

# Supervision Model for Enhancing English Language Learning Management Competency of Private School Teachers

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This research was purposed 1) to develop the supervision model for enhancing the English language learning management of private school teachers and 2) to study the results of applying the supervision model for enhancing the English language learning management of private school teachers. The findings revealed 1) the Supervision Model consists of (1) principles of supervision model; (2) objectives of the model; (3) supervision contents; (4) supervision process consisting of planning, conducting supervision, reflecting self-learning management, and supervision evaluation; (5) the evaluation of supervision model; and (6) success conditions. The results of the supervision model for enhancing the English language learning management of private school teachers contained appropriateness, possibility and usefulness, at the highest level. 2) The results of applying the supervision model for enhancing the English language learning management of private school teachers indicated that: (1) the results of the knowledge and understanding tests of teachers in English language learning management was higher than before the supervision was provided; (2) the result of designing lesson plans of the supervising teachers was higher than before the supervision was provided, and, the teachers gained more knowledge; (3) the result of the teachers' satisfaction towards the supervision for enhancing the English language learning management of private school teachers was in the highest level, overall; (4) assessment of students' opinions on English language learning was in the highest level, overall; and (5) the results of the suitability, possibility and usefulness evaluation of the supervision model were in the highest level, overall.

**Key words:** *Supervision Model, Teacher Competency, Learning Management, English Language.*

## Background

The 21st century is an era of rapid change in all aspects – economic affairs, society, politics, government, communication of technology, the dissemination of knowledge and information, and global geographic environmental change, which requires a new educational paradigm for improving people’s awareness of the changes.

However, the current situation of Thai education management on English language skill development finds that the quality of education, whether in achievement, or the ranking of quality - Thailand and internationally - and the process which is an element of educational quality development, tends to decline. As noticed from the ranking of English Proficiency Index (EPI) and the TOEFL test of Education First, a leader in studying abroad and cultural exchange around the world, the English language competency of Malaysia and Singapore is at a high level; Korea, Indonesia, and Vietnam are at a moderate level; China is at a low level; and Thailand and Kazakhstan are at the lowest level, with an average score of 44.44, ranked 55 out of 60 countries, which can be compared with the 2012 results, when Thailand was ranked 53 out of 54 countries, only scoring higher than Libya (Ministry of Education, 2014). The comparison of using English language in ASEAN countries, reveals that only 10% of Thai people can communicate in English. This gives Thailand a ranking of fifth out of ten ASEAN countries, listed first to fifth as follows: 4.58 million Singaporeans with 3.25 million English speakers, accounting for 71%; 97 million Filipinos with 49.80 million English speakers, accounting for 55.49%; 0.38 million Bruneians with 0.14 English speakers, accounting for 37.73%; 27.17 million Malaysians with 7.4 English speakers, accounting for 27.24%; and 63.03 million Thai people with 6.54 million English speakers, accounting for 10%. When comparing the TOEFL scores from ASEAN countries, it is found that the countries with an average score above 550 are Singapore and the Philippines, those with an average score above 500 are Myanmar, Vietnam and Cambodia, and Thailand gains a lower than 500 for the average score, with Thailand having a graduate grade point average of less than 500, which is at the same level as Laos.

The English competency use of Thai people as mentioned above reflects that the process of improving English skills competency among Thai people is still not effective. The Ministry of Education therefore has a policy of educational reform to improve English language use in schools so as to be factual and for the educational quality assessment system to be developed to create consistency in both internal and external school quality assessment. Moreover, there is an effective assessment mechanism to improve the supervision system of teachers and for basic educational schools to be strong and factual (Ministry of Education, 2016). The development of education consists of three essential processes for achieving the goals of educational management, which are the administrative process, the learning process, and the supervision process, these being the primary mission of education departments and an

important task for schools. This relates to Wongyai's stance (2011) that to help learners gain higher learning potential, a teacher should have higher competency as well, and teaching competency correlates with supervision competency. If the supervision competency is high, it can improve the teachers' teaching competency, which can be likened to the idea that only expert teachers are able to help learners become expert learners (Lao-riandee, 2013).

