60 minutes Topic: Animals Level: ..... Terminal Objective: Students will be able to describe the different kinds of animals. Enabling objective: 1. Students will be able to pronounce the new vocabulary. 2. Students will be able to spell the new words correctly. 3. Students will be able to write the sentence at least 85 % correctly. 4. Students will be able to describe the different kinds of animals. Material: board, pictures, blank paper Evaluation: 1. Students will pronounce the new vocabulary. 2. Students can spell the new words correctly. 3. Students will be able to write the sentence at least 85 % correctly. 4. Students will be able to describe the different kinds of animals.	
• Teacher continues asking students how to write the teaching procedure. - So, how to write the warm-up, presentation, practice, production and	• (Various answers) - Students try to think of each step and share their ideas with teacher. - Students do the worksheet within a

warp-up? - And think of the previous lesson that we have learned about teaching procedure. - For the timing in each step, you can set the appropriate timing. - Now, let's do the activity within group of five first. - Teacher cuts the paper of the activities and tells students put into the correct order of teaching procedure.  - Then, teacher gives students the example of teaching step.  - Feedback is given as a whole class.	group of five.
Production: (55 minutes) • Teacher provides some reading passage of the lesson to all groups. - *According, we have learned how to*	• Students work in four groups and design the lesson plan according to the element of lesson planning and they

design lesson plan and we just finished this moment, so I need each group be able to design the lesson plan. *- You just follow the format that given you now.*  B. Group work: Write a lesson plan from the lesson given some part of reading passage. ▪ Unit 9: Market and shopping, Lesson 2: We love shopping, page: 118, Reading No. 4 These days' people can have more shopping options. They can go shopping in their local markets, big markets in town and in the shopping centers in Vientiane Capital. We asked four people to tell us where and why they love to go hopping. Thanyawit – a student from Thailand I live in Nongviengkham village, but I usually go shopping at Dongdok market.In this market, I can find enough products necessary for me and my family for daily consumption. I really love visiting this market because it offers a variety of products from fashionable clothes to local products that are much cheaper here. I go to this market almost every day to buy food especially vegetables, fish and poultry. I think the food at the market is fresh and organic. I sometimes shop at Talat Sao Mall, Khouadinh and Thongkhankham markets for better quality products like clothes, electric appliances, household goods and electronic devices.  ▪ Format of the lesson plan Lesson plan Subject: ..... Topic: ..... Time: ..... Date: ..... Level: ..... **Terminal objective:** ..... **Enabling objective:** ..... **Material:** ..... **Evaluation:** ..... **Teaching Procedure:** Teacher activity / Students activity Warm up Presentation Practice Production Wrap up - After they finish and they will present in front of the class. - Teacher asks to give the comments and suggestions on other group's lesson plan. - Teacher gives comments and suggestions on each group.	have learned how to design a lesson plan as in the example above. - Each group will be presented in front of the class.
Wrap-up: (05 minutes) • Teacher summarizes how to design the lesson plan? - Teacher asks students about lesson today. - What have you learned from today? - How is it useful for all pre-service teachers on lesson planning? - What do you think how to plan the lesson?	• Students take note and share ideas about lesson today. - Various answers. - I think that……..

Sample of Lesson 2: Design Lesson plan

A. Look and write (Teacher use this part of the lesson to make a lesson plan)
Look at the pictures and write the English word for each animal.



• Format of the lesson plan

Lesson plan

Subject: ……. Topic: ……
Time: …….. Date: …….
Level: …….

Terminal objective: ……
Enabling objectives: ……..
Materials: ……
Evaluation: …….

Teaching Procedure:

Stages	Teacher activity	Students activity
1. Warm up		
2. Presentation		
3. Practice		
4. Production		
5. Wrap up		

B. Write the terminal and enabling objectives that related to topic.

Terminal objective: ……

Enabling objectives: ……..

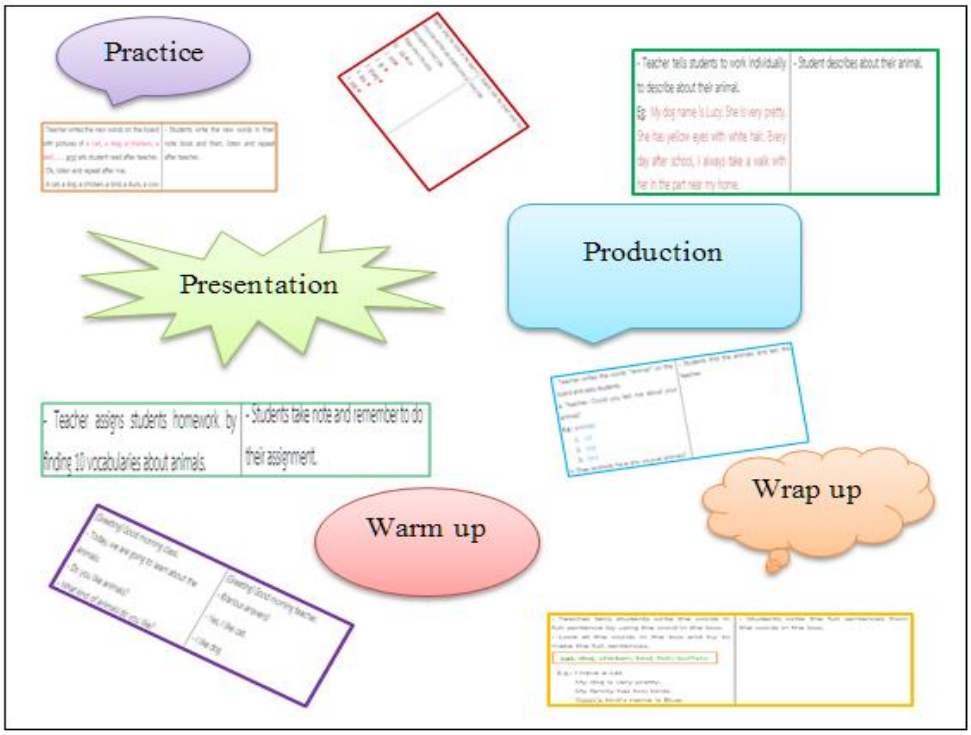
C. Please write the materials

……

D. Think of the evaluation after leaning the lesson.

……
……
……

E. Please classify each step of the teacher and students activities.



- **This is an example of designing the lesson plan.**

Lesson plan (example)

Unit: Animals
Topic: Animals
Time: 70 minutes
Level: ……

Terminal Objective: Students will be able to describe the different kinds of animals.

Enabling objectives:

1. Students will be able to pronounce the new vocabulary.
2. Students will be able to spell the new words correctly.
3. Students will be able to write the sentence at least 85 % correctly.

Material: board, pictures, blank paper

Evaluation:

1. Students will pronounce the new vocabulary.
2. Students can spell the new words correctly.
3. Students will be able to write the sentence at least 85 % correctly.

Teaching procedure:

Teacher	Students
Warm-up: (10 minutes) (Greeting) Good morning class. - Today, we are going to learn about the Animals.	 (Greeting) Good morning teacher. - (Various answers) - Yes, I like cat.

- Do you like animals? - What kind of animals do you like?	- I like dog.
Presentation: (10 minutes) - Teacher writes the words "Animals" on the board and asks students. a. Teacher: Could you tell me about your animals? E.g.: animals 1. cat 2. dog 3. bird b. Does anybody have any unusual animals?	- Students find the animals and tell the teacher.
Practice: (20 minutes) - Teacher writes the new words on the board with pictures of a cat, a dog, a chicken, a bird etc. and lets student read after teacher. - Ok, listen and repeat after me. - A cat, a dog, a chicken, a bird, a duck, a cow	- Students write the new words in their notebook and then, listen and repeat after teacher.
-Teacher writes the words on the board in wrong order and then calls students come up and organize in a correct order. - Please write in the words. E.g.: woc ➔ cow 1. gods➔ 2. igp ➔ 3. ginuenp ➔ 4. dcku ➔ 5. osreh ➔	- Students write the correct words from wrong order.
- Teacher tells students write the words in full sentences by using the word in the box: - Look at the words in the box and try to make the full sentences. cat, dog, chicken, bird, fish, buffalo E.g.: I have a cat. My dog is very pretty. My family has two birds. Toon's bird's name is Blue.	- Students write the full sentences from the words in the box.
Production: (20 minutes) - Teacher tells students to work individually to describe their animal. Eg: My dog name is Lucy. She is very pretty. She has yellow eyes with white hair. Every day after school, I always take a walk	- Student describes about their animal.

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with her in the part near my home.	
Wrap-up: (10 minutes) - Teacher assigns students homework by finding 10 vocabularies about animals.	- Students take note and remember to do their assignment.

F. Group work

Write a lesson plan from the lesson given of some part of reading passage.

▪ Unit 9: Market and shopping, Lesson 2: We love shopping, page: 118, Reading No. 4

These days' people can have more shopping options. They can go shopping in their local markets, big markets in town and in the shopping centers in Vientiane Capital. We asked four people to tell us where and why they love to go shopping.

Thanyawit – a student from Thailand

I live in Nongviengkham village, but I usually go shopping at Dongdok market.in this market, I can find enough products necessary for me and my family for daily consumption. I really love visiting this market because it offers a variety of products from fashionable clothes to local products that are much cheaper here. I go to this market almost every day to buy food especially vegetables, fish and poultry. I think the food at the market is fresh and organic. I sometimes shop at Talat Sao Mall, Khouadinh and Thongkhankham markets for better quality products like clothes, electric appliances, household goods and electronic devices.

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Lesson Plan 4

Subject: Methodology **Unit 4:**Teaching reading

Level: Students year 3 **Lesson 9:** Principles of Teaching Reading

Time: 90 minutes

(Technical Level)

Terminal Objective

Students will be able to suggest their opinion about principle and steps for teaching reading skill.

Enabling Objectives

1. Students will be able to discuss the interactive reading processing, bottom-up and top-down reading.
2. Students will be able to express their ideas about principle for teaching reading.
3. Students will be able to explain about teaching procedure on teaching reading skill.
4. Students will be able to use the reading skill to apply on teaching reading activity.

Materials: Worksheets, handouts (reading processing, principle for reading skill and step of teaching reading)

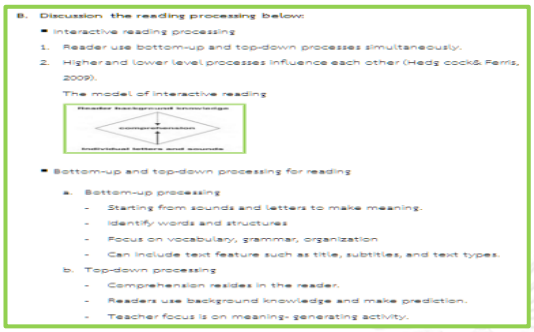
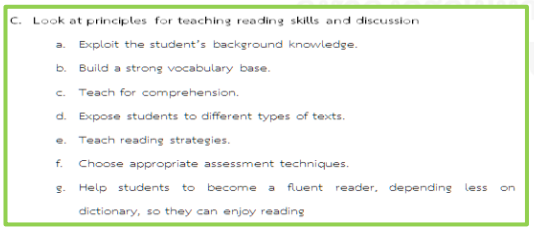
Evaluation

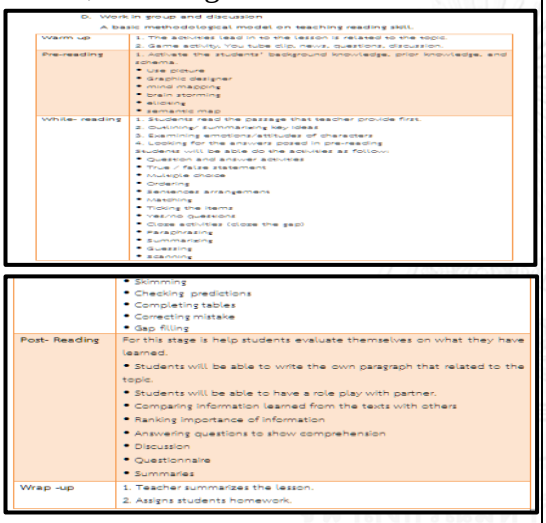
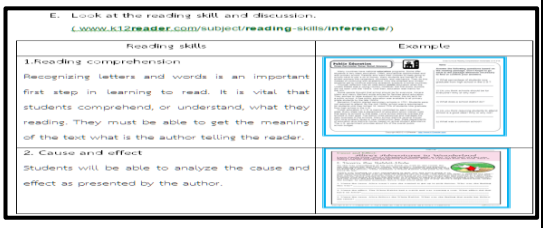
1. In the group of five, students will discuss the interactive reading processing, bottom-up and top-down reading.
2. In the group of five, students will express their ideas about principle for teaching reading.
3. In the group of five, students will explain about teaching procedure on teaching reading skill.
4. In the group of five, students can use the reading skill to apply on teaching reading activity.

