



# ICMS 2018

# PROCEEDINGS

2nd International Conference on Media Studies 2018

**ICMS 2018**

2nd International Conference  
on Media Studies 2018

**29, 30, 31 August & 1 September 2018**

School of Multimedia Technology and  
Communication (SMMTC)  
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Hakcipta terpelihara. Sebarang bahagian dalam buku ini tidak boleh diterbitkan semula, disimpan dalam apa cara yang boleh digunakan semula, ataupun dipindahkan dalam sebarang bentuk atau dengan sebarang cara, baik dengan cara elektronik, mekanik, penggambaran semula, perakaman dan sebagainya tanpa mendapat izin daripada Pusat Pengajian Teknologi Multimedia dan Komunikasi, Universiti Utara Malaysia.

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## PREFACE

### Growing with media

Assamualaikum dan Selamat Datang

First of all, we would like to welcome everyone to the 2<sup>nd</sup> International Conference on Media Studies 2018. This years 2<sup>nd</sup> ICMS 2018 will be addressed comprehensively from the media to social perspectives, aiming at presenting, discussing and disseminating current developments, new approaches, new tools and practical solutions for the media landscape. The conference is targeted to an academic audience (lecturers, researchers and students) and practitioners (media buyer, press and media managers from diverse media organizations).

To introduce the emerging developments of media. Growing with media is essential for every individual. Issues will be presented and discussed in this 360 degrees of media growth.

- To introduce the importance of media in 360 degrees;
- To deliberate on the challenges or difficulties associated with the media;
- To discuss success factors of media;
- To discuss the future trends of media in 360 degrees;
- To introduce the state-of-the-art practices in media;

ICMS 2018 seeks high-quality contributions on media academics and practitioners, including theoretical foundations, innovative practices, case studies, experiences, among others.

We would like to extend our gratitude for the overwhelming response from UUM and Universitas Ahmad Dahlan (UAD), Savitribai Pule Pune University India, Neville Wadia Institute Of Management Studies And Research, Bansomdejchaopraya Rajabhat University, and Civic Media Research Unit as partner institutions. Thank you for your support 2<sup>nd</sup> ICMS 2018.

Thank you and look forward to seeing you again in Sintok !

The Editors,

Azahar Kasim

## TABLE OF CONTENTS

### PREFACE

Media Experience and Social Influence on Flaming on Youtube: A Perspective of Flamers on Youtube <b>Dr. Norizah Aripin</b> <b>Dr. Awan Ismail</b> <b>Dr. Sabrina Mohd Rashid</b> <b>Revathy Amadera Limgam</b> Universiti Utara Malaysia	1 - 16
Investigating Media Discourse of Radicalization in Indonesian Youth: A Preliminary Research <b>Mohammad Raudy Gathmyr</b> <b>Hari Suryanto</b> <b>Teuku Rezasyah</b> President University	17 - 24
Explore through the Game: Impact of Advertising on Online Games <b>Dr. Haruna Ismail</b> <b>Qaribu Yahaya Nasidi</b> Bayero University, Kano Ahmadu Bello University, Zaria	25 - 29
Gender Disparity in Internet Access and Usage in Nigeria: Implication for Development <b>Hadiza Jummai Ibrahim</b> Bayero University Kano, Nigeria	30 - 35
Perception and Application of Data Driven Journalism among Kano Journalists in Nigeria <b>Hassan Alhaji Ya'u</b> Bayero University Kano	36 - 47
News Framing <i>Lombokpost.net</i> and <i>Detik.com</i> upon the Impact of Mount Agung Eruption toward Lombok Tourism, Indonesia <b>Muhlis</b> Mataram University, Indonesia	48 - 54

Storytelling Museum Audio Guide Requirement for Enhancing Museum Visitors' Experiences <b>Aeni Zuhana Sadin</b> <b>Priyah A/P Sharan</b> <b>Nadwatul Assyira Binti Abdul Latif</b> Universiti Utara Malaysia	55 - 60
Social Media and Visual Culture in Nigeria: An Analysis of Conflict-Related Photographs <b>Nura Ibrahim</b> Bayo Universiti Kano	61 - 69
The Role Of The Media In The Political Year <b>Maria Ulfa Batoebara</b>	70 - 75
Towards a Positive Future for Women : Media Changing Perceptions <b>Dr. Namarta Joshi</b> <b>Dr. Ranbir Singh</b> Guru Nanak Dev University Regional Campus, Punjab, India PIT, IKG Punjab Technical University, Punjab, India	76 - 81
The Implementation of Cyber Public Relations As A Strategy in Socializing The Price Increase of Fuel Oil (Study at PT Pertamina (Persero) – Indonesia) <b>Marshelia Gloria Narida</b> <b>Jekson Simanjuntak</b> Universitas Kristen Indonesia PT Pertamina (Persero) Indonesia	82 - 88
Harnessing Peace Journalism as a Viable Complement for Post Conflict Peacebuilding <b>Silas Oghenemaro Emovwodo</b> CeritAfrika Initiative, Surakarta, Indonesia and Rebraining Nigeria Group (RBN), Osun State, Nigeria	89 - 93
Tourism Micro Destination <i>One Village Ten Destinations</i> (OVTD) Development Strategies (Case study tourism micro-destination One Village Ten Destination development strategies in Lantan Village North Batukliang Central Lombok Indonesia) <b>Diyah Indiyati</b> University of Mataram	94 - 100

Understanding Problem and The Comprehension of The Users of ICT 105 Based as The Basis of Media Design for Spreading Health Information of Posyandu (Local Health Post/Integrated Health Service Post) Cadres <b>Candra Wibawa</b> <b>Dr. Intan Rizky Mutiaz</b> <b>Dr. Ir. Hilwadi Hindersah</b> Bandung Institute of Technology	101 -
Symbolic Violence Based On Gender in Instagram (Descriptive Study in Young Adult Instagram User in Medan City) <b>Dr. Nurbani</b> <b>Sabilla Tri Ananda S. Ikom</b> <b>Nurul Sakina, S. Hum</b> University of North Sumatera	106 - 110
Religion And Politics: Representation In Independent Indian Documentaries <b>Sukhmani Kaur</b> Guru Nanak Dev University	111 - 118
Teacher's Emphatic Communication to Improve Learning Motivation of Special Needs Students <b>Choirul Fajri</b> <b>Kryсна Yudy Nusantari</b> Universitas Ahmad Dahlan	119 - 123
The Role Of Journalistics For Countries And Religions (Communication Phenomenology Study Journalism In Indonesia) <b>Fajar Dwi Putra S.PT.</b> Universitas Ahmad Dahlan	124 - 130
Social Media and Television in Political Interests Case Study: Indonesian Leaders Forum (ILF) <b>Mariana Ulfah</b> Universitas Ahmad Dahlan	131 - 134
Raising Company Attractiveness by Communicating CSR Practices <b>Mufid Salim</b> <b>Ying-Jung Yvonne Yeh</b> Universitas Ahmad Dahlan National Taiwan University of Science and Technology, Taipei, Taiwan	135 - 142

