MODELS OF PROFESSIONAL LEARNING PRACTICE FOR 21st CENTURY LEARNERS, FOCUSING ON LANGUAGE LEARNING

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Abstract

The study purpose was to get models of professional learning practice for the 21st century learners. Three groups of learners were divided: learners as non-language learners (LG1) practiced achievement language learning as professional, learners as language teachers (LG2) practiced learning how to teach LG1 reaching their goals, and a learner as a researcher (LG3) practiced learning how to enhance both LG1s and LG2s reaching their goals at their own pace. To get models, the research *"Enlightening action research makes my life easier in my 21st century workplace"* was used as knowledge foundation of action research concepts (Songsiri: 2015) and seven English training projects were used as tools to investigate how the learners practiced achievement learning as professional. The projects were as follows: Project 1: How to write an abstract, Project 2: English conversation for beginners, Project 3: English conversation for intermediate level, Project 4: English conversation for advanced level, Project 5: English conversation for engineering students, Project 6: Job application, and Project 7: Standardized tests.   There were two step for collecting data: Step 1: Action research in action (goal-setting, focus and investigate) to get real and current situations to set the goal, Step 2: Action research procedures (plan, act, observe, reflect, revise and report) to investigate how LG1, LG2 and LG3 practiced achievement learning as professional. The research showed that the achievement learners reached their learning goals as professional by using the following model: Professional knowledge (1. Know yourself and others, and know how they learn 2. Know contents, 21st century skills and how to learn), Professional Practice (based on Neuro-Linguistic Programming (NLP), Passion-Based Learning (PBL) and Action research concepts), and Professional Engagement (Find more opportunities to join the real professional situations).

Keywords: Professional learning, 21st century learners and skills, Action research concepts, NLP, P

INTRODUCTION

Because of the beginning of AEC community in 2015, ASEAN countries started to create various activities to move their countries forwards including Thailand. We, all Thai people, also pay much attention in preparing ourselves to get ready in rapid changes. One of important obstacles we met is people's English ability, especially English communication skills. Therefore, to solve this problem the Thai government gave huge grants to improve them. Our workplace was one of universities to get these grants. As to reach the Thai government policy and to make use of the money to improve people's language ability in our university, academic planning administrators, the head of Social and Applied Science Department, colleagues of

Languages Departments of the College of Industrial Technology and I as a teacher and researcher met, discussed and planned together about how to improve people's language ability in our university and made use of the huge grants efficiently and effectively as much as possible. Moreover, at present, several industries and enterprises need graduated students to work as professional. Why don't we apply the aspects of working as professional into learners' professional language learning? As results, seven English training projects to improve students' language learning outcomes were designed. We investigated how learners practiced learning to reach their goals at their own pace as professional. Action research in action and action research procedures were used as methodology to help us to reflect and revise people's learning outcomes better. To get

models, task-based learning, each learner's real-life situations, the research (Songsiri: 2014) "Enlightening action research makes my life easier in the 21st century workplace" and seven English training projects were used as knowledge foundation and tools to investigate how 21st century learners practicing learning how to learn to reach their goals at their own pace as professional. All seven English training projects provided were free (see all course descriptions in Appendix 1). Projects 1, 5 and 6 were designed for Learners (LG1: engineering students) studying in the third and fourth year of bachelor program. Projects 2, 3, 4 and 7 were designed for Learners (LG1: technical teachers and officials from various departments of KMUTNB). There were two steps to get data. Step 1. Action research in action: Goal-setting; providing English training projects to improve people' language ability and conducting action research to evaluate and develop programs. Focus: Learners (LG1, LG2 and LG3) were focused. All of us acted as 21st century learners practicing learning how to reach our goal at our own pace as professional. Investigate: how the learners (LG1, LG2 and LG3) practiced learning to reach their goal at their own pace as professional. Step 2: Action research procedures were used as a process of learner's self-reflection to reach individual goal at his/her own pace as professional. Plan: Learners (LG1), planned to practice learning how to learn best. Learners (LG 2) planned to practice learning how to help students and participants to reach language goals at their own pace. A learner (LG3) planned to practice learning how to conduct action research and to support learners (LG1 and LG2) to reach their goals at their own pace. Act: All learners (LG1, LG2 and LG3) practiced learning how to act following the plan. Observe: All learners (LG1, LG2 and LG3) practiced learning how to observe interesting events happened while acting. Reflect: All learners (LG1, LG2 and LG3) practiced learning how to analyze what happened by asking "what, why and how" to change better. Revise: All learners (LG1, LG2 and LG3) practiced learning how to change better. Report: All learners (LG1, LG2 and LG3) practiced learning how to discuss and exchange experiences and knowledge together. In this step, there were two cycles. In Cycle 1, data were collected from projects 1, 2, 3 to get a model of professional learning practice for 21st century learners. Cycle 2 was emphasized on changing for the better. The data were

collected from projects 4, 5, 6 and 7. The essential theories and knowledge were described below.

ESSENTIAL THEORIES BEHIND THE RESEARCH

To get models, the aspects of 21ˢᵗ century learners and the aspects of learning as professional divided in to three parts: professional knowledge, professional practice and professional engagement were described below.

The aspects of 21ˢᵗ century learners (LG1, LG2 and LG3)

In this research, three groups of learners (LG1, LG2 and LG3) were described below.

The aspects of 21st century learners (LG1)

Blair (2012) describes 21st century learners who need to learn contents or technology to support them in terms of problem-solving, decision-making, teamwork, and innovation. I agree with this view because 21st century learners might meet unexpected situations to solve problems. Therefore learners (LG1) should be familiar to 21st century skills to apply them to their real life situations. Thoughtful Learning defines the 21st century skills as learning skills, literacy skills, life skills and new skills for new job for enhancing learners reaching their goals in terms of thinking processes, believing, attitudes and responsibilities for their lives.

Dr. Eaton is an educational leader, researcher, author and professional speaker. https://drsaraheaton.wordpress.com/2011/12/07/21st-century-learners/ describes obviously about 21st century learners as the following: 21st century learners want to have more respect and relevant to every thing they involve. They can learn anything by themselves if they have passion on them. They can access technology and get more knowledge or useful information very easy. These aspects are very important for teachers, researchers or educators to be aware of whenever relating to them.