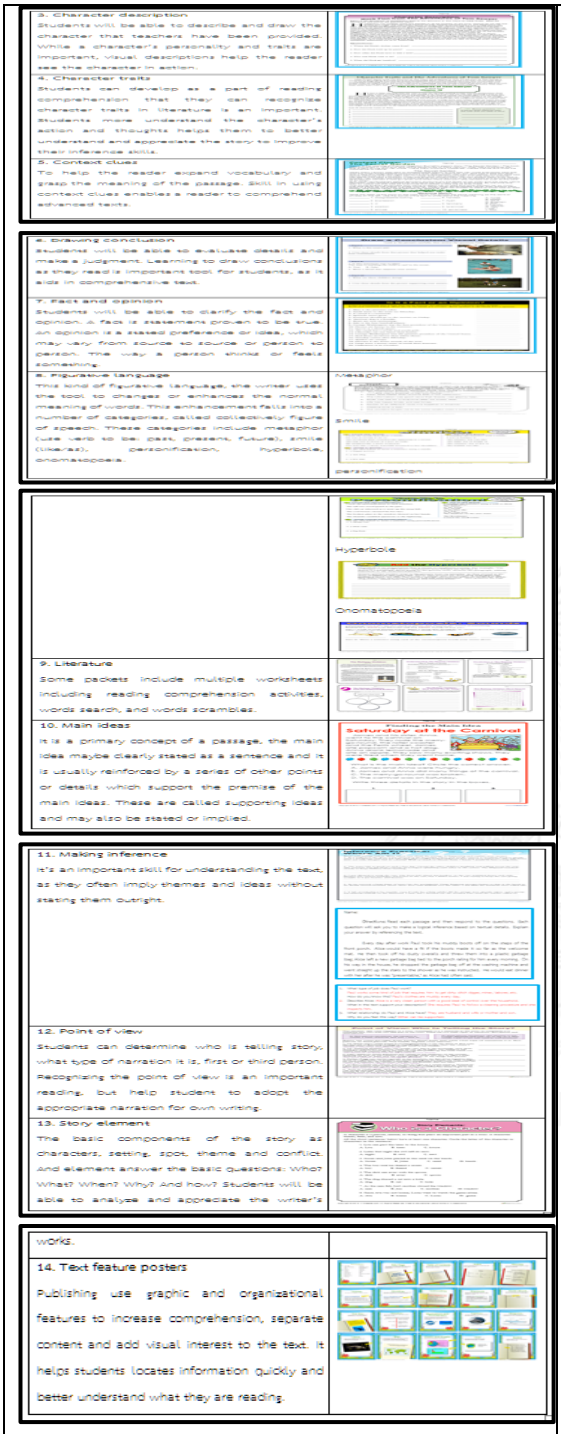
Teaching Procedure

Teacher	Students
Technical level: Critique of Lesson development and delivery. **Warm-up: (15 minutes)** (Greeting) Good morning students. 1. I am glad to see all of you in this semester for Methodology course. Do	(Greeting) Good morning teacher. 1. *(Various answer), teaching writing, teaching grammar, teaching reading*

you know this course is about? - *Today, we are going to learn teaching reading.* - *Do you know it is useful for you when you are teaching practicum in secondary school?* - *So, we will learn the principle and teaching procedure for teaching reading.* 2. Teacher starts a lesson by asking questions in activity A about students' experience on learning reading when they were studying in the previous. (ask for whole class) A. Answer the questions below a. How much time do you think you spend reading in a week? b. What kind of things you usually read (novels, magazines, TV guides, Vientiane time newspaper) c. Do you enjoy reading? Why? Why not? d. Do you think reading in English helps your English ability? e. What are your main problems when you try to read?	…… - *Sound great!* - *Wow, teacher, I do want to learn teaching reading.* - *It is interesting because we can learn the principle and steps of teaching reading.* 2. Students answer the questions about the experience on learning reading. - (various answer)
Presentation (75 minutes) 3. Teacher encourages students to share their opinions by asking them: *- Have you ever studied the model of interactive reading?* *- What does it mean?* *- Do you know bottom-up and top-down processing for reading?* *- Have you ever studied before?* *- Can you give the meaning of these? How is it different?* *- Why is it important to use bottom-up and top-down when designing the lesson?* 4. Teacher divides students into group of four. - Teacher writes the model of interactive reading on the board and gives them the handout of bottom-up and top-down reading to let them discussion.	3. (Various answer) and ask questions if they have. *- We do not know the interactive reading, but we know about bottom-up and top-down processing for reading.* 4. Students work in a group of four and discussion of interactive reading and bottom-up and top-down reading. - (Volunteers)

- *Teacher asks volunteer who can explain about interactive reading and bottom-up and top-down reading?* - After that, teacher gives feedback and discusses with students of *interactive reading, bottom-up and top-down reading*.	- Students discuss and ask teacher if they have any questions.
 B. Discussion the reading processing below: ▪ Interactive reading processing 1. Reader use bottom-up and top-down processes simultaneously. 2. Higher and lower level processes influence each other (Hedg cock& Ferris, 2009). The model of interactive reading ▪ Bottom-up and top-down processing for reading a. Bottom-up processing - Starting from sounds and letters to make meaning. - Identify words and structures - Focus on vocabulary, grammar, organization - Can include text feature such as title, subtitles, and text types. b. Top-down processing - Comprehension resides in the reader. - Readers use background knowledge and make prediction. - Teacher focus is on meaning- generating activity.	
- So, after you have learned the *bottom-up and top-down reading.* - *What ways that you will use when you teach reading skill?*	- (Various answer)
5. Teacher tells students to work in the same group again. - Teacher gives them the handout and asks them to choose each point of principle for teaching reading to discuss with their group.	5. Students work in the same group and choose some point of principle for discussing within group.
 C. Look at principles for teaching reading skills and discussion a. Exploit the student's background knowledge. b. Build a strong vocabulary base. c. Teach for comprehension. d. Expose students to different types of texts. e. Teach reading strategies. f. Choose appropriate assessment techniques. g. Help students to become a fluent reader, depending less on dictionary, so they can enjoy reading	
- Teacher walks around to help them. - Teacher asks them about principles for teaching English reading by following questions: *- Have you ever used some of these principles for teaching reading?* *- Could you explain the principle for teaching reading?* *- How its importance?*	- Students give various answers.
- After that, teacher would like in each group to suggest the ideas of principles	- In each group have to give their ideas about principles for teaching

for teaching reading. - Teacher gives feedback and explains about the principle for teaching reading. 6. Teacher tells students to work in a same previous group and asks them questions: *- How many steps are there in teaching reading? What are there?* *- What are the main steps of teaching reading?* *- What does pre-while- post mean?* *- Could you explain for each step?* - Then, teacher gives students handout.	reading. *- Oh, I do understand* 6. Students work in a same previous group and answer the questions according to their experience on learning in teaching reading.
 D. Work in group and discussion A basic methodological model on teaching reading skill. Warm up: 1. The activities lead in to the lesson is related to the topic. 2. Game activity, You tube clip, news, questions, discussion. Pre-reading: 1. Activate the students' background knowledge, prior knowledge, and schema. • Use picture • Graphic designer • mind mapping • brain storming • Sticking • Semantic map While- reading: 1. Students read the passage that teacher provide first. 2. Outlining/ summarizing key ideas 3. Examining emotions/attitudes of characters 4. Looking for the answers posed in pre-reading Students will be able do the activities as follows: • Question and answer activities • True / false statement • Multiple choice • Ordering • Sentences arrangement • Matching • Ticking the items • Yes/no Questions • Close activities (close the gap) • Paraphrasing • Summarizing • Guessing • Scanning • Skimming • Checking predictions • Completing tables • Correcting mistake • Gap filling Post- Reading: For this stage is help students evaluate themselves on what they have learned. • Students will be able to write the own paragraph that related to the topic. • Students will be able to have a role play with partner. • Comparing information learned from the texts with others • Ranking importance of information • Answering questions to show comprehension • Discussion • Questionnaire • Summaries Wrap -up: 1. Teacher summarizes the lesson. 2. Assigns students homework.	
- Teacher asks students to share within a group about an experience on using teaching procedure for teaching reading and asks volunteer to tell the class. - Then, teacher gives feedback. 7. Teacher tells students to work in group and discussion and gives them the handout of reading skill. *- Alright, these reading skills are useful for you to design the activities.*  E. Look at the reading skill and discussion. (www.k12reader.com/subject/reading-skills/inference/) Reading skills: 1.Reading comprehension — Recognizing letters and words is an important first step in learning to read. It is vital that students comprehend, or understand, what they reading. They must be able to get the meaning of the text what is the author telling the reader. 2. Cause and effect — Students will be able to analyze the cause and effect as presented by the author. Example	- Students have a handout and start sharing their opinion within a group. After discussion, volunteers explain to the class. 7. Work in group and discussion. *- That's nice, so we will know lots of activities to apply on teaching reading.*



- Teacher asks students' questions:

- So, what do you think it is helpful for you?

- Do you use some of these reading skills on teaching reading? If yes, what reading skill do you use it?

- What the reading skills do you familiar with?

8. Class wrap up: Teacher says what do we learn today? Teacher summarizes the bottom-up and top-down, and the principle for teaching reading and the teaching procedure and the last is reading skill.	8. Students take note and ask questions if they have.
9. Assignment: Review the reading about teaching reading skill.	9. Students do the homework by reviewing the reading about teaching reading skill.

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Sample of Lesson 9: Principles of Teaching Reading

A. Answer the questions below:

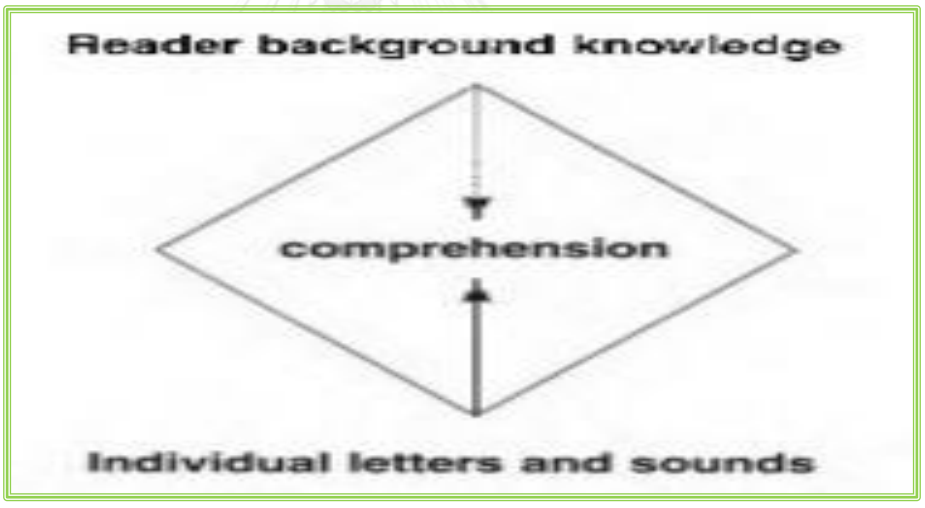
a. How much time do you think you spend reading in a week? _____ hours.
b. Do you usually read (novels, magazines, TV guides, and Vientiane time newspaper)?
c. Do you enjoy reading? Why? Why not?
d. Do you think reading in English helps your English ability?
e. What are your main problems when you try to read?

B. Discussion the reading processing below:

▪ Interactive reading processing

1. Reader use bottom-up and top-down processes simultaneously
2. Higher and lower level processes influence each other (Hedgcock and Ferris, 2009)

The model of interactive reading.



▪ Bottom-up and top-down processing for reading

a. Bottom-up processing
   - Starting from sounds and letters to make meaning.
   - Identify words and structures
   - Focus on vocabulary, grammar, organization
   - Can include text features such as title, subtitles, and text types.

b. Top-down processing
   - Comprehension resides in the reader.
   - Readers use background knowledge and make a prediction.
   - Teacher focus is on meaning- generating activity.

C. Look at principles for teaching reading skills and discussion

a. Exploit the student's background knowledge.
b. Build a strong vocabulary base.
c. Teach for comprehension.
d. Work on increasing reading rate.
e. Teach reading strategies.
f. Encourage readers to transform strategies into skills.
g. Build assessment and evaluation into your teaching.
h. Strive continuous improvement as a reading teacher.

Source: http://www.mhhe.com/socscience/supergoal/Chapter4%20Section3.pdf

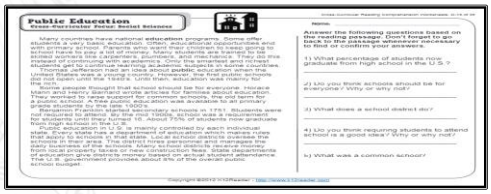
D. Work in group and share ideas about teaching procedure.
A basic methodological model on teaching reading skill.

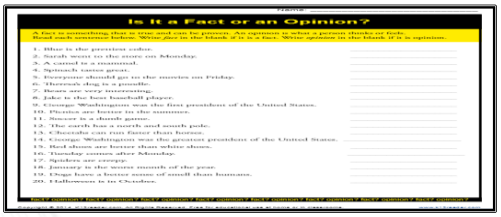
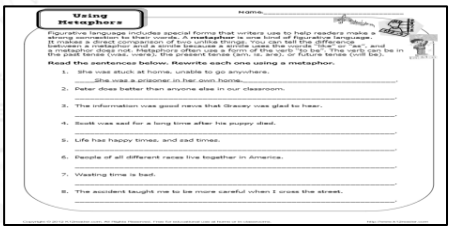
Warm up	1. The activities lead into the lesson is related to the topic. 2. Game activity, YouTube clip, news, questions, discussion. 3. Review the previous lesson
Pre-reading	1. Activate the students' background knowledge, prior knowledge, and schema. • Use picture • Graphic designer • mind mapping • brainstorming • eliciting • semantic map
While- reading	1. Students read the passage that teacher provide first. 2. Outlining/ summarizing key ideas 3. Examining emotions/attitudes of characters 4. Looking for the answers posed in pre-reading Students will be able to do the activities as follow: • Question and answer activities • True / false statement • Multiple choice • Ordering • Sentences arrangement • Matching • Ticking the items • Yes/no questions • Cloze activities (cloze the gap) • Paraphrasing • Summarizing • Guessing • Scanning • Skimming • Checking predictions • Completing tables • Correcting mistake • Gap filling

Post- Reading	For this stage is help students evaluate themselves on what they have learned. • Students will be able to write the own paragraph that related to the topic. • Students will be able to have a role play with a partner. • Comparing information learned from the texts with others • Ranking importance of information • Answering questions to show comprehension • Discussion • Questionnaire • Summaries
Wrap -up	1. Teacher summarizes the lesson. 2. Assigns students homework.