- Cross-Cultural Communication of BIPA Learners at Anuban Muslim Krabi School Thailand 143 - 147  
**Muhammad Najih Farihanto**  
Universitas Ahmad Dahlan
- English Communication Interferences among English Language Learners in Bansomdejchaopraya Rajabhat University 148 - 152  
**Pheerawat Thasupapanee**  
**Parinya Suttipongtanagul**  
**Mintira Khanprueksa**  
Bansomdejchaopraya Rajabhat University
- The Representation of Religion and Popular Culture in Indonesia Religious Films Questioning Consumption and Identity 153 - 158  
**Fadhillah Sri Meutia**  
**Raphaella Dewantari Dwianto**  
University of Indonesia
- An Influence of International Students' Empathy on their Attitude Towards Other Cultures (ATOC) 159 - 164  
**Muhammad Umar Nadeem**  
**Rosli Mohammed**  
**Syarizan Dalib**  
Universiti Utara Malaysia
- Promotion of Halal Aceh Tourism through Instagram @disbudpar\_aceh 165 - 171  
**Ade Muana Husniati1**  
Malikussaleh University
- Information Seeking Behavior Youth in Bandung City 172 - 177  
**Hana Silvana**  
Padjadjaran University Indonesia
- Psychological Factors Affecting Visitor's Visitation Decision of Museums in Kedah 178 - 183  
**Nizar bin Nazrin**  
**Adzrool Idzwan bin Ismail**  
**Farah Merican binti Isahak Merican**  
Universiti Teknologi Mara Cawangan Kedah  
Universiti Utara Malaysia

The Multimedia Technologies in Genetics <b>Hatairuk Tungkasen</b> Bansomdejchaopraya Rajabhat University	184 - 187
The Role of Environmental Community in Conserving the Natural Reservation of Kamojang West Java through the Save Ciharus Movement <b>Indriyati Kamil</b> <b>Prof. Oekan S Abdoellah</b> Padjadjaran University	188 - 195
Mandarin Learning Apps (MALPS): Effectiveness on Non-Native Mandarin Speakers <b>Subashini Annamalai</b> Universiti Utara Malaysia	196 - 202
A Study of Application of Social Media in Advertising Fresh Fruit and Vegetable Products in Ahmednagar District <b>Prof. Kiran D. Gonte</b> Savitribai Phule Pune University	203 - 212
User Evaluation on Digital Training for TOT in Education <b>Siti Nurhazzalilla Omar</b> <b>Sobihatun Nur Abdul Salam</b> <b>Fauziah Abdul Rahim</b> Universiti Utara Malaysia	213 - 218
To Study the Influence of Attractive Advertisement on Buying Behavior of Young Girl Students of Management Institutes with Special Reference to Cosmetic in Pune City <b>Preeti Sharma</b> <b>Prof. Dr. Kirti Dang-Longani</b> Savitribai Phule Pune University	219 - 222
Instrument for Measuring the Influencing of iTV Advertising Design Model toward Impulse Purchase Tendency <b>Azizah Che Omar</b> <b>Shuhada Shiratuddin</b> <b>Siti Mahfuzah Sarif</b> <b>Subashini Anamalai</b> <b>Mohd Adib Abd Muin</b> Universiti Utara Malaysia	223 - 232
Initiation Towards Web-Based Museum Exhibits In Muzium Kedah: Does It Work? <b>Asmidah Alwi</b> <b>Aeni Zuhana Saidin</b>	233 - 238

Universiti Utara Malaysia

Design and Development of Cute Classroom: Learning Three Languages 239 - 244

**Nassiriah Shaari**

**Azliza Othman**

**Ow Shin Jing**

**Wong Siok Chai**

Universiti Utara Malaysia

Glucose-6-Phosphate Dehydrogenase (G6PD) Deficiency Animated 245 - 250

Interactive Documentary (AID): An Early Requirement Analysis

**Yusrifa Mohd Yusoff**

**Sobihatun Nur Abdul Salam**

**Ariffin Abdul Mutalib<sup>3</sup>**

**Thang Yee Na**

**Tiew Yee Yan**

Universiti Utara Malaysia

Social Media and its Impacts on Traditional Media: A Case Study On Berita Harian 251 - 264

**Hizral Tazzif Hisham**

Universiti Sains Islam Malaysia

The Synthesis Of The Researches For Creating Heuristic Value Techniques 265 - 275

To Explain The Relation Among Demand Time, Sufficient Point, Real Value

Chain Of Supply Chain On Timeline Of Logistics

**Nuttapon Kassakorn**

Bansomdejchaopraya Rajabhat University

Journalist Versus Future Journalist Malaysia: 276 - 285

Relationship Between Attitudes, Knowledge, Skills

and Journalistic Challenges

**Dr. Norizah Aripin**

**Dr. Awan Ismail**

**Associate Professor Dr. Norhafezah Yusof**

**Dr. Mohd Sobhi Ishak**

**Azahar Kasim**

**Dr. Rizalawati Ismail**

Universiti Utara Malaysia

The Study of Music of Tai Yai Ethnic in Mae Hong Son Province : 286 - 294

Case study Klong Kon Yao Khun Yuam District Mae Hong Son Province.