In this research, learners (LG1, LG2 and LG3) used action research concepts to get learning achievement model. There are two main ideas of action research concepts: action research in action and action research procedures which were related to 21st century skills described in Appendix 2. In the

research, the significant aspects of learners (LG1) were the following. They preferred learning their own relevant contents and could access more knowledge very quickly. Teachers should act as coacher, encourager, helper and facilitator to help them to reach their goal at their own pace. The teacher should teach less because they wanted to practice more. They also preferred learning to short models for further developing and applied new knowledge to their own situations. David Wells argues that technology devices are very useful for learners but they are not the main goals of learning. In my research, I noticed that learners (LG1, LG2 and LG3) used internet or technology devices for their own purposes. They used them to support their learning goals. I as a teacher and researcher realized that 21st century learners (LG1) are very different from the past. As results, learners (LG2 and LG3) should be aware of how to response, to teach, or to conduct research about them appropriately.

The aspects of 21ˢᵗ century learners (LG2)

At present, learners (LG1) are different from the past. Therefore, the aspects of learners (LG2) should be adjusted or changed as well. Fifteen characteristics of 21st-century teachers (LG2) should be recognized described as follows: "Learner-Centered Classroom and Personalized Instructions, Students as Producers, Learn New Technologies, Go Global, Be Smart and Use Smart Phones, Blog, Go Digital, Collaborate, Use Twitter Chat, Connect, Project-Based Learning, Build Your Positive Digital Footprint, Code, Innovate, Keep Learning," (Tsisana Palmer: 2015 retrieved from http://www.edutopia.org/discussion/15-characteristics-21st-century-teacher. In my research, I as a learner (LG2) tried to enhance learners (LG1) to reach their learning goals at their own pace as quick as possible by using any approaches. Learner-Centered Classroom, project-based learning and Personalized Instructions were parts of them to be focused. I used smartphone and introduced learners (LG1) to look up meanings and how to pronounce new vocabularies. Action research concepts supported me to create activities and made me keep learning. I assumed that these aspects help me to practice learning how to teach as professional.

The aspects of 21ˢᵗ century learners (LG3)

In the world changing rapidly, learners (LG1 and LG2) could learn and access news and knowledge very easy with their finger tips, therefore learners LG3) had to adapt and change their views towards language learning, teaching and conducting research as well. Skills for 21ˢᵗ century researchers retrieved from www.britishcouncil.org/going-global/programme/sessions/skills-21st-century-researchers were described the following: "As research and innovation drive forward countries across the world, this session explores the skills needed by researchers for impact at international level, and examines the policies and mechanisms supporting their professional development.

In this research, I as a learner (LG3) used and applied Australian professional standard for teacher (APST) and action research concepts to obtain models of professional learning practice for 21st century learners, focusing on language learning. I also have kept learning and collaborating with Education Global Network by joining international conference to exchange and share knowledge among educational scholars from various countries. In doing so, I hope that these models could enhance learners (LG1, Lg2 and including me as LG3) to reach our goals as professional. Theses aspects might be parts of why LG3 practicing learning to enhance both LG1 and LG2 to reach their goal as professional.

The aspects of professional

Wikipedia describes professional as 'a member of a profession or any person who earns their living from a specified professional activity.' Professional in my research referred to each learner (LG1, LG2 and LG3) practicing achievement learning in their fields as professional. The learners (LG1, lG2 and LG3) should be trained in different roles. The learners (LG1) practiced learning about how to learn to reach their learning goals at their own pace whereas the learners (LG2) practiced learning about how to teach and help LG1s to reach their goals. The learner (LG3) practiced learning in conducting research to enhance both LG1 and LG2 to reach their goals at their own pace. At present, learning as professional is needed for 21ˢᵗ century learners. We should support learners (LG1, LG2 and LG3) to practice learning as professional. In this session, the aspects of

professional framework adapted from Australian professional standard for teacher (APST) retrieved from http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list divided into three parts: Professional knowledge, Professional practice and Professional engagement were described below.

Professional knowledge for learners (LG1, LG2 and LG3) (See Appendix 3)

In this section, there are two main categories describing about professional knowledge. First, professional knowledge means knowing yourself and others, and how to learn, and knowing contents of learning and 21ˢᵗ century skills. The 21ˢᵗ century skills are divided into four groups: Learning skills, Literacy skills, Life skills, and new skills for new job (See more details in Appendix 2). Professional knowledge for learners (LG1) was focused on knowing who they are or what their language learning goals are and how to learn to reach their goals at their own pace. About contents, learners (LG1) should know the contents of their fields and could apply them into their real life situations by using 21ˢᵗ century skills to help them to reach their learning goals. Professional knowledge for learners (LG2) was focused on knowing LG1s and how to help them to reach their learning goals at their own pace. About contents, LG2s should know and insight the contents of subjects and their fields , extract them into easy explanations or models and use 21ˢᵗ century skills to help LG1s to reach their learning goals as quick as possible. Professional knowledge for learners (LG3) was focused on knowing contents of subjects and various aspects of learning, teaching, researching, and 21ˢᵗ century skills to enhance LG1s and LG2s to reach their goals as soon as possible. Moreover, being opened minded with positive attitudes to learn new things was very important for LG3s. The researcher assumed that the learners (LG1, LG2 and LG3) might use the part of professional knowledge as models of professional learning practice to reach their goals at their own pace.

Professional Practice for learners (LG1, LG2 and LG3) (See Appendix 3)

Learners (LG1, LG2 and LG3) practice learning as professional through self-reflective learning via various learning situations and use positive words

based on NLP (Neuro-Linguistic Programming: "a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behaviour and the subjective experiences (esp. patterns of thought) underlying them" retrieved from http://www.nlplifetraining.com/what-is-nlp/index.html) to self-talk and to program their explicit achievement pictures. Then they used action research concepts to find their own strategies to finish their tasks. The further details were described the following. Learners (LG1) practiced learning as professional. They started using positive words to program themselves to reach their goals. Learners (LG2) also frequently used positive words to encourage LG1 to reach their goals while Learners (LG3) tried to study more about how to use NLP most efficiently to enhance both LG1 and LG2 reach their goals at their own pace. Then they used action research concepts, action research in action and action research procedures, to help them to reach their goals. On step 1, they used action research in action to obtain current real problems, to set goals to solve problems, to focus on the target group, and to investigate how to solve the problems. On step 2, they used action research procedures to plan how to solve the problem, to act following the plan, to observe what happened while acting, to reflect why happened and study more from various sources to adjust, to revise for changing better and to report others how to reach their goals at their own pace as professional. The research assumed that learners (lG1, LG2 and LG3) might use the part of professional practice as models of professional learning practice to help them to reach their goal at their own pace.

