The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

Saifon Songsiengchai[1,2]*

[1]*Faculty of Education, Bansomdejchaopraya Rajabhat University, Bangkok, Thailand*
[2]*Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, Bangkok, Thailand*
Corresponding author: Saifon Songsiengchai, E-mail: saifon.s@mail.rmutk.ac.th

ARTICLE INFO

ABSTRACT

This research aims to 1) coach and mentor: SAIFON guidelines enhance teaching English in the 21st Century, 2) to study the perspective of pre-service teachers through synchronous learning according to coaching and mentoring: SAIFON guidelines. The population consists of 40 Rajabhat University pre-service teachers, and the sample group consists of 25 students of fifth-year pre-service teachers. They studied in the second semester of the 2020 academic year. The tools used in the research are need analysis, in-depth interviews, and field notes. Mixed-methods research includes qualitative research, in-depth interviews, field notes, content analysis, and coding techniques for grounded theory, and quantitative research consists of need analysis. The results revealed that pre-service teachers enhance teaching English ability in the 21st Century toward SAIFON guidelines that consisted of eight aspects: 1) S = Survey the teachers' needs, 2) A= Associating with a plan, 3) I = Instructing teaching strategies, 4) F = Feedback on teaching demonstration, 5) O = Observing teaching in the actual context, and 6) N = Notifying problems and solutions. Furthermore, the guidelines included pre-service teachers' perspectives on synchronous learning literacy in three aspects: impressions, problems, and solutions. By looking at things from the pre-service teachers' point of view, they can concentrate on three key benefits of the impression, issues, and solutions to improve their track record of helping students follow SAIFON guidelines. In the context of the Covid-19 epidemic, synchronized literacy learning

Key words: Pre-service Teachers' Perspective, English Teaching in the 21st Century, SAIFON Guidelines, Coaching and Mentoring, Synchronous Learning

INTRODUCTION

English is essential as a global language (Kotchasit et al., 2017). English is the medium of almost everything: trade and investment, education, communication, travel, and daily life. However, there are more foreign languages, such as Chinese, Korean, Japanese, etc., but English is still accepted and used as the lingua franca of people worldwide. Current learning management focuses on the student's knowledge and capability to live in the 21st century, which includes life skills, vocational skills, moral skills, code of ethics, and foreign language skills (Chareanwongsak, 2013).

Education development is the most critical aspect of preparing for further context in the future. In this case, the teachers must appropriately orientate learning management that serves the students to learn 21st-century skills, especially those that emphasize the capability y, acknowledgment, and essential skills affected by instructional reform. Therefore, teachers must act as even more crucial role models to be the coach who provides the students with the skills they need to learn to encourage them to apply the knowledge gained, integrate, and

build on their learning. Learning in the 21st Century is essential to change the instructional system from "teacher-centered to student-centered" (Panich, 2015). Teachers play the most critical role in making learners high-quality or lower. Thus, universities contributing to the teaching practicum syllabus focus on producing pre-service teachers with the knowledge, working processes, thinking, managing, and coping with problems—and applying knowledge to problem-solving and classroom management. Pre-service teachers must have good teaching skills to manage learning and achieve goals.

Teaching practicum is an essential guideline in managing professional education in every field. In managing professional development, pre-service teachers must have the knowledge and ability to perform that focuses on producing experienced teacher personnel to serve society. However, the pre-service teacher's lack of teaching skills has always been problematic. This case may occur because pre-service teachers need more suitable training and teaching methods. Therefore, it is urgently necessary to correct it. Because if students practice, their professional experience could be of better quality. It will harm teaching at the grade level because

The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

623

learners are inevitably poorly developed in knowledge and skills. (Muangmoon, 2018, p.4)

The researcher, as a coach and mentor, realizes the importance of the development of teaching English in the 21st Century for pre-service teachers by using Coaching and Mentoring: SAIFON guidelines towards the six steps 1) Survey teachers' needs. The researcher uses the needs questionnaire to explore the pre-service teachers' needs to improve their English teaching skills. In addition, the situation of the Covid 19 pandemic pre-service teachers must manage online teaching through technology and have the greatest need to develop Listening - Speaking skills, 2) A= Associating with a plan: the researcher uses the results from the Survey of the conditions developing English teaching skills to manage the training plans to support the pre-service teachers' needs, 3) I=Instructing teaching strategies: the researcher creates system for teaching English according to training plans and train pre-service teachers according to the planned process as well as a demonstration of teaching methods according to procedure, 4) F = Feedback on teaching demonstration: The researcher gives Feedback on the demonstration of teaching and learning management based on that strategy, because in the training schedule, pre-service teachers must have a demonstration of teaching and learning management to improve according to the suggestion of giving Feedback, 5) O = Observing teaching in the actual context: the researcher observed the application of that strategy in teaching and learning management, and 6) N = Notifying problems and solutions: the researcher and the pre-service teachers consulte on the issue of applying that strategy to the teaching and learning management in real situations to provide beneficial Feedback and bring it back to develop teaching and learning management to be more effective. It will further raise professional standards and upgrade the country's education.

Objective

1. To explore coaching and mentoring: SAIFON guidelines enhance teaching English in the 21st Century.
2. To study the perspective of pre-service teachers through synchronous learning according to coaching and mentoring: SAIFON guidelines

Research Questions

1. How do coaching and mentoring using SAIFON guidelines enhance teaching English in the 21st Century?
2. What are pre-service teachers' perspectives through synchronous learning according to coaching and mentoring using SAIFON guidelines?

Figure 1 shows the conceptual framework of the current study.

LITERATURE REVIEW

Coaching and Mentoring

The meaning of coaching and mentoring

The definition of coaching and mentoring in this study is from many researchers' definitions that I have collected on
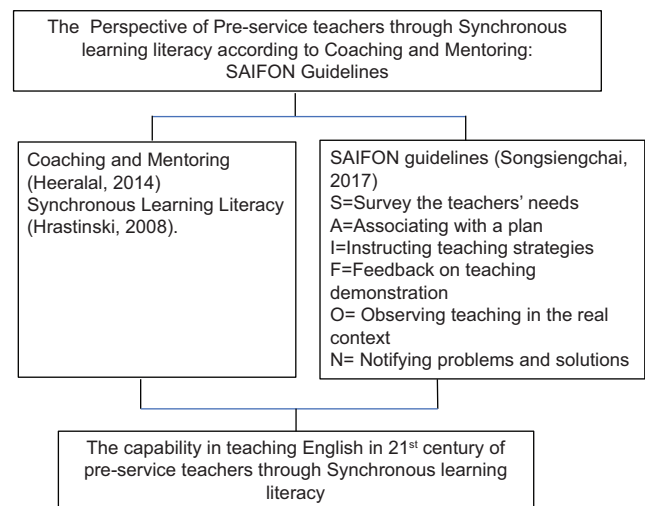

Figure 1. Conceptual framework in the study (Source: Songsiengchai, 2017)

this topic, as follows. The coach provides instruction on specific skills and abilities to coachees, whereas the mentor offers advice and direction on various professional concerns to mentees (Welsh Government, 2015). Mentoring is an individual's professional and personal growth, and the professional and career advancement process is marked by a pre-service teacher connection (Nieuwerburgh & Campbell, 2015; Rush & Shelden, 2005). Enhancing the success and well-being of learners, developing the capacity of educational leaders, supporting the professional practice of teachers and other school staff, developing better relationships with members of the community, developing new skills, and gaining a deeper understanding of their practices for use in current and future situations are all areas where coaching is being used in educational settings, according to Coaching in Education. The conversation focused on improving learning and development by increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed coachee for learning through questioning, active listening, and appropriate challenge in a supportive and encouraging climate (Nieuwerburgh, 2012, p. 17). The coaching program was a viable process. Furthermore, the satisfaction of the coachee had the highest rate of increase. It was a successful coaching program. With a carefully considered plan on the aims and objectives, the coach skilfully guided the program (Songsiengchai, 2021).