**Asst. Prof. Thaworn Wattanaboonya**

Bansomdejchaopraya Rajabhat University

Nang Narai of Thai Contemporary Dance <b>Asst.Prof Dr. Pattama Wattanaboonya</b> Bansomdejchaopraya Rajabhat University	295 - 301
Application of Coaching and Mentoring Model to SAIFON Model For Pre-Service Teachers' Teaching skills <b>Saifon Songsiengchai</b> Bansomdejchaopraya Rajabhat University	302 - 314
Integration of Flipped-Classroom Concept to Achievement in Chinese Culture Subject According to the 21st Century Learning Management Approach <b>Kulsirin Aphiratvoradej</b> Bansomdejchaopraya Rajabhat University	315 - 325
Thonburi's Performing Arts in the 21st Century <b>Asst.Prof Dr. Pattama Wattanaboonya</b> Bansomdejchaopraya Rajabhat University	326 - 332
Increasing Non-profit Community Visibility Through Web Publishing Using Content Web Management System <b>Mohd Nizam Saad</b> <b>Hammuzamer Irwan Hamzah</b> <b>Tuan Zalizam Tuan Muda</b> Universiti Utara Malaysia	333 - 338
Metafora Dalam Penulisan Berita Strategik Terhadap Program Transformasi Kerajaan (Gtp) <b>Azahar Kasim</b> <b>Mokhtarrudin Ahmad</b> Universiti Utara Malaysia	339 - 350
Proses Kreatif Dalam Media Digital <b>Dr. Rohaya Md Ali</b> <b>Dr. Phat a/I Awang Deng</b> Universiti Utara Malaysia	351 - 358
Persepsi Pemimpin Pelajar Terhadap Komunikasi Kepimpinan di Universiti <b>Joyce Cheah Lynn-Sze</b> <b>Nurul Nadia Mohd Azmi</b> Universiti Utara Malaysia	359 - 364
Kegunaan dan Kepuasan Aplikasi Whatsapp dalam Kalangan Warga Separuh Umur <b>Mohd Zuwairi Mat Saad</b> <b>Nurul Fatin Azizi</b>	365 - 370

Universiti Utara Malaysia

Tahap Kepuasan Saluran Komunikasi Penyelia dalam Perindustrian Kecil & Sederhana (PKS) Sektor Perkhidmatan di Utara Semenanjung Malaysia 371 - 377

***Marzura Ibrahim***

***Hasrina Mustafa***

***Hafizah Zainal***

Universiti Utara Malaysia

Citra Gaya Penulisan Karya Indie 378 - 383

***Dr. Nor Hasimah Ismail***

***Dr. Nordiana Ab Jabar***

***Dr. Melor Fauzita Md. Yusoff***

***Dr. Mohammad Syawal Narawi***

Universiti Utara Malaysia

Dasar Pertahanan Malaysia Dalam Era Tun Mahathir Mohamad 1981-2003 384 - 393

***Rodziah Binti Md Zain***

***Prof. Dr. Mohd Kamarulnizam bin Abdullah***

***Dr. Mohamad Faisal bin Keling***

Universiti Utara Malaysia

## **Application of Coaching and Mentoring Model to SAIFON Model For Pre-Service Teachers' Teaching skills**

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**ABSTRACT.** This academic article highlights the significance of Coaching and Mentoring Model that developing pre-service teachers skills useful to teaching English language for Thai EFL students at schools. In most cases in Thai context, the pre-service teachers lack efforts to establish the implementation of Coaching and Mentoring Model for enhance the teaching skills. This is being reflected in the poor performances and learning ability of the students. Coaching and Mentoring is an effective Model in developing skills of individuals to achieve success to the fullest and later on pass on their learnings to others. Unsurprisingly, today it is so evident that Coaching and Mentoring Model are considered by many educators as just but some of the most effective ways to strengthen the pre-service teachers skills in teaching. In line with this realization, this particular article aims to discuss prime descriptive information on Coaching and Mentoring, e.g., definition, differences, commonalities, and of course, their relation to each other. With regard to this Coaching and Mentoring Model, the author's applied Coaching and Mentoring Model to the SAIFON Model consisting of six processes : Surveying teachers' needs, Associating with a plan, Instructing teaching strategies, Feedback to teaching demonstration, Observing teaching in the real context, and Notifying problems and Solutions for pre-service teachers's teaching skills.

**KEYWORDS:** application; coaching and mentoring model; SAIFON model; pre-service teachers' teaching skills

### **1 BACKGROUND OF THE STUDY**

Many researchers as Dodds, (1994); Williams and Burden, (1999); Whitley and Frieze, (1985) cited in Suwanarak & Phothongsunun, (2009) recognized the two main factors contributing to the kind of success and/or failure in any professional field: the students themselves, and of course, the teachers. It is indeed a rewarding but very challenging tasks for the teachers realizing the ever growing demands they have to provide in order to help their students reach success. There are challenges in the increasing class sizes, the diversity of the students they handle when it comes to their cultural distinctiveness and language, revisions on curricula standards for positive changes, and also facing some of the most rapid demands to develop the quality of teaching practices, which apparently, become inevitable factors why they often have little time and energy to give ample focus to their own professional development. In most cases, the later often provided through one day seminars with little follow-up without really having the chance to have enough opportunity to put their learnings into practice due to their busy schedule that awaits them as soon as they get back to their respective work places. Because of this situation they are in, they have neither the time nor support to implement whatever they have learned from their seminars. It has been observed that there is an increasing evidence that coaching and mentoring model, including those for teachers, are more effective when and if it is accompanied by intensive forms of supports. No wonder why, like anyone else, even the teachers in educational field refuse programs that offer changes and yet have little support elements (Knight, 2000).

In the context of Educational System in Thailand, the coaching and mentoring model is considerably well established. Follow-up studies are being given great value in finding out whether the participants in the seminars conducted have been successful in putting into practice the knowledge they have gained, thus have been able to provide solutions to whatever teaching problems they usually encounter in their classes. Alternately, a teacher-driven coaching and mentoring model can be considered more valuable for the reason that it may result in the delivery methods and contents areas that directly address the needs of the participants (Noom-ura, 2013). A seasoned expert assists the

participant through coaching and mentoring program which helps them to learn, grow, and continue to develop the new set of skills they've acquired. (Kelchner, 2017) Moreover, opportunities to learn about new teaching strategies and how exactly the teachers should use it in different real-life scenarios are being provided for them as they are being given the chance to have a vehicle for connecting theory with practice as mentor teachers serve as critical contributing factors for the pre-service teachers to develop themselves. Mentoring in this process means a more experienced teacher facilitates the learning process of teaching practices within a school context (Hudson, 2013). A good number of research studies focused on the importance of coaching and mentoring methods. Most of these research studies investigated how these two approaches have become of great help to the pre-service teachers. However, coaching and mentoring model has been more highlighted simply because it has most frequently been used to provide the kind of supports for the pre-service teachers and even those who have newly assumed positions like that of a principle or a new teacher (Bolam, McMahon, Pocklington, & Weindling, 1995; Garvey et al., 1996; Harrison, Lawson, & Wortley, 2005).