E. Look at the reading skill and discussion.

Source: (www.k12**reader**.com/subject/**reading**-skills/**inference**/)

Reading skills	Example
1.Reading comprehension Recognizing letters and words is an important first step in learning to read. It is vital that students comprehend, or understand, what they reading. They must be able to get the meaning of the text what is the author telling the reader.	
2. Cause and effect Students will be able to analyze the cause and effect as presented by the author. A cause is a person, event, condition or reason that is responsible for an action or result. An effect is a result brought about by a cause or an agent.	
3. Character description Students will be able to describe and draw the character that teachers have been provided. While a character's personality and traits are important, visual descriptions help the reader see the character in action.	
4. Character traits Students can develop as a part of reading comprehension that they can recognize character traits in literature is important. Students more understand the character's action and thoughts helps them to better	

understand and appreciate the story to improve their inference skills.	
5. Context clues To help the reader expand vocabulary and grasp the meaning of the passage. Skill in using context clues enables a reader to comprehend advanced texts.	
6. Drawing conclusion Students will be able to evaluate details and make a judgment. Learning to draw conclusions as they read is an important tool for students, as it aids in a comprehensive text.	
7. Fact and opinion Students will be able to clarify the fact and opinion. A fact is a statement proven to be true. An opinion is a stated preference or idea, which may vary from source to source or person to person. The way a person thinks or feels something.	
8. Figurative language This kind of figurative language, the writer uses the tool to changes or enhances the normal meaning of words. This enhancement falls into a number of categories, called collectively figure of speech. These categories include metaphor (use verb to be: past, present, future), smile (like/as), personification, hyperbole, onomatopoeia.	Metaphor  Smile personification

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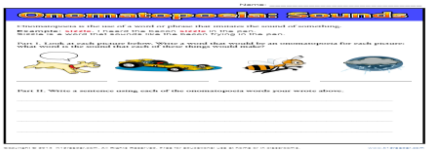
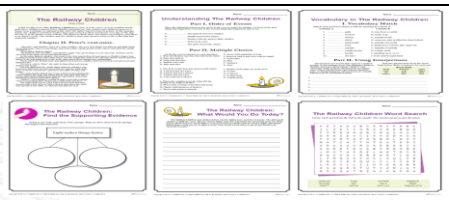
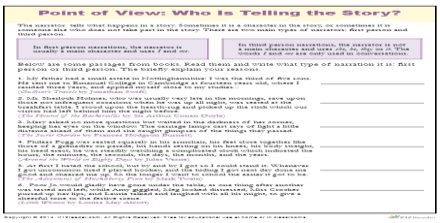
	Hyperbole Onomatopoeia 
9. Literature Some packets include multiple worksheets including reading comprehension activities, words search, and words scrambles.	
10. Main ideas It is a primary concept of a passage, the main idea may be clearly stated as a sentence and it is usually reinforced by a series of other points or details which support the premise of the main ideas. These are called supporting ideas and may also be stated or implied.	
11. Making inference It's an important skill for understanding the text, as they often imply themes and ideas without stating them outright.	 Name: Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text. Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said. 1. What type of job does Paul work? Paul works some kind of job that requires him to get dirty: ditch digger, miner, laborer, etc. How do you know this? Paul's clothes are muddy every day. 2. Describe Alice: Alice is a very clean person with a good deal of control over the household. What in the text support your description? She requires Paul to follow a cleaning procedure and she inspects him. 3. What relationship do Paul and Alice have? They are husband and wife or mother and son. Why do you feel this way? Either can be supported.

12. Point of view Students can determine who is a telling story, what type of narration it is, first or third person. Recognizing the point of view is an important reading, but help student to adopt the appropriate narration for own writing.	
13. Story element The basic components of the story as characters, setting, spot, theme and conflict. And element answer the basic questions: Who? What? When? Why? And how? Students will be able to analyze and appreciate the writer's works.	
14. Text feature posters Publishing uses graphic and organizational features to increase comprehension, separate content and add visual interest to the text. It helps students locate information quickly and better understand what they are reading.	

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Lesson Plan 4 (Cont.)

Subject: Methodology **Unit 4:** Teaching reading

Level: Students year 3 **Lesson 10:** Design Lesson Plan and Teaching Reading

Time: 90 minutes

(Technical Level)

Terminal Objective

Students will be able to write an effective lesson plan using principles of teaching reading.

Enabling Objectives

1. Students will be able to write proper terminal and enabling objectives regarding reading topic provided.
2. Students will be able to choose activities which are appropriate for each teaching procedure.

Materials

- Handout (sample of lesson plan), worksheets, reading passage (The food we need), format of the lesson plan.

Evaluation

1. In the group of five, students will write proper terminal and enabling objectives regarding reading topic provided.
2. In the group of five, students can choose activities which are appropriate for each teaching procedure.

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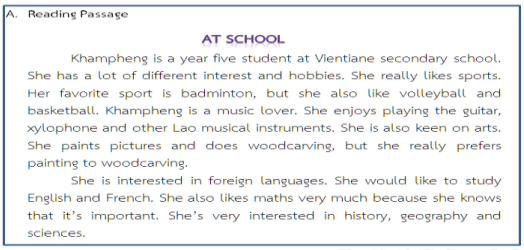
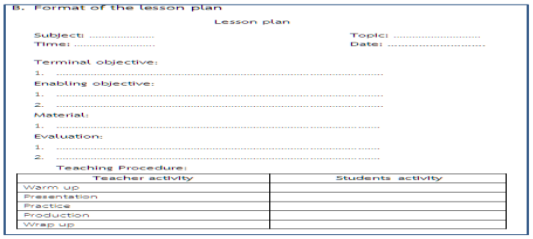
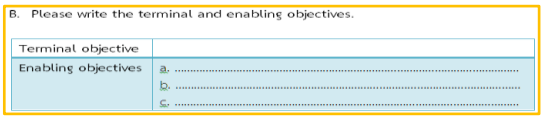
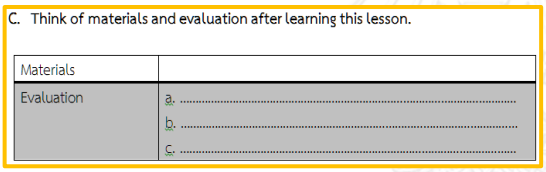
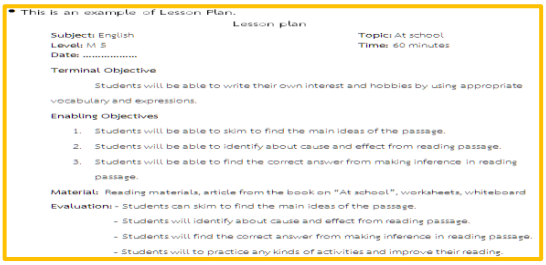
Teaching Procedure

Teacher	Students
Technical level: Critique of Lesson development and delivery. **Warm-up: (10 minutes)**	
(Greeting) Good morning class.	*(Greeting) Good morning teacher.*
1. *I am happy to see all of you here.*	1. *We are happy to learn with you.*
- *Today, we are going to learn how to design a reading lesson planning. So, did you still remember last week, what did we learn? Did you still remember using bottom-up and top-down? Principles for*	- Students explain about using bottom-up, top-down, principle for teaching reading, using pre-while-post for teaching reading and reading skills.

teaching reading? Using pre-while-post for teaching reading and the activity of reading skills? *- Do you give me briefly of these?*	*- Bottom-up is……* *- Top-down is……* *- Principles for teaching reading is ……* *- Using pre-while-post for teaching reading is ……*
Practice: (20 minutes) 2. Teacher selects a reading passage from the secondary level English textbook and divides students into four groups.  A. Reading Passage AT SCHOOL Khampheng is a year five student at Vientiane secondary school. She has a lot of different interest and hobbies. She really likes sports. Her favorite sport is badminton, but she also like volleyball and basketball. Khampheng is a music lover. She enjoys playing the guitar, xylophone and other Lao musical instruments. She is also keen on arts. She paints pictures and does woodcarving, but she really prefers painting to woodcarving. She is interested in foreign languages. She would like to study English and French. She also likes maths very much because she knows that it's important. She's very interested in history, geography and sciences. 3. Then, teacher gives the same reading passage from the secondary level English textbook and the blank lesson plan to all the groups. A. Reading Passage AT SCHOOL Khampheng is a year five student at Vientiane secondary school. She has a lot of different interest and hobbies. She really likes sports. Her favorite sport is badminton, but she also like volleyball and basketball. Khampheng is a music lover. She enjoys playing the guitar, xylophone and other Lao musical instruments. She is also keen on arts. She paints pictures and does woodcarving, but she really prefers painting to woodcarving. She is interested in foreign languages. She would like to study English and French. She also likes maths very much because she knows that it's important. She's very interested in history, geography and sciences.  B. Format of the lesson plan Lesson plan Subject: ..... Topic: ..... Time: ..... Date: ..... Terminal objective: 1. ..... Enabling objective: 1. ..... 2. ..... Material: 1. ..... Evaluation: 1. ..... 2. ..... Teaching Procedure: Teacher activity | Students activity Warm up Presentation Practice Production Wrap up 4. Teacher asks the whole class to design a reading lesson plan together as a class's lesson model. *- Now, we will start how to design a lesson plan.* *- So, every group has a reading passage and blank lesson plan.*	2. Students work in four groups. 3. In each group have a reading passage and the blank lesson plan. 4. Whole class designs a reading lesson plan together. - We're ready to design the lesson plan.

- Teacher plans the lesson with all groups of students on blackboard. - So, as we choose the topic is *"At school"*. At first, we have to write our plan and think of the objectives. - *What are the terminal and enabling objectives?* - *Teacher lets students think first and give them the blank paper.*  B. Please write the terminal and enabling objectives. Terminal objective Enabling objectives a. …… b. …… c. …… - *Then, teacher writes on the board.* - *And what materials will be used that related to the topic such as we will use the textbook, worksheet. How to evaluate after learning this topic? And how about timing?*  C. Think of materials and evaluation after learning this lesson. Materials Evaluation a. …… b. …… c. …… - So, we have to set the time that appropriate to each step of a lesson. - Alright, you are correct. - Then, teacher gives the hand out to students.  • This is an example of Lesson Plan. Lesson plan Subject: English Topic: At school Level: M.5 Time: 60 minutes Date: …… Terminal Objective Students will be able to write their own interest and hobbies by using appropriate vocabulary and expressions. Enabling Objectives 1. Students will be able to skim to find the main ideas of the passage. 2. Students will be able to identify about cause and effect from reading passage. 3. Students will be able to find the correct answer from making inference in reading passage. Material: Reading materials, article from the book on "At school", worksheets, whiteboard Evaluation: - Students can skim to find the main ideas of the passage. - Students will identify about cause and effect from reading passage. - Students will find the correct answer from making inference in reading passage. - Students will to practice any kinds of activities and improve their reading. 5. Teacher asks students questions. - *How many steps are there for teaching procedure? Could you clarify them?* - For teaching procedure, teacher separates of each step. And tell students to match the activities to each step. - Now, work within your group of five to find out the step of teaching procedure.	- Students think of terminal and enabling objectives, material and evaluation. - Terminal objective: *Students will be able to* …… - Enabling objectives: *Students will be able to* …… - According to the topic, the materials will be used worksheets, textbook……..etc. - For evaluation: *Students will/can……* 5. (Various answers) - There are six steps. - I think there are five steps. - Students work in the group of five.

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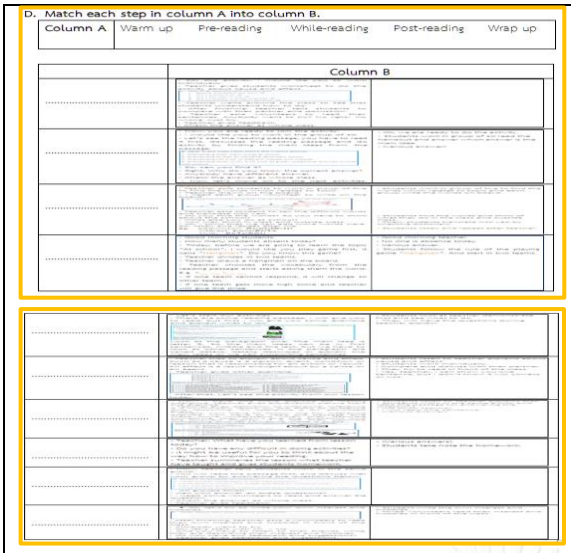 D. Match each step in column A into column B. Column A: Warm up, Pre-reading, While-reading, Post-reading, Wrap up Column B - Teacher asks students first about the step of teaching before checking as a whole class.	
• For warm up activity. - If you teach students about teaching reading, what will you do for warming up the stage? - Right, teachers will be used any activities to warm up students. - However, teachers have to explain clearly what to do, and students will understand more.	• For warp-up activity, I think I will use a song, because it makes students practice English and they can see the new words.
•For pre-reading, teacher starts to ask students. - As we have learned from the previous lesson. What will you do for pre-reading? - You may use brainstorming, semantic, mind mapping and asks the questions that relate to the topic, right. - We always have questions to stimulate students in order to make them active all time.	• (Various answers) - *I use brainstorming and sometimes mind mapping.*
• For while-reading, teacher uses some reading skills activities to see that students understand about reading worksheet. What will students do during the lesson? - Teacher chooses only three activities as for the example.	• Students listen and ask if they have any questions. - Students see the several activities.