A report of supervision for studying the condition of English language learning management in private schools and the supervision condition of English language learning management in private schools under the Khon Kaen Provincial Education Office indicated that the management of the communicative approach has not been successful, as most teachers do not graduate in English major. This accordingly affects their confidence in providing the activities, and also, in providing activities in accordance with their own feelings of lacking in knowledge and competency in organising a variety of learning activities, and applying new innovations and up-to-date learning activities. Organising the activities in accordance with knowledge developed by the private sector with only one to two days a year results in discontinued learning activities and a lack of creativity and language application. Moreover, mostly, it is classroom activity, so the learners have less opportunity to use their English skills. From the supervision aspect, it was found that following up on organising learning activities is not effective since the private schools did not have any supervisors. The supervisor refers to the school administrator or the head of academic affairs, so there is some supervision, but no process or clear format, and also, supervision is not continuous and there is still a lack of knowledge and understanding about supervision. This affects the teachers, making them feel uncomfortable and being caught up while providing a learning activity, this makes organising learning activities less effective (Khon Kaen Provincial Education Office, 2017).

As mentioned above, it is considered that supervision is an important process for enhancing the learning management competency of private school teachers and it also affects learners for effective learning. Moreover, there have not been studies on the development of a supervision model to enhance competency in the English language learning management of private school teachers. Therefore, the researcher is interested in studying how to develop the aforesaid supervision model, in order to apply more effective development of learning management.

### **Research Question**

1. Is the supervision model for enhancing the English language learning management of private school teachers appropriate? How?
2. What are effects of applying the supervision model for enhancing the English language learning management of private school teachers?



## **Objective**

1. To develop a supervision model for enhancing the English language learning management of private school teachers.
2. To study the effects of applying the supervision model on enhancing the English language learning management of private school teachers.

## **Methodology**

The population and sample group in the study are ten administrators and English teachers from the schools with excellence in supervision, by interview; and nine experts in evaluation to affirm the supervision model for enhancing the English language learning management competency of private school teachers, consisting of three supervision experts, three curriculum and teaching English experts, one school administrator, and two university professors, by focus group; and four administrators and teachers as volunteers for trying out the model.

## **Data Collection**

1. Collect data about the components of supervision for enhancing the English language learning management competency of private school teachers by studying documents, theoretical concepts and related studies.
2. Collect data from school administrators and teachers with excellent supervision for enhancing the English language learning management competency by interview, between December 11-12, and 15, 2019 and March 13-14, 2020.
3. Having nine experts assess and confirm the supervision model by focus group, June 14, 2020
4. Collect data from the trial of the supervision model for enhancing the English language learning management competency of private school teachers, by the knowledge and understanding of teachers in the English language learning management test, assessment of lesson plan designing ability, questionnaire of teachers' satisfaction towards the supervision for enhancing the English language learning management competency of private school teachers, questionnaire of students' satisfaction towards English language learning, and an assessment of the suitability, possibility and usefulness of the mode, from June until August, 2020.

## Data Analysis

1. Analyse and synthesise information about the components of supervision in order to enhance the English learning management competency of private school teachers by studying related documents, theoretical concepts and studies.
2. Analyse and synthesise qualitative data from open-ended questions and interviews.
3. Analyse evaluation data of the model components by entering scores into the SPSS for Windows to analyse Mean and Standard Deviation.
4. Analyse data of applying the supervision model for enhancing the English learning management competency of private school teachers by entering scores into the SPSS for Windows to analyse Mean and Standard Deviation.

## Conclusion

1. The evaluation of the supervision model for enhancing the English language learning management of private school teachers is at the highest level, overall, as in Table 1.

**Table 1:** The evaluation of the supervision model for enhancing the English language learning management of private school teachers

Components and indicators of the supervision model for enhancing the English language learning management competency of private school teachers	Appropriateness level			Possibility level			Usefulness level		
	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation	$\bar{x}$	S.D.	Interpretation
1. Principles of supervision	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
2. Objective	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
3. Content	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
4. Supervision Process	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
5. Evaluation	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
6. Success Condition	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest
Total average	5	0.00	Highest	4.9	0.316	Highest	5	0.00	Highest

The evaluation of the supervision model for enhancing the English language learning management competency of private school teachers found that the model is improved, with appropriateness, possibility and usefulness at the highest level. The details of the supervision model for enhancing the English language learning management competency of private school teachers are as follows:

### **The Supervision Model for Enhancing the English Learning Management Competency of Private School Teachers**

- 1. Principles of the model** - the development of a supervision model for enhancing teachers' competency on English language learning is based on encouragement, promotion, assistance, and cooperation among supervisors, administrators and teachers to be best able to develop the "English language learning management competency" of the teachers, a competency which consists of knowledge, skills and attitude on continuous performance with the principle of "be[ing] united in action and spirit to sustainably reach the goals". It is the supervision's role to develop schools' learning management progress through the collaboration of relevant parties for effective and sustainable results.
- 2. Objective of the model** – to develop administrators and supervisors to be knowledgeable in and understanding of the supervision model and to be able to use and apply the model for developing performance and organising learning activities with effectiveness.
- 3. Supervision contents** consist of current condition analysis, problems and issues needed for development, along with formulating guidelines for further development, creating learning activity, and reinforcing that teachers be knowledgeable and competent in planning English language learning activities, writing lesson plans and managing learning activities, which are taught based upon the designed lesson plans, assessments and evaluations, promoting of the teacher for their knowledge and understanding, and for being able to apply the guidelines to performance. Also included in the contents are the development of assessment and the evaluation of learning activities related to the learning conditions provided to learners and based on their development, and the using of the evaluation results to adjust learning activities so that learners can improve with potential.
- 4. The PORE Process consists of Phase 1 Planning (P)** – analysis of the current condition, problems and needs for the supervision of enhancing the English language learning management competency by using the coaching technique GROW Model for the results, asking the teachers questions in each phase, which are: 1) Which goals do you want to develop?; 2) What is the current condition that you want to develop?; 3) What are the methods or alternatives for development?; and 4) How would you know if everyone performs and is developed? Then, using these questions in operation as follows:

**1. Goal** – the goal that we have to achieve using principles to set goals needed for development by the SMART Goal principle, which is S - specific: a good goal must be specifically defined and clear without any ambiguity, knowing what you want and when you would achieve that goal; M - measurable and that can be used for measurement. A good goal must be clearly measured in numbers or money because it would show the distance of progress of how close we are to our goals; A-achievable: a good goal must be able to be achieved, knowing the sequence of steps and being responsible for it in order to achieve that goal; R - realistic: that goal must be possible, reasonable with reality, and related to your life, so you can truly understand and access it; and T - time bound: the goal should have a clear and definite time frame. You should know how long you would take to achieve that goal, which it is generally divided into the short-term goal (up to one year), the medium-term goal (one to ten years), and the long-term goal (over ten years).

**2. What is the current condition that you want to develop?** Realistically, analyse together the current situation using SWOT, to analyse strengths, weaknesses, opportunities, and to treat the development of English skills and supervision for a more effective enhancing learning activity management.

**3. Question: what methods are there to achieve the goal?** Proposing options to achieve that goal by analysing the model to improve knowledge, skills and attitude.

**4. Question: how would you know if everyone conducted and is improved?** Way Forward, conducting, and giving promise are collaborations of intention to develop English language learning for oneself and learners, by making a Memorandum of Understanding (MOU), a letter in which one party shows willingness to perform one thing or the other, and according to the conditions shown in that letter with the other party, is considered as a contract.

**Phase 2 Supervision Organising (O): supervision process for improving learning activities consists of 3 steps, namely:**

### **Pre-Observation Conference**

The purpose is to gather information about the teacher's intention and objectives, lesson plans, methods, activities, materials and medias, as well as assessment and evaluation rules, to create a basic agreement between teacher and supervisor, for example, particulars or problem that interests the teachers and need observation while teaching in order to gain feedback on using observation tools, such as voice recorder, observation form and time. 4.2.2 Observation - the purpose is to observe teaching behaviour in lessons and the lesson plans drafted by meeting in Phase 1, in order to review and collect various events from the observation, to evaluate learning activity management, to observe whether everything is as expected, how the teaching methods are working (especially if there is a lesson plan as a team), the teacher's teaching style and previous teaching behaviour (as shown in the

classroom), to consider implications to the supervision that would be used as a guideline for further teaching improvement and to determine a plan (strategy) to help teachers. 5.1 Important issues, questions, ideas and problems needed for consideration during the meeting in the next step. 5.2 Role of the supervisor during the meeting.

### **Post Observation Conference**

The purpose is to give feedback and to provide improved guidelines for teaching. It would be appropriate if a preliminary agreement is reviewed, (according to Phase 1), so as to increase its usefulness. The purposes are as following: 1. to encourage teachers and increase satisfaction; 2. to limit concerns about important issues in teaching in order to give feedback; 3. to give recommendations (if possible and appropriate); 4. to train teachers to understand the ability and technique of self-supervision; 5. to develop motivation for professional self-analysis.

### **Phase 3 Self-Reflecting (R)**

Self-reflecting is an important activity that helps teachers develop their teaching activities. It is important for teachers to be able carry out self-reflecting with faith and be able to look for ways to develop their skill, such as by using these following questions, for example; What went well? (Ww); What did not go well? (Ww); What should I do then that I didn't do? What did I not do that I possibly could? (Wc); What should be done differently? (Wd); and How do I do it? After writing the reflection, it can then be submitted to the supervisor for them to acknowledge the development of the teacher.

