

## The Internal Supervision Model For Enhancing Learning Management Skill On English Language For Communication For Secondary Schools

Kritsada Phochairat <sup>a\*</sup>, Tharinthorn Namwan <sup>b</sup>

<sup>a,b</sup> Faculty of Education, Maha Sarakham University, Thailand

<sup>a</sup>khampia690@gmail.com, <sup>b</sup>Tharinthorn.n@msu.ac.th

### Abstract

The purpose of this research was to study, develop, and evaluate the internal supervision model for enhancing learning management skills on English language for communication for secondary schools. The study was conducted with research and development method and carried out in 3 stages, namely: the study of internal supervision model for enhancing learning management skills on English language for communication for secondary schools; the development of internal supervision model for enhancing learning management skills on English language for communication for secondary schools; and the evaluation of internal supervision model for enhancing learning management skills on English language for communication for secondary schools. The findings revealed that the model of internal supervision for enhancing learning management skills on English language for communication for secondary schools consists of Planning, Supervising, Evaluating, and Reflecting. In addition, consequence of the internal supervision model development for enhancing learning management skills on English language for communication for secondary schools featured Principle, Objective, Target, Supervision Process, Evaluation, and Condition for Success. Moreover, the effect of internal supervision model development for enhancing learning management skills on English language for communication for secondary schools gained appropriateness, feasibility and advantage in overall at a high level.

**Keywords:** Internal Supervision, Learning Management, Communicative Approach

### 1. Introduction

Competency on English for communication of Thai people needs to be urgently improved as it is an exceedingly necessary skill in approaching into an international country to support the rapid changes in 21<sup>st</sup> Century including other related activities. When analyzing Thai people's competency on using English for communication, it is still at a very low level that only 10% of Thai people can communicate in English (Ministry of Education, 2014). The major problem of English teachers is a lack of English listening, speaking, reading and writing skills which is necessary to be developed rapidly because a teacher is considered to be crucial basis and factor. Being a direct user of the course and developing learners, the teacher need to adjust learning management, look for new teaching techniques to create an atmosphere and organize a variety of learning activities.

Internal supervision is very important in the development of teachers into a person who is full of potential for effective learning management which directly affects the quality of the learners. It can be operated continuously and can be a quality system as supervisors are those who are in educational institutions and close to teachers. They know and understand the advantages, strengths, and what needed to be improved (Wong-anutaraj, 2003).

According to statement mentioned above, the researcher is therefore interested in developing an internal supervision model enhancing learning management skills on English language for communication for secondary

schools in order to advance the education quality to a higher level that it is building of foundation and strengthening educational institutions, including to be able to manage education with quality and being standardized based on education management.

## **2. Literature review**

Developing an internal supervision model that enhances learning management skills on English language for communication for secondary schools has been specified a research conceptual framework that consists of conceptual framework, theories and related studies for application, namely: the concepts of model and model development. The researcher has studied the concepts of Forcese and Richer (1973), Tosi & Carroll (1982), Keeves (1988), Joye and Weil (1985), Harris (1985), Bellon and Huffman (1976), Utranan (1987), and Chanthawan (1993), concluded that a model refers to the conceptual framework of principles, operating methods and criteria of the system that can be adhered to a guideline for the implementation of objectives. It consists of 2 stages, namely: 1) Creating or developing the model based on Hypothesis Model by studying concepts, theories and related studies, including case studies of agencies well operating in such matters. The results would be used to determine the components or variables for the model, including the nature of the relationship between those elements or variables, or the precedence of each element which requires rational as a significant basis. 2) Verification of validity of the model whether it is appropriate and effective as expected by examining with the assessment according to the specified standards, namely: Feasibility standard refers to an assessment of the feasibility of practical implementation; Utility standard refers to an assessment of the user's response to the needs of the model; Propriety standard refers to feasibility assessment in both legal and ethical terms; Accuracy standard refers to reliability assessment and be able to gain accuracy as needed; Focus group refers to the model assessment using Delphi Technique; and the model testing.