Professional Engagement for learners (LG1, LG2 and LG3) (See Appendix 3)

The learners find more opportunities to join the real world. For example LG1 started practice changing better to the other new situations, LG2 were enthusiastic to discuss and share teaching experience with others, and LG3 were more self-esteem to join more international conferences, in the international platforms and might further develop to connect global network for researching in the future. The researcher assumed that learners (lG1, LG2 and LG3) might use the part of professional engagement as models of professional learning practice to help them to reach

their goal at their own pace. The outcomes were shown in the next section. I hope that 21st century learners should find more opportunities to practice learning as professional. I think that the more learners (lG1, LG2 and LG3) practice learning as professional, the better they are as professional in their fields.

DATA PRESENTATION

There were two steps to collect data.

Step 1. Action research in action. Goal-setting: To get models of professional learning practice for learners (LG1, LG2 and LG3) to reach their goals at their own pace. Focus: Achievement learners (LG1, LG2 and LG3) practiced learning as professional. Investigate: How did learners (LG1, LG2 and LG3) practiced learning as professional?

Step 2. Action research procedures. There were two cycles in this step. In Cycle 1, the data were collected from Projects 1-3 and in Cycle 2 the data were from Projects 4-7 to change better.

In Cycle 1, I as a teacher (LG2) and researcher (LG3) used the research "Enlightening Action Research Makes My life Easier in 21st century workplace" as knowledge foundation to gradually understand the thinking process of professional learning by using action research. Projects 1, 2 and 3 were used as tools to investigate and to get models of how learners (LG1, LG2 and LG3) practiced learning to reach their goals as professional.

PLAN

How learners (LG3, LG2 and LG1) planned to reach their goals at their own pace as professional

(The data collected from achievement learners)

Project 1: How to write an abstract.

For a learner (LG3): I as a researcher (LG3) planned to enhance learners (LG1 and LG2) to reach their goals. First, I have to know the main purposes of this course. Then, I created and designed the course. The main goals were to have LG1 know the patterns of writing an abstract in terms of backgrounds, purposes, design and methods, results and conclusion of research, to have LG2 know how to teach LG1 to reach their goal.(Professional Knowledge: Know contents) Therefore, I searched a teacher who had

innovative mind set to teach how to write an abstract and I found the teacher who is not an English teacher but he has a lot of experience in the committee of editorial board in international journals and he also has lot of experience in writing abstracts. I expected that the teacher would have new perceptions of teaching. And I planned to have LG2 and LG1 be familiar to self-reflective learning through action research concepts: Action research in action and Action research procedures (Professional Knowledge: Know LG1 and LG2)

For a learner (LG2): the teacher planned to have LG1 practice writing an abstract by using Google translation. (Professional Knowledge: Know how to teach)

For a learner (LG1): A learner who was the most perfect learner planned to write his own abstract by self-reflective learning. (Professional Knowledge: Know how to learn)

Project 2: English Conversation for Beginners.

For a learner (LG3), A foreigner teacher and I planned and discussed together about the contents. We agreed to teach easy various situations such as greetings, communication strategies in daily life. (Professional Knowledge: Know contents)

For learners (LG2), a foreigner teacher and I agreed that there was only one teaching condition focused on this course: "How do we encourage LG1s to speak with confidence and happiness as much as possible?"

(Professional Knowledge: Know how to teach)

For learners (LG1), there were no any plans because they just began to study in this course.

Project 3: English Conversation for Intermediate Level. The main goals were also to have LG1s be more confident and happy in speaking in terms of asking and answering information in various situations.

(Professional Knowledge: Know LG1 and how to teach)

Act: LG1, LG2 and LG3 followed the plan. (NB. The data shown below were extracted from the learners (LG1) who could most reach their learning goals at their own pace.)

Focusing on Reading and Writing Development

Project 1. Interesting Events

Showing how Learner (LG1, LG2 and LG3) reach their goals at their own pace

Interesting Situation 1: Applying English foundation and technology to help students' learning

LG2 (a teacher): *How to write this abstract by using Google Translation? Please follow me! First, type this Thai abstract in the Google Translation, then focus on vocabularies translated and don't pay much attention in grammar. We can use grammar knowledge to create sentences by our understanding. Look at this sentence,* "ฝุ่นละอองเป็นปัญหามลภาวะสิ่งแวดล้อมทางอากาศที่สำคัญ (Thai Language) Google translation: *Dust pollution is a major environmental air*: It is not correct meanings. So, what should the new sentence be?

(Professional Knowledge: Know contents and How to teach)

LG1: (Silence! And no respond in a while.) I did not know how to write the sentence in a correct order although I got vocabularies in the Google translation. So I should know how to order sentences correctly.

(Professional Knowledge: Know how to learn)

LG2: We can make a new sentence by using some of these vocabularies. The new sentence could be written: Dust is important air pollution. We can check whether most people use the sentences or not by typing in the Google. In the journal, this sentence was written: "Dust is an important problem of air pollution.

(Professional Knowledge: Know how to teach)

LG1:We got Dust, Pollution in the Google Translation. It meant that we could use some vocabularies in the Google Translation.

(Professional Knowledge: Know how to learn)

(LG3's analysis: I as a researcher noticed that the student did not know about how to write sentences in terms of subject and finite- verb. I assumed that if he knows about **types of sentences**: simple, compound and complex sentences, he will create new sentences by his own understanding. This view came up from previous experience (Songsiri:2013)

(Part 1. Professional knowledge: know contents and know students)

Interesting Situation 2: Teacher as a questioner to help LG1 to meet his explicit problems. The student was interviewed by me acting as a teacher (LG2) and researcher (LG3) after the class.

LG2: Can you write your own abstract?

LG1: No! I can't. (He answered immediately.) I'm still unclear about my project. I don't know how to start writing by using Google translation. I know that some vocabularies in the Google translation could be used in the abstract but the grammar might be mistakes. I don't know how to arrange and use words correctly. (He answered immediately.) (Professional Knowledge: Know Myself)

LG2: How do you solve your problems? 1. You have no ideas about your project. 2. You don't know how to start writing. 3. You don't know how to arrange and use words correctly.