## **2 INTRODUCTION**

This particular section discusses general information on coaching and mentoring, e.g., definition, differences, commonalities, and of course, their relation to each other. Correspondingly, this section will also present in detail the strategies, values, tools, and models of coaching and mentoring which have withstood the test of time and are being used even by the teacher professional development today from different fields of endeavor. It also outlines key features of coaching and mentoring, highlights a variety of approaches, and seeks to further elaborate their significance in relation to education in exposing the learners to different possible means of learning things in the most effective ways through Coaching and Mentoring Model.

## **3 COACHING AND MENTORING (PRELIMINARY)**

Needless to say, influences take place in different forms and styles and it could be intentional or unintentional. Obviously, coaching and mentoring are both processes of applying influence to mold the learners in ways that would be developmental in nature. This is why it is so fascinating to figure out what kind of relationship operates between someone who influences and the one being influenced toward a common goal of gaining the desired outcome of learning. No wonder why Coaching and Mentoring in the field of businesses particularly in the field of education are being valued and exercised by a relevant large number of people in different professional arenas. Shifting from conventional ways of learning to modernistic approaches seems to be the focal point of interest in today's educational system. One may argue that there is a tin hairline that divides the two. Others may not see the importance of understanding their relationship and exclusivity, in fact, there are some who sincerely think that these two are mutually exclusive. Meaning to say coaching and mentoring can't be tactically implemented in one given point in time having the same person to coach and mentor the same group of people. However, to someone who is venturing in applying these two approaches in learning, s/he must gain a deeper sense of knowledge about the differences and commonalities of Coaching and Mentoring. Both play a vital aspect in the learning process which has desirable result in the end. Moreover, we have to know what we mean by these two terms in order for us to understand it better and be able to use it effectively.

## **4 DEFINITIONS (HOW COACHING AND MENTORING RELATE TO EACH OTHER)**

Mentoring is an indefinite, relationship based activity with several specific but wide ranging goals. It does not have to be a formal process. The mentor is a facilitator who works with either an individual or a group of people over an extended time period. The agenda is open and continues to evolve over the longer term. Mentoring seeks to build wisdom – the ability to apply skills, knowledge and experience to new situations and processes. On the other hand, the Coaching focuses on very specific objectives within a set of period of time. Coaching is mainly concerned with performance and development of certain skills. It usually takes place on a one-on-one basis and has a very specific purpose. There is usually a planned program with a much shorter timeframe than in mentoring, so learning goals are usually determined advance (Cima,2008).

Such vivid definitions and descriptions of Coaching and Mentoring would probably be

enough to suffice our longing to grasp a better understanding of their differences and shared similarities. Nevertheless, it would be better if I will present more ideas as to how these two are being understood by other practitioners to solidify our own understanding of these two. Here are some simple and short definitions and descriptions rendered by some people from different professional fields. Clutterbuck, (2007) said that coaching is a process by which the coach intends to use his wisdom to bring to the consciousness of his coachees the ability and potentials residing within themselves.). Whitmore, (2009) ; Downey, (2014) agreed with that coaching is the process by which the coach is trying to unlock the potential of his coachees to maximize their own performance. It seeks to help them to learn rather than to teach them.

Another firmed definition of Coaching and Mentoring is provided in the Welsh Government's Framework for Mentoring and Coaching based on the CUREE (Centre for the Use of Research an Evidence in Education) model. For them, Coaching is a structured sustaining a process of enabling the development of a specific aspect of a professional learner's practice while Mentoring is being concerned with growing individual in his or her professional and personal life. They consider mentoring as a wider relationship compared to coaching simply because mentoring addresses issues beyond the acquisition of specific skills or competencies. (Lilywodraeth Cymru Welsh Government, 2014). In a nutshell, coaching focuses more on achieving specific set goal and it takes place usually within a period of time preferred both by the coach and the coachees. On the other hand, mentoring intentionally follows an open and evolving agenda addressing a wider range of issues. In coaching learning is focused on abilities while mentoring is focused on attitude(Cima,2008). Both are essential components of development in relation to learning and also honing one's qualitative traits. Though coaching and mentoring can be exhibited exclusively of each other, one must realize that these two learning approaches can be supplementary of each other, and therefore, can be effective means to achieve the desired development.

## **5 DIFFERENCES AND COMMONALITIES**

Let us explore and understand their differences and similarities as we look at some vivid descriptions presented a professional in the arena of coaching and mentoring. Abiddin, (2006) explained that there are several similarities and differences in the main issues involving mentoring and coaching. He said that both mentoring and coaching are related to the self- development, professional growth and career development of the mentee/coachee. He further adds that to establish the approaches, care must be taken to ensure that each person understands the limits or boundaries of the relationship. Indeed, it may be as important to indicate that there is a way out of the relationship as it is to encourage its development in the first place. Supervisory approaches vary and depend on the people involved, the place of meeting and the terms of the relationship. Not only do mentors/coaches have to play their roles but the mentees/coachees too, and all this must be placed within the specific institutional context. In view of this statement, let me carefully present the definition and description of mentoring and coaching, their differences, relationship, and overlaps. It is no surprise to understand that this two mighty overlap knowing that at times to intensify the process of developing somebody it requires an extension and expansion of the learning perimeter. One must understand that these two are not in competition rather they are very much compliment of each other. Yes, it is possible to value or highlight one over the other depending on the need and set objectives, but one should not treat these two as insensible rivals knowing that both can be of great advantage to someone helping somebody to explore, learn, and develop. To simply put, one can implement both coaching and mentoring as the situation dictates.

## **6 COACHING AND MENTORING APPROACHES**

As what we can observe through the lens of our experiences, strategies come in different forms, styles, and approaches. The context as an all encompassing determining factor as to what particular teaching model should be used is something that the Educators should be concerned about and put in their priority lists. In context we see the need and the actual and possible responses of an individual or a group of people who are under our supervision. When it comes to Coaching, approaches have embedded demands to be considered in order to achieve the set objectives. Coaching and approaches are inseparable. So in here, these two words are joint together 'Coaching Approaches' is seen as one.

