

Developing Teacher Training Course to Enhance Coaching Skills to Promote the Creative English Communication Competence

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Abstract

The objectives of the present research were to develop and assess the effectiveness of a 1) training course, and 2) coaching for promoting the creative English communication abilities of primary school learners. The sample group used in this research comprised 170 school teachers in East Bangkok. Development of the training course consisted of defining the components of the curriculum, the core principles of the curriculum design, the course objectives, course implementation process, and methods for the course measurement and evaluation. After the course was developed, it was run with the study sample and then evaluated. It was found that the effectiveness of the training course was ranked at a high level (Mean = 4.43, S.D. = 0.19). The results of curriculum efficacy evaluation following the course trial found that, as a whole, the teachers who attended the training learned useful coaching skills for enhance learners' creative English communication skills and ranked these at a high level (Mean = 2.36, S.D. = 0.41). Further, when the knowledge and understanding of coaching skills before and after training were compared, it was found that the teachers'

cognitive scores on coaching skills after training were higher than before training, at a statistically significant level at .05. Overall, the participants had a high level of satisfaction with the course.

Keywords: Training course, Coaching, Creative English communication competence

1. Introduction

Communication is an important fundamental process in building relationships among individuals. Humans rely on communication as a key tool to achieve their goals. This can be seen from the early advent of societies with the first steps toward inventing and developing communication methods, both spoken and written language, as well as the development of various tools to help make communication more effective. The progress of humans and development of society are witness to the success of those early communication attempts. Today, under the stressful conditions in modern society, many members of society experience stress in various domains, including politics, the economy, and society, leading to different ideas and opinions forming, which can bring about disputes and conflicts in society. These may occur or be exacerbated by a lack of constructive communication or promotion of mutual understanding among people.

English is a common language used by most of the world community as a tool for communication and building mutual understanding. Most countries in the world, including ASEAN countries, have set English as the lingua franca medium of communication. Consequently, Thailand places great importance on the development of teaching and learning English. The goal is for learners graduating from Grade 6 to be able to communicate in English at a minimum A2 level (basic communication) in order for citizens to be able to fully participate as a member of the ASEAN Community and to be a good global citizen. The basic language English skills needed include using English to communicate, do research, and access Internet services and databases, the large majority of which are in English. A study of English language learning achievement in Thailand and learners' ability to communicate and use English, as assessed by the International Institute of Management Development (IMD) based on the average score from TOEFL tests (an English language test for non-native speakers of English as the national language), and using 2018-019 results, reported that the average English proficiency score in Thailand was 72 out of 120. This score was less than for all the other countries in the ASEAN region, with the top scoring countries being Singapore, Philippines, Malaysia, and Indonesia, respectively. It was also found that Thailand ranked last in the English language skills used to communicate and respond to the needs of entrepreneurs, while most of the other countries in the ASEAN region scored in the top rankings. (Office of Education Council Ministry of Education, 2015, 2019)

In English communication, "creative communication skills" play an important role in learners' development and preparing them for further self-development and for the development of the global society as a sustainable and peaceful society (Tubbs & Moss, 2003). Because creative English communication skills focus on learners' ability to use the language to communicate, including through speaking, listening, reading, writing, body language, and technology language, a lack of creative communication skills in learners,

especially those who need to practice and develop basic skills, can prevent learners from using these skills as a basis for their lives and from continuing education at a higher level (Campbell & Babrow, 2014).

From the aforementioned reasons for developing creative English communication skills, it is clear that such skills are necessary in order for speakers to be able to exchange, communicate, and share information with others. Ultimately, such skills are important for a person to be able to collect information to inform their decision-making and to combine information sources when looking at oneself or wider issues in order to open one's mind to be ready to receive information from others. Further, human beings communicate not only for understanding but also to share common ideas to create and sustain society, and so imitating the positive elements of others can lead to improving society overall. Building up basic skills and improving the understanding in communication are important elements in fostering creative communication skills (Epley, Waytz, & Cacioppo, 2007; Semen & Cacioppo, 2007). In addition, the researcher has applied guidelines for teaching English for communication, including for listening, speaking, reading, and writing, which can greatly help developing the communication skills of learners and can be used in conjunction with teaching English within a team (team-based learning) (Michaelsen et al., 2014).