(LG3's analysis: The teacher chose questions to explicit student's problems. (Part 2. Professional Practice: Action research in action: Goal-setting; to enhance student to write his own abstract, focus; to have LG1 see his own abstract-writing problems. Investigate: how LG1 learned to reach his goal at his own pace?)

Interesting situation 3: Teacher as a coacher an encourager

LG1: First, I have to be clear my own project. (Professional Knowledge: Know how to learn)

LG2: Good Job! How can you write your abstract in English? How many English books, abstracts or journals do you read?

(Professional Practice: Encourager)

LG1: I can't write the English abstract. Almost not! A few English books were read by me.

LG2: How do you solve your problems? Now you read a few English books and how do you get English ideas to write your own abstract? How about reading more English abstracts relevant to your projects! Would you like to try to read more English Text relevant to your project? You just find your key words about your projects and search in the Google or international journals.

LG1: Try to read more English texts relevant to my project to get English vocabularies to write. OK! I will try. (Problem 1 could be solved by self-reflective learning)

LG2: Well done! You are going to the right track! OK! I give you one week to do as you directed and come back to meet and tell me how progress you are. And how do you start writing the abstract?. (Professional Practice: Teacher's positive responses)

LG1: Use an abstract model as the teacher taught me in the class (Problem 2 could be solved by self-reflective learning): Start with the main purpose of the study, subjects, methodology, results, conclusion, and key words. (Professional Knowledge: Know how to learn)

LG2: Good! See you next week to reflect on what happen to you while doing your tasks. (One question comes up in my mind why he has to do a lot of things as I suggest so I decided to ask him, "Will you do as you mention? Why?"(Professional Practice: Action research in action)

LG1: I promise to do it because I have to do. It's my project. Moreover, I need to develop my English. I would like to communicate with people in English. I would like to work abroad. Now I'm going to graduate bachelors this year. That's it.

(Professional Knowledge: Know Myself)

LG2: Teacher: Oh! I see. That sounds great!

(LG3's Analysis: I realized that teacher's positive response supported student's self-reflective learning.)

(Professional Knowledge: Know LG1 and LG2)

Week 2: How to learn to reach reading goals (After practicing reading English abstract relevant to his project)

LG1: I have some problems. I could not understand the meaning of this sentence. What does this sentence mean? "This research aimed to determine an optimal condition of resistant spot welding process in order to reduce a welding spatter problem. (Wuttipornpun, 2010:1) (Professional Knowledge: Know how to learn)

LG2: Try to understand this sentence again. "This research aimed to (Finite verb) determine an optimal condition (main noun) of resistant spot welding process (main noun) in order to reduce a welding spatter problem(main noun)." Or "This research

aimed to determine an condition of process in order to reduce a problem." (Professional Knowledge: Know contents and how to learn)

LG1: Oh it is easier to understand. Thanks so much! So! Look at this sentence, "This paper is to propose a framework of decision tree-based model of automatic assignments of IT service deskoutsourcing in the bank." (Phomasakha Na Sakolnakorn and Meesad, 2009:19). I understand that "This paper is to propose a framework of decision tree-based model of automatic assignments of IT service desk outsourcing in the bank. Is this correct? Revise to make (Professional Practice: Action research procedures: plan to find another exercise, act doing exercise, observe asking the teacher, reflect, to understand the sentence, Revise to have more understand and Report to recheck with the teacher)

LG2: That's right! Good job! And keep going!

LG1: That's amazing! I love this method because whenever I can't get the main ideas of the sentence I will use 4 important verb rules to analyze the main idea of sentences. Knowing these made me more comprehend types of sentences and be brave to create sentences based on this knowledge. (Practice learning to reach his goal at his own pace as professional)

(LG3's analysis: I realized that Four important verb rules and main nouns to help him to get the correct meaning (Professional Knowledge: Know contents)

Act: Focusing on Speaking Development

Interesting Events we got while teaching in Project 2. and Project 3

Interesting Event 1

LG2 and LG3 (I acted as LG1 and LG2): (Immediately, there was a participant asking me a permission to study in the class. I stopped talking with participants in the whole class and started to ask the participant who came to study late by asking "What's your name?" He replied, "My name is……" immediately without hesitation and then I continued to ask "Why are you late?" He paused for a while and replied, traffic… traffic make me late. At that time I would like to find out something that questioned in my mind but I'm not sure! (Professional Practice: Action research in action: Goal-setting: To know why LG1 can and can't answer the questions immediately. Focus: LG1's Self-reflective learning , Investigate: How can LG1

answer the question?) I continued to ask, "What do you think about climate change?" I noticed that there is no answer except his smiling. Therefore I asked him next questions "What is your name? How old are you Where do you live?" He could answer me immediately without hesitation. Suddenly, I asked, "What do you think about climate change? No respond! Then I continued to ask Why could you respond me the first and the second question immediately without hesitation?

LG1: Because this is my information and I practiced answering these questions hundred times so I could answer immediately without hesitation.

(Professional Knowledge: Know myself and how to learn)

LG2: How about climate change! Why couldn't you answer my question?

LG1-2: Because I don't know the meaning of climate change so I have no ideas about it.

LG2: Teacher: Climate change is about the weather changing into hot or cold very quickly.

LG1: Yes! Yes! The weather change into hot, cold, rain, quickly!

LG2: Teacher: Why could you answer me the second time whereas you could not answer in the first time

LG1: Student2: I could speak because I heard from you and tried to speak out without thinking about grammar mistakes. (Professional Knowledge: Know how to learn)

(LG3's analysis I as a researcher found that encouraging participants to speak English was very important step. When they were encouraged to speak, they had more confidence in speaking English and they started to practice speaking more difficult steps at their own pace as I heard that

(Professional Practice: Know LG1 and LG2)

LG3: Researcher's Analysis

There were two types of data analysis: Learners (LG1)'s attitudes towards language learning, Teacher (LG2)'s response to LG1s. LG1s' attitudes towards learning English (LG1 as participants and officials). I as a researcher noticed that LG1s who successes in their learning trying to finish their goals at their own pace.

Category 1: LG1s' who succeeded in their learning at their own pace would show the following attitudes.