There are many coaching approaches we can present depending on the given context or should we call field of profession. Generally, the approaches can be contextualized depending on the given need and its effectivity. For instance, there are types of coaching which can be regarded as approaches. (1) Peer-coaching approach; (2) Person-centered approach; (3) Appreciative practice approach (4) Solution-Focused coaching approach (5) Team coaching approach and (6) Instructional coaching approach.

Each of these is useful and can be effective as a coach wants to address the present need of his coachees. To further explain each of these, let me give more details based on how these approaches are explained:

The first one is Peer - coaching approach. In a general sense, this particular coaching approach is a bit privy in nature. It has an intimacy where the coach and coachee sustain their responses of teaching and learning on a level of confidentiality. In short peer-coaching is considered as a confidential process through which two or more professional confreres work hand-in-hand to explore, learn, and develop new set of knowledge and skills necessary to better their performance which involves productively addressing the problems they face as they accomplish their professional tasks leading them to be successful individuals. Queensland Government, (2012) gave a vivid description of peer-coaching as an interactive process where responses are being reciprocally provided between to or more professionals. This interaction provides a conducive atmosphere of learning where everyone has the opportunity to share successful practices through collaboration and reflective practice, act as a problem-solving vehicle, reduce isolation among the teachers, create a forum to directly address instructional problems, and receive support and assistance to empower new teachers in their practice. In peer coaching the possibility to have a better understanding of best practices in relations to better articulated curriculum is seen and can be indeed realized. In fact, peer-coaching has brought great impacts in the overall development in teaching and learning in schools (Becker, 1996). Furthermore, peer-coaching also provides the kind of mechanism through which teachers can deepen their knowledge and develop their skills from workshops. The teachers as they consider each other a coach in the context of peer-coaching have the chance to try out new teaching strategies learned in a workshop and then get honest feedback from each other as to how these strategies can be effective in their own respective actual classrooms. Since peer coaching provides this kind of mutuality, the teachers can also internalize about the teaching strategies they have learned, and later on, be willing to take part in professional discussions to further improve whatever learnings they have which can be beneficial to others. Through this kind of learning environment and follow-ups, the teachers have the privilege to share their new ideas which ensure the transfer of learning to others. According to there should be peer-coaching approach to be able to evaluate teachers in a peer review process which should be a separate and distinct evaluation. Evaluation through peer-coaching is not allowed to many unions that's why it becomes partly controversial. The "New Unionism" gave a way for peer review to be considered as a way and process of increasing teacher responsibility in schools. However, one must realize that peer-coaching programs could create an environment suitable for peer review. Normally, the use of peer-coaching has been for new teachers who have just plunged themselves in the arena of teaching with fewer than 3 years of experience. Based on research on induction programs, it has been discovered that beginning teachers benefit more from a formal and structured induction team approach than from informal process of mentoring (Klug & Salzman, 1991) Peer coaching has typically functioned as a process of collaborative planning, observation, and feedback, rather than serving as a formal evaluation or review, in order to enrich the process of implementation of instructional techniques and curriculum (Ackland, 1991).

The second one is the Person-centered approach. This approach focuses on the needs of the individual being coached. It entails the need to listen, question, and eventually respond to their needs. So one can define this approach in coaching as a process in which the coach must be personal in dealing to his coachee's needs encouraging them to explore and work with their coach as they themselves learn and develop their own plans, ideas, and conclusions. There are five facets in this approach as follows : (a) Individuals have different ways of learnings shaped by their experiences (b) For learning to take place, the learning must be something relevant to the learners (c) Not only that, the so called non-directive learning is said to be most effective when it comes to commitment for

change and demands given by the coach to encourage personal reflections (d) Learners are most likely to learn when it is done in a trusting, friendly environment, and not when ideas are given by force, and lastly, (e) Ideas must be relevant to the individual's issue at hand in order to encourage open-mindedness as they explore and welcome new set of ideas. (Rogers & Rogers,2012).

The third approach is the Appreciative practice approach. Obviously, this process of coaching highlights the importance of and the need for appreciation inquiry as a desirable reinforcement for the coach to achieve whatever it is s/he believes his/her coachees are capable of achieving. This appreciation inquiry focuses on positivity instead of negativity which results to a more conducive atmosphere of learning in the spirit of encouragement. Cooperrider, & Whitney, (2005) claimed that there are a number of principles on which the concept of appreciative practice is based, and these are:

- 1) Inquiry is inseparable from action – Asking good questions that invoke changes and that would eventually make a big difference.
- 2) The stories we tell are important – It is the framing and reframing of how a coach tells his story of success that would dramatically impact his coachees seeing his story as useful and positive.
- 3) Positive images of the future lead to positive action – Helping the coachees imagine a better future that they can possibly create in their minds and sooner or later realize this.
- 4) Positive questioning creates more long-lasting and effective change – Asking appreciative questions such as, what are your strength? What do you do well? etc. might encourage the coachees all the more by realizing how potential they are in achieving the success they want.

Along with these guiding principles are the four D's which has been so useful to many coaches specially when dealing which change. These four D's are considered as stages in playing out any positive-desirable change. (a) Discovery- The stage where one has to find out more about the issue, people involved, their relationship and feelings about it, (b) Dream- Asking honest question as to what the coachee's visualize and the potentials s/he possesses to achieve it, (c) Design- The phase where intense focus on creating actions in relation to achieving the set goals must be done, and lastly the (d) Destiny- The phase where the coach and coachees have to know and understand how to maintain the changes making sure they are sustainable. Since appreciative inquiry endorses collective efforts between a coach and his coachees, each stage plays a very important role in the entire process of achieving the developmental growth the coach and the coachees want to realize.

The fourth one is the so called Solution-Focused coaching approach (SF). This approach gives so much weight on the coachee's shoulders. It means that the coach responsibility has a wide range of demands to be able to respond to the needs of his coachees of providing the solutions they need for their issues and problems. This is also known as (SF) is an adaptation of a therapeutic model that came from the Milwaukee Institute of Solution Focused Brief Therapy where Steve de Shazar, Insoo Kim Berg and their colleagues cited in Brent and Dent, (2015) practiced what was then a radical approach to therapy. There are some basic assumptions and principles underlying the SF approach to coaching. They argue that the coachee has all the necessary resources to change. This Change is said to be happening all the time and it is the responsibility of the coach to identify and amplify useful change. In relation to achieving desirable change, one must understand that there is no one 'right' way of looking at things which means different views may fit the facts just as well. Challenging the assumptions and perceptions is the job of the coach. Furthermore, detailed understanding of the 'problem' is said to be usually little help in figuring out the needed solution for the problem. Speaking of dealing with problems, it is also an emphasis to understand that no problem happens all the time and that changes, regardless how small it can be is still an achievement specially if it is in the right direction which as result can be amplified to great effect. It is also of great importance to stay solution focused, not solution forced specially that the coachee should be able to imagine what a preferred future might look like (Brent and Dent, 2015).