Creative English communication skills require readiness and adaptability, as well as for teachers and learners to build up their own self-esteem, which can be based around a number of factors. For the teachers, these factors include the characteristics of the teachers, and their love and compassion for learners, as well as their effective English learning management. From such factors, the main aim for teachers is to build self-esteem to increase their confidence in teaching English and to develop their own creative English communication skills (Brown et al., 2012) to be able to coach learners in creating creative communication skills through the training process. A systematic process is needed to build knowledge, skills, and experience to promote the teachers, or coaches, ability to operate and create behavioral changes in learners, including the desirable attitudes of good learners, so that teachers as coaches can develop effective creative communication skills and achieve the teaching and learning goals. To support this process, a training course would be useful for coaching the teachers on how best to develop learners' creative communication skills, consisting of training topics, coaching objectives, training techniques and methods, the optimum duration of coaching, and the trainer and training schedule.

To ensure courses or training programs are effective and able to promote teachers to achieve the competence required by an organization, they should go through a systematic development process, including considering development center feedback, self-development resource guides, computer and interactive video-assisted self-instruction, job assignment, coaching, and online training. Managing training course assignments requires a training plan that can support the comprehensive development of the operators as well as the trainers. To provide effective in-house training, the course should employ outstanding practitioners as trainers to develop creative English communication skills. In addition, the training courses should be evaluated, including to assess any changes in behavior following tasks and other outcomes and then to use the course evaluation results to improve the course curriculum.

Such an evaluation exercise would identify if there are any areas that need improvement for the course to be more effective. The training process should follow a systematic process as described above. This would enable the training courses to be effective at promoting teachers' coaching skills and encourage them to develop appropriate skills that can be used to further develop learners, especially through coaching to develop their creative communication skills in English. This is a challenging area for learners but can help build up their confidence in English communication. Here, our focus was on primary school learners, and how teachers can create a foundation for the learners to learn and communicate in English to achieve their goals, but with an emphasis on sustainable development processes so that the learners will be able to continue to improve and develop (Whitemore, 2009; Costa & Garmston, 2016).

The objective of this study aimed 1) to develop and assess the effectiveness of a teacher training course to strengthen their coaching skills to promote the creative English communication competence of primary school learners attending schools under the Bangkok Metropolitan Administration and 2) study the effectiveness of the teacher training course for enhancing teachers' coaching skills to promote the creative English communication abilities of primary school learners attending schools under the Bangkok Metropolitan Administration.

2. Method

2.1 Participants

This study was a research and development study, with the details as follows.

2.1.1 The study participants consisted of teachers in schools located in East Bangkok, and comprised a total of 280 people.

2.1.2 The sample used in this research consisted of school teachers in Bangkok, East Bangkok district, comprising a total of 170 people. The researcher determined the sample size according to a constructed Krejci and Morgan table (Krejci & Morgan, 1970). The needed sample size was 162 people, which was the minimum threshold, but to represent the appropriate population, a sample of 170 people was ultimately used. The samples were obtained by a multi-stage sampling method as follows.

Step 1: The samples were randomly selected by cluster random sampling in 6 districts, namely Central Bangkok, South Bangkok, North Bangkok, East Bangkok, North Krungthon, and South Krungthon.

Step 2: The samples were randomly selected by a simple random sampling method using the districts as a unit of randomness from all six districts. In this stage of randomization, the researcher obtained the overall sample from the schools in the East Bangkok area.