Coaching and Mentoring is a technique that aims to develop and solve teaching and learning management problems build knowledge and skills in education and learning applying to the knowledge skills. It is the interaction between the coach and the coachee. The coaching and mentoring principles are learning together, providing self-discovery solutions, and empowerment by helping teachers find their power. It also is a process of professional development. In addition to the coaching and mentoring system, scholars have discussed the valuable idea that this system is for educators to reduce the role of lecturers to coaches who encourage students to search for the answer by themselves. The coach and mentor will provide the learning sources to

support students' critical thinking and help them consider the best teaching and learning management method. Heeralal (2014) claimed that coaching and mentoring are the roles of mentors, guiding and supporting pre-service teachers during the teaching practicum period and strengthening pre-service teachers' understanding of the connections between knowledge and practices.

Effectiveness of Coaching and Mentoring

Coffey and Gibbs (2002) said that coaches and mentors could advance pre-service teachers' experiences by providing them with opportunities to plan, implement, and reflect on differentiated learning teaching strategies, drawing on shared practicum experiences as examples of how differentiation works and facilitating reflection-in-action processes so the mentee can adjust teaching during implementation, according to the effectiveness of coaching and mentoring. For maximum efficacy, the link between coaching and mentoring is crucial. The creation of a reciprocal collaborative learning connection and the encouragement of reflective practice are two key factors. It might help if the mentor is self-employed or from a different industry. Coaches and mentors must have certain qualities and talents to be effective. The mentor/coach must be well-versed, experienced, and successful in their field. Trust, respect, approachability, empathy, adaptability, and self-awareness are all critical attributes. They are good listeners with good communication and interpersonal skills (Lord, Atkinson, & Mitchell, 2008). The practical mentor is concerned with developing the relationship between the mentor and mentee, which provides the underpinning for learning growth and positive results. Thus, in coaching and mentoring, the relationship becomes central to the interactions that develop the path to participants' success in learning. Their research was unique because they also studied the benefits of relationships with mentors (Ambrosetti, 2014).

The Welsh Government (2015) investigated that effective coaching and mentoring involves:

1. Learning a structured conversation professionally,
2. Reflecting on the professional learner's practice,
3. Developing trust, attending respectfully and with sensitivity to the powerful emotions involved in deep professional learning,
4. Creating the agreement and scope of mutual counseling in learning to reassure and accept the deal,
5. Collaborating with the experts and colleagues to learn to practice and seeking specific expertise to expand skills and knowledge,
6. Creating better models of growing self-direction on an evolving g process in which the learner takes increasing control over their professional development as skills, knowledge, and self-awareness increase,
7. Setting challenging and personal goals, identifying goals rooted in aspirations for pupils that build on what they know and can do already while attending school and individual priorities,
8. Understanding why different approaches work, developing an understanding of the rationale for new approaches so practice and theory can be set side by side and

adapted for other contexts, acknowledging the benefits to the mentors and coaches, acknowledging the professional learning that mentors and coaches gain from the opportunity to mentor or coach and using them to model professional learning,

9. Experimenting and observing creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out and analyze direct evidence from practice and
10. Using resources effectively, making and using time and other resources creatively to protect and sustain learning, action, and reflection daily.

Roles of the Coaches/Mentors

For this part, the roles of coaches/mentors are significant because the coach/mentor will affect the pre-service teachers' abilities whenever the coaches/mentors can run on the excellent role model. The researchers suggested the roles of the coaches/mentors as below (Queensland Government, 2012):

1. Coach/mentor should facilitate exploration of needs,
2. Coach/mentor has motivation skills,
3. Coach/mentor has a thought process,
4. Coach/mentor has observation skills,
5. Coach/mentor is an excellent listener to make positive interactions,
6. Coach/mentor asks questions to reflect the pre-service teachers,
7. Coach/mentor uses questioning techniques to identify solutions,
8. Coach/mentor supports goal setting and assessment,
9. Coach/mentor encourages commitment to action,
10. Coach/mentor maintains positive thinking,
11. Coach/mentor is non - a judgmental point of view,
12. Coach/mentor works within pre-pre-service teachers of personal competence and
13. Coach/mentor manages good relationships with the pre-service teachers.

According to Antonioni (2000) and Bolch (2001), a coach should be an expert in change, be able to recognize strengths and limitations, assist in the crystallization of visions and values, clarify and define strategy, coordinate resources to achieve goals, optimize performance, satisfaction, and balance in life, and stay accountable to a vision. In other words, coaches/mentors may impact people's personal growth and the capacity to attain relevant goals (Pearson, 2001; Smith, 2004).

SAIFON guidelines are presented in Figure 2 as follows:

For this study, the author adapted the essences of differences and commonalities to be the six processes as SAIFON guidelines stand for as follows:

S= Survey teachers' needs: The author will survey them using a questionnaire that concerns the knowledge and skills they want to improve in their teaching as they plan for the coaching program precisely. The coaching program quickly becomes successful (Theeb & Albakrawi, 2013). They authorized the data collection and data analysis to be the guideline for creating the coaching program,

A =Associating with a plan: The coach and teachers associate planning for the coaching program using the survey
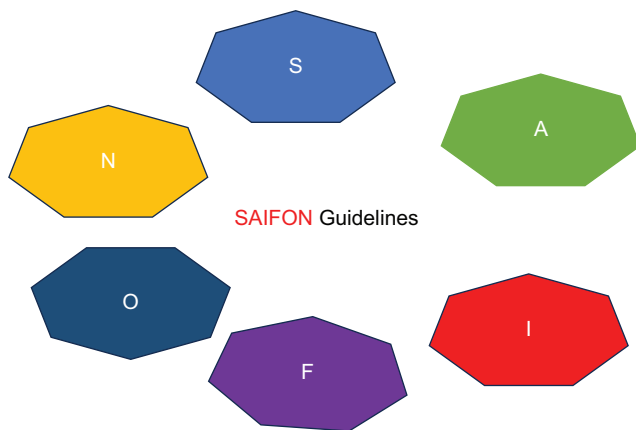
The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

625

Figure 2. SAIFON Guidelines (Songsiengchai, 2017, pp. 8-9)

results, which necessitates participating. In this case, the author will help the teachers to have motivation and encouragement to at least reduce, if not eradicate, their stresses,