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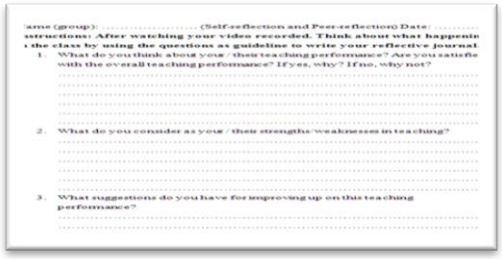
❶For example in the first activity: - Teacher uses the activity for finding the *main ideas.* - Teacher has to demonstrate. Before, teacher needs students to do the worksheet. - Teacher will be used the questions to get the main ideas like this: - *What is the main idea? Circle the correct answer.* - *What does paragraph talk about?* - *Could you find the main ideas?* ❷The second activity: - This activity calls *cause and effect*. - Teacher asks students work in a group of five or depend on you to let them discussion. - Teacher gives an explanation and demonstrates every time before students do worksheet by asking like (1) *Read each cause and writes your own effect. (2) Match the cause on the left with the effect on the right. (3) Read the effect and write your own cause for each sentence, etc……* - *What do you think about the questions? It is understood easily.* - All time, We always have questions to stimulate students in order to make them active. We will be used various activities. - If finish doing the worksheet, teachers have to give feedback. ❸The third Activity: - Teacher asks students: could you explain briefly for *making an inference?* - Right, it is quite difficult, so students should be careful when reading the passage. To make students more understandable, Teacher gives an explanation and gives example. - So, let's start the activity: • For Post reading, Teacher asks students what's happened at this stage. What will	• (Various answers)

we design for the activity? - Could you explain for this stage? Anyone can explain. - For this stage, teacher would like students to have a chance to practice improving themselves. •The last step is warp-up, teacher asks student what we will do for this stage. - Teacher gives students handout for teaching procedure on teaching reading.	• (Various answers) - Summary the lesson that we have learned today.

Teaching procedure

Teacher activity	Students activity
1. Warm up: (10 minutes) - Good morning students. - How many students absent today? - Today, before we are going to learn the topic "At school", I would like you play game first, it calls "Hangman". Do you know this game? - Teacher divides in two teams. - Teacher draws a hangman on the board. - Teacher chooses the vocabulary from the reading passage and starts asking them the word: E.g. S___ ___ l___ ___ - If one team cannot respond, it will change to other team. - If one team gets more high score and teacher will give the prize.	- Good morning teacher. - No one is absence today. - Various answer. - Students follow the rule of the playing game "Hangman". And start in two teams.
2. Pre-reading: (10 minutes) Brainstorming - Teacher asks students to work in group of five to find the words which relates to topic. - Teacher drawn on the board. - I need each group volunteer to write on the board. A. Brainstorming find the words that relate to the topic. - Teacher asks student to tell the difficult words and translate into Lao. - Do you find the words? So you have to think about the school? - What else you do at school? - You may think in class and outside class. - Ok, I think that we can add more words here. So, listen and repeat after me. Ex: badminton: ตีแบดมินตัน interest: ความสนใจ club: สะโมสร	- Students work in group of five to find the words which relates to topic and each group write the words on board. - Students find the words and think of what they do in the class and outside class. - Then, students translate into Lao by checking dictionary. - Students listen and repeat after teacher.
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
4. Post-reading: (15 minutes) • Ok, let's try to write your own interest and hobbies. C. Write about your own interest and hobbies. - After finishing, teacher asks 3 volunteers to read their own interest and hobbies in front of the class. - Anybody want to try - Ok, let's start with Mr. / Ms. ..... - And you have to listen to their friends while they are describing their interest and hobbies. - Teacher asks student first, do you have any feedback and suggestions? - Teacher gives feedback and suggestions.	- Student write the own interest and hobbies. - Three volunteers read their interest and hobbies in front of the class.

5. Wrap up: (05 minutes) - Teacher: What have you learned from lesson today? - Do you have any difficult in doing activities? - It might be useful for you to think about the way how to improve your reading. - Teacher summaries the lesson what teacher have taught and gives students homework.	- (Various answers). - Students take note the homework.
Production: (55 minutes) 6. Teacher provides all groups of students with another reading passage from a secondary textbook: ▪Unit 1: The food, Lesson 1, page: 1, Reading No. 3: The food we need C. Group work: Write a lesson plan form the lesson given in reading passage. ▪Unit 1: The food, Lesson 1, page: 1, Reading No. 3: The food we need The food we need Every day we have to eat and drink. It's important that we eat the right balance food. There are five food groups: proteins, carbohydrates, vitamin, minerals, and fats and oils. We get some proteins from vegetables, for example: green, black and yellow beans, and soya milk. We gain lots of proteins from animals. Proteins are found in beef, pork, chicken, fish, shrimps, snails, eggs and milk. Carbohydrates are found in rice, flour, sugar, taro, sweet corn and fruit. Fat and oils are also gained from vegetables and animals. Eating too much fat from pork, beef and cheese is not good for our health and our hearts. Doctors think that fats and oils from vegetables are better for us. Fruit and vegetables, such as bananas, papayas, pineapples, watermelons, pumpkins, lettuces, cabbages, eggplants and tomatoes, contain lots of vitamins and minerals. These five food groups are very important and necessary for our growth and for a healthy body. We should have the right balance of these foods every day. - In each group of students will be able to design their own lesson plan based on the given passage by using the principle learned from the class. 7. Group presentation - After finishing, the representatives of each group will be asked to present their reading lesson plan in front of the class. - Teacher asks students to give comments and suggestion on other groups' lesson plans. - Teacher gives comments and suggestions on each group's lesson plan to consider the strengths and weaknesses of all lesson plans.	6. Students work in a group of five to do their own lesson plan in a reading passage from secondary textbook based on they have learned principle and teaching procedure. 7. Representative in each group presents in front of the class and give comment feedback and suggestion to their friends
Wrap–up: (05 minutes) -Teacher summarizes the lesson today (designing lesson plan for teaching reading). - Teacher assigns homework to watch a video that they have taught on micro-	- Students take note and ask the questions if they have.

teaching and write the comment in the reflective journal writing as a form. 	

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Sample of Lesson 10: Design Lesson Plan and Teaching Reading

A. Reading Passage.

AT SCHOOL

Khampheng is a year five student at Vientiane secondary school. She has a lot of different interest and hobbies. She really likes sports. Her favorite sport is badminton, but she also likes volleyball and basketball. Khampheng is a music lover. She enjoys playing the guitar, xylophone and other Lao musical instruments. She is also keen on arts. She paints pictures and does woodcarving, but she really prefers painting to wood carving.

She is interested in foreign languages. She would like to study English and French. She also likes maths very much because she knows that it's important. She's very interested in history, geography and sciences.

• Format of the lesson plan

Lesson plan

Subject: …… Topic: ……
Time: …….. Date: …….
Level: ……..

Terminal objective: ……
Enabling objective: …….
Material: …….
Evaluation: …….

Teaching Procedure:

Teacher activity	**Students activity**
Warm up	
Pre-reading	
While-reading	
Post-reading	
Wrap up	

B. Please write the terminal and enabling objectives.

Terminal objective	……
Enabling objectives	a. …… b. …… c. ……

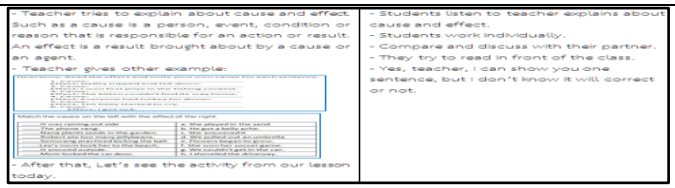
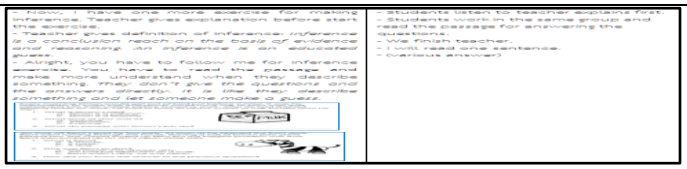
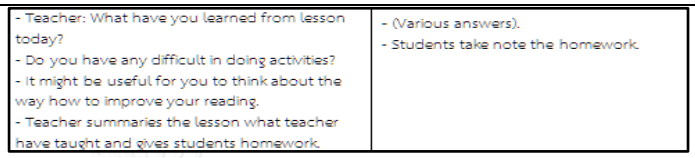
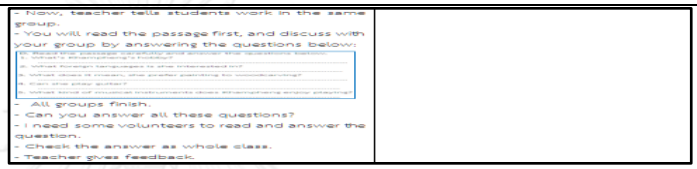
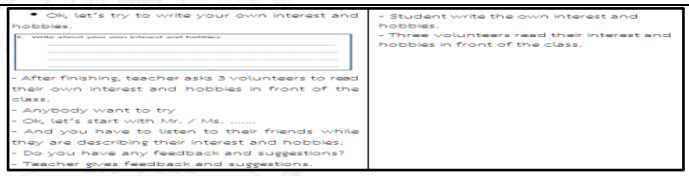
C. Think of materials and evaluation after learning this lesson.

Materials	……
Evaluation	a. …… b. …… c. ……

D. Match each step in column A into column B.

Column A	Warm up Pre-reading While-reading Post-reading Wrap up

Column A	Column B	
……	- For this activity, I would like you to work individually. - Teacher gives students worksheet to do the activity about cause and effect. C. Walks in an effect for each causes & ratio: 1. Because Khamphang likes sports. ⇒ 2. She is a music lover. ⇒ 3. She is also seen on arts. ⇒ 4. She is interested in foreign languages. ⇒ 5. Khamphang also likes maths very much. ⇒ - Teacher walks around the class to see that students understand how to do. - After finishing, teacher tells students to compare with their partner and discussion. - Teacher asks volunteers to read their sentences. Anybody want to try? No right/ no wrong. Just try. - Teacher gives feedback. - Check the answer as whole class.	
……	- Now, you are ready to join the activity. - I would like you to work in the group of six. - Let's see the reading passage, you have to read it first, discusses the reading passage and do activity by finding the main ideas from the passage: B. What is the main idea? Circle the correct answer. 1. Khamphang does many things at school. 2. Khamphang studies at Vientiane secondary school. 3. Khamphang has a lot of different interest and hobbies 4. Khamphang loves music a lot such as guitar, xylophone, and Lao musical instruments - So, can you find it? - Right, Why do you know the correct answer? - Anybody have different answer. - Check the answer as whole class. - Now let's move on to the next activities.	- Ok, we are ready to do the activity. - Students work in group of six read the handout and answer which answer is the main idea. - (various answer)
……	Brainstorming - Teacher asks students to work in group of five to find the words which relates to topic. - Teacher drawn on the board. - I need each group volunteer to write on the board. A. Brainstorming: find the words that relate to the topic. Sport School - Teacher asks student to tell the difficult words and translate into Lao. - Do you find the words? So you have to think about the school? - What else you do at school? - You may think in class and outside class. - Ok, I think that we can add more words here. So, listen and repeat after me. Eg: badminton: ติดลกศึกษา interest: ความสมใจ club: ตะโบสถ	- Students work in group of five to find the words which relates to topic and each group write the words on board. - Students find the words and think of what they do in the class and outside class. - Then, students translate into Lao by checking dictionary. - Students listen and repeat after teacher.
……	- Good morning students. - How many students absent today? - Today, before we are going to learn the topic "At school", I would like you play game first, it calls "Hangman". Do you know this game? - Teacher divides in two teams. - Teacher draws a hangman on the board. - Teacher chooses the vocabulary from the reading passage and starts asking them the word: E.g. S___ ___ r___ ___ - If one team cannot respond, it will change to other team. - If one team gets more high score and teacher will give the prize.	- Good morning teacher. - No one is absence today. - Various answer. - Students follow the rule of the playing game "Hangman". And start in two teams.
……	- Let's start our activities. - There are some reading passage, I will give you to read, but first I will give you some example and explain what to do: Look at the paragraph one: The main idea is letter B. So the main ideas can be in first sentences, middle and the last, but we have to look at other sentences in the paragraph are called details, details describes or explain the main ideas or we call supporting sentences.	- Students look at teacher demonstrate first and see what to do. - They will have the questions during teacher explain.

…….....	
…….....	
…….....	
…….....	
…….....	

• This is an example of lesson plan on teaching reading.

Lesson plan (Example)

Subject: English **Topic:** At school
Level: M 5 **Time:** 60 minutes
Date: ……

Terminal Objective

Students will be able to write their own interest and hobbies by using appropriate vocabulary and expressions.

Enabling Objectives

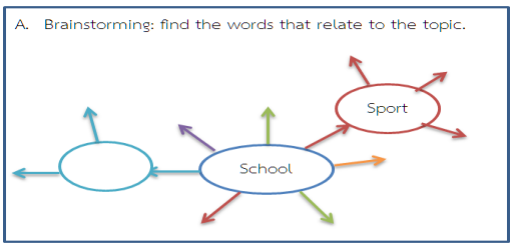
- Students will be able to skim to find the main ideas of the passage.
- Students will be able to identify about cause and effect from reading the passage.
- Students will be able to find the correct answer from making inference in reading the passage.

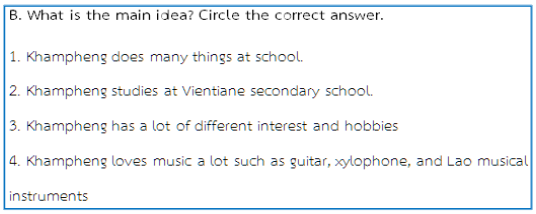
Material: Reading materials, article from the book on "At school", worksheets, whiteboard

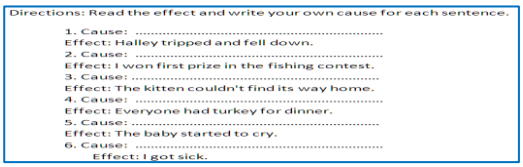
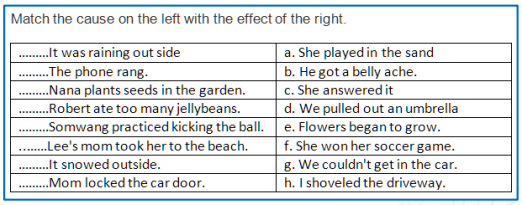
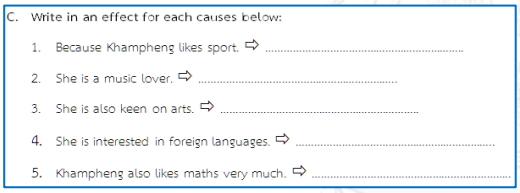
Evaluation:

- Students can skim to find the main ideas of the passage.
- Students will identify about cause and effect from reading the passage.
- Students will find the correct answer from making inference in reading the passage.
- Students will to practice any kinds of activities and improve their reading.