Step 3: The sample group was randomly selected by stratified random sampling, using the schools as the discriminant variable for stratum classification. The researcher determined that the sample group would be teachers in schools located in the East Bangkok group as follows:

Table 1. Name of schools in 6 districts, Central Bangkok, Thailand

School	Number of samples
1. Ban Bangkapi School	18
2. Lamsalee School	18
3. Surao Klongchan School	17
4. Wat Pichai School	16
5. Sala Koo School	17
6. Surao Natab School	18
7. Khlong Kacha School	18
8. Nong Chok Pittayanuson School	17
9. Surao Mai School	16
10. Ban Jearadub School	15
Total	170

2.2 Research Instruments

Research instruments (the tests and the questionnaire) were used in the study.

2.2.1 Teacher Training Course to Enhance Teachers' Coaching Skills to Promote the Creative English Communication Abilities of Primary School Learners in Bangkok

The course was developed by studying documents and research related to coaching to enhance the creative English communication abilities of primary school learners, including the key concepts, the development of training courses, coaching to promote learners' ability to communicate creatively in English among primary school learners, foreign language learning theory, English for communication, and related research. As the course was to be used as the basis for curriculum development, its development included considering the course objectives, course content, training material, learning and training activities, and evaluation. Also, an expert was consulted to review and advise and assess the suitability of the teacher training program, using basic statistics for the evaluation, namely mean scores and their standard deviation.

2.2.2 Cognitive Test of the Teachers' Coaching Skills

This test was done before and after the training, and required studying the objectives and content of the teacher training course in each topic of the training, both knowledge and skills, and creating a multiple-choice test with 4 choices and asking for advice from five experts in field of curriculum and English language teaching to check and find the Index of Item Objective (IOC) for content validity, and then applying their recommendations for driving

continuous improvement. Then, the test was printed off and copied once it had passed the quality check to use it as a cognitive test of coaching skills and then to use it for real testing with the next sample group.

2.2.3 Coaching Skills Assessment Form

Here, the researcher studied documents and research related to the creation of a coaching skills assessment form to promote creative English communication ability, and covering both the core skills and the details of the different skill scales with applying the concept of cognitive coaching, and then the researcher had an expert in field of language assessment and curriculum and instruction review the IOC for content validity.

2.2.4 Satisfaction Questionnaire for the Teacher Training Course

This was developed by the researcher studying the documents and research related to satisfaction questionnaires as a guideline to define both the main focus and the details of the questionnaire and to create a rating scale for the experts to examine and apply recommendations for improvement and to find the IOC score.

2.3 Data Analysis

2.3.1 Analysis of the effectiveness of the teacher training course to enhance the teachers' coaching skills to promote the creative English communication abilities of primary school learners in Bangkok through assessing the mean scores and their standard deviation.

2.3.2 Analysis of the effectiveness of the teacher training course to enhance the teachers' coaching skills to promote the creative English communication abilities of primary school learners by comparing the mean scores and their standard deviation before and after completing the teacher training course. The enhancement in coaching skills was assessed using dependent sample t-tests for the cognitive scores of the teachers' coaching skills (before training and after training), while the assessment of their coaching skills to promote creative English communication abilities was reported by mean scores and their standard deviation.

Research conceptual framework as follow:

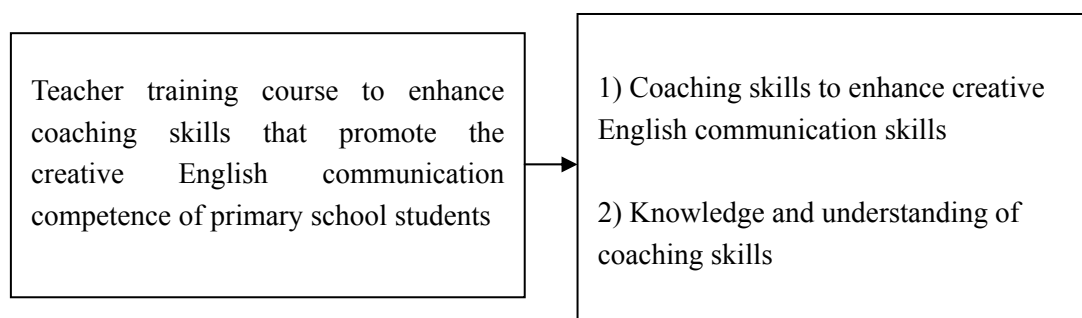


Figure 1. research conceptual framework in this study

3. Results

3.1 Results of the Development and Evaluation of the Effectiveness of the Teacher Training Course for Enhancing Teachers' Coaching Skills