I= Instructing teaching strategies: The coach instructs specific teaching strategies and trains the teachers using the teaching strategies. In this component, teachers will design lesson plans after the coach has demonstrated a teaching strategy already. Later, they will create the lesson according to the knowledge they gained from the program and eventually illustrate the teaching. Woodward (1992) claimed that if teachers have applied writing the lesson plan and teaching demonstration, they could prepare an actual lesson for use in fundamental teaching,

F= Feedback on teaching demonstration: The coach will give the necessary Feedback to the teachers when they attend the coaching program and do the workshop for teaching demonstrations,

O= Observing was teaching in the actual context: The coach observes the teachers conducting a lesson after finishing the coaching program as a mentor to follow up on their development. A coach will mentor the teachers in the actual school context by observing the teaching strategy they learned from the coaching program. Best of Bilash (2009) stated that classroom observation is a crucial parcel of learning how to teach and

N=Notifying problems and solutions: The coach and teachers discuss after finishing the observation by asking reflective questions to let the teachers reflect on their teaching and the consequences of their proposed solutions so they can improve their teaching skills all the more. Easton (2009) investigated that reflection on what has transpired during the discussion can help the teachers deepen their understanding of the problems raised by providing possible solutions and proper addresses for how they should be solved.

As previously said, efficient learning necessitates a certain level of influence. As we all know, power comes in various shapes and sizes. Someone had drastically inspired professionals from all walks of life before they became successful individuals in one way or another. The SAIFON

A guideline is an efficient method for assisting pre-service teachers in appreciating and developing their skills. There are many advantages to be gained from the Coaching and Mentoring: SAIFON Guidelines.

Synchronous Online Learning Literacy

Some things need attention before using the platform. According to Sidpra et al. (2020), Watch out for audio and video quality, screen sharing, speaker and organizer settings, backdrop picture quality, and many platforms to support numerous hosts. Due to platform features, Zoom has become a viable solution for synchronous conferencing. (Archibald et al., 2019). Another capability this platform provides is recording the session (Archibald et al., 2019).

Synchronous e-learning, frequently supported by chat and video conferencing, can help e-learners and develop learning communities. By asking and answering questions in real time, instructors and learners make synchronous online learning more pleasant and avoid disappointment. Synchronous sessions are helpful. E-learners feel like a community rather than individuals: More frequent interactions, especially synchronous ones, and learning to think of oneself as part of a community rather than as limited individuals speaking with a machine can help people feel less confined (Hrastinski, 2008). It is crucial to stress that synchronous learning literacy brings students together worldwide, regardless of location. Due to their natural introversion, some kids struggle in the regular classroom; as a result, they feel more at ease and less worried in their homes (Amiti, 2020).

On the other hand, the study points out the disadvantages of Synchronous learning literacy as follows

Unequal accessibility

As a result of differences in location, financial capacity, and availability of a good internet reception, some students may need help accessing lessons. Also, the devices used, like laptops and tablets, developed a fault, and since the class is fixed, some students may miss out on important lessons.

Fixed schedule

Synchronous learning literacy is rigid as it runs in scheduled real-time. This makes it difficult for students to take classes at their convenience. It also does not allow students to re-access lessons in case of emergencies, technical failure, or poor reception. Missing a class or a part of a lesson can harm students' understanding of the entire course.

Cost

Synchronous learning literacy is generally more expensive than Asynchronous learning, considering the cost of internet time and the device needed for quality video and reception. It is difficult for people with a low financial capacity to afford it. If you are watching your spending or are not financially buoyant, choose something other than Synchronous learning literacy (Lecture Talks, 2021).

Related Research Studies

Cowie (2010) studied coaching to improve teacher practice within the professional development initiative. The study

findings revealed that coaching can support teachers' professional learning and development in a specific professional development context. The relationship between the coach and pre-service teachers is a significant improvement factor.

Hudson (2013) investigated the mentoring of pre-service teachers at a school where the students participated in learning; the study findings revealed that the mentor's mentoring process is the key to analyzing preparation, planning, classroom management, and problem-solving. Mentoring pre-service teachers on how to devise teaching strategies for differentiated learning needs to be researched with a wide range of mentors and pre-service teachers, including those at different stages of development.

Paulsen et al. (2016) studied the pre-service teachers' perceptions of using the tuning protocol. The majority of pre-service teachers were satisfied with the outcomes of the tuning protocol review process and planned to use it in their professional careers.

In conclusion, from the above studies, many researchers have identified and investigated coaching and mentoring that have fostered pre-service teachers to develop their knowledge and skills in teaching. Furthermore, coaching and mentoring have helped pre-service teachers improve problem-solving in various situations.

Tahmina (2023) studied perspectives on using YouTube in language learning and found that watching YouTube educational videos, especially in terms of strengthening Vocabulary, making learning enjoyable, and boosting listening comprehension, according to research on various viewpoints on using YouTube to learn languages. However, it could have done better regarding how it affected assignments, study focus, and grammatical proficiency. The results indicate that YouTube positively influences learners' English language competency in several areas.

Gracella and Nur (2020) studied students' perception of English learning through the YouTube application; the findings reveal that students experience numerous advantages in enhancing their English skills through the use of YouTube applications. These resources are highly accessible on almost all student's devices, making them readily available for learning in various situations. The students find these tools helpful and motivating in their English learning journey. The only challenge encountered is the occasional difficulty arising from a weaker internet connection. Nevertheless, the students generally respond positively to incorporating YouTube into their language learning process. According to a recent research study, there are five components of student views: convenience, motivation, progress, activity, and variance. By a margin of 58.37%, the variance element in favorable perception obtained the highest percentage value. The use of YouTube as a learning tool was thus viewed favorably by the pupils. YouTube also made a difference since it demonstrated improved speaking abilities (Ariyanti & Apoko, 2022).

The research on using YouTube in language learning highlights several positive aspects of its impact on EFL (English as a Foreign Language) learners. Watching YouTube educational videos has proven beneficial in strengthening Vocabulary, making learning enjoyable, and enhancing

listening comprehension skills. Students perceive YouTube as a convenient and motivating resource that supports their English learning journey, easily accessible on their devices in various situations. The study identifies five key components of student views regarding YouTube for language learning: convenience, motivation, progress, activity, and variance. Among these, the variance component, representing the positive perception of using YouTube, scored the highest at 58.37%. This indicates that students favor incorporating YouTube into their language learning process. Despite the benefits, some areas where YouTube's impact could be improved include assignments, study focus, and grammatical proficiency. Occasionally, a weaker internet connection may pose challenges to students. However, overall, YouTube positively contributes to learners' language competency. In conclusion, the research emphasizes the advantages of utilizing YouTube in language learning, particularly regarding Vocabulary, motivation, and listening comprehension. Students appreciate the convenience and progress it brings to their language skills, leading to a positive perception of YouTube in their English learning journey.

METHOD

Population and Samples Group

Population

A fifth-year pre-service teacher enrolled in a bachelor's degree program and studied in the 40- Rajabhat University teaching practicum. 500 pre-service teachers were given a need analysis questionnaire. The population was defined according to the Taro Yamane formula (Yamane, 1973); determining the error size and the confidence level at 95% = 0.05 required a population of at least 105 pre-service teachers.