Teaching procedure

Teacher activity	Students activity
1. Warm-up: (10 minutes) - Good morning students. - How many students absent today? - Today, before we are going to learn the topic "At school", I would like you to play a game first, it calls "Hangman". Do you know this game? - Teacher divides into two teams. - Teacher draws a hangman on the board. - Teacher chooses the vocabulary from the reading passage and starts asking them the word: E.g. S__ __ r__ __ - If one team cannot respond, it will change to other teams. - If one team gets more high score and teacher will give the prize.	- Good morning teacher. - No one is absence today. - Various answer. - Students follow the rule of the playing game "Hangman". And start in two teams.
2. Pre-reading: (10 minutes) Brainstorming - Teacher asks students to work in a group of five to find the words which relate to the topic. - Teacher draws on the board. - I need each group volunteer to write on the board.  - Teacher asks student to tell the difficult words and translate into Lao. - Do you find the words? So you have to think about the school? - What else you do at school? - You may think in class and outside of class. - Ok, I think that we can add more words here. So, listen and repeat after me.	- Students work in a group of five to find the words which relate to a topic and each group write the words on a board. - Students find the words and think of what they do in the class and outside of class. - Then, students translate into Lao by checking dictionary. - Students listen and repeat after teacher.

Eg: badminton: ຕີດອກປີກໄກ່ interest: ຄວາມສົນໃຈ club: ສະໂມສອນ	
3. While-reading: (20 minutes) - Let's start our activities. - There is some reading passage, I will give you to read, but first I will give you some example and explain what to do: Source from : www.beaconlearningcenter.com/Weblessons/GetTheIdea/default.htm The rain forest is home to many creatures. Monkeys, toucans and macaws live in the rain forest. Blue Morpho butterflies and anteaters also live in the rain forest. Click on the main idea. a) Shells and tapirs are other creatures that live in the rain forest. b) The rain forest is home to many creatures. c) Monkeys, toucans and macaws live in the rain forest. Let's practice! Soccer players learn many skills when playing soccer. Soccer players learn how to dribble and pass the ball. They also learn how to control the ball so they can eventually score. Most importantly, soccer players learn how to work together with their teammates. Click on the main idea. a) They also learn how to control the ball so they can eventually score. b) Soccer players learn how to dribble. c) Soccer players learn many skills when playing soccer. You're doing a terrific job! Let's do one more. There are many fun things to do at the beach. Swimming is one thing that can be done at the beach. Snorkeling is another thing that can be enjoyed. Playing beach volleyball can be a lot of fun. It is also fun to look for shells. Some people simply like to sunbathe. Click on the main idea. a) There are many fun things to do at the beach. b) It is also fun to look for shells. c) Some people simply like to sunbathe. Look at paragraph one: The main idea is letter B. So the main ideas can be in first sentences, middle and the last, but we have to look at other sentences in the paragraph are called details, details describe or explain the main ideas or we call supporting sentences. - Now, you are ready to join the activity. - I would like you to work in the group of six. - Let's see the reading passage, you have to read it first, discusses the reading passage and do the activity by finding the main ideas from the passage:  B. What is the main idea? Circle the correct answer. 1. Khampheng does many things at school. 2. Khampheng studies at Vientiane secondary school. 3. Khampheng has a lot of different interest and hobbies 4. Khampheng loves music a lot such as guitar, xylophone, and Lao musical instruments - So, can you find it? - Right, Why do you know the correct answer? - Anybody have different answer. - Check the answer as a whole class. - Now let's move on to the next activities. Teacher will be explained how to do the activity. - Teacher tries to explain about cause and	- Students look at teacher demonstrate first and see what to do. - They will have the questions during teacher explain. - Ok, we are ready to do the activity. - Students work in a group of six read the handout and answer which answer is the main idea. - (various answer) - Students listen to teacher explains about cause and effect. - Students work individually. - Compare and discuss with their partner.

effect. Such as a cause is a person, event, condition or reason that is responsible for an action or result. An effect is a result brought about by a cause or an agent. - Teacher gives other examples:  Directions: Read the effect and write your own cause for each sentence. 1. Cause: ..... Effect: Halley tripped and fell down. 2. Cause: ..... Effect: I won first prize in the fishing contest. 3. Cause: ..... Effect: The kitten couldn't find its way home. 4. Cause: ..... Effect: Everyone had turkey for dinner. 5. Cause: ..... Effect: The baby started to cry. 6. Cause: ..... Effect: I got sick.  Match the cause on the left with the effect of the right. .....It was raining out side — a. She played in the sand .....The phone rang. — b. He got a belly ache. .....Nana plants seeds in the garden. — c. She answered it .....Robert ate too many jellybeans. — d. We pulled out an umbrella .....Somwang practiced kicking the ball. — e. Flowers began to grow. .....Lee's mom took her to the beach. — f. She won her soccer game. .....It snowed outside. — g. We couldn't get in the car. .....Mom locked the car door. — h. I shoveled the driveway. - After that, Let's see the activity from our lesson today. - For this activity, I would like you to work individually. - Teacher gives students the worksheet to do the activity about cause and effect.  C. Write in an effect for each causes below: 1. Because Khampheng likes sport. ⇨ ..... 2. She is a music lover. ⇨ ..... 3. She is also keen on arts. ⇨ ..... 4. She is interested in foreign languages. ⇨ ..... 5. Khampheng also likes maths very much. ⇨ ..... - Teacher walks around the class to see that students understand how to do. - After finishing, teacher tells students to compare with their partner and discussion. - Teacher asks volunteers to read their sentences. Does anybody want to try? No right/ no wrong. Just try. - Teacher gives feedback. - Check the answer as a whole class. - Now, I have one more exercise for making inference. Teacher gives an explanation before starting the exercise. - Teacher gives a definition of an inference: *Inference is a conclusion reach on the basis of evidence and reasoning. An inference is an educated guess.* - Alright, you have to follow me for inference exercise. You have to read the passage and make more understand when	- They try to read in front of the class. - Yes, teacher, I can show you one sentence, but I don't know it will correct or not. - Students listen to teacher explains first. - Students work in the same group and read the passage for answering the questions. - We finish teacher. - I will read one sentence. - (various answer)

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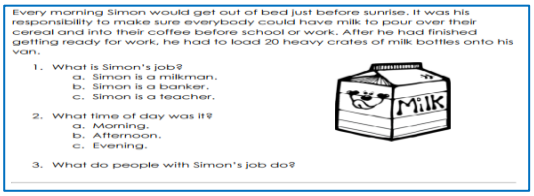
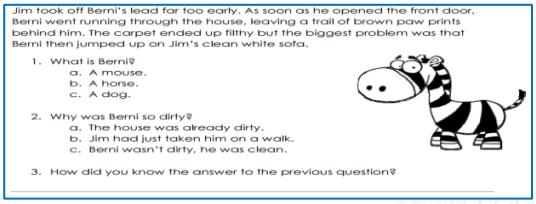
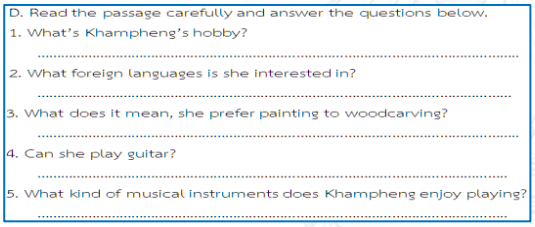
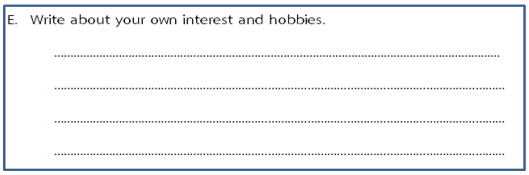
they describe something. *They don't give the questions and the answers directly. It is like they describe something and let someone make a guess.*  Every morning Simon would get out of bed just before sunrise. It was his responsibility to make sure everybody could have milk to pour over their cereal and into their coffee before school or work. After he had finished getting ready for work, he had to load 20 heavy crates of milk bottles onto his van. 1. What is Simon's job? a. Simon is a milkman. b. Simon is a banker. c. Simon is a teacher. 2. What time of day was it? a. Morning. b. Afternoon. c. Evening. 3. What do people with Simon's job do?  Jim took off Berni's lead far too early. As soon as he opened the front door, Berni went running through the house, leaving a trail of brown paw prints behind him. The carpet ended up filthy but the biggest problem was that Berni then jumped up on Jim's clean white sofa. 1. What is Berni? a. A mouse. b. A horse. c. A dog. 2. Why was Berni so dirty? a. The house was already dirty. b. Jim had just taken him on a walk. c. Berni wasn't dirty, he was clean. 3. How did you know the answer to the previous question? - Now, teacher tells students to work in the same group. - You will read the passage first, and discuss with your group by answering the questions below:  D. Read the passage carefully and answer the questions below. 1. What's Khampheng's hobby? ..... 2. What foreign languages is she interested in? ..... 3. What does it mean, she prefer painting to woodcarving? ..... 4. Can she play guitar? ..... 5. What kind of musical instruments does Khampheng enjoy playing? ..... - All groups finish. - Can you answer all these questions? - I need some volunteers to read and answer the question. - Check the answer as a whole class. - Teacher gives feedback.	
4. Post-reading: (15 minutes) • Ok, let's try to write your own interest and hobbies.  E. Write about your own interest and hobbies. .... - After finishing, teacher asks 3 volunteers to read their own interest and hobbies in front of the class. - Anybody want to try - Ok, let's start with Mr. / Ms. ……. - And you have to listen to their friends while they are describing their interest and	- Students write the own interest and hobbies. - Three volunteers read their interest and hobbies in front of the class.

hobbies. - Do you have any feedback and suggestions? - Teacher gives feedback and suggestions.	
5. Wrap up: (05 minutes) - Teacher: What have you learned from lesson today? - Do you have any difficulty in doing activities? - It might be useful for you to think about the way how to improve your reading. - Teacher summarizes the lesson what teacher have taught and given students homework.	- (Various answers). - Students take note and do the homework.

E. Group work: Write a lesson plan from the lesson given in reading passage.

Source: Lao Secondary school textbook, Unit 1: The food, Lesson 1, page: 1, Reading No. 3: The food we need.

The food we need

Every day we have to eat and drink. It's important that we eat the right balance food. There are five food groups: proteins, carbohydrates, vitamin, minerals, and fats and oils.

We get some proteins from vegetables, for example, green, black and yellow beans, and soya milk. We gain lots of proteins from animals. Proteins are found in beef, pork, chicken, fish, shrimps, snails, eggs and milk. Carbohydrates are found in rice, flour, sugar, taro, sweet corn and fruit.

Fat and oils are also gained from vegetables and animals. Eating too much fat from pork, beef and cheese is not good for our health and our hearts. Doctors think that fats and oils from vegetables are better for us. Fruit and vegetables, such as bananas, papayas, pineapples, watermelons, pumpkins, lettuces, cabbages, eggplants and tomatoes, contain lots of vitamins and minerals.

These five food groups are very important and necessary for our growth and for a healthy body. We should have the right balance of these foods every day.

Lesson Plan 4 (Cont.)

Subject: Methodology **Unit 4:** Teaching reading
Lesson 11: Video-Based Analysis
Topic: Reflective journal writing on English language teaching reading skills
Time: 90 minutes **Level**: Students year 3
(Deliberative Level)

Terminal Objective

As a group, students will be able to write reflective journal responding to the teaching video uploaded.

Enabling Objectives

1. Students will be able to answer the questions and share the ideas of reflection.
2. Students will be able to interact within a group what they have learned from teaching reading group by watching video upload.
3. Students will be able to write a brief of reflective journal within a group.

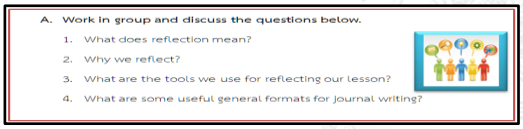
Materials: Reflective journal writing form, video upload, worksheets, and handouts.

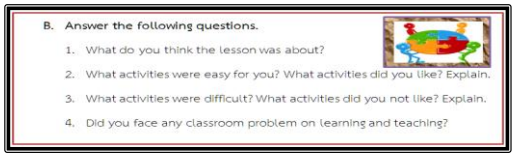
Evaluation

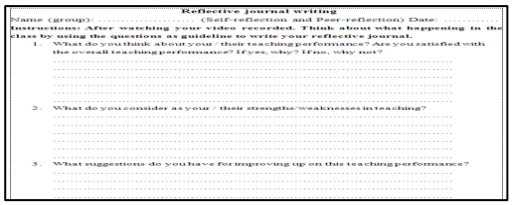
1. In the group of five, students can discuss and share the ideas of refection.
2. In the group of five, students can give interactive journal in group by watching video upload of teaching reading group.
3. In the group of five, students can write a reflective journal within a group and present to the class.