Table 2. Mean score and standard deviation of the appropriateness of the teacher training program to enhance teachers' coaching skills to promote the creative English communication skills of primary school learners in Bangkok (n = 170)

Items	Mean	S.D.	Interpretation
<i>Defining the components of the course</i>	4.29	0.43	High
1. The composition of the teacher training course covers the need for a guideline for enhancing coaching skills to promote creative English communication abilities	4.32	0.62	High
2. Each component of the teacher training course to strengthen coaching skills to promote creative English communication abilities is interrelated	4.27	0.58	High
<i>Curriculum design principles</i>	4.42	0.34	High
3. The fundamental concepts and theories used in the development of teacher training courses are appropriate to enhance coaching skills to promote creative English communication abilities	4.37	0.52	High
4. Clarity of the principles in showing the focus of the teacher training course	4.51	0.50	Very high
5. Use of language in the teacher training course	4.38	0.55	High
<i>Objectives of the teacher training program</i>	4.45	0.22	High
6. The objectives are consistent with the principles of the teacher training course	4.44	0.52	High
7. The objectives are clear and what is expected to happen to the participants in the training is shown	4.44	0.56	High
8. The objectives are feasible for implementing the teacher training course	4.45	0.56	High
9. The use of language and the arrangements are appropriate and easy to understand	4.48	0.50	High
<i>Course implementation process</i>	4.38	0.25	High
10. The implementation is in line with the principles of the teacher training course	4.45	0.50	High
11. The implementation is in line with the objectives of the teacher training course	4.38	0.49	High
12. Clarity in explaining the implementation of the teacher training course	4.48	0.57	High
13. Order of the steps set out for applying the course	4.33	0.54	High
14. Ease of implementing the training course	4.26	0.53	High
<i>Course measurement and evaluation</i>	4.68	0.39	Very high
15. The assessment results were consistent with the objectives of the training course	4.61	0.55	Very high
16. The assessment results were consistent with each step of the teacher training course	4.75	0.44	Very high
Total	4.43	0.19	High

The data presented in the Table 2 it could be found that the suitability of the teacher training course to enhance the teachers' coaching skills to promote the creative English communication abilities of primary school learners in Bangkok was, overall, very appropriate (Mean = 4.43, S.D. = 0.19). When considering each aspect, it was found that the measurement and curriculum evaluation were the most appropriate and were ranked first (Mean = 4.68, S.D. = 0.39), followed by the objectives of the teacher training course at very appropriate (Mean = 4.45, S.D. = 0.22). In terms of the curriculum design principles, these were considered very appropriate (Mean = 4.42, S.D. = 0.34), and the course implementation process was also very appropriate (Mean = 4.38, S.D. = 0.25). Lastly, the composition of the curriculum was considered very suitable (Mean = 4.29, S.D. = 0.43).

3.2 Analysis of the Effectiveness of the Teacher Training Course to Enhance Teachers' Coaching Skills to Promote the Creative English Communication Abilities of Primary School Learners in Bangkok

(1) The mean score and standard deviation were compared before and after the teacher training course to enhance the teachers' coaching skills by using the t-test using a dependent sample of the cognitive scores on coaching skills (before the training and after the training).

Table 3. Comparison of the teachers' coaching skills after using the training course

Cognitive scores on coaching skills	Mean	S.D.	\bar{D}	$SD_{\bar{D}}$	t	p-value
Before training	30.91	4.27	3.50	4.45	10.26*	0.00
After training	34.41	4.55				

Note. * p-value < .05.