Samples group and sampling method

From 105 pre-service teachers from the Taro Yamane formula (Yamane, 1973) who answer the needs analysis to conduct the training course. The 25 fifth-year bachelor's degree pre-service teachers enrolled in the bachelor's degree program teaching practicum of Bansomdejchaopraya Rajabhat University were trained in English language teaching for two days, obtained by purposive sampling. After the training, the researcher observed pre-service teachers teaching in real situations at schools in the Thonburi area by area sampling. The observation was conducted for each pre-service teacher in the schools. For ethical considerations of the study, the researcher asked permission from the principals and pre-service teachers for the schools that were the sample group. The researcher used a pseudonym when giving the sample of the pieces of evidence.

Research Instruments

In this research, the researcher contributed the instruments as follows:

1. Need analysis questionnaires for 40 Rajabhat Universities to survey the development need in teaching English improvement,

The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

627

2. In-depth interview for interviewing the pre-service teachers' perspectives by using Synchronous learning literacy according to Coaching and Mentoring: SAIFON Guidelines,

3. In-depth interview for interviewing qualified persons' perspectives on the teaching ability of pre-service teachers by using Synchronous learning literacy according to Coaching and Mentoring: SAIFON Guidelines,

4. Field notes for recording the phenomena during the observation to analyze whether the pre-service teachers used the knowledge gained from the training program in the classroom and

5. Training Schedule

Assessment of Conformity of Need analysis questionnaires, in-depth interviews for interviewing pre-service teachers' perspectives, and in-depth interviews for interviewing the qualified persons' perspectives on the teaching ability of pre-service teachers by using Synchronous learning literacy according to Coaching and Mentoring: SAIFON Guidelines and use the index of consistency as a criterion for consideration (Index of Objective Consistency = IOC). At the end of each section, there is a space for experts to write suggestions that can help improve. Verified the validity of the checklist by taking the evaluation tools to 5 academic and professional scholars and experts to consider the test consistency; the congruency index is between 0.50-1.00.

Data Collection

The Need analysis for pre-service teachers in 40 Rajabhat Universities was divided into three sections for 20 items, which are as follows:

1. Section 1 elicited General Information from the pre-service teachers in the English language of the Faculty of Education, Rajabhat University.

2. Section 2 related to pre-service teachers' experiences in teaching English at the Faculty of Education, Rajabhat University. Finally, Section 3 analyzed the need to develop English teaching abilities in the 21st-century English disciplines of the Faculty of Education, Rajabhat University.

3. The Need analysis used modular data collection 1-2 by having pre-service teachers fill out their actual experiences and evaluate the Survey as a percentage.

4. Sections 3-4 pre-service teachers checked the box P to express their need to improve their ability to teach English in various skills, including teaching materials and English teaching strategies.

    The evaluation criteria are as follows:

    4.51 – 5.00 = highest
    3.51 – 4.50 = high
    2.51 – 3.50 = moderate
    1.51 – 2.50 = little
    1.00 – 1.50 = least

In the Field note, the researcher would save the information during the observation of how pre-service teachers used the knowledge gained from the training program in the classroom. The researchers observed and recorded the data themselves.

In the in-depth interview, the researcher conducted interviews with pre-service teachers taught by Synchronous according to Coaching and Mentoring: SAIFON Guidelines. The researchers interviewed and recorded the information themselves.

Experts verified the validity of the checklist concept and development process. Taking the instrument to 5 experts to consider. The test consistency the index of congruency are between 0.50-1.00, and the level of consideration is as follows: (Butcher, 1985)

The rating is +1. There is an opinion that "Corresponds to the definition."

The rating is 0. The opinion is "Not sure it corresponds to the definition."

The rating is -1. There is an opinion that is "Inconsistent with the definition."

Data Analysis and Statistics used to Analyze Data

This analysis of research data was done using a mixed method. It includes qualitative data analysis with In-depth interviews and Field notes. This includes collecting documents to synthesize data from multiple parts. They classify data into sections using Content Analysis (Moser & Korstjens, 2017) and Coding (Power & Hubbard, 1999). Quantitative data analysis by Need analysis uses the information to design training programs following SAIFON guidelines. Sections 1-2: Percentage analysis, and Sections 3-4: analysis of Likert 5-level valuation data (Likert, 1932).

Statistics used to analyze tool quality Use the index of consistency as a criterion for consideration (Index of Objective Consistency: IOC) (Butcher, 1985).

RESULTS AND DISCUSSION

The Need Analysis

The Need analysis of pre-service teachers through Synchronous learning literacy according to SAIFON Guidelines could be summarized into seven issues according to six steps as S-A-I-F-O-N to the training course and all the processes of coaching and mentoring from Table 1

Table 1 the results are presented as follows:

The survey of the need for teaching English language proficiency development among pre-

Service teachers in teaching practicum about the English teaching level was grade 9-12. Furthermore, the English were assigned primarily to Grammar at 81.90% and Vocabulary at 84.80%. Moreover, it was found that computers and projectors are the schools' teaching materials, chiefly at 78.00% and 69.54%. Furthermore, the school has allowed students to use mobile phones at 78.10%, and the school was also provided with the Internet or free Wi-Fi signals at 88.60%. The students paid attention to technology because they have internet packages, 72.40%. The need analysis found that pre-service teachers improved their English skills by listening to English songs and watching English movies at 92.40%The pre-service teachers had teaching hours of around one-ten hour at 55.20%. It presented that they had a manageable teaching

Table 1. Survey results of teachers' needs

Section 1 Background information	
Gender	
male	27.6%
female	72.4%
Age	
20 years old <	10.5%
21 years old – 40 years old	85.9%
Section 2: The information on the English program teaching practicum, Bansomdejchaopraya Rajabhat University	
Teaching level	
Primary level	24.65%
Secondary level	69.50%
Pre-service teaching duty	
Teaching Grammar	81.90%
Teaching Vocabulary	84.80%
Technology devices in the classroom	
Computer	78.00%
Notebook	41.90%
Projector	69.54%
Mobile allowed	
allowed	78.10%
not allowed	21.90%
Free Wi-Fi	
Have	88.60%
Don't have	11.40%
Internet package	
Have	72.40%
Don't have	27.60%
Pre-service teachers' self-development	
Learn from the online applications	81.90%
Autonomous learning, such as watching English movies and listening to English songs	92.40%
Teaching hours/week	
9.1 0-10 hours	55.20%
9.2 10-15 hours	42.90%
Section 3: Teaching experiences	
PPP Procedure	moderate ($M = 3.09$) SD (0.67)
Task-base Language Teaching	moderate ($M = 3.13$) SD (0.89)
Game-Based Learning	high ($M = 3.71$) SD (0.77)
Online Teaching	moderate ($M = 2.93$) SD (0.97)
Active Learning Strategies	high ($M = 3.70$) SD (0.69)
Section 4 The need to develop the ability	
Synchronous learning: Zoom, Microsoft Team, Google Meet,	highest ($M = 4.57$) SD (0.61)
Training program period	
1-2 days	Highest ($M = 4.57$) SD (0.61)
1-3 days	miniature ($M = 2.09$) SD (0.99)
Training method	
Lecture	high ($M = 3.60$) SD (0.82)
Workshop	high ($M = 4.45$) SD (0.65)

(Contd...)