Critical thinking

"I can learn how to pronounce by practice listening to Google in Longdo diction.com and by learning Key to

Creative thinking

"Learning through beautiful songs was wonderful. I could substitute some words in the pattern. For example, I know it's a long road to be better in speaking English, but I will try." (From a HERO song)

Collaborating

"Working in groups enhance me to less embarrassing when I made mistakes." (P9) **Project 3**

Initiative

"Can you expand you course time and would you please suggest me some books I could learn by myself" (P5) "For the next course, I would like to learn about give and take telephone message, How to welcome foreign visitors, briefing job descriptions in various departments."

Leadership

"I plan and help my colleagues to finish our speaking tasks.P3 "

Being professional

"I have more confidence to write correspondence letter in my department in English. That is the first step to improve English in the whole unit"

Category 2: LG1s' who could not reach their goals at their own pace would show the following attitudes.

Providing several reasons to avoid practicing speaking English

Officials as learners (LG1)

"I think English is very important for students and it is not much important for me. However, sometimes foreigners asked me some information. I could not help him. Teachers who are good at English communication helped them instead." (Project beginner: one of officials, participants)

"Oh! I have not much time to learn English because there is a lot of work I take responsibility for my jobs. If I had joined the class, my jobs wouldn't have finished on time." (Project beginner: one of participants)

Having no time to practice

"I speak with comprehension but not much confidence because I have no more time to practice."P… Project 2

Lack of vocabulary

"I can not speak English because of having few vocabularies." (P….)"Idioms and Phrasal verbs made me difficult to understand interlocutors speaking." (P6) Project 2

Lack opportunity to practice speaking English

"I lacked opportunity to practice because I have no foreigners to talk with." P 6 Project 2

Don't know how to pronounce English correctly

"Don't know how to pronounce words, phrases, and sentences correctly." (P1)Project

OBSERVE AND REFLECT

There were two significant main categories obtained from Cycle 1. Category 1 was extracted from Project 1 focusing on Basic English foundations: 4 important verb rules (Songsiri 2013), type of sentences, and a main noun which the teacher and researcher (LG2 and LG3) helped the student (LG1) to reach his learning goals at his own pace. They were as professional knowledge in terms of contents which LG1, LG2, and LG3 should know as English foundation knowledge. The knowledge found in this category would be further developed to cycle 2 for project 7.

Category 2 was extracted from projects 2 and 3 focusing on speaking development: The knowledge found in this category would be further developed to cycle 2 for projects 4, 5 and 6

Interesting event 1: I noticed that learners (LG1) started to be aware of how to learn to reach their goal, especially a student who was a perfect class attendance in Project 1. The more he reflected how to learn, the better he knew his own learning. As you saw he had a lot of questions to ask me the ways to help him to reach his goals. Therefore I as a learner

(LG2) realized that teacher's response to students' question were one of the main factors to encourage students to learn better. The most successful learning outcomes came from the LG2 response in terms of coaching, facilitating and encouraging to LG1. The more LG1's and LG2's self-reflective learning and teaching, the more they have successful learning outcomes.

Revise: LG1, LG2 and LG3 helped together to revise for changing better. All LG1, LG2 and LG3 helped together to change better. All of them realized that each of learner should have more the practice learning as professional. They should have more knowledge about learning as professional. There are three parts: Part 1. Professional Knowledge; Category 1: Know myself and others and how to learn, Category 2: Know contents (subjects, 21st century skills to increase their professional knowledge). Part 2 Professional Practice: all of learners (LG1, LG2 and LG3) realized that only knowing knowledge was not enough practice processes might be promote them develop very fast. However, learners' attitudes towards their learning were also very important for them. Action research concepts were also thinking processes to help learners change for better. There are two steps. Step 1. Action research in action (goal-setting, focus, investigate) Step 2. Action Research Procedures (plan, act, observe, reflect, revise and report). Part 3. Professional Engagement, some LG1, LG2 and LG3 found more opportunities to engaged real and professional learning platforms.

Report: In cycle 1, the data from project 1 reported that 4 important verb rules (Songsiri 2013:..), type of sentences, and a main noun would be focused and further developed into Cycle 2 project 7 which was focused on reading comprehension and listening to get the main ideas. The data from projects 2 and 3 reported that communication strategy and three steps of speaking: starting conversation, in the middle conversation, and ending conversation made learners (LG1) more confidence in speaking English. It meant that learners (LG1, LG2 and LG3) should recognize this knowledge as professional knowledge which would be focused and further developed to be English foundation of projects 4, 5 and 6 focusing on speaking. The report showed the conclusion models of professional learning practice for 21st century learners, focusing on language learning below.

I as a researcher noticed that the model could apply in to the achievement learning model as professional. Part 1: Professional Knowledge; Knowledge for own situation analysis to goal-setting and for contents in terms of English foundation (For reading and listening comprehension: 4 important verb rules, type of sentences, and a main noun. For speaking: communication strategy and three steps of speaking and 21st century skills) for enhancing to reach learning goals at own pace, Part 2: Professional Practice; how to reach goals at own pace (Situations: Step 1. Action research inaction: Goal-setting, Focus, Investigate, Step 2. Action research procedures: plan, act, observe, reflect, revise and report), and Part 3: Professional Engagement; try to engage more professional opportunity (LG2 and LG2 joined international conferences, especially LG3 also attained research training program for improving conducting research and being trainer for new researcher training during 2014-2015) .

Cycle 2 change for the bett

 In cycle 2 the learning outcomes were shown below.

Achievement learning outcomes for LG1

"I have more confidence in speaking English because I have learned more about types of language expression in terms of words, phrases, clauses and sentences. They helped me to rearrange my ideas about what kind of expression to respond. I can say, `Yes (word), just kidding (phrase), I love it (sentence)'' Thus I felt interested to know more about the arrangement of sentences which are kind of sentences. Therefore the aspects of simple, compound and complex are very important to learn.'

"I felt happy to learn this course and I have more confident in speaking because I felt happy to learn and felt brave to take a risk to find my own learning strategies."(P5: 20/2/14)

Achievement learning outcomes for LG2

I learned more about LG1 and could apply this knowledge to the next courses

Achievement learning outcomes for LG3

While conducting this research I finished the tasks as professional below.