The fifth one is what we call Team-Coaching Approach – By its title, one can easily figure out that this approach in coaching has a high value on team efforts. Team-coaching approach is

a learning process wherein a group of individuals work together to achieve a common goals and/or objectives. It is of utmost importance for individuals to understand how to work together in solving problems since as a group differing possible views in relation to variety of angles are available. Along with these approaches in coaching are values being held with mutuality and camaraderie between the coach and his coachees. In short, these coaching approaches are not devoid of essential values that sustain the coach-and-coachee relationship. Values that give meaning and purpose to coaching approach the coach desires to exhibit to carry out whatever developmental configurations he wants his coachees to realize. Since coaching has something to do with working effectively in the context of a team or should we say group of people, relational values are given a high degree of importance. In the words of John Maxwell, a well-known author in leadership, for the dream to be realized in necessitates teamwork (Maxwell, 2014). In relation to this Team coaching approach in coaching, here are some of the most important values a team should mutually exercise among themselves as the coach leads them to achieve their common goal. There must be Clarity, Supportiveness, Confidence building, Mutuality, Perspective, Risk, Patience, Involvement, Confidentiality, and of course, Respect (Holliday, 2016).

These values in team coaching approach are all reasonable to be contextualized in any given scenario which requires coaching set of individuals who are meant to work as one having the same objectives. They are realistic and can be laid out in a manner that is cooperative between the coach and coachees, and of course, among the coachees themselves. These coaching values should be cultivated with a deep sense of intentionality in order to achieve the goal and acquire the development both the coach and coachees long for. What is something fascinating as we dissect this approach in learning in connection to the Thai EFL teachers is that these values can also contribute to the developmental learnings the Thai EFL teachers can possibly incremented. Since coaching plays a very important role, and in fact, contributes a lot to the entire process of teachers professional development, the supervisor who acts as a coach and the Pre-service teachers who stand as the coachees can also exhibit many of these values, if not all, in order for them to maximize each other as they target the desired learning outcomes.

Lastly, the Instructional Coaching Approach – This is a research based approach wherein there's an interpose of instructional ideas which provides the necessary assistance to implement the kind of change that would improve curriculum, programs and even personal professional skills. It has been said that this approach is a proven support to both teacher development and student as they achieve the desired learning outcomes. According to Hanover Research, (2015)\_this particular coaching approach requires an ongoing process banking on a high-quality professional development to provide the necessary effectivity and development of coaches. Since coaches are basically chosen based on their own success in their respective fields, the Professional Development should focus on practices for teaching adults, developing communication skills, and also to boost the expertise when it comes to the instructional approach. Schools can be supported by this instructional coaching approach when it comes to their implementation of new teaching practices and can have it in a sustainable way ensuring that these teaching practices can be realized with fidelity, being systematic, high-quality implementation which aim is to ultimately improve the student achievement in schools (Devine, Houssemand, & Meyers, 2013)

Interestingly, Knight, (2009) declared that the principles on which instructional coaching is based on the followings:

1. Equality: There is a great value given on equality since the relationship between two equal professional peers operates in this realm of equality that both of them enjoy. Their equality, the coach and the collaborating teachers, add equal value to the entire coaching process.
2. Choice: It is the teacher's responsibility to choose what to learn and how he/she should learn it. This shows us that the instructional coaching is tailor-made which addresses the actual needs of individual as a teacher continues teaching while being in the driving seat of his or her own development.
3. Voice: The good thing about partnership is that every voice, opinion,

perspective and point of view is welcome and given appropriate importance. Because of this learning environment, teachers have the freedom they enjoy as they express their views about the content and methods being learned and also discovering their own voice in relation to the learning agenda.

4. Dialogue: In this partnership, everyone operates in the realm of mutual respect as they learn not to impose or dominate. Instead, as partners they engage in exploration and conversation as they learn together. There is an open and genuine communication in the form of dialogue as they share their thoughts and reflect about the material that they need to learn and applied.

5. Reflection: There is a keen process of reflecting and thinking first before choosing and finally adopt any ideas. Engaging in a reflective dialogue helps the teachers to be reflective in their approach as they make choices in relation to their teaching practice.

6. Praxis: This is a very important phase of the instructional coaching since the teachers are encouraged to go beyond their reflection as they put into practice their learnings into actuality of their daily working life. This is at the very core of the approach since the focus of instructional coaching is to develop the teachers how to translate their learning on the actual classroom life.

7. Reciprocity: Since there is the element of partnership here, all partners are expected to benefit. Meaning to say, the coach learns alongside the teacher and vice-versa.

As one tries to understand how these different approaches are being exhibited in the field of education, it is not a remote possibility to discover the fine line that separate them from each other. Though each of these approach highlights something that it values, it is still conspicuous that they all bank on to something relevant to one's personal-professional development. It all depends on how the coach would maneuver things as s/he tries to understand the individuals who are under his/her supervision and the context they are coming from. The needs are also contributing factors as to how the process of coaching should go. One may opt to implement 2 or more approaches or just simply stick to one depending on the needs arising along the process of coaching.

## **7 COACHING AND MENTORING MODELS (CMM)**

According to Cortez, (2017) stated that coaching and mentoring model is a framework, how to do coaching. As a framework it serves as the under lying structure that one can use when he or she is coaching someone. There are numerous coaching models we can find and are available presented in different materials. It is no wonder because there are lots of coaches out there in different professional fields and arenas seeking to address the needs of many to be coached so they can be successful in the professional fields or any arena of interest they love to be in. Two of most common coaching models being used today and, in one way or the other, have been contextualized and reformed are the GROW Model, GROWTH Model and SMART Model. Whitmore, (2002) investigated that the Grow Model emphasizes about the word G-R-O-W as follows :

1. Goals : Identifies and clarifies the type of goal through an understanding of ultimate goals, performance goals and progress goals along the way.
2. Reality : Assesses the current situation in terms of the action taken so far.
3. Options : Identifies the possibilities and alternatives.
4. Will : Provides understanding of what has been learned and what can be changed to achieve the initial goals.