The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

629

Table 1. (*Continued*)

Section 4 The need to develop the ability	
Demonstration	high (*M* = 4.43) *SD* (0.64)
Modeling	high (*M* = 4.38) *SD* (0.69)
Coach patterns	
Preparing for the training program perfectly	high (*M* = 4.38) *SD* (0.69)
Following the plan strictly	highest (*M* = 4.60) *SD* (0.59)
Helping in problem-solving	highest (*M* = 4.60) *SD* (0.59)
Helping in knowledge and career potential	highest (*M* = 4.57) *SD* (0.61)
Having good interaction	highest (*M* = 4.66) *SD* (0.54)
Mentor monitoring	
Yes	highest (*M* = 4.78) *SD* (0.34)
no	miniature (*M* = 2.09) *SD* (0.99)
Mentor characteristics	
Teacher	highest (*M* = 4.72) *SD* (0.88)
Sponsoring	high (*M* = 4.09) *SD* (0.27)
Encouraging	highest (*M* = 4.62) *SD* (0.47)
Counseling	highest (*M* = 4.78) *SD* (0.34)
Befriending	highest (*M* = 4.71) *SD* (0.56)
Giving Feedback	highest (*M* = 4.73) *SD* (0.38)
Mentor monitoring hours/week	
1-2 hours	highest (*M* = 4.75) *SD* (0.44)
3-5 hours	moderate (*M* = 3.19) *SD* (0.99)
Giving Feedback	
Warm Feedback	highest (*M* = 4.68) *SD* (0.84)
Cool Feedback	highest (*M* = 4.78) *SD* (0.34)
Coaching and Mentoring benefit	
Yes	highest (*M* = 4.96) *SD* (0.14)
No	least (*M* = 1.09) *SD* (0.27)

burden. They also were experts in teaching Game-Based Learning experiences at a high level (*M* = 3.71, *SD*=0.77) and Active Learning Strategies at a high level (*M* =3.70, *SD*=0.69). However, pre-service teachers lack experience in online teaching because they are always used to face-to-face teaching.

The results from the need analysis in developing teaching skills found that the pre-service teachers need to know about Synchronous learning: Zoom, Microsoft Team, and Google meet the highest level (*M* = 4.57, *SD*=0.61). That was why they wanted to improve their analysis in developing teaching skills and found that the pre-service teachers need to know about Synchronous Learning. The information was consistent with the primary Survey, where most pre-service teachers had no experience in online teaching management—still, schools where pre-service teachers practiced were ready to use the Internet. Furthermore, the school students had internet packages; those schools were in the city, so they were keen on using social media.

For the coaching time, pre-service teachers needed only two days at the weekend because they worked at schools on the weekdays. The pattern in the program was a workshop, demonstration, and modeling of teaching. The pre-service teachers commented that the lectures were requested to be minimal due to viewing the coaching model. Practicing and experimenting with teaching demonstrations will create knowledge, understanding, and practicality when used in the classroom.

After coaching, pre-service teachers needed observation from mentors for mentoring at the highest level; they needed teaching, encouragement, counseling, and a friending personality from the mentor, as well as feedback to fix the deficiencies and develop teaching to be higher quality. Several researchers have studied the following: a good mentor should set a good example for a new mentee. They must be willing to impart knowledge and devote time to developing pre-service teachers to practice their teaching experience fully. Consultation and continuous support for development could provide constructive suggestions (Kaewbooddee & Kitdesh, 2018, p.3).

Good communication skills with pre-service teachers allowed pre-service teachers to recognize success in learning in real work. The mentor enabled pre-service teachers to develop their professional teaching experience to improve

their work. The most important thing was for the mentor to offer opinions and initiatives that might be accepted and give positive comments to achieve teaching and learning management goals sustainably (Lois, 2011).

The pre-service teachers needed a mentor to monitor them at school for one or two hours/week and give them Feedback with warm Feedback to reflect the solid points and excellent Feedback to reflect the weak points to be used to modify and improve teaching and learning management to be effective (MacDonald et al., 2015, pp. 47-48).In line with Kaewbutdee and Kitdej (2018), it was found that the mentor had a role in guiding, transferring knowledge, and motivating so that the person being trained could adjust to the job responsibilities and work with others effectively. In addition to self-development, it was also a foundation for stability and sustainability for the agency. Finally, almost 100% of pre-service teachers were confident they could improve their teaching methods when taught by a coach and mentor.

The study concluded that the overall picture of the management of speaking skills for communication with multimedia media from smartphones is the ability to demonstrate teaching during the training of the education pre-service teachers. Using the learning management system showed that the pre-service teachers could manage to teach English speaking skills for multimedia communication from smartphones and the service of the learning management system at the highest level because pre-service teachers need to improve their speaking skills and are interested in using technology media that responds students' learning. Pre-service teachers focused on clearly defining the purpose of doing activities. Students could learn as much as possible through technology. The activities in the coaching program promoted pre-service teachers to have the opportunity to use English as much as possible. The media in the coaching program was straightforward to do activities. The activities were most suitable for the English language content. Moreover, the patterns of activities were ideal for the student's level of knowledge and ability. The pre-service teachers could see the teaching and learning management model from the coach who taught them. This allowed pre-service teachers to practice when they understood well and have pre-service teachers demonstrate teaching so that the coach could give Feedback. As a result, assessing ability when pre-service teachers showed education in the training room has had the highest assessment results for almost all items.

In-depth Interview

In-depth interviews revealed that the five qualified persons also provided information that after the pre-service teachers practiced in a teaching practicum in real situations and participated in the SAIFON guidelines, pre-service teachers improved in teaching and learning management. They could choose technology media that is more suitable for the content than before joining, according to the SAIFON guidelines. Pre-service teachers have had more confidence in teaching because there was a coach to train what they wanted to develop, and mentors advised them in the natural context. Being a mentor had a different process and method than

general supervision (Chusang et al., 2020). The five qualified persons were the Deputy Director of Academic Affairs, the Head of Teaching Practicum, the Head of the English Program, and Two teachers in charge of the two pre-service.

The Field Notes

The mentor used the field notes to observe the 25 pre-service teachers in the context that they applied their knowledge, understanding, and methods of using Synchronous Learning: Microsoft Team platform that is consistent with the teaching of speaking skills for communication. They still presented the complete process of teaching communicative English. There was an atmosphere of speaking English in the classroom.

DISCUSSION

The discussion is presented in Figure 3 as follows:

Figure 3 explained that Coaching and Mentoring, according to SAIFON guidelines, were accurate, appropriate, feasible, and applicable. These guidelines provided a systematic, transparent, step-by-step process for developing proficiency in English language teaching and learning in the 21st Century and implementing all set objectives.