"Enlightening Action Research Makes My Life Easier in the 21st Century Workplace"21st Century Academic Forum Conference at Harvard – 2014 Boston, MA U.S.A. Official Conference Proceedings ISSN: 2330-1236

"A short model of professional learning practice of Project 2: English conversation for beginners"Proc. of the Intl. Conf. on Future Trends In Learning, Education and Teaching Methodologies -- FTLETM 2014 Copyright © Institute of Research Engineers and Doctors. All rights reserved. ISBN: 978-1-63248-017-0 doi: 10.15224/ 978-1-63248-017-0-15
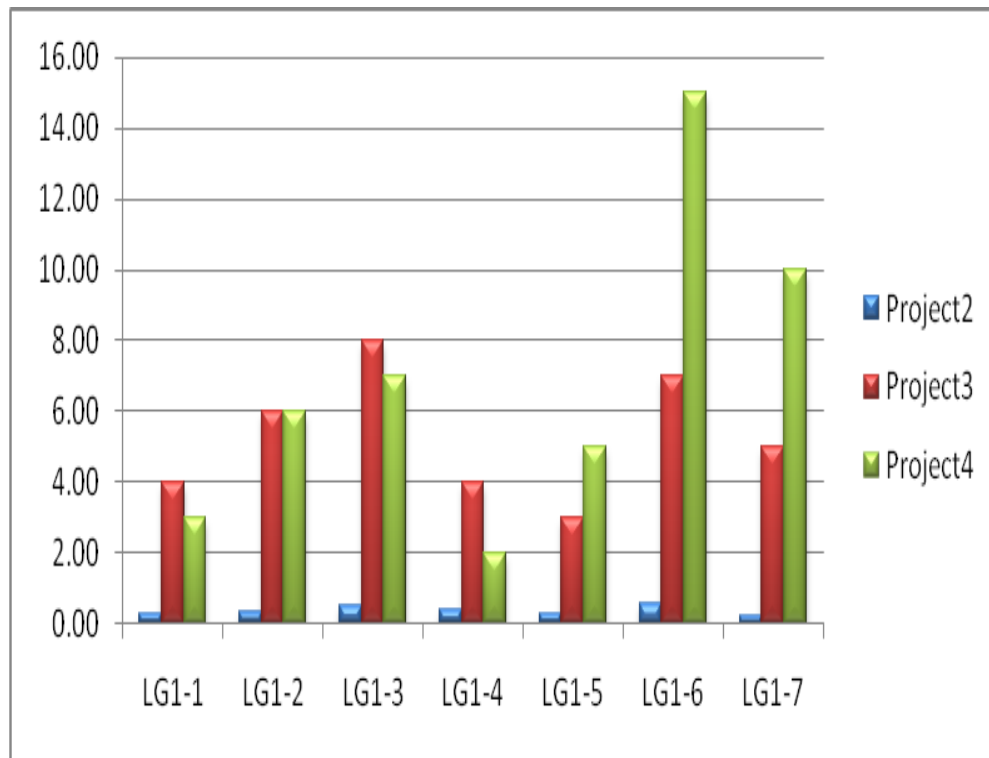
 The head of Curriculum Development: English foundation for 2-3 year bachelors program (26 March-August, 2016), 030933155 English Conversation for Daily Life (for students of 2-3 year bachelors program: 2016) learning outcome. LG3 (I as a researcher) attended several international conferences. The learning achievement outcomes were shown below.

Table 1. Individual Task: Each participant must introduce her/himself at least 3 minutes: spending 1 week for rehearsal and time paused when they used filler…uh…er…or silent)

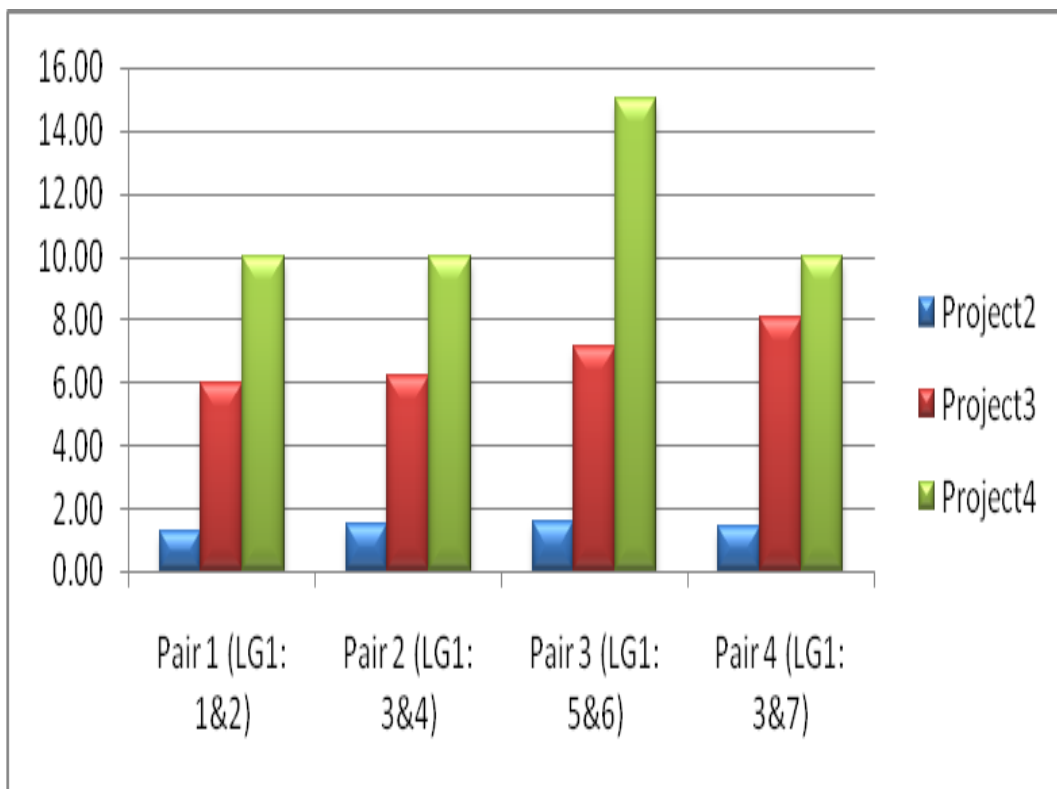| Projects	Learners 1-7 (LG1) Each learner spent time to speak (minutes)						
	LG1 1	LG1 2	LG1 3	LG1 4	LG1 5	LG1 6	LG1 7
Project2: English conversation for beginners	0.30	0.32	0.50	0.4	0.31	0.55	0.25
Project3: English conversation for intermediate level	4	6	8	4	3	7	5
Project4: English conversation for advanced level	3	6	7	2	5	15	10

Individual work

(Minutes)

Graph1. The data showed that in cycle 1: projects 2 and 3, all seven participants' spending time speaking was increased and in cycle 2 project 4, LG1-5, LG1-6 and LG1-7 also was increased, especially LG1-6 the spending time speaking increasing most whereas LG1-1, LG1-3 and LG1-4 was decreased.