Teaching Procedure

Teacher	Students
Deliberative level: Interactive journal writing and video-based lesson analysis **<u>Stage 1: (15 minutes)</u>** (Greeting) Good morning students. • Teacher asks students about the assignment and lets them work in the group of four for discussing the questions. *- Have you finished your homework?* *- The assignment I gave you last week is writing a reflective journal. Do you remember?* *- Do you enjoy writing? Why? Why not?*	(Greeting) Good morning teacher. • Students work in a group of four and discuss the questions. - *(Various answers)*

- Have you ever written a journal before? *- What general topic would you like to start writing about?* *- How will you write? Will you use pen and paper or computer or use a blog?* *- Compare journal writing using a notebook (pen and paper), a computer or record in an audio recorder. What are some of the advantages and limitations of each way of keeping a journal?* *- How long do you take time writing a journal?* **<u>Stage 2: (15 minutes)</u>** • Teacher tells students about reflection for learning today. - Divides students to be groups of four. *- Look at the questions and please help your group to answer these questions.*  A. Work in group and discuss the questions below. 1. What does reflection mean? 2. Why we reflect? 3. What are the tools we use for reflecting our lesson? 4. What are some useful general formats for journal writing? *- What does reflection mean?* Reflection means to think back, the act of reflecting, as in mirroring, giving back or showing an image, the state of being reflected in this way. *- Why we reflect?* In your teaching, you might face a lot of thing that happened during teaching. However, reflection is a process that helps teachers to think about what happened and what else could have been done to reach their goals (Cruickshank and Applegate, 1981). *- What are the tools we use for reflecting in our lesson?* Writing reflective journal and Video upload from microteaching. *- What are some useful general formats for journal writing?* Richard and Farrell (2005) suggest that the general format for journal writing: • Date and time of entry: a journal entry should be written on the day of the even if possible, otherwise you may forget details of what happened and when. • Sequencing of the events: t help you record what happen and when, it is best t make a brief list describing what happened before, during and after the event. • Elaboration of details: describe the event that happened in detail and add how you fee at the time these events happened. • Analysis of the event: try to explain what you think of the event's significance is for you. What did you learn? Did the event raise more questions than provide you with answers? Try to figure out what you have accomplished and how you plan to follow up on what you have learned.	• Students work in a group of four and try to give their ideas for the questions. - (Various answers)

Stage 3: (15 minutes) • Teacher asks the whole class to watch the video upload 1 time of teaching reading's group. - Now, I would like the representative of teaching reading group to go to each group for sharing ideas of these questions.  B. Answer the following questions. 1. What do you think the lesson was about? 2. What activities were easy for you? What activities did you like? Explain. 3. What activities were difficult? What activities did you not like? Explain. 4. Did you face any classroom problem on learning and teaching? - Representative takes note and reports to the class. - After answering the questions, teacher asks students: - *What have you learned from this lesson?* • Teacher asks students work in groups again. - I would like you to work in a group of five, discussion and reflection after watching a video. C. Group discussion and reflection. 1. What did the group do well? 2. What did the group do not so well? 3. Did the group learn anything unexpected about their teaching? 4. Were there ample opportunities for learning and for student participation? 5. How well did the group do in relation to the following aspect of the lesson? Pacing, explanation, questions, feedback to students, creating a positive atmosphere. - After the discussion, teacher asks students: *- What did you learn from reflection?* **Stage 4: (45 minutes)** • Teacher tells students to watch the video upload again and lets them discuss within a group. *- Please be in a group of your own teaching skills.* *- Each group will be discussed.* *- After discussion, I would like two representative groups of teaching reading and writing has to present in*	• Students watch video upload from teaching reading's group and work in a group to answer the questions. - (Various answers) *- One of the groups of teaching reading takes note and present to the class.* • Form a group of five and discuss the questions, reflection. • Students watch the video upload again and discussion within own group of teaching skill. *- A representative of the group of teaching reading skill presents their writing reflective journal and one of the groups of teaching writing skill present on what they have seen the performance of the group of teaching*

front of the class. *- Other groups will be commented.* *- For teaching reading and writing group, you have to write the reflection by using this form and hand me.*  Reflective journal writing Name (group): (Self-reflection and Peer-reflection) Date: Instructions: After watching your video recorded. Think about what happening in the class by using the questions as guideline to write your reflective journal. 1. What do you think about your / their teaching performance? Are you satisfied with the overall teaching performance? If yes, why? If no, why not? 2. What do you consider as your / their strengths/weaknesses in teaching? 3. What suggestions do you have for improving up on this teaching performance? - After the presentation, teacher asks students: *- What have you learned from writing a reflective journal?* - Teacher gives feedback. **Stage 4: (10 minutes)** - Teacher summarizes the lesson today. What students have learned in the class and how they can apply the knowledge they have gained from writing a reflective journal in their teaching? - Teacher gives students an assignment for reviewing reflective journal writing, and how to reflection.	*reading skill.* *- Two groups of For teaching reading and writing submit the reflective journal writing.* *- The whole class suggests on reflecting of teaching reading group.* - Students share what they have learned from the lesson. - Students take notes and take home assignment.

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Sample of Lesson 11: Video-Based Analysis

On reflective journal writing on English language teaching reading skills

A. Work in group and answer the questions below.

1. What does reflection mean?
2. Why we reflect?
3. What are the tools we use for reflecting our lesson?
4. What are some useful general formats for journal writing?

B. Answer the following questions.

1. What do you think the lesson was about?
2. What activities were easy for you? What activities did you like? Explain.
3. What activities were difficult? What activities did you not like? Explain.
4. Did you face any classroom problem on learning and teaching?

C. Group discussion and reflection.

1. What did the group do well?
2. What did the group do not so well?
3. Did the group learn anything unexpected about their teaching?
4. Were there ample opportunities for learning and for student participation?
5. How well did the group do in relation to the following aspect of the lesson? Pacing, explanation, questions, feedback to students, creating a positive atmosphere.

Reflective journal writing

Name (group): …… (Self-reflection and Peer-reflection) Date: ……

Instructions: After watching your video recorded. Think about what happening in the class by using the questions as guideline to write your reflective journal.

1. What do you think about your / their teaching performance? Are you satisfied with the overall teaching performance? Please describe.

   ……
   ……
   ……
   ……
   ……
   ……

2. What do you consider as your/ their strengths/weaknesses in teaching? Why did you do that?

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3. What suggestions do you have for your / their improving up on this teaching performance?

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Lesson Plan 6

Subject: Methodology **Unit 6:** Topical Seminar Discussion

Lesson 15: Seminar on teaching four skills of English language.

Level: Students year 3 **Time:** 90 minutes

Terminal Objective

Students will be able to identify the technique and principle about teaching four skills of English language taught in previous classes through a seminar – based discussion.

Objectives

1. Students will be able to brainstorm ideas on teaching four skills of English language.
2. Students will be able to discuss the issues of teaching four skills in a group.
3. Students will be able to present a result of teaching four skills from the group of discussion.
4. Students will be able to orally reflect on how the English language four skills are taught.

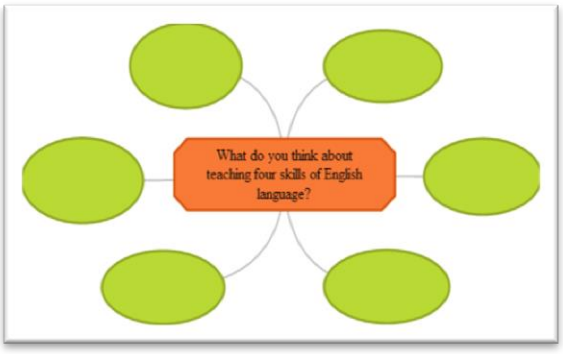
Materials

- Blank of seminar class paper, paper of brainstorming

Evaluation

1. In the group of five, students will brainstorm ideas on teaching four skills of English language.
2. In the group of five, students can discuss the issues of teaching four skills in group.
3. In the group of five, students can present result of teaching four skills from the group of discussion.
4. In the group of five, students can orally reflect on how the English language four skills are taught.

Teaching Procedure

Teacher	Students
Critical level: Topical Seminar Discussion **Stage 1: (10 minutes)** • (Greeting) Good morning students. - Teacher tells students about the topic today are "*Seminar on teaching four skills of English language*". - I have questions to ask you: *- Have you ever joined the seminar? What was it?* *- Did seminar speak in Lao or English language?* *- Have you ever seen the seminar on a different way?* *- Alright. So we will study about the seminar.* **Stage 2: (10 minutes)** • Teacher asks students to work in group of five to brainstorming on *teaching four skills* of *English language.* *- Please be in group and find some words or phrases that relates to the topic.* *- Teacher gives the blank paper to each group.*  - After finishing, teacher calls volunteer to share their ideas. - Check the whole class and gives feedback. What the students give any different ideas. **Stage 3: (15 minutes)** • Teacher divides students in four groups of	• (Greeting) Good morning teacher. - Students answer teacher's questions. *- (Various answers)* *- Yes/no.* • Students brainstorm and write the words or phrases in the mind map teaching four skills of English language. • Students work on their group and

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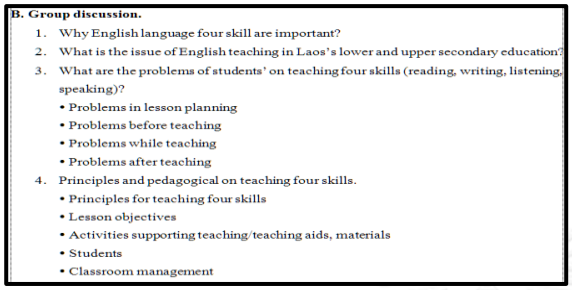
four skills and lets them to discuss as following questions: *- Now, I would like you to work in group and discussion the topic about the important, problem, principles and pedagogical on teaching four skills.* *- You will be prepared all discussion for the presentation.*  **B. Group discussion.** 1. Why English language four skill are important? 2. What is the issue of English teaching in Laos's lower and upper secondary education? 3. What are the problems of students' on teaching four skills (reading, writing, listening, speaking)? • Problems in lesson planning • Problems before teaching • Problems while teaching • Problems after teaching 4. Principles and pedagogical on teaching four skills. • Principles for teaching four skills • Lesson objectives • Activities supporting teaching/teaching aids, materials • Students • Classroom management	discuss the questions that teacher provides.
Stage 4:(45 minutes) • Teacher tells the group of teaching listening skill present first and the group will be a chairman, secretary (take note) and time keeper and chairman will lets other group suggest if they have any ideas on the topics during the group presentation. After the first group finish, it will be turned to other group such as writing, speaking and listening group. *- In each group you have only 10 minutes* *- Alright, we will start with listening group first.* *- Ok listen to your friends.* C. SEMINAR CLASS MINUTES..... (MONTH)..... (TIME)..... ROOM..... MEETING CALL BY TYPE OF MEETING: Seminar discussion NOTE TAKER TIME KEEPER ATTENTDEES ABSENCES Agenda topics (Time.....-.....) ACTIVITY REHEARSAL PRESENTATION ANS DISCUSSION: Group 1: Teaching reading / Group 2: Teaching writing / Group 3: Teaching speaking / Group 4: Teaching listening CONCLUSIONS - Teacher gives feedback about English language teaching four skills. - How to access four skills?	• The group of teaching listening skill present first, their responsibility is a chairman, secretary (take note) and time keeper. After the first group finish, it will be turned to other groups of writing, speaking and listening. - *Start with a listening group.*

Stage 5: (10 minutes) • Teacher summaries the lesson about the seminar on teaching four skills of English language. - What have you learned from today class? - Do you have any difficulty in doing seminar? How? - It is might be beneficial for you to think about the way to improve your teaching. - What is the important on teaching and what is the problem that you will face about this? And How to organize the seminar?	•Students exchange their experience on teaching and seminar. - *(Various answers)*

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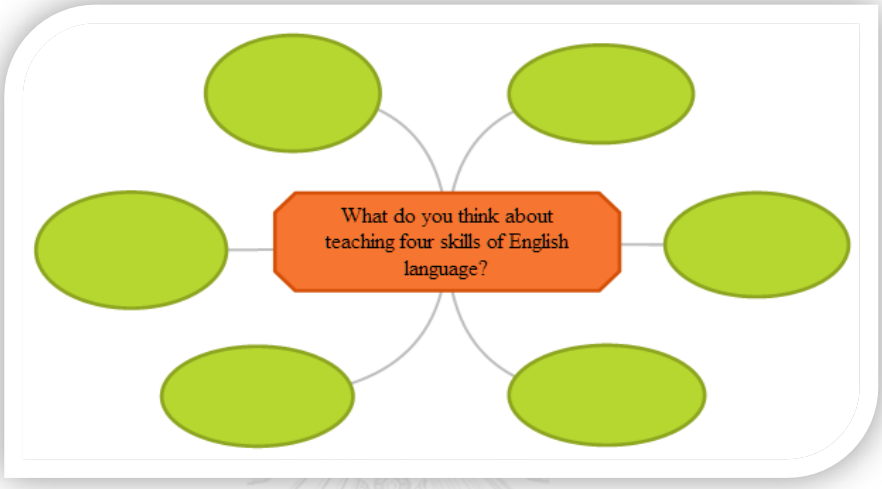
Sample of Lesson 15: Seminar on teaching four skills of English language.

A. Brainstorming: Write the words or phrases of teaching four skills of English language.



B. Group discussion.

1. Why English language four skill are important?
2. What is the issue of English teaching in Laos's lower and upper secondary education?
3. What are the problems of students' on teaching four skills (reading, writing, listening, speaking)?
   - Problems in lesson planning
   - Problems before teaching
   - Problems while teaching
   - Problems after teaching
4. Principles and pedagogical on teaching four skills.
   - Principles for teaching four skills
   - Lesson objectives
   - Activities supporting teaching/teaching aids, materials
   - Students
   - Classroom management

C. Seminar class

Please be in group and use the form to write the discussion on teaching, in each group you have only 10 minutes for presentation.