According to the internal supervision concepts, the researcher has studied, analyzed, and synthesized the theories, documents and related studies. From the synthesis of educational supervision procedures based on the ideas of Acheson and Gall (2003), Goldhammer (1980), Glickman (1990 & 2004), Cogan (1973), Boyan and Copeland (1978), Bellon and Huffman (1976), U-tranan (1986), Laoriandee (2007), concluded that the internal supervision process consists of the following steps: Planning (P); Supervising (S); Evaluating (E) consisting of 1) Pre-Observation Conference, 2) Observation, 3) Post-Observation Conference; and Reflecting (R).

Due to the ideas of learning management to enhance learning management skills on English language for communication, the researcher has studied the concepts of Wilkins (1976), Canale & Swain (1980), Widdowson (1978), Savignon (1982), Richards & Rodgers (1995), Larsen-Freeman (2000:121), and Ratcha-in (2010) that summarized methods of learning management on English language for communication that the focus is on the practical application of the language learned in real-life situations. Therefore, the teachers should be knowledgeable and capable of organizing learning activities, as well as being good at listening and speaking skills with 5-step English for communication: 1) Warm up 2) Presentation

3) Practice 4) Production and 5) Wrap up.

## **3. Research Methodology**

The study was conducted with research and development and carried out in 3 stages which are the study of the internal supervision model enhancing learning management skills on English language for communication for secondary schools, the development of the internal supervision model enhancing learning management skills on English language for communication secondary schools, and the evaluation of the internal supervision model enhancing learning management skills on English language for communication for secondary schools. Population and sample group consisted of Group 1, which consists of school administrator and secondary school teacher under Office of the Basic Education Commission with quality learning management of enhancing learning management skills on English language for communication, in total 12 persons from 3 schools. Group 2 comprised of experts on educational administration, supervision, school administration and learning management in order to examine the model draft in total 7 persons, and the experts for model confirmation in total 11 persons by focus group. Group 3 comprised of supervisor, English teacher, school administrator and academic affairs teacher from secondary schools who volunteered to try out the model in total 13 persons. The data was analyzed and synthesized about components and indicators on the internal supervision enhancing the learning management skills on English language for communication for secondary schools by content analysis from the interview. Also there were the analysis and synthesis on qualitative data from open-ended questions and interview. Moreover, there was the analysis of the evaluation and trial of the internal supervision model enhancing the learning management skills on English language for communication for secondary schools through SPSS Program, Mean, and Standard Deviation.

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## 4. Findings

An internal supervision method that enhances the learning management skills on English language for communication for secondary schools featured following 4 components: Planning is a joint analysis of current conditions and problems, demonstrating information in order to set the goals of supervision including defining a supervision plan. Followed by supervising, it is a joint supervision design, planning supervision calendar, supervision tool creation, supervision conducting and monitoring, communication, information exchange and summary. Evaluating is an evaluation of the teacher's knowledge and skills of English language learning management. Reflecting is presenting and providing feedback of data analysis results, whether it is strengths, weaknesses, useful behaviors, and problems from learning activities of communicative approach to the teachers. To analyze and synthesize the supervision results, there were reflection and revision the information including creating recommendations or directions for further action.

Enhancing the learning management skills on English language for communication for secondary schools would analyze context, opportunities, problems, obstacles of both the school itself and context of the school by considering competencies and individual differences of each student. To provide media and technology of English learning management to the students with the competency to use the skills of English for communication with effectiveness, to arrange environment conducive to learning and to build inspiration, the teachers need to adjust learning methods to be appropriate to the current situations and meet the students' needs as much as possible, including managing the supervision to be in the right direction. Furthermore, the schools need to create networks to the students for English learning development and promotion, namely: hiring foreign teachers, inviting external lecturers for giving, arranging English camp, opening clubs and elective courses related to English and arranging a competition for English skills, etc.