Table 2. Pair work. Create a long conversation as much as they could without anxiety and time paused when they used filler.. uh..er…or silent)

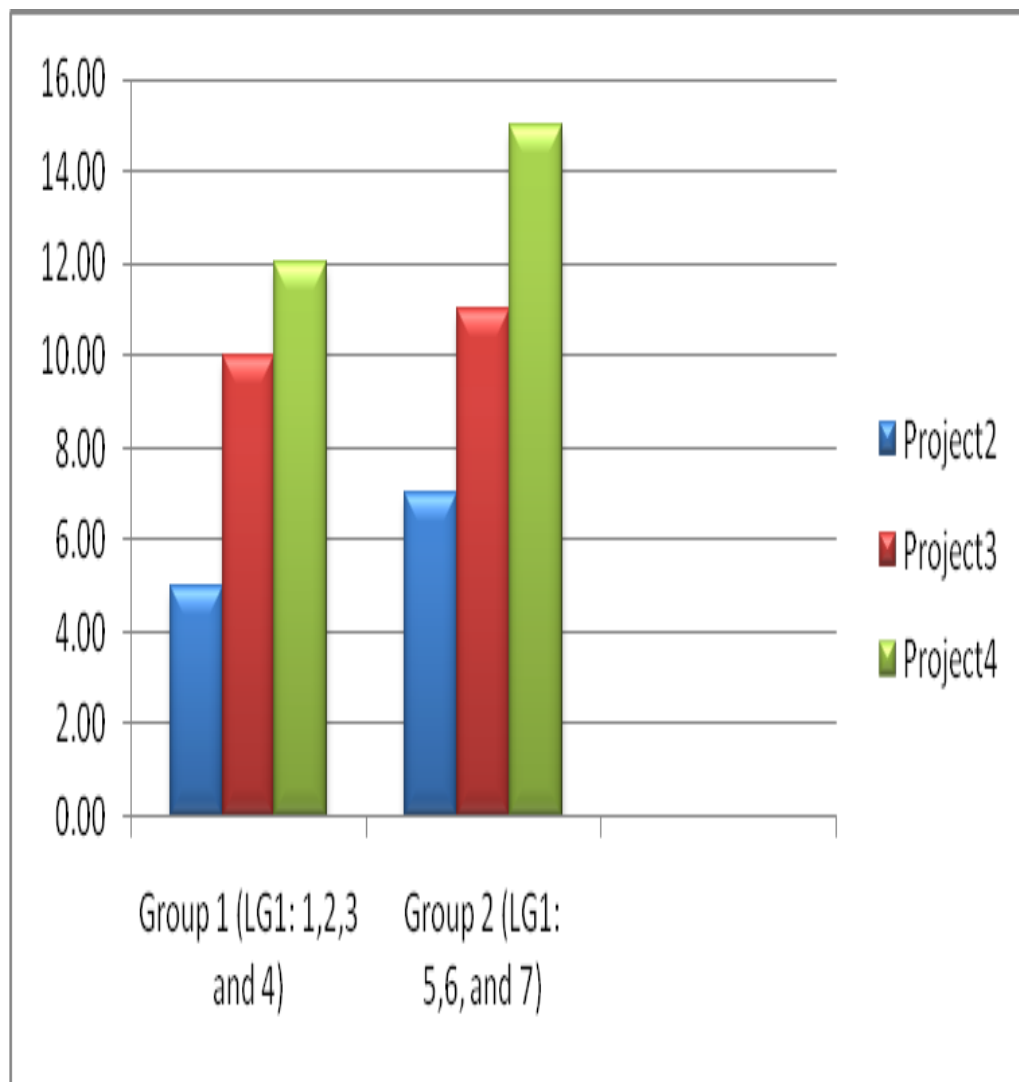|	Project 2	Project 3	Project 4
Pair 1 (LG1: 1&2)	1.30	6	10
Pair 2 (LG1: 3&4)	1.50	6.20	10
Pair 3 (LG1: 5&6)	1.55	7.10	13
Pair 4 (LG1: 3&7)	1.45	8.05	10

Pair work

(Minutes)

Graph 2. The data showed that the spending time speaking of all pairs in both cycle I: project 2 and 3 and cycle 2: project 4 was increased.

Table 3. Group work. Create a story as long as they could and time paused when they used filler….. uh..er…or silent)

Groups	Project 2	Project 3	Project 4
Group 1 (LG1: 1,2,3 and 4)	5	10	12
Group 2 (LG1: 5,6, and 7)	7	11	15

Group work

(Minutes)

Graph 3. The data showed that the spending time speaking both LG1s (group 1) and LG1s (group 2) was increase.

CONCLUSION

In this research, I realized that it was a really precious opportunity for me to do this research because I could practice learning as professional in terms of a learner (LG1) practicing learning how to learn language to reach my goals at my own pace, as a teacher (LG2) practicing learning how to teach participants (LG1) to reach their learning language goals at their own pace, and as a researcher practicing learning how to conduct research to enhance both learners (LG1 and LG2) to reach their learning and teaching language goals at their own pace. Moreover, the models we obtained could obviously useful for me, especially in the part of professional engagement which inspired me to push me up in the international platforms. Thus, the research question for the next cycle is *"How to promote learners (LG1, LG2 and LG3) to create their own professional standard framework models for their happy lives in the 21st century?"* and my next research topic might be *"Designing Own Professional Standard Framework Model for a Happy Life in the 21st Century"*

ACKNOWLEDGEMENT

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Appendix 1

Course Descriptions

Project 1. How to write an abstract

Course Descriptions: There were 6 hours for this course. Contents: Purposes, Subjects, Methodology, results and conclusion

Project 2. English Conversation for Beginners

Course descriptions: the course consists of 10 hours. The contents consisted of self-introduction related to the participants, popular song: HERO, Communication strategies, three steps of speaking: starting conversation, in the middle conversation and ending conversation.