Minutes…….. Month……. Time……. Room……

Meeting call by	
Type of meeting	Seminar discussion
Note taker	
Time keeper	
Attendees	
Absences	
Agenda topics (Time……-……)	Activity Rehearsal
Presentation and discussion	Group 1: Teaching listening …… …… …… Group 2: Teaching speaking …… …… …… Group 3: Teaching reading …… …… …… Group 4: Teaching writing …… …… ……
CONCLUSIONS	

Appendix C: The Evaluation form for lesson plans (1, 4, and 6)

Lesson Plan Evaluation Form
Unit 1: Introduction to Pedagogical Methodology
Lesson 1: Lesson planning and Lesson 2: Design Lesson plan

Evaluator……Date……

The objective of this is to establish the content validity of the lesson plan. The experts will be asked to rate the content of the lesson as to whether the lesson plans adequately framed to teach pre-service teacher about teaching English and how to plan the lesson.

Instructions: Please evaluate the appropriateness of the items by checking (✓) to rate the following items according to your opinions and also specify comments for each item.

The criteria are: +1 = Appropriate 0= Not sure -1= Not Appropriate

Contents	-1	0	+1	Comments
Lesson plan 1 (Lesson 1)				
Lesson objectives				
1. The terminal objective is clear and concise.				
2. The enabling objectives are related to the concept of the lesson.				
3. The objectives focus on the format of lesson planning.				
Materials and worksheets				
4. The materials and worksheets are appropriate for the lesson and for students' level.				
5. The materials and worksheets are understandable.				
6. The materials and worksheets support the learning of the structure of lesson plan format.				
7. The materials and worksheets support pre-service teacher to understand to have a general idea of lesson design.				
Teaching procedures				
The pre-service teachers will be guided on a general concept as follows:				
8. Appropriate time allocation.				
9. Teaching methods, learning activities are appropriate for achievement of lesson.				
10. The teaching steps provide an opportunity for pre-service teachers design the lesson.				
11. Teaching support pre-service teachers to co-construct knowledge about lesson design when sharing with their classmates.				

Evaluation				
The pre-service teachers will be guided on a general concept to check whether:				
12. The activities match the learning objective.				
13. The learning process is practical for the pre-service teacher learning process.				
Lesson plan 1 (Lesson 2)				
Lesson objectives				
1. The terminal objective is clear and concise.				
2. The enabling objectives are related to the concept of the lesson.				
3. The objectives focus on lesson plan design.				
Material and worksheets				
4. The materials and worksheets are appropriate for the lesson and for students' level.				
5. The material and worksheet are understandable.				
6. The materials and worksheets support the learning of writing lesson plan following the given lesson format.				
7**.** The materials and worksheets support pre-service teacher to design a specific lesson to teach English.				
Teaching procedures				
The pre-service teachers will be able to identify the following elements in their specific lesson.				
8. Appropriate time allocation.				
9. Teaching methods, learning activities are appropriate for achievement of lesson.				
10. The teaching steps provide an opportunity for pre-service teachers design the lesson.				
11. Teaching support pre-service teachers to co-construct knowledge about lesson design when sharing with their classmates.				
Evaluation				
The pre-service teachers demonstrate how to apply the concept of evaluation in their specific lesson by checking whether:				
12. The activities match the learning objective.				
13. The learning process is practical for the pre-service teacher learning process.				

Other suggestions:

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Thank you for your time and assistance.

Lesson Plan Evaluation Form

Unit 4: Teaching reading

Lesson 9: Principles of Teaching Reading and
Lesson 10: Design Lesson Plan and Teaching reading
(Technical level)

Evaluator……Date……

The objective of this is to establish the content validity of the lesson plan. The experts will be asked to rate the content of the lesson as to whether the lesson plans adequately framed to teach pre-service teacher about teaching English based on the Multilevel Reflection Model.

In teaching procedure is used technical level as a model. So, it is focusing on encouraging pre-service teachers to apply their existing knowledge and skills into teaching in order to meet learners' needs. The process and implementation of this level are to make classroom practices more effective, interactive. This level is intended to help improve evaluative skills of the pre-service teachers that contribute to students' learning performance. Lesson plan evaluation is crucial for pre-service teachers because it helps them to think and increase the quality of their instructions.

Instructions: Please evaluate the appropriateness of the items by checking (✓) to rate these following items according your opinions and also specify comments for each item.

The criteria are: +1 = Appropriate 0= Not sure -1= Not Appropriate

Contents	**-1**	**0**	**+1**	**Comments**
Lesson plan 4 (Lesson 9)				
Lesson objectives				
1. The terminal objective is clear and concise.				
2. The enabling objectives are related to the concept of the lesson.				
3. The objectives focus on principles of EFL reading instructs (technical level reflection).				
Materials and worksheets				
4. The materials and worksheets are appropriate for the lesson to teach EFL reading at the purposed students' level.				
5. The materials and worksheet are understandable.				
6. The materials and worksheets support the learning of the structure of lesson plan format.				
Teaching procedures (Multilevel reflection model: Technical level)				

The pre-service teachers will be guided on a general concepts as follow:				
7. Teaching is clear and practical.				
8. Time is appropriate in each procedure.				
9. Teaching provides pre-service teachers with knowledge of how to design a lesson plan to teach EFL reading.				
10. The teaching procedure provides an opportunity for pre-service teachers to learn the principles of teaching reading.				
Evaluation				
The pre-service teachers will be guided on a general concept to check whether:				
11. The activities match the learning objective.				
12. The learning process is practical for the pre-service teacher learning process.				
Lesson plan 4 (Lesson 10)				
Lesson objectives				
1. The terminal objective is clear and concise.				
2. The enabling objectives are related to the concept of the lesson.				
3. Pre-service teachers can apply their knowledge and skills into teaching of reading.				
Materials and worksheets				
4. The materials and worksheets are appropriate for the lesson to teach EFL reading at the purposed students' level.				
5. The materials and worksheet are understandable.				
6**.** The materials and worksheets support pre-service teacher to design a specific lesson to teach English.				
Teaching procedures (Multilevel reflection model: Technical level)				
The pre-service teachers will be able to identify the following elements in their specific lesson.				
7. Teaching is clear and practical.				
8. Time is appropriate in each procedure.				
9. Teaching provides pre-service teachers with knowledge of how to design a lesson plan to teach EFL reading.				
10. Teaching support pre-service teachers to co-construct knowledge about lesson design when sharing with their classmates.				
Evaluation				
The pre-service teachers demonstrates how to				

apply the concept of evaluation in their specific lesson by checking whether:				
11. The activities match the learning objective.				
12. The learning process is practical for the pre-service teacher learning process.				

Other suggestions:

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Thank you for your time and assistance.

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Lesson Plan Evaluation Form
Unit 4: Teaching reading
Lesson 11: Video-Based Analysis
Reflective journal writing on English language teaching reading skills
(Deliberative level)

Evaluator……Date……

The objective of this is to establish the content validity of the lesson plan. The experts will be asked to rate the content of the lesson as to whether the lesson plans adequately framed to teach pre-service teacher about teaching English based on the Multilevel Reflection Model.

Deliberative level, It is viewed as important step for pre-service teachers because it involves problem solving skills and decision making that the teachers need to enhance. One of the methods used in deliberate reflection is journal writing reflection. It is used as tool for developing pre-service teaching to become more critical and learn from what they did well and didn't do well in action. Another method of this reflection is to analyze video. This method is accepted by many scholars because it gives opportunities to pre-service teaching to examine their action and reflection on it more deeply. It replaces traditional method like journal writing as it provides more comprehensive analysis to the education teachers to use as a mirror for reflection.

Instructions: Please evaluate the appropriateness of the items by checking (✓) to rate these following items according your opinions and also specify comments for each item.

The criteria are: +1 = Appropriate 0= Not sure -1= Not Appropriate

Contents	**-1**	**0**	**+1**	**Comments**
Objectives				
1. The terminal objective is clear and concise.				
2. The enabling objectives are related to the concept of the lesson.				
3. The objectives focus on self-reflection and peer reflection related to their teaching practice after viewing the video recording of their own teaching (deliberative level reflection).				
Material and worksheets				
4. The materials and worksheets are appropriate for the lesson and for students' level to elicit their self-reflection and peer reflection.				
5. The materials and worksheet are understandable.				

Teaching procedures (Multilevel reflection model: Deliberative level)				
6. Teaching is clear and practical.				
7. Time is appropriate in each procedure.				
8. The teaching steps provide an opportunity for pre-service teachers to write reflective journal in group and orally reflect what they have taught from watching the videos clip.				
9. The teaching encourages pre-service teachers to share and discuss of learning activity with group.				
10. Teaching support pre-service teachers to co-construct knowledge on reflection about teaching practice.				
Evaluation				
11. The activities match the learning objective to focus on self-reflection and peer reflection to help improve their teaching.				
12. The learning process is practical for the pre-service teacher learning process.				

Other suggestions:

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Thank you for your time and assistance.

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Lesson Plan Evaluation Form
Unit 6: Topical Seminar Discussion
Lesson 15: Seminar on teaching four skills of English language.
(Critical level)

Evaluator……Date……

The objective of this is to establish the content validity of the lesson plan. The experts will be asked to rate the content of the lesson as to whether the lesson plans adequately framed to teach pre-service teacher about teaching English based on the Multilevel Reflection Model.

Critical level. This needs pre-service teacher to consider all range of differences and dimensions in the classroom and bring them together. One method to promote critical reflection is to open seminar during teaching practice. By doing this, learners have opportunities to exchange ideas from their peers that lead to learning. Participating in seminar can deeper novice teachers understanding as they are given more chances to verbalize and express their thoughts and feelings. What they can communicate verbally can have a long lasting understanding and memory.

Instructions: Please evaluate the appropriateness of the items by checking (✓) to rate these following items according your opinions and also specify comments for each item.

The criteria are: +1 = Appropriate 0= Not sure -1= Not Appropriate

Contents	-1	0	+1	Comments
Objectives				
1. The terminal objective is clear and concise.				
2. The enabling objectives are related to the concept of the lesson.				
3. The objectives focus on seminar-based discussion on English language teaching four skills (critical level reflection).				
Materials and worksheets				
4. The materials and worksheets are appropriate for the lesson and for students' level to provide an opportunity for the pre-service teachers to share their ideas in the seminar session.				
5. The material and worksheet are understandable.				
Teaching procedures (Multilevel reflection model: critical level)				
6. Teaching is clear and practical.				

7. Time is appropriate in each procedure.				
8. The teaching steps provide an opportunity for pre-service teachers conduct the seminar in class.				
9. Teaching encourages pre-service teachers to participate in seminar can deepen pre-service teachers understanding as they are given more chances to verbalize and express their thoughts and feelings.				
10. Teaching support pre-service teachers to get the new ideas when sharing with their friends.				
Evaluation				
11. The activities match the learning objective to allow the pre-service teachers to learn from the seminar.				
12. The learning process is practical for the pre-service teacher learning process.				

Other suggestions:

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Thank you for your time and assistance.

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Appendix D: Teaching evaluation form

Teaching evaluation form

Name (group): ……...

Date: ……Time: ……

Instruction: Please circle the score from 0-3 provided regarding the evidence seen in the teaching performance.

Teaching stage and expected performance	Criteria	Score
1. Planning Stage		
1.1 Learning objectives setting The learning objectives are clear and measurable.	1. The objectives align with the terminal goal. 2. The objectives are written using specific action verbs. 3. The objectives clearly and specifically state measurable expected learning outcome.	***Score3:*** All of the criteria are met. ***Score2:*** 2 of the criteria are met. ***Score1:*** 1 of the criteria is met. ***Score0:*** None of the criteria is met.
1.2 Introductory activity design The introductory task is situated in real world context and also designed to help students connect their background knowledge with the lesson they are learning.	1. The activity aligns with the terminal goal. 2. The activity is created in real world context. 3. The activity is engaging and well-organized. 4. The activity is designed to activate students' background knowledge on that lesson.	***Score3:*** All of the criteria are met. ***Score2:*** 2 or 3 of the criteria are met. ***Score1:*** 1 of the criteria is met. ***Score0:*** None of the criteria is met.
1.3 Presentation activity design The learning task introduces accurate lesson content that relevant to the learning goals and maintains good balance between	1. The activity introduces learning content that relevant to the learning objectives. 2. The activity is situated in real world context. 3. The activity is engaging, well-organized, and appropriate to students' level.	***Score3:*** All of the criteria are met. ***Score2:*** 2 or 3 of the criteria are met. ***Score1:*** 1 of the criteria is met. ***Score0:*** None of the criteria is met.