The researcher discussed the results of coaching and mentoring: SAIFON Guidelines enhance teaching English in the 21st Century, which were divided into eight items as follows:

Survey Teachers' Needs

S = Survey the teachers' needs: The researcher explored the need to improve the English teaching skills of pre-service teachers through the needs questionnaire with internship students across the country. The needs questionnaire results found that coaching and mentoring contributed to developing competence according to their needs. The coach could operate the program smoothly, and pre-service teachers'
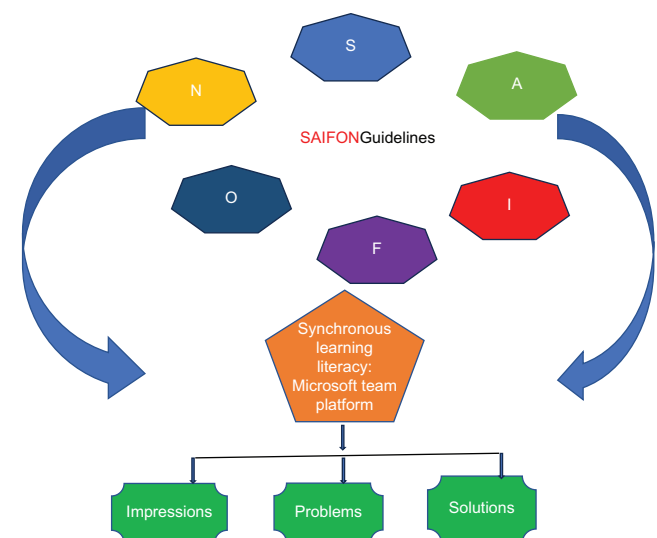

Figure 3. SAIFON Guidelines through Synchronous learning literacy and the pre-service teachers' perspective

The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

631

knowledge was obtained as needed (Chien, 2013). This study was consistent with the needs of the learners (Needs Analysis), which means collecting information about the needs and interests of the learners systematically and continuously processing and interpreting the data received and making course decisions based on the information obtained to truly meet the needs of the learners (Graves, 2000, p. 98). The researcher obtained the data using the needs questionnaire. Therefore, the researcher created a coaching schedule systematically and implemented the coaching plan based on the information received from the pre-service teachers.

Associating with a Plan

A= Associating with a plan: the researcher surveyed the need to create a coaching plan that meets those needs. Hongsachart (2010) educated the Development of the English Teacher Training Model at Elementary Schools in Chachoengsao Province by integrating a postmodern linguistic theory. The researcher has conducted a questionnaire to explore the needs for knowledge development, contextual competence in teaching, and learning management. The researcher analyzed the data to plan a content framework to develop the competency of teachers. The study results found that teachers improved their knowledge of English and could create a learning plan. There were teaching techniques that had been learned from the coaching program. The researcher developed a program for synchronous learning using the Microsoft Team platform.

Instructing Teaching Strategies

I = Instructing teaching strategies: the researcher accordingly created a strategy for teaching English. Coaching plans and coaches pre-service teachers according to the planned design and demonstrates teaching methods towards the procedures. The coach could build systems for pre-service teachers to develop professional teaching skills by creating hands-on experiences (workshops) and demonstrations, modeling from the coach, and coaching and mentoring. (York- Barr & Duke, 2004; Hongsachart, 2010). Therefore, the coaching schedules resulting from the SAIFON guidelines could gear up the strategies and short-term courses that can genuinely meet students' needs to improve speaking skills. Technology media corresponds with teaching and learning in the 21st century, where using information technology and communication in the management of English language education, the teacher searches for strategies to develop the learners' language proficiency to achieve effective learning, which leads to life-long learning. So, the researcher conducted the coaching program based on the needs of pre-service teachers and combined it with research studies to enhance their abilities.

Feedback on Teaching Demonstration

F = Feedback on teaching demonstration: The researcher reflected on teaching and learning according to that strategy. Feedback and the researcher's guidance would be the key to improving the teacher's work through regular practice,

including giving Feedback to encourage self-development and growth (York-Barr & Duke, 2004).

Observing Teaching in the Actual Context

O = Observing teaching in the actual context: The researcher observed teaching management or supervised pre-service teachers to practice professional experience learning in real-life situations. After undergoing strategic training to monitor the implementation of that strategy in education and learning management, pre-service teachers could adequately manage the learning of the 21st Century. Furthermore, they put the procedures and processes of teaching and learning speaking communication skills into practice to develop students' communication skills. Also, arouse interest and create a fun learning atmosphere using Synchronous learning: Microsoft team platform in teaching and learning.

Notifying Problems and Solutions

N = Notifying problems and solutions: Mentors and pre-service teachers highlighted the difficulty of applying that method to teaching and learning in real-world circumstances to provide valuable Feedback and then use that Feedback to improve teaching and learning management. Including good interaction is a factor that makes students trust to listen to advice. It would benefit the development of teaching and learning management abilities. A healthy relationship would lead to a trustworthy conversation. It would help develop trust in mentors and accept and cultivate responsibility for shared development. It was a novel idea that may help people improve their professional skills (Chien, 2013, p. 1).

Furthermore, pre-service teachers presented their perspectives about using Synchronous Learning: Microsoft team platform in the classroom; the researcher discovered three themes from the pre-service teachers' stories. The themes were the impression, the problem, and the solution.

The Impression

The impressive point in Synchronous learning: The Microsoft team platform was the new one. The activities and learning management or teaching media must be consistent with teaching and engaging to attract students. Therefore, challenges and novelties are the hallmarks of online teaching and learning. This includes good cooperation in teaching and learning and getting good feedback from students; according to a survey through Microsoft Forms, most students responded in the same direction, saying that education-organized education is not dull. The students enjoyed learning with the Microsoft team very much. This was related to the importance of the state that synchronous learning literacy gathers students together no matter the geographical distance. Hence, some students have difficulties in the traditional classroom; they are introverted by nature, so the environment they are in, in their homes, makes them feel more comfortable and less stressed (Amiti, 2020).

The pre-service teachers expressed their impression while teaching through synchronous learning through the Microsoft team.

I control the class smoothly, my students love to learn with many activities, and I share the screen and many features on Microsoft Team. My students can participate in the class by using the breakout room, and I ask them to practice role-play in that room; after that, I let them show their performance in the "breakout room." In addition, the students can record the teaching in the Microsoft team to review the lesson as much as they want to learn. I can teach in my room, so I feel comfortable and relaxed. [Male Pre-service teacher].

Pre-service teacher 2 claimed that her skills in using technology for Synchronous learning: Microsoft team after training by coach, she impressed their activities because of students' reflections as follows:

My students said that they loved learning on this platform because the teacher could assign homework using the Assignment feature, and they could see their improvement. They could see their scoring after the teacher returned their job. I can give Feedback to them directly. Furthermore, my students also love the together mode that can stay in various atmospheres, such as the underwater world (the feature in the Microsoft Team). Their students gave Feedback: I love you too much; at first, I did not want to learn with you, but you tried to motivate the students with online learning, which made me and my friends have more fun. My friends and I can laugh and smile while you are teaching. Thank you very much. [Female Pre-service teacher].