Project 3. English Conversation for Intermediate level

Course Descriptions: the course consists of 10 hours: The contents consisted of Key to phonetic symbols, various conversation situations, Communication strategies.

Project 4. English Conversation for Advanced level

Course Descriptions: the course consists of 10 hours: various conversation situations, Communication strategies for presentation, Practice listening from various situations

Project 5. English Conversation for Engineering Students

Course Descriptions: The purposes of this course were to encourage engineering students had more confidence in learning English, especially speaking English. The contents consisted of (1.) introduction to the course: how to learn to reach his/her goals at his own pace continued from the previous course, (2.) how to apply job and be interviewed in English version. (3.) various conversation situations: self-introduction, Communication strategies, (4.) three steps of speaking adapted from : starting conversation, in the middle conversation and ending conversation.

Project 6. Job Application 1/2014

Course Descriptions: The purposes of this course were to encourage engineering students to have more confidence in learning English, especially speaking English. The contents consisted of (1.) introduction to the course: how to learn to reach his/her goals at his own pace continued from the previous course, (2.) how to apply job and be interviewed in English version. (3.) various conversation situations: self-introduction, Communication strategies, (4.) three steps of speaking adapted from : starting conversation, in the middle conversation and ending conversation: continued

Project 7. Standardized Tests

Course Descriptions: Practice doing TU-GET, CU-TEP, TOEFL and IELTS exercises as much as possible.

Appendix 2

How 21st century skills relevant to professional practice

Professional Knowledge
    Know subjects/ contents/ important theories from various sources and 21st century skills
Professional Practice
Action Research Concepts

21st century skills / Action research concepts	Learning skills (4)				Literacy Skills (3)			Life Skills (5)					New Skills for New Job (5)					Total Skills
	Critical thinking	Creative thinking	Collaborating	Communicating	Information Literacy	Media Literacy	Technology Literacy	Flexibility	Initiative	Social Skills	Productivity	Leadership	knowing a trade	following directions	Getting along with others	Working smart	Being professional	
Step 1. Action research in action																		
Goal-setting	/	/		/				/			/	/	/	/	/	/	/	
Focus			/															

Investigate	/	/	/	/	/		/		/	/			/		/	/		
Step 2. Action research procedures																		
Cycle 1																		
Plan	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	*
Act				/			/		/							/	/	
Observe			/	/	/	/	/	/		/					/			
Reflect	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	*
Revise	/	/															/	
Report	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	*
Cycle …until reach the goal																		

*Plan, Reflect and Report should have all 21st century skills because they need all skills to
enhance learners (LG1, LG2, and LG3 to reach their goals at their own pace)

Professional Engagement
LG1
LG2
LG3

Appendix 3

A model of professional learning practice for 21st century learners (LG1, LG2 and LG3), focusing on language learning developed from cycle 1

Types of Learners	Professional Knowledge		Professional Practice				Professional Engagement	
APST	1. Know students and how they learn.	2.Know the content and how to teach	3.Plan for and implement effective teaching and learning	4.Create and maintain supportive and safe learning environment	5.Assess, provide feedback and report on student learning		6.Engage in professional learning	7.Engage professional
LG1	Know who I am, what my language learning goals are, and how I learn.	Know the contents, 21st century skills and how to learn	Inspiring learners (LG1, LG2 and LG3) based on NLP and passionate learning to promote learners to create their own achievement pictures The thinking processes of LG1, LG2 and LG3 practicing learning as professional Situations: Step 1. Action research in action: Goal-setting Focus Investigate Step 2.				-Further learning how to learn in terms of self-reflective learning to reach the next goal	-Further develop to be autonomous and life –long learners
LG2	Know who LG1 and I are, what our goals are, and how we learn.	Know the contents, 21st century skills and how to teach LG1 to reach their goal at their own pace					-Further learning from attaining various teaching training programs, joining teaching seminars, and discussing with LG1 and LG3	-Further develop to help LG1 to be autonomous and life –long learners

| LG3 | Know who LG1, LG2 and I are, what our goals are, and how we learn. | Know the contents, 21st century skills and how to enhance both LG1 and LG2 reach their goal at their own pace | Action Research Procedures: Cycle 1   Cycle 2   Cycle...till reach the goal   Plan   Plan   Plan   Act   Act   Act   Observe   Observe   Observe   Reflect   Reflect   Reflect   Revise   Revise   Revise   Report   Report   Report | | -Further learning conducting research from discussing with LG1 and LG2, Joining various seminars, and joining international conferences | -Further develop to enhance both LG1 and LG2 to be autonomous and life –long learners -Doing action research focusing on language learning with global network |

For Next cycle: *Models of professional practice for LG1, LG2 and LG3 for Cycle 3*

Draw your achievement Picture:
Present   Future
<u>Professional Knowledge:</u>
Who I am   (LG1/LG2/LG3)……………………………………………………………………………………….
What my language learning/ teaching /conducting research/ goal is
……………………………………………………………………………………………..…..…………….……..
How I learn………………………………………………………………………………………………………
How they learn……………………….…………………………………………………………………………
The contents of language learning…………………………………………………………………………………………
21ˢᵗ century skills

21st century skills	Learning skills (4)				Literacy Skills (3)			Life Skills (5)					New Skills for New Job (5)					
	Critical thinking	Creative thinking	Collaborating	Communicating	Information Literacy	Media Literacy	Technology Literacy	Flexibility	Initiative	Social Skills	Productivity	Leadership	knowing a trade	following directions	Getting along with others	Working smart and hard	Being professional	Total Skills

Situations:…………………………………………………………………………………..……….

  Project:…………………………………………………………………………………..………

How to learn to reach my goal

……

Professional Practice

Step 1. Action Research in Action

Goal-Setting:……………………………………………………………………………...…

Focus:…………………………………………………………………………………………

Investigate:……………………………………………………………………………………

Step 2. Action Research Procedures

	Cycle 1	Cycle 2	Cycle…until reaching the goals at own pace
Plan (Based on literature reviews, knowledge from various sources such experts, publishing, etc.)			
Act (following the plan)			
Observe			

(What happened while participating)			
Reflect (Analyzing why happened based on literature reviews, knowledge from various sources such experts, publishing, etc.)			
Revise (Redesigning based on literature reviews, knowledge from various sources such experts, publishing, etc.)			
Report (Sharing the learning both negative and positive outcomes)			

Professional Engagement

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