From the Table 3, it could be found that the cognitive scores for the coaching skills of the before-training sample had a mean score (M) of 30.91 and standard deviation (S.D.) of 4.27. After training, the mean score (M) was 34.41 and the standard deviation (S.D.) was 4.55. When the difference was tested, it was found that the cognitive scores for the coaching skills after training were higher than before training at a statistically significant level of .05.

(2) Assessment of coaching skills that promote the creative English communication abilities of the teachers was carried out for the teachers who attended the training and the average scores and standard deviation of the coaching skills that promote the creative English communication abilities of the trained teachers were found.

Table 4. Assessment of coaching skills that promote the creative English communication abilities of the teachers after attending the training course

Items	Mean	S.D.	Interpretation
<i>1. Learner empowerment stage</i>	2.53	0.43	<i>Very high</i>
1.1 The coaches greeted the learners with a friendly smile	2.49	0.67	High
1.2 Coaches set goals for developing communication skills together	2.53	0.53	Very high
1.3 Coaches built confidence by motivating learners to develop communication skills	2.55	0.57	Very high
1.4 Coaches educated and reviewed the essence of the English lessons on relevant topics to build a foundation for creative English communication skills	2.52	0.62	Very high
1.5 The coaches informed learners of the purpose and tasks of the communication skills enhancement activities	2.57	0.50	Very high
<i>2. Comprehension checking stage</i>	2.58	0.41	<i>Very high</i>
2.1 The coaches observed the behavior of the learners during the learning activities	2.62	0.49	Very high
2.2 The coaches questioned the individual learners when they suspected that the learners were not following the lesson	2.56	0.50	Very high
2.3 Coaches provided assistance and guidance to learners who were unable to keep up with the appropriate methods	2.55	0.51	Very high
2.4 The coaches provided additional information during the practice of the learning activities	2.60	0.49	Very high
<i>3. Empowering question-and-answer session</i>	2.01	0.64	<i>High</i>
3.1 The coaches used a variety of questions in line with the learners' abilities	1.96	0.72	High
3.2 Coaches encouraged the learners to come up with the correct answer using a variety of methods	2.04	0.72	High
3.3 The coaches appreciated when the learners answered correctly and provided encouragement when learners gave wrong answers	2.02	0.78	High
<i>4. Feedback giving</i>	2.11	0.50	<i>High</i>
4.1 The coaches summarized the key points together with the learners	2.14	0.65	High
4.2 The coaches appreciated the efforts of the learners in the activities	1.97	0.65	High
4.3 The coaches reflected on the learning outcomes of the activities by suggesting the good points and some points that need to be improved for learners to know	2.12	0.64	High
4.4 The coaches offered ways to develop creative English communication skills for the individual learners and groups	2.19	0.62	High
<i>5. Continuing success stage</i>	2.46	0.70	<i>High</i>
5.1 The coaches encouraged learners to learn and improve themselves	2.38	0.52	High
5.2 The coaches had the learners plan together to determine the guidelines for self-improvement	2.40	0.54	High
5.3 The coaches had discussions with the learners to reflect on themselves to support their further self-improvement	2.49	0.52	High
5.4 The coaches recommended appropriate resources for learners to develop themselves	2.58	2.41	Very high
Total	2.36	0.41	High

From the Table 4, it could be found that the overall assessment results were at a high level, Mean = 2.36, S.D. = 0.41. When each aspect was studied separately, the comprehension checking stage at the highest level was ranked first (Mean = 2.58, S.D. = 0.41), followed by learner empowerment at the highest level (Mean = 2.53, S.D. = 0.43). The continuing success stage was at a high level (Mean = 2.46, S.D. = 0.70). Feedback giving was at also a high level (Mean = 2.11, S.D. = 0.50) and the question-and-answer session was at a high level, but was the last ranked (Mean = 2.01, S.D. = 0.64).