teacher's lecture time and students' participation time.	4. The activity maintains a good balance between teacher's lecture and students' participation.	
1.4 Practice activity design The practice task is situated in real world context, equips students with opportunity to rehearse what they learned and also provides clear evaluation criteria that match all learning objectives.	1. The activity aligns with learning goals and provides opportunity to practice what was learned regarding the goals set. 2. The activity is situated in real world context. 3. The activity is engaging, well-organized, and appropriate to students' level. 4. Clear assessment criteria that align with learning goal are provided.	***Score3:*** All of the criteria are met. ***Score2:*** 2 or 3 of the criteria are met. ***Score1:*** 1 of the criteria is met. ***Score0:*** None of the criteria is met.
2. Lesson presentation stage		
2.1 Lesson introductory During introductory, student teacher uses different teaching techniques to capture students' attention and to increase students' understanding be linking previously acquired knowledge with new concept.	***Score3:*** Teacher effectively employs more than two teaching techniques to capture students' attention. 80% of the students engage in the introductory. ***Score2:*** Teacher employs two teaching techniques. 50-70% of students engaged in the introductory. ***Score1:*** Teacher simply relies on a weak single teaching technique to capture students' attention. Less than 50% engaged in the introductory. ***Score0:*** The lesson introductory is omitted, or it is delivered so briefly that it cannot be assessed.	
2.2 Learning activity Student teacher uses different teaching techniques to deliver well-organized and accurate lesson	***Score3:*** Teacher effectively employs more than two student-centered teaching techniques to deliver the content. The ratio of student's participation time and teacher's lecture time is 80:20. ***Score2:*** Teacher employs two mixed teaching techniques of student-centeredness and teacher-centeredness to deliver the content. The ratio of student's participation time and teacher's lecture time is 50:50. ***Score1:*** Teacher relies on only one teacher-centered teaching	

content.	technique to deliver the content. The ratio of student's participation time and teacher's lecture time is 80:20. ***Score0:*** The activity is 100% teacher-led.	
2.3 Classroom communication Student teacher uses English as medium of teaching and also demonstrates ability to use effective verbal communication as well as to give clear instruction.	***Score3:*** Appropriate level of English is mostly used as the main teaching medium while Lao used just to clarify complicated topic 80:20). The English language is clear and concise. ***Score2:*** English and Lao are equally used as the teaching medium (50:50). The English language is rather clear but not quite concise. ***Score1:*** Lao language is used as the main teaching medium (80:20). Most of the English language used is confusing. ***Score0:*** Lao language is 100% used as the main teaching medium.	
2.4 Teaching materials Student teacher makes effective use of various teaching materials to enhance students' learning.	***Score3:*** More two types of teaching materials such as relies, picture, word cards, and etc. are effectively used to enhance students' learning. ***Score2:*** Two types of teaching materials are used; However, some of them raise doubts of how they could help supporting students' learning. ***Score1:*** Only one week teaching material is used. It mostly disengaged students from their learning. ***Score0:*** No teaching material is used. Teacher relies on 'chalk and talk' method. It completely disengaged students from their learning.	
2.5 Classroom management Student demonstrates problem solving skills and ability to execute appropriate classroom management, classroom discipline, as well as instructional time.	Teacher is able to… 1. Consistently monitor students' learning and responsive to their problems. 2. Effectively use positive strategies such as praise, rewards, constructive comment, and etc. to promote students' discipline. 3. Fluidly manage instructional pace.	***Score3:*** All criteria are effectively employed. ***Score2:*** Teacher shows attempt to employ all criteria are mentioned. ***Score1:*** Teacher struggle to employ all criteria are mentioned. ***Score0:*** All criteria are ignored.
2.6 Lesson relevancy Student teacher delivers the	***Score3:*** Teacher follows the plan. The modifications made are effectively applied to facilitate students' learning. ***Score2:*** Teacher follows the plan. The modifications made focus	

instruction according to the plan.	on extending or reducing instructional time rather than to facilitate students' learning. ***Score1:*** Teacher overly attaches to the plan with no modifications to help facilitate students' learning. ***Score0:*** Teacher completely deviates from the plan.
2.7 Students' engagement and motivation Student teacher uses multiple motivation strategies to engage students in lesson.	***Score3:*** Teacher gets more than 80% students highly involved in activities in which they are active learners. ***Score2:*** Teacher attempts to get 50%-70% of students to actively involved in activities. ***Score1:*** Teacher struggles to get students involve, but more than 80% of them are disengaged. ***Score0:*** Teacher mostly lectures to passive students or have them work through textbooks and worksheets.
2.8 Students' participation Student teacher ensures that all students participate in the lesson by employing different strategies.	***Score3:*** Teacher successfully uses various types of techniques and questions to sustain students' classroom participation. ***Score2:*** Teacher uses one or two types of techniques ad questions to engage students' classroom participation. ***Score1:*** Teacher relies on one ineffective technique. More than 80% of the students are passive ***Score0:*** All of the students are passive.
2.9 Lesson closure Student teacher ends lesson by reviewing the content learned and connecting it to students' live as well as to the world beyond the classroom.	***Score3:*** Teacher reviews the content and connects the knowledge learned with students' real lives. ***Score2:*** Teacher reviews the content but did not connect the knowledge with students' real lives. ***Score1:*** Teacher briefly mentions about the content learned. ***Score0:*** Teacher simply dismisses the class.
3. Lesson assessment	
3.1 Assessment of students' background knowledge	***Score3:*** Teacher continually checks for students' understanding. 80% of the students are able to answer teachers' questions. ***Score2:*** Teacher checks for students' understanding. 50%-70% of the students are able to answer teachers' questions. ***Score1:*** Teacher rarely checks for students' understanding. 80% of them are not able to answer teachers' questions. ***Score0:*** Teacher does not check students' background knowledge

	at all.
3.2 Summative assessment Student teacher evaluates students' understanding gained from the learning task using multiple approaches as appropriate.	***Score3:*** Teacher continually checks for students' understanding. 80% of the students are able to answer teachers' questions. ***Score2:*** Teacher checks for students' understanding. 50%-70% of the students are able to answer teachers' questions. ***Score1:*** Teacher rarely checks for students' understanding. 80% of them are not able to answer teachers' questions. ***Score0:*** Teacher does not check students' background knowledge at all.
3.3 Formative assessment Student teacher evaluates students' outcome exhibited during the practice task according to criteria planned.	***Score3:*** Teacher continually checks for students' understanding. 80% of the students are able to perform the expected outcome. ***Score2:*** Teacher checks for students' understanding. 50%-70% of the students are able to perform the expected outcome. ***Score1:*** Teacher rarely checks for students' understanding. 80% of them are not able to perform the expected outcome. ***Score0:*** Teacher does not check students' performance at all.

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Appendix E: Reflective journal writing

Reflective journal writing

Name (group): …… (Self-reflection) / (Peer-reflection)

Date: ……

Instructions: After watching video clip. Think about what happening in the class by using the questions as guideline to write your reflective journal.

4. What do you think about your / their teaching performance? Are you satisfied with the overall teaching performance? Please describe.

   ……
   ……
   ……
   ……
   ……
   ……

5. What do you consider as your/ their strengths/weaknesses in teaching? Why did you do that?

   ……
   ……
   ……
   ……
   ……

6. What suggestions do you have for your / their improving up on this teaching performance?

   ……
   ……
   ……
   ……

Appendix F: Questionnaire

Questionnaire for opinions of Lao pre-service teacher on the arranged activities in each level of multilevel reflection model

แบบสอบถามความคิดเห็นของนิสิตนักศึกษาครูลาวในการจัดกิจกรรมในแต่ละระดับของรูปแบบการสะท้อนแบบหลายระดับ

Instruction: The purposes of these items are to survey of opinion of Lao pre-service teacher on the arranged activities in each level of multilevel reflection model. The result will help the researcher to reflect of the program and identify ways in which it can be made more practical for the next training. The survey consists of 30 items and each statement will provide the number 1, 2, 3, 4, and 5 as following:
Please read carefully and circle the appropriate rating according to the scale provided.
1= Strongly Disagree; 2= Disagree; 3= neutral; 4= Agree; 5= Strongly Agree

	Statement	**Opinions**				
	The level of multilevel reflection: <u>Technical Level</u>					
1	Learning principles for teaching listening skill helps me how apply on teaching listening skill.	1	2	3	4	5
2	Learning principles for teaching speaking skill helps me how apply on teaching speaking skill.	1	2	3	4	5
3	Learning principles for teaching reading skill helps me how apply on teaching reading skill.	1	2	3	4	5
4	Learning principles for teaching writing skill helps me how apply on teaching writing skill.	1	2	3	4	5
5	I realize the importance of teaching procedure after learning about the steps of teaching four language skills.	1	2	3	4	5
6	I enjoy doing the activities while learning teaching listening skill.	1	2	3	4	5
7	I enjoy doing the activities while learning teaching speaking skill.	1	2	3	4	5
8	I enjoy doing the activities while learning teaching reading skill.	1	2	3	4	5
9	I enjoy doing the activities while learning teaching writing skill.	1	2	3	4	5
10	During the class, I have more chance to practice to design the lesson plan on teaching listening skill.	1	2	3	4	5
11	During the class, I have more chance to practice to design the lesson plan on teaching speaking skill.	1	2	3	4	5
12	During the class, I have more chance to practice to design the lesson plan on teaching reading skill.	1	2	3	4	5
13	During the class, I have more chance to practice to design the lesson plan on teaching writing skill.	1	2	3	4	5
14	I understand how to design the lesson after learning teaching listening skills.	1	2	3	4	5
15	I understand how to design the lesson after learning teaching speaking skills.	1	2	3	4	5

16	I understand how to design the lesson after learning teaching reading skills.	1	2	3	4	5
17	I understand how to design the lesson after learning teaching writing skills.	1	2	3	4	5
18	I use pre-while-post steps in teaching listening skill.	1	2	3	4	5
19	I use presentation, controlled-speaking practice and freer-speaking practice in teaching speaking.	1	2	3	4	5
20	I use pre-while-post steps in teaching reading skill.	1	2	3	4	5
21	I use presentation, controlled-writing practice and Freer-writing practice in teaching writing.	1	2	3	4	5
22	I can apply my teaching in the part of teaching four language skills.	1	2	3	4	5
	The level of multilevel reflection: <u>Deliberative Level</u>					
23	I think that using video helps me a lot in learning activities and video provides thorough instructional support.	1	2	3	4	5
24	I have a chance to self-reflect on my own teaching after watching video clip.	1	2	3	4	5
25	I give feedback of my friends' teaching performance when I see video clip.	1	2	3	4	5
26	I can use data from my own reflection and my peer reflection to improve my teaching.	1	2	3	4	5
	The level of multilevel reflection: <u>Critical Level</u>					
27	Seminar provides me with opportunities to reflect other group on the English language teaching four skills.	1	2	3	4	5
28	I feel that I have a chance to share the opinion and discuss with friends about my ideas of teaching four language skills during seminar.	1	2	3	4	5
29	During seminar, group discussion enhances self-confidence in the capacity to reflect.	1	2	3	4	5
30	I can see the connection between we have discussed in the seminar and apply in class.	1	2	3	4	5

Other comments and suggestions:

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Thank you for your time and assistance.

Appendix G: The Evaluation form for questionnaire

Evaluation Form for the questionnaire of opinions of Lao pre-service teacher on the arranged activities in each level of multilevel reflection model

แบบฟอร์มการประเมินผลสำหรับแบบสอบถามความคิดเห็นของนิสิตนักศึกษาครูลาวในการจัดกิจกรรมในแต่ละระดับของรูปแบบการสะท้อนแบบหลายระดับ

Evaluator……Date……..

The column below contains items are to survey of opinions of Lao pre-service teachers on the arranged activities in each level of multilevel reflection model.

Direction: Please evaluate the appropriateness of the items by ticking (✓) in the box representing your opinions and give suggestions to improve them.

The criteria are: +1= Appropriate 0= Not sure -1=Not Appropriate

	Statement	+1	0	-1	Comments
	The level of multilevel reflection: <u>Technical Level</u>				
1	Learning principles for teaching listening skill helps me how apply on teaching listening skill.				
2	Learning principles for teaching speaking skill helps me how apply on teaching speaking skill.				
3	Learning principles for teaching reading skill helps me how apply on teaching reading skill.				
4	Learning principles for teaching writing skill helps me how apply on teaching writing skill.				
5	I realize the importance of teaching procedure after learning about the steps of teaching four language skills.				
6	I enjoy doing the activities while learning teaching listening skill.				
7	I enjoy doing the activities while learning teaching speaking skill.				
8	I enjoy doing the activities while learning teaching reading skill.				
9	I enjoy doing the activities while learning teaching writing skill.				
10	During the class, I have more chance to practice to design the lesson plan on teaching listening skill.				
11	During the class, I have more chance to practice to design the lesson plan on teaching speaking skill.				
12	During the class, I have more chance to practice to design the lesson plan on teaching reading skill.				
13	During the class, I have more chance to practice to design the lesson plan on teaching writing skill.				
14	I understand how to design the lesson after learning				

	teaching listening skills.				
15	I understand how to design the lesson after learning teaching speaking skills.				
16	I understand how to design the lesson after learning teaching reading skills.				
17	I understand how to design the lesson after learning teaching writing skills.				
18	I use pre-while-post steps in teaching listening skill.				
19	I use presentation, controlled-speaking practice and freer-speaking practice in teaching speaking.				
20	I use pre-while-post steps in teaching reading skill.				
21	I use presentation, controlled-writing practice and Freer-writing practice in teaching writing.				
22	I can apply my teaching in the part of teaching four language skills.				
	The level of multilevel reflection: <u>Deliberative Level</u>				
23	I think that using video helps me a lot in learning activities and video provides thorough instructional support.				
24	I have a chance to self-reflect on my own teaching after watching video clip.				
25	I give feedback of my friends' teaching performance when I see video clip.				
26	I can use data from my own reflection and my peer reflection to improve my teaching.				
	The level of multilevel reflection: <u>Critical Level</u>				
27	Seminar provides me with opportunities to reflect other group on the English language teaching four skills.				
28	I feel that I have a chance to share the opinion and discuss with friends about my ideas of teaching four language skills during seminar.				
29	During seminar, group discussion enhances self-confidence in the capacity to reflect.				
30	I can see the connection between we have discussed in the seminar and apply in class.				

Other comments and suggestions:

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Thank you for your time and assistance.

Appendix H: Experts' name list

I. Experts validating the Research Instruments

1. Ajarn Pornpimol Sukavatee, Ph.D.

   Division of Teaching Foreign Languages, Faculty of Education, Chulalongkorn University

2. Assoc. Prof. Athithouthay Chatouphonexay, Ph.D.

   Faculty of Education, National University of Laos

3. Ajarn Ponsawan Suphasri, Ph.D.

   Department of Language, Faculty of Applied Arts,

   King Mongkut's University of Technology North Bangkok

II. Pretest and Posttest of Teaching performance

1. Ajarn Bountang Soukhavong

   Department of Foreign Languages, Faculty of Education, National University of Laos

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VITA

Ms. Chanmany Rattanavongsa was born on 10 October, Vientiane capital, Laos. In 2003, she obtained a Bachelor's degree majoring in English at the Faculty of Letters, National University of Laos. In 2004, she began working at the Faculty of Education, National University of Laos. In 2013, she got a grant from Scholarship program for ASEAN Countries to pursue her Master degree at Teaching English as a Foreign Language at the Faculty of Education, Chulalongkorn University.

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