“Foreign Language Learning Area of our school has a policy to encourage students to substantially learn English, such as creating a positive attitude for the students to learn English, arranging interest-based activities by focusing on English for communication, having the teachers try to help the students enable to speak and listen to English under the conditions that students must open-mind to learning as well.” (English teacher, Interview)

“Inviting an external speaker or lecturer who is expert at English to give the students an experience of using English directly, is another policy to help students get closer to English in order to be familiar with English and be confident in using English.” (English teacher, Interview)

“Building confidence in using English for the students at all levels can be done by organizing activities for them to participate in presenting English vocabulary after the morning ceremony.” (School director, Interview)

The internal supervision model enhancing the learning management skills on English language for communication for secondary schools which consists of principles, objectives, target, supervision process called PSER Model comprising 1) Planning; 2) Supervising; 3) Evaluating; and 4) Reflecting, assessment, and success conditions, gained appropriateness, feasibility and utility at a high level, with as following details:



(Phochairat and Namwan, 2021)

**Figure 1 The internal supervision model enhancing the learning management skills on English language for communication for secondary school**

The internal supervision model enhancing the learning management skills on English language for communication for secondary school consists of as following components:

1. There are 3 principles, namely: participation principle, which means having involved persons to participate in the internal supervision activities to develop the skills of communicative approach in various roles as appropriate. The principle of teamwork means building and developing a team. It is pooling efforts between a supervisor and teacher in order to succeed and achieve the ultimate goal of the team. The principle of sharing means giving what we have or what we can give and it is useful to the teachers, such as information, documents, textbooks, databases on computers, etc.

2. The objectives are to provide the supervising teachers with knowledge, understanding and enable to apply the model for internal supervision to enhance the skills of the learning management of English for communication. Also it is to encourage the supervised teachers to apply the results of the model implementation to develop knowledge, skills, personality and attitudes in communicative approach and the development of operation with effectiveness.

3. Target of the model is supervising teacher, supervisor, supervised teacher, school administrator, and teacher.

4. Process of the model refers to PRER Model as follows:

1) Planning is a joint analysis of current conditions and problems in order to define the goals of supervision including a supervision plan. It aims to be used as the guidelines for the internal supervision that enhances the learning management skills on English language for communication with following operation: 1) Provide knowledge, skills, experiences and build awareness before the supervision provided; 2) Identify key problems of the internal supervision; 3) Analyze needs for the internal supervision; 4) Determine objectives; 5) Define content of the internal supervision; 6) Evaluate preliminary behaviors before the internal supervision; 7) Determine supervision activities; 8) Determine a group of supervised teachers; 9) Specify time for the supervision; 10) Specify place for supervision operation; and 11) Select media and tools for the supervision.

2) Supervising is a joint supervision design, planning, determining supervision calendar, creating supervision tool, conducting and monitoring supervision, communication, sharing and summarizing information. It aims to use the information gained for analyzing, considering, and defining tactics for learning management and development of teacher's behaviors on providing communicative approach by these following operation: 1) Study how to observe learning management; 2) Study the content, duration, learning activities, media, equipment, assessment and evaluation of teachers' English learning management; 3) Carry out observation of learning management according to the specified steps and record the results according to the issues of the tools; 4) Analyze the behavior of learning management between supervisor and teacher and jointly develop for quality work; 5) Be supportive to the supervised teachers; 6) Pay attention to the supervised teachers in organizing activities regularly and equally; and 7) Completely record the details in the assessment form.

3) Evaluating is the evaluation of the teacher's knowledge and skills of English language learning management which aims to assess the effects of learning management enhancing the skills of communicative approach with these following operation steps: 1) Evaluate the results of supervision during and after the operation using a variety of assessment methods; 2) Observe the operational behavior of the supervised teachers; 3) Discuss or ask questions of the supervised teachers colleagues or related persons; 4) Inspect the performance of the supervised teachers; 5) Use questionnaire to follow up on the performance; and 6) Hold the meeting to jointly consider between a supervising teacher and supervised teacher for assessing the implementation.