(3) Assessment of the satisfaction of the participants with the teacher training course to enhance their coaching skills to promote the creative English communication abilities of primary school learners in Bangkok

Table 5. Assessment of the satisfaction of the participants after using the training course

Items	Mean	S.D.	Interpretation
<i>Comments on the purposes of the training</i>	4.39	0.27	High
1. Preparation and readiness of the trainers	4.06	0.77	High
2. Building a good relationship to build trust among the participants	4.35	0.69	High
3. Proficiency in transferring knowledge and technology	4.24	0.64	High
4. Creating a training atmosphere	4.29	0.65	High
5. Training documents	4.36	0.69	High
6. Being able to answer problems directly	4.46	0.57	High
7. In-depth listening to the participants without hurriedly concluding on various problems	4.54	0.50	Very high
8. The attractiveness of the coaching content to promote creative English communication abilities	4.59	0.49	Very high
9. The trainees understand the content and the skills used	4.14	0.65	High
10. The quality of the media used in the activities	4.53	0.50	Very high
11. The number of tools was balanced with the number of participants	4.47	0.62	High
12. Provide encouragement and strengthen confidence in teaching and coaching according to the abilities of the project participants	4.62	0.49	Very high
13. The lectures and overall broadcasting activities of the speakers	4.48	0.50	High
14. Use of questions to encourage participants to use a variety of thought and coaching processes	4.38	0.49	High
15. Allowing participants to self-assess and reflect on the improvement and development of the coaching process	4.41	0.57	High
16. Paying attention to, caring for, and following the participants in the training on a regular basis	4.30	0.58	High
<i>Comments on achieving the project objectives</i>	4.55	0.20	Very high
1. The attractiveness of the topic of the training program	4.56	0.50	Very high
2. The content of the project was consistent with the objectives	4.62	0.49	Very high

3. Cognition before training	4.63	0.48	Very high
4. Cognition after training	4.52	0.50	Very high
5. Duration of training	4.61	0.49	Very high
6. Location suitability	4.32	0.56	High
7. Training benefits	4.68	0.47	Very high
8. Achieving the training objectives	4.44	0.50	High
Total	4.44	0.21	High

From the Table 5, it showed that the overall satisfaction with the teacher training program for enhancing coaching skills that promote the creative English communication abilities of primary school learners in Bangkok was at a high level (Mean = 4.44, S.D. = 0.21). When considering each aspect, it was found that the achievement of the project objectives had the highest satisfaction level (Mean = 4.55, S.D. = 0.20) and the purpose of training had a high level of satisfaction (Mean = 4.39, S.D. = 0.27).

4. Discussion

The results can be explained as follow:

(1) The development of the curriculum for the teacher training course considered the objectives, content, structure, training activities. training materials and course evaluation. The evaluation exercise showed that the effectiveness of the training course was ranked at a high level. This is because the development of the training course was consistent with Taba (1962) who recommended that the curriculum should consider the objectives, mass of experience, content, arrangement of experiences, and need for assessment. This was and is also consistent with Wongyai and PhatPol (2020), who proposed three integrated curriculum processes, starting from the curriculum drafting system, course implementation system, and curriculum assessment system. The process of developing a training course should follow a consistent process. Wagner and Rosenwald (2000) proposed that the development of an effective training course must be systematically developed. Consequently, here the development consisted of performing a needs assessment, which in our case was based on the questionnaire completed by the English teachers who wished to improve their learners' ability to communicate in creative English. This improvement was fostered through two stages of training. In this research, the model of coaching was designed starting from listening to problems to build encouragement, and then providing education and practice from the steps and processes aimed at training participants to be able to use them. As a result, the training course was ranked as effective at a very high level.