According to COVID-19, the application is a necessary complement to help the students in this online teaching situation. I would like to give you an example of an impressive application: Synchronous learning. Microsoft Team is an easy-to-use application. The user does not have to register any of them, and it can be used on almost any communication device, which I will use to review the lessons. When studying the content, each time it is finished, especially concerning the use of grammar structures, it is often wrong with the learner, where students have to answer questions through the game activities I have created in each unit lesson. I will positively reinforce students by scoring extra points if any student achieves the highest score during the game—top 5, which was quite good and satisfactory. Students pay attention to the lesson content and contribute to the arrangement. My teaching activities have also encountered problems using Synchronous learning: Microsoft team applications. In case the internet speed of any student is not very convenient. As a result, students in this activity cannot be fully accessed [Female Pre-service teacher].

Synchronous sessions help E-learners feel more like a community than individuals: Increased interaction, especially synchronous contact, and becoming aware of oneself as a community member rather than as restricted individuals conversing with a computer might help people transcend confinement. Students experience a stronger sense of community and kinship with their classmates when they learn together. Furthermore, the level of student involvement in their studies rises. Real-time questions from students are possible.

The Problems

The pre-service teacher claimed that they met many issues while she was teaching in the class. They were excited about three aspects as follows:

The students lack English communication skills, so when I use Synchronous Learning: Microsoft Team, They feel uncomfortable speaking English and need the facilitators to help them when speaking out incorrectly. Especially in terms of speaking and writing skills, students still have a lot of flaws that should be corrected [Female Pre-service teacher].

I cannot be sure that the learners will be educated with me using Synchronous Learning: Microsoft team. They will fully understand the lesson because it is an online teaching class. I do not require students to turn on the camera during class activities (in this case, as a voluntary case of the students in the class, most do not want to turn on the camera). The learner may be doing other activities rather than studying the lesson, or they are traveling somewhere that I cannot know. In addition, the duration of online study is limited. As a result, some students encounter problems or do not understand the lesson and do not dare to ask the teacher because they fear that it will distract other classmates and interfere with the course time [Male Pre-service teacher].

The students don't want to hand in the homework because they are not afraid of their teachers. They think that the teachers are not around themselves [Male Pre-service teacher].

The pre-service teachers gave opinions about the problem while using the Microsoft team in the classroom. They raised their awareness about students' commendations and realized that it was vital for them to find solutions.

The Solution

Synchronous learning literacy was the best way to teach the students while COVID-19 passed on worldwide. They faced the problems that occurred in the classroom, but they studied the issues to solve the problems that they learned from their students as follows:

Pre-service teachers' ability to use technology in the classroom can be improved by teaching English through online synchronous classes. Pre-service instructors could manage a Microsoft team conferencing platform. They might use platform capabilities, such as synchronous meeting scheduling, the meeting title and password, and the recording feature to capture synchronous classroom learning. Students who were unable to attend the session may benefit from the recording. Pre-service instructors might capture lessons in synchronous classes to share the recorded videos with students who couldn't participate in synchronous meetings [Female Pre-service teacher].

Teachers occasionally do not have enough time to prepare coursework for their students. Additionally, some

The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

633

students choose not to interact with their instructors while learning online. Online instruction is similar to body language-free communication, which increases students' likelihood of misunderstanding and performing poorly. Students occasionally could ask for an extension on their assignments or provide any justification for the delay. Give the pupils some solutions if they request to miss their deadlines. You must know the necessity of staying in touch with the kids and comprehend the activities to help you reach your objective. Discuss a particular topic to allow pupils to learn effectively and solve problems. Additionally, encouraging students to address relevant practical concerns might help them become more adept at handling technical difficulties and problem-solving. You should give the pupils a forum to interact and work with their classmates [Female Pre-service teacher].

The pre-service teachers gave their opinions about the solutions they focused on to help their students learn Synchronous Learning. It helped solve the problem and guided me in finding the best tracks mentioned above.

CONCLUSION

it was concluded that Coaching and Mentoring following the SAIFON guidelines could effectively improve the competence of English language teaching in 21st Century pre-service teachers, which includes the steps from meeting the needs, coach planning, creating the teaching strategies, reflection, observation, and consulting as the personalities of coach and mentor geared up the SAIFON guidelines could truly develop pre-service teachers' abilities. However, the pre-service teachers' perspective could help them focus on three main advantages of the impression, the problems, and the solution to increasing their track for assisting the students towards SAIFON guidelines and Synchronous learning literacy in the Covid-19 pandemic.

Limitation

The limitations of the study revealed as follows:
1. Technology Limitations: The study briefly touches on some students' internet connectivity issues during Synchronous Learning. Further investigation into the technical challenges, such as device availability, software compatibility, and platform accessibility, would provide a more comprehensive understanding of the obstacles learners and educators face.
2. Time Constraints: The study's scope might have been constrained due to time limitations during the COVID-19 pandemic. As a result, certain aspects of Synchronous learning literacy or its impact on long-term language proficiency may not have been fully explored.
3. Sample Size and Generalizability: The study's sample size, consisting of only pre-service teachers, might be small and limited to a specific context or region. As a result, the findings may not be readily generalizable to a broader population of language educators or students from different backgrounds or educational levels.

4. Lack of Diverse Perspectives: The study primarily focuses on the perspectives and experiences of pre-service teachers. It would be beneficial to include diverse stakeholders, such as in-service teachers, students, administrators, and parents, to gain a comprehensive understanding of the challenges and benefits of Synchronous Learning.

RECOMMENDATION FOR FUTURE STUDY

Based on the results and discussion of this study, the following points may be worth considering:
1. Long-term Impact of Synchronous Learning: Conduct a longitudinal study to examine the long-term effects of Synchronous learning literacy on students' language proficiency and communication skills. This study could involve tracking students' progress over an extended period, comparing their performance with traditional classroom settings, and analyzing the sustainability of learning outcomes.
2. Student Engagement Strategies: Investigate and develop effective strategies to enhance engagement in Synchronous learning literacy literacy environments. This research could explore innovative approaches, interactive activities, and gamification techniques that foster active participation and motivate students to participate actively in their learning process.
3. Hybrid Learning Models: Investigate the effectiveness of hybrid learning models that combine synchronous and asynchronous components. This study could explore the optimal balance between real-time interactions and self-paced learning activities and how they impact student engagement, comprehension, and language acquisition.
4. Pedagogical Approaches in Synchronous Learning: Explore and evaluate different pedagogical approaches used in Synchronous Learning, such as flipped classrooms, collaborative learning, and project-based learning. Identify which approach aligns best with language learning objectives and how it influences students' language skills development.

REFERENCES

Antonioni, D. (2000). Leading, managing, and Coaching. *Industrial Management, 42*(5), 27- 34.

Ambrosetti, A. (2014). Are you ready to be a mentor? Preparing teachers for mentoring pre-service teachers. *Australian Journal for Education, 39*(6), 30-42.

Amiti, F. (2020). Synchronous and Asynchronous E-learning. *European Journal of Open Education and E-learning Studies,5*(2), 60-70.

Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M. (2019). Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants International. *International Journal of Qualitative Methods*, *18*, 1–8. https://doi.org/10.1177/1609406919874596

Ariyanti, P. & Apoko, W.T. (2022). The Application of YouTube Media in Learning Speaking: Students' Perceptions. *Journal of Language Teaching and Learning, Linguistics and Literature, 2*(10), 1324-1330.