In addition to, Gollwitzer (1999) agreed with Whitmore (2002) about the GROW model and supported the value of emphasising the 'Tactics' and 'Habits' steps in goal attainment, and these steps have been incorporated into the Growth Coaching model as follows :

1. Goals : Identifies and clarifies the type of goal through an understanding of ultimate goals, performance goals and progress goals along the way.
2. Reality : Assesses the current situation in terms of the action taken so far.
3. Options : Identifies the possibilities and alternatives.
4. Will : Provides understanding of what has been learned and what can be changed to achieve the initial goals.

5. Tactics : How and when can be changed to achieve the initial goals.

6. Habits : Achieve the goal and sustain the success.

While the Smart Model as Linde, (n.d) claimed that it is known as the user-friendly coaching method focuses on the indicators through which success is seen as nearest possibility. While the Smart Model, known as the user-friendly coaching method focuses on the indicators through which success is seen as nearest possibility. These indicators are the Specific : Measurable : Something that can be measured both quantitative and qualitative, Attainable: Something that is possible to achieve, Realistic: Something that can be realized, and Time-bound goals or objectives: Something that can be achieve and is relevant to a a given context.

As one would expect, there are different needs to be addressed when it comes to developmental learning whether it is personal or organizational. Since coaching incorporates different fields of knowledge and skills, one can decide to adapt and adjust (Contextualize) an already existing coaching model (Like that of Grow or Smart Coaching Models) or design and develop his own coaching models depending on the given context where coaching is an ever increasing demand. All it takes is a keen sensitivity on the real and felt needs, and of course, the responses of the target individuals which in one way or another may shape the coaching model one would like to apply on them. However, it is a reality that being intentional in creating the model of coaching from scratch is indeed eminently challenging since it is also a given fact that circumstances change and at times so drastic. Perhaps, that's why many would argue that one size doesn't fit all. In some cases, practitioners of coaching models that Brent and Dent (2015) investigated as follows:

1. ACHIEVE model : A-C-H-I-E-V-E stands for the meanings as follows :

1.1 Assess current situation : The coach establishes rapport and begins the

dialogue, using open questions. Clients become aware of their current situation and quite often start to recognize behavioral patterns that hinder success.

1.2 Creative brainstorming of alternatives : How often have you experienced that feeling of being stuck in a situation, with no apparent options to escape it? All too often that leads to.

1.3 Hone goals : Let the coachee focus on specific goals instead of general ideas about what they want to acquire.

1.4 Initiate options : Help the coachee learn how to create new and different options and not just the ones they've always been opting for.

1.5 Evaluate options : There must be evaluation of options taken and the implications of these options.

1.6 Valid action programme : The coachee has to learn how to reflect on specific actions they wish to do and be able to figure out the kind of commitment in pursuing it.

1.7 Encourage design momentum : Let the coachee be encouraged that the actions they take are sustainable and in progress.

2. OSKAR model : O-S-K-A-R stands for the meanings as follows :

2.1 Outcome : What would the coachee want and how would that be like?

2.2 Scaling : How far did they reach from where they were and where they are now?

2.3 Know how : What's is effective as of the moment?

2.4 Affirm and action : Appreciate what is already working and know what is necessary next step to be taken?

2.5 Review : Knowing what is better and how did it happen?

3. CLEAR: C-L-E-A-R stands for the meanings as follows :

3.1 Contract : Understanding the range of commitment with the coachee on time, role, rules and expectations.

3.2 Listen : Listen to the coachee to help them develop understanding and awareness of their own issues.

3.3 Explore : Asking probing and challenging questions to the coachee to get deeper and help them be able to aware of their own assumptions, judgments, and biases.

3.4 Action : Knowing what next steps to be taken and how will the coachee do it?

3.5 Review : Asking questions focusing on what was valuable and helpful to the coachee and what could have been done differently.

4. PRACTICE: P-R-A-C-T-I-C-E stands for the meanings as follows :

4.1 Problem identification : Know what the real and issues of the coachee and how would they want to be helped.

4.2 Realistic relevant Goals : The coachee need to have realistic goals which are relevant to their issues.

4.3 Alternative solutions generated : Help the coachee identified and generate different solutions or possibilities.

4.4 Consideration of consequences : Let the coach reflect on the implications and possible consequences of their own proposed solutions and options.

4.5 Target most feasible solutions: Help the coachee identify options that most probably be effective.

4.6 Implementation of : Actual implementation of the proposed options.

4.7 Chosen solutions : Implementation of the solutions that need to be applied.

4.8 Evaluation : Evaluation and review of the actions taken and the coachee try to understand the consequences and results.

Thomas & Smith, (2004) ; Allison & Harbour, (2009) explored the coaching model as STRIDE when the coach uses the questions to reflect teachers' teaching for finding the solution. STRIDE : S-T-R-I-D-E stands for the meanings as follows :

1. Strengths : awareness of the colleague's or student's strenght.

2. Target : agree a focus and challenge to work on.

3. Real : agree the present reality and what things need to change .

4. Ideas and option : help the student/colleague to weigh up the options.

5. Decision : decide which is best and commit to action.

6. Evaluation : what has happened, over time, as the result of the commitment .

Bennett, (2013). also explained about coaching model that include six components or elements as follows :

1. Teacher and coach co-planning a lesson.

2. Teacher and coach co-teaching a lesson.

3. Coach uses of reflective questioning.

4. Coach demonstrating (modeling) a specific teaching strategy.

5. Debriefing a lesson.

6. Coach observes teachers' teaching a lesson.

These are also recognized by many as key models and approaches for coaching. All these models are useful depending on the given contexts of coaching. They may vary when it comes to their usefulness due to differing needs and responses between the coach and the coachees, still a coach can choose to utilize any of these depending on what pragmatically useful in his coaching context. Since these key models are actually acronyms, let me present them in a more vivid way. Though coaching models may differ in approaches, methodologies, focus and values, these models have a shared common spectrum of prospections such as, the establishment of a relationship that's built on trust, authentic communication and confidentiality, the formulation of client-based upon goals and expectations, and of course, a deep questioning and learning in relation to people's goals (Cortez, 2017). These models which we may consider conventional come along with numerous approaches. All are framed based on the given context and nature of developmental learning a coach would want to accomplish. In the other hand, approaches may differ in some areas but ultimately share the same sentiments and commonalities in trying to achieve it set goals. Some of these approaches are known to be peer- coaching, person-centered approach, appreciative practice, solution-focused approach and instructional approach. For all informative above that I expand the thought of each of these and present key aspects they try to value to be the guideline of the thought for creating the effective coaching and mentoring model (CMM) that I will describe later on.