(2) The results of the trials and evaluations of the effectiveness of the teacher training course showed that the cognitive aspect of the coaching skills after training was higher than before training, at a statistically significant level at .05. Also, it was found that the overall assessment results were at a high level. The results of the course experiments reflected that the teachers' coaching skills for teaching primary school learners the ability to communicate

creatively in English could be improved. However, this training course used the concept of transformative learning, which opens a space for trainees to reflect on their own past teachings, including the problems and obstacles they face in the process of solving problems until they achieve success and their feeling of pride in doing so (Cox, 2012; Costa & Garmston, 2016). Then they can create a learning process for change. This helps creating a rich learning experience for teachers using the process of learning the content and by practice in the training course, using the concept of coaching for change, starting from empowering the participants by encouraging the teachers who participated through providing encouragement as they reflect on their past work. Also, with the training activities, there was a process needed for observing the participation in the group and for individual mentoring activities. Inquiries were answered individually and in groups and feedback on activities in terms of content and skills was provided until the teachers who attended the training were able to summarize the guidelines for practical implementation in the educational institutions they belong to. By applying the coaching model to the training course, it was found that the teachers were able to learn from practice and through coaching experience, consistent with the findings of Turnbull (2009) states that coaching could improve the learner's knowledge and understanding of content by up to 90%, which can also be used in real situations for maximum benefit compared to teaching and learning skills by other methods, thus resulting in the higher comprehension scores found here on the coaching skills after the training compared to before the training, at a statistically significant level of .05. In addition, the coaching skills for promoting the creative English communication abilities of the teachers who attended the training were at a high level. According to Wangphasit (2019) found that The average scores of the group's receptive and productive English communication abilities improved at a.01 statistical difference level from the pretest to the posttest, and the experimental group's learning with happiness scores were higher statistically with significance at .01. Also the study of Ruechai and Panyanak (2021) states that coaching techniques are able to encourage students to become enthusiastic and active learners and encourage Chinese-language students to become inspired learners and have positive attitudes to Chinese-language. Moreover, this training was a form of blended training that was flexible to meet the needs of the training participants, including facilitating their searching and providing additional knowledge. Learners were also able to review content and to exchange learning, practices, or ask questions when there was a problem through a variety of communication channels (Dorina, 2014; Whitmore, 2002).

(3) The participants were satisfied with the teacher training course to enhance their coaching skills, with the overall satisfaction ranked at a high level, with the achievement of the project objectives also being at the highest level because the course included face-to-face training. The coaching concepts and procedures used to develop the training courses, and for the encouragement and reinforcement of the participants' confidence in teaching and coaching were well implemented, as well as the various group and individual activities within the assigned period of time, including through the online Google Classroom and the zoom system based on the principles of team-based learning. The participating teachers had to do research and were assigned tasks before they went to class. This gave them a chance to read, learn, and understand as well as exchange information with each other if there was a time constraint on

reading and understanding. After that, they returned to the coaching activities for considering face-to-face scenarios together (Mezirow, 2012), and then they discussed the problems and any issues learned. However, after the trial of the teacher training course, the researcher also followed up after the training, both online and on-site, and then collected the teachers' reflections on their coaching after they had applied their new skills to a real classroom in order to develop and improve their learners' communication skills.

5. Suggestions

(1) The use of a teacher training course to enhance teachers' coaching skills to promote the creative English communication abilities of primary school learners under the Bangkok Metropolitan Administration should be offered to ensure that teachers can develop basic knowledge based on the concept of teaching language for communication as well as skills in using computers and the Internet, including communicating in social networks and using applications and programs that can improve learners' communication skills.

(2) Supervising and monitoring the study of the lessons and content through an online system according to the training program should be carried out continuously and systematically as well as by providing current and timely feedback and assistance to participants, through discussions, forums, e-mails, line groups, or other channels.

(3) It should be noted that such a training course can be applied to teachers at the secondary level or teachers in other affiliations to provide clear results according to the characteristics of the learners.

6. Suggestions for Future Research

Teacher training courses should be organized to enhance the teachers' skills to coach learners in developing a variety of skills necessary for a variety of English language teaching needs, such as measuring and evaluating learning English for communication, using applications and programs to improve English language skills, and developing reading and writing skills for communication, as examples.

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