4) Reflecting is presenting and providing feedback of data analysis results, whether it is strengths, weaknesses, useful behaviors, and problems from learning activities of English for communication to the teachers aiming to provide the feedback after classroom observation in order to discuss or analyze for the guidelines and resolution for the skill development of English for communication with higher quality. The operation is as follow: 1) The supervisor presents the information recorded from the classroom observation without any assessment; 2) The supervised teachers participate in incident analysis including behaviors that occurred as shown in the record; 3) The supervised teachers interprets their own teaching behaviors and students' learning based on recorded data from the observation; 4) The supervised teacher decides on the appropriate method and use it to achieve the desired effects with the supervisor's help; 5) The supervisor

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encourages, admires, honors, rewards or gives certificate to the teachers who show their intention to change learning management; and 6) The supervisor and teacher improve learning management by applying analysis results of the feedback.

5. Model assessment is assessed with suitability and feasibility of the model and the manual by the experts. Quality verification and confirmation is conducted with focus group discussion by the experts as well. Moreover, the assessment of suitability, feasibility, and utility is implemented by relevant persons who are the supervisor, school administrator and teacher.

6. Success conditions, factors, terms or key practice that enables the implementation of the internal supervision model to enhance the skills of the learning English for communication for secondary schools to achieve the stated objectives consists of the schools define clear policies and supervision plans and follow the prescribed plans. In addition, the school administrators, supervisors and teachers realize and give priority to educational supervision. The school administrators and supervising teachers have been sufficiently developed and confidence in the implementation of internal supervision to enhance the skills of learning management on English for communication.

The assessment of the internal supervision model enhancing learning management skills of English for communication for secondary schools gained suitability, feasibility and utility in overall at a high level, as shown in Table 1.

**Table 1 The assessment of the internal supervision model enhancing learning management skills of English for communication for secondary schools**

Elements	Suitability			Feasibility			Utility		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Principles	4.00	0.58	High	4.00	0.58	High	4.14	0.69	High
Objectives	4.14	0.69	High	4.14	0.69	High	4.29	0.49	High
Target	4.57	0.53	High	4.57	0.53	High	4.71	0.49	High
Components	4.57	0.53	High	4.43	0.53	High	4.86	0.38	High
Operation	4.43	0.53	High	4.57	0.53	High	4.29	0.49	High
Success Indicators	3.71	0.76	High	4.00	0.82	High	4.14	0.69	High
Evaluation	4.43	0.53	High	4.29	0.49	High	4.14	0.69	High
Success Conditions	4.29	0.76	High	4.29	0.49	High	4.29	0.49	High
Total Average	4.27	0.10	High	4.29	0.32	High	4.36	0.12	High

The experts have assessed the suitability and feasibility of the supervision model that reinforces the skills of English for Communication for secondary schools and had consistent opinions in accordance with the focus group discussion as follows:

“The internal supervision model called PSER is a concrete form of learning management development in English for communication. The educational service area office asks for permission to use this model for teacher development and driving policy to develop the skills of English for communication in tourist cities.” (The expert)

“The internal supervision model, PSER Model, has an action process consisting of 5 steps in learning management, namely: Warm up; Presentation; Practice; production; and Wrap which is the step that the teachers need to pay attention for effective learning management.” (The expert)

“Reflecting makes the supervision process more effective, which would result in extensive exchange of knowledge. This directly affects the quality development of the internal supervision effectively. It therefore makes improvement and change of the teacher's teaching behaviors in order to improve and develop teaching and learning to be more effective.” (The expert)