Best of Bilash, (2009). *Improving Second Language Education*. https://bestofbilash. ualberta.ca/home 1.html Bolch, M. (2001). Proactive coaching. *Training, 38*(5), 58-63.

Butcher, J. N. (1985). The Index of Objective Consistency: A new method of evaluating the reliability of MMPI profiles. Jour*nal of Personality Assessment, 49*(3), 229-240. doi: 10.1207/s15327752jpa4903_4

Chareanwongsak, K. (2013). English Skill: *Necessities of the teaching profession [online].* http://www.kriengsak.com/node/544

Chien, Y. C. (2013). Verifying the effects of organizational justice and work values upon organizational performance: using organizational citizenship behavior as the dual mediator. *African Journal of Business Management, 7*(22), 2195-2205.

Coffey, M., & Gibbs, G. (2002). Measuring the repertoire of teaching methods. *Assessment & Evaluation in Higher Education, 27*(4), 383-390.

Cowie, D. (2010). *Coaching for improving teacher practice within a professional development initiative*. Master thesis, Educational Leadership and Management, Unitec Institute of Technology, New Zealand.

Easton, L. B. (2009). *Protocols for professional learning: Chapter 3. Protocols for Examining Student Work.* Retrieved from http://www.ascd.org/publications/books/109037/chapters/Protocols-for-Examining-Student-Work.aspx

Gracella, J., & Nur, D. R. (2020). Student's Perception of English Learning through YouTube Application. *Borneo Education Journal (Borju), 2*(1), 21-35.

Graves, K. (2000). *Designing Language Courses: A guide for teachers*. Boston, MA: Heinle & Heinle.

Heeralal, P. J. H. (2014). Mentoring needs of pre-service teachers during teaching practice. A case study at a South African university. *Journal of Educational and Social Research, 4*(1), 511-515.

Hongsachart, N. (2010). The Developing of the EnglishTea "ers" Training in Primary Schools of Chachoengsao Province using Linguistic Concept Integration in the Post-Modern Era. *Journal of Liberal Arts 2*(2), 48-67.

Hrastinski, S. (2008). *Asynchronous and Synchronous E-Learning*. Retrieved from https://er.educause.edu/-/media/files/article-downloads/eqm0848.pdf

Hudson, P. (2013). *Mentoring pre-service teachers on school-differentiated learning. Dissertation Abstracts International*, *11*, 112-128.

Kaewbooddee, K. & Kitdesh, A. (2018). Organization Development by Mentoring System (Professional Mentor). *Mahidol R2R e-Journal 5*(1), 1-8.

Kotchasit, S., Indrasuda, C., & Suwannaprut, T. (2017). English language learning management for learners in the period of Thailand 4.0. *Journal of Valaya Alongkorn Review, 7*(2), 175-186

Lecturetalks, (2021). *Advantages and disadvantages of synchronous and asynchronous learning.* https://lecturetalks.com/advantages-and-disadvantages-of-synchronous-and-asynchronous-learning Likert, R. (1932). A Technique for the Measurement of Attitudes. *Archives of Psychology*, *22*, 5–55

Lois, J. Z. (2011) *TheMentor' Guide: Facilitating Effective Learning Relationships* (2nd ed.)**.** Jossey Bass.

Lord, P., Atkinson, M., & Mitchell, H. (2008). *Mentoring and Coaching for Professionals: A Study of the Research Evidence*. NFER/TDA.

MacDonald, J. P., Mohr, N., Dichter, A., & MacDonald, E. C. (2015). *The power of Protocol guide to better practice* (3rd ed.). Teachers College Press.

Moser, A. & Korstjens, I. (2017). Practical guidance to qualitative research. Part 2: Context, research questions, and designs. *European Journal of General Practice 23*(1), 274-279.

Muangmoon, P. (2018). A Study of Teaching Behaviors of Student Teachers in English Teaching Program, Faculty of Education, Rajabhat Rajanagarindra University. Thesis of Master of Education Program in English Language Teaching. *Graduate School Journal Chieng Rai Rajabhay University, 1*(11), 85-91.

Nieuwerburgh, C. V. (2012). *Coaching in Education: Getting Better Results for Students, Educators, And Parents***.** London: Karnac.

Nieuwerburgh, C. V., & Campbell, J. (2015). A global framework for coaching in education. *Coach Ed: The Teaching Leaders Coaching Journal*, *1*, 2 –5.

Panich, V. (2015). The Way to Create Learning for Students in the 21st Century. *Walailak Journal of Learning Innovations, 1*(2), 3–14.

Pearson, G. (2001). *Coaching: The Latest Buzz Word and Business Fad, or an Invaluable and Indispensable Activity for All Organisations?* Retrieved from http://www.acrpi.com/crf/12-2pearson.html

Paulsen, H. T., Clark, K. T., & Anderson, G. R. (2016). Using the tuning protocol to generate peer feedback during student teaching lesson plan development. *Journal of Agricultural Education, 57*(3), 18-32.

Queensland Government. (2012). *Queensland Government: Education.* Retrieved from http://education.qld.gov.au:

The Perspective of Pre-Service Teachers through Synchronous Learning according to Coaching and Mentoring: SAIFON Guidelines

635

http://find.search. qld.gov.au/s/search.html? profile=education&query=coaching+and+mentoring+model & collection=qld-gov&form=simple&x=10&y=9

Rush, D., & Shelden M. L. (2005). Evidence-based definition of coaching practice*. FIPP CASEinPoint, 1*(6), 1-6.

Sidpra, J., Gaier, C., Reddy, N., Kumar, N., Mirsky, D., & Mankad, K. (2020). Sustaining Education in the Age of COVID-19: A Survey of Synchronous Web-Based Platforms. *Quantitative Imaging in Medicine and Surgery, 10*(7), 1422–1427. https://doi.org/10.21037/qims-20-714

Smith, J. V. (2004). *Key skills for coaching*. Retrieved from http://hsc.uwe.ac.uk/pec/keycoachingskills.pdf

Songsiengchai, S. (2017). The selection and implementation of Teacher Professional Development: Coaching and Mentoring in teaching approaches using the SAIFON model**. *Journal of Information, 16*(2), 1-11.

Songsiengchai, S. (2021). The Study of the Effectiveness of Coaching Program for Pre-service Teachers to Communicative Listening-Speaking Skills. *Advances in Language and Literary Studies, 12*(2).21-30.

Tahmina, T. (2023).Students' perception of the use of YouTube in English language learning. *Journal of Languages and Language Teaching, 11*(1), 151-159.

Theeb, H., & Albakrawi, M. (2013). Needs analysis of the English language secondary hotel students in Jordan. *International Journal of English Language Teaching, 1*(1), 13-23.

Welsh Government. (2015). *Coaching and Mentoring.* Retrieved from https://core. Ac. uk/download/pdf/74377726.pdf

Yamane, T. (1973). *Statistics: An Introductory Analysis* (3rd ed.). Harper and Row Publications.

York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research, 74(*3), 255-316.

Woodward, T. (1992). *Ways of training*. Longman.