Finally, effective coaching and mentoring model (CMM) for teachers should, which involves the improving performance and help the teachers have the positive outcomes. Thus I will design the coaching and mentoring approaches including the coaching and mentoring model (CMM) with all guideline above in the essences of differences and commonalities to be SAIFON Model which engages the Thai EFL teachers in meaningful learning experiences and enhancing teaching competency of Thai EFL teachers. For my study, I adapted from essences of differences and commonalities to be the six processes as SAIFON Model : Surveying teachers' needs, Associating with a plan, Instructing teaching demonstration, Feedback to teaching demonstration, Observing teaching in the real context, and Notifying problems and Solutions that shown in Figure 1.

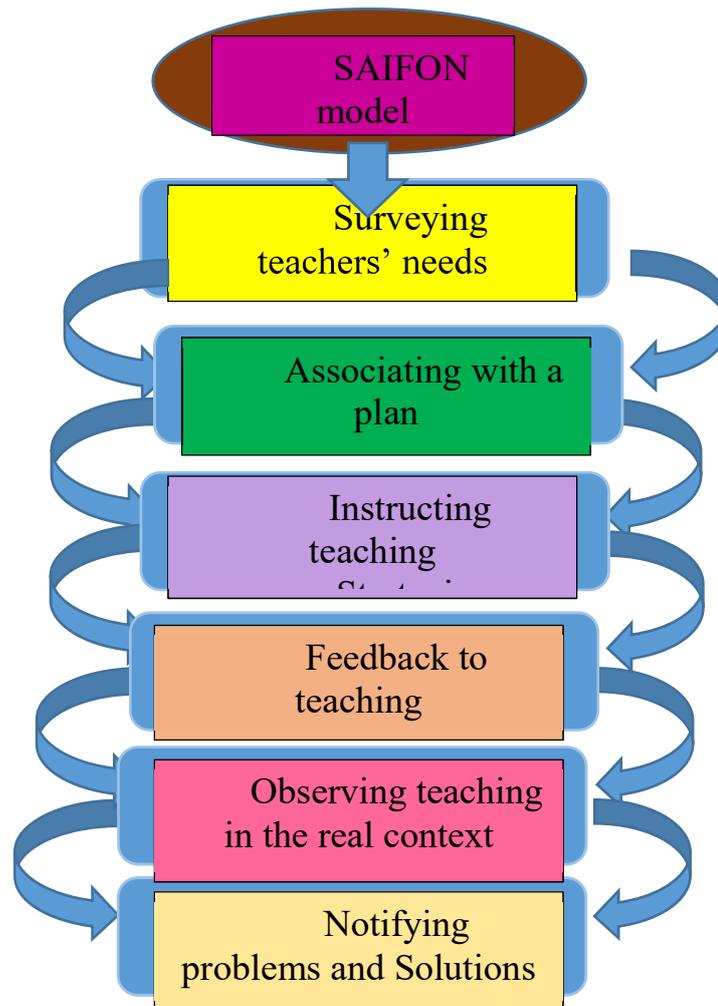


Figure 1: SAIFON model.

All the detail that describes in Figure 1 as follows :

- a. Surveying teachers' needs: I will survey the teachers' need by using the survey questionnaire that concerns with the knowledge and skills they want to improve in their teaching as they plan for the coaching program. I used the data collection and data analysis to be the guideline to create the coaching program.
- b. Associating with a plan: Coach and teachers associate planning for the coaching program by using the results from the survey which necessitates for them to have a participation in the program. In this case I will help the teachers to have motivation and encouragement to at least reduce if not eradicate their stresses.
- c. Instructing teaching strategies: Coach instructs a specific teaching strategy, trains the teachers using the teaching strategy for the coach to be the role model for their professional development. In this component, teachers will design the teaching strategy and lesson plan after the

coach had demonstrated specific teaching strategy already. Later on, the teachers will design the lesson according to the knowledge they gained from the program and eventually demonstrate the teaching.

d. Feedback on teaching demonstration: Coach will give the necessary feedback to the teachers when they attend in the coaching program and do the workshop for teaching demonstrations.

e. Observing teaching in the real context: Coach observes the teachers' teaching a lesson after finishing the coaching program as a mentor to follow-up their development. Coach will mentor the teachers at the real school context by observing the teaching strategy that they've learned from the coaching program.

f. Notifying problems and solutions: Coach and teachers discuss after finishing the observation asking reflective questionings to let the teachers reflect on their teaching and the consequence of their proposed solutions so they can improve their teaching skills all the more.

## 8 CONCLUSION

Learning necessitates influence. As clearly presented above, effective learning demands a necessary amount of influence. Influence as we know comes in different forms. Professionals from all walks of life in one way or another had been dramatically influenced by someone before they became successful individuals. SAIFON Model is an effective ways how to help the learners appreciate and develop the skills set they possess. Obviously, there are tons of benefits one can possibly get as he or she undergoes coaching and mentoring process. To name a few, SAIFON Model can help individuals to have that sense of self-awareness about one's potentials and how these potentials can be developed all the more to a greater degree of asset which eventually be beneficial to others, improve the ability to solve problems as one tries to address the needs in whatever field he or she is in, develop good behaviors and desirable attitudes as an individual endowed with so much to share to others, acquire necessary set of knowledge and skills that are practically useful to achieve success, build good camaraderie and establish partnership with other people as we continue our venture in the field we have chosen, and also boost confidence in facing head on the challenges that must be overcome to accomplish greater things. In the field of education particularly learning and teaching another language like that of English, SAIFON Model could be of help to the beginning teachers to improve their set skills as educators who are willing to pay the price of true success. Both have a wide range of serviceability in the field of education particularly in the area of developing the teaching skills of the English teachers who are newly deployed to different educational fields whether in the schools or in the offices where teaching comes in different conformations like trainings and seminars. Though coaching and mentoring differ from the way they are practiced, both have a very intertwined overriding objective, and that is to help the learners know their potentials and understand how they can develop their skills and be able to be successful in their own respective chosen careers.

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