## 5. Discussion and Conclusion

The internal supervision guidelines that enhances learning management skills of English for communication for secondary schools has been analyzed and synthesized with documents, concepts, theories, related studies and study visits to schools with excellent practice in enhancing learning management skills of English for communication. This is the implementation based on strategies, development plans, policies at the national level and the Ministry of Education, which aims to promote education management to develop the learners' potential. There is a systematic operation procedure that can be continuously and consistently verified improved in each step for efficient operation consisting of Planning; Supervising; Evaluating; and Reflecting. According to the steps mentioned above, it is the internal supervision process operated to support and encourage the teachers on aims for long-term professional growth. This would have the greatest impact on the development of learners, including studying the current states, problems and needs for the supervision, supervision planning, media and tools creating, and educational supervision operation (Office of the Basic Education Commission, 2008). This is very important to increase the efficiency of teachers and schools. To courage the students have higher learning potential; the teachers must also have higher quality (Wongyai, 2011). That is, the emphasis is placed on teaching supervision, which is to provide assistance to the teachers directly, as well as building professional experiences, teamwork skills development, curriculum development, and classroom action research (Glickman, 2004). A process that would lead to improvement in teacher's teaching and learning is teamwork with persons involved. It stimulates the progress of the teachers and aims to help them so that they can help themselves (Spears, 1967). In addition, it is the development and improvement of teaching and learning to suit the situations, and then it reflects on the students' development that is consistent with the educational supervision process, called “POLCA”, namely: Planning processes (P) refers to planning for operation; Organizing processes (O) refers to the structure organization of the operation by creating guidelines for performance, also, creating work relationship by dividing up work of the supervision; Leading processes (L) refers to roles as a leader of operation, consideration, giving advice and motivation; Controlling processes (C) refers to controlling the operation and defining regulations in the operation; and Assessing processes (A) refers to examining the performance by evaluating (Ben M. Harris, 1985). Moreover, there is Deming Cycle, or P-D-C-A, that can be used as the supervision process comprising of Plan (P), Do (D), Check (C), and Action (A) (Deming, 1986).

The development of internal supervision model enhancing learning management skills of English for communication for secondary schools has been continuously and systematically conducted with studying , analyzing and improving processes by studying principles, concepts, theories, inquiring, interview in order to gain the data from relevant persons to use as the basis for the model design and improvement, including determining for verification, giving the feedback to improve for accuracy and appropriateness according to the concept of internal supervision to be able to develop education quality with effectiveness until completing the most accurate and appropriate model and manual. Both the model and manual has been verified by the experts in terms of utility, feasibility, suitability and accurate standards (Stufflebeam and Shinkfield, 2007), at a high level. There are 6 components: Principles, Objectives, Target, Supervision Process (PSER Model) consisting 1) Planning; 2) Supervising; 3) Evaluating; 4) Reflecting, Model Assessment, and Success Conditions, which is integration of System Approach with Contingency Approach (Brown and Moberg, 1980). The model generally needs to have important elements. The structure of the model must contain a causal relationship that can be used to explain that phenomenon. The model must be able to help create imagination, concept and interrelations, as well as helping to expand the scope of knowledge quest. The model should consist of structural relationships (Khamanee & Ruangmontri, 2009). This study is research and development using ADDIE Model in the development of supervision model as follows: analysis of academic supervision model design, academic supervision model design, academic supervision model development, implementation of academic supervision models to improve teachers' performance and assessment of its use. This is a relevant and effective practice to improve teachers' performance that the developed supervision model based on the framework and the concept of credible principles was appropriate, feasible, correct and applicable. It is a process that improves teaching quality and learning achievement and helps to change the teaching behavior of the teachers (Collin, 2003). This affects the effectiveness of teachers' performance. Furthermore, Good relationship between teachers and administrators is consistent with the supervision to develop teachers' competency in learning management, with internal supervision process consisting of Analyzing, Planning, Doing, and Evaluating (Nuammano &

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Ruangmontri, 2019). The supervision process for colleagues for professional development in order to enhance teaching quality consists of operational planning, pre supervision knowledge enhancement, forming teams for operation, operation assessment, dissemination of results (Prathumchai, Namwan & Ruannakarn, 2020). The supervision process for improving learning management consists of Planning, Supervision Organizing, Pre-Observation Conference, Observation, Post Observation Conference, Self-Reflecting, and Evaluating (Daensena & Namwan, 2020). The promotion of English language learning management competency for the teachers consists of data analysis, preparation knowledge providing, performance, supervision and feedback providing (Somsri & Namwan, 2020). In addition, the supervision process for effective learning management features Survey, Educate, Plan, Implement, Reflect, and Evaluation (Pongsri & Ruangmontri, 2020). The competency towards the teacher's learning management that affects the performance to be successful includes knowledge, skill, and attribute. It is what can be strengthened through training and development, and can be effectively used in learning management (Prasertphon, 2013). Therefore, it has resulted in the model with appropriateness, feasibility and utility at a high level in all aspects.

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