### **Evaluation of the Model**

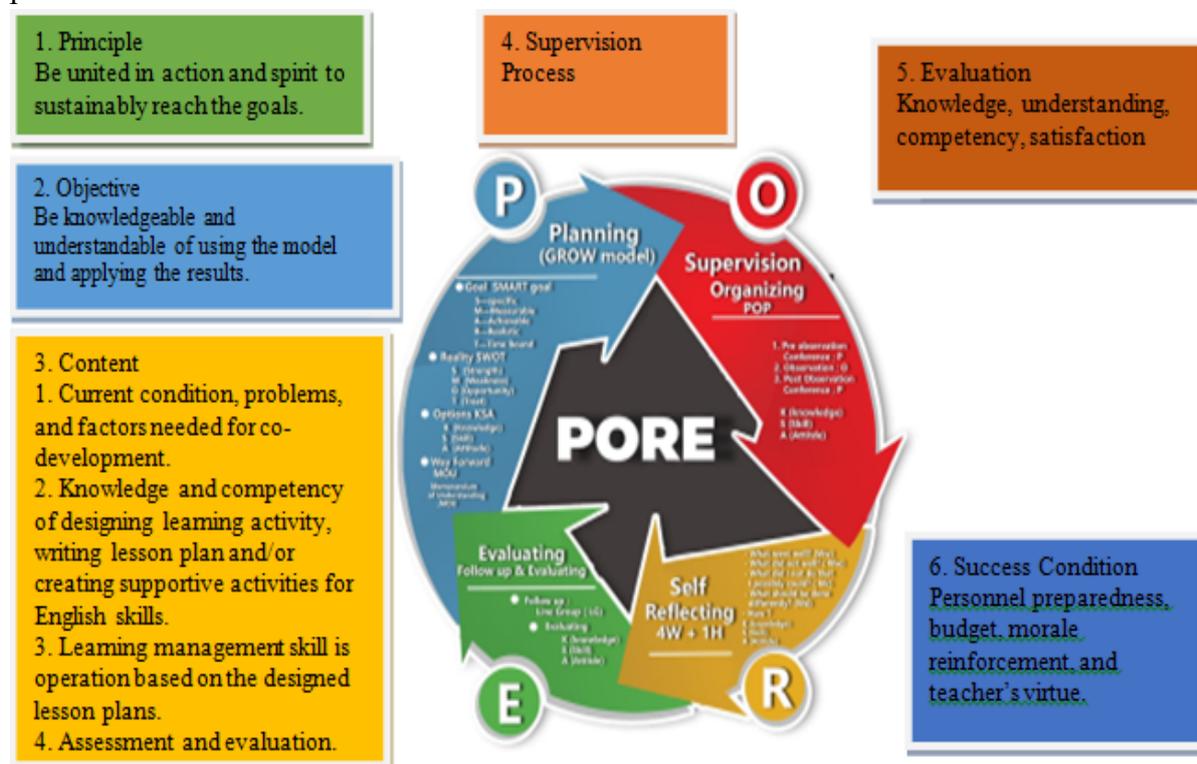
In applying the supervision model for enhancing teacher's competency in English language learning in schools, a guideline for evaluation and operation should be defined by following these steps: 1) hold a meeting for clear understanding between administrators and teachers about the operation based on the supervision model for enhancing teacher competency in English language learning; 2) make an agreement to assign the evaluation and to implement it according to the supervision model for improving teacher competency in English language learning management; 3) evaluate the implementation based on the supervision model for enhancing teacher competency in English language learning as to whether or not it is in accordance with the objectives, by evaluating the knowledge and understanding of administrators and supervisors, as well as teachers, by testing or interviewing about the supervision operation to enhance teacher competency in English learning management. Moreover, assessing the ability of administrators, supervisors and teachers for enhancing the teacher competency in English language learning management by interview, observation, or

examining performance, and following up via a Line group. In addition, assessment of teacher satisfaction, as well as students', according to the supervision model for enhancing the competency of English language learning management, should also occur. Summarising and reporting the supervision results for enhancing teacher competency in English language learning management, also analysing and synthesising the results in order to receive feedback for improving or developing the supervision model to improve teachers' competency in the teacher competency in English language learning management.

### Success Condition

Success condition refers to factors, conditions, or important rules that help the application of a supervision model for enhancing the teacher competency in English language learning to achieve the defined objectives. It consists of personnel preparedness, enough budget, media, materials and operation. There is also morale reinforcement in various ways in accordance with appropriateness, teamwork, harmony or unity of personnel. Furthermore, there is a self-reflection record that the teachers must be honest in.

**Figure 1** The supervision model for enhancing the English language learning management of private school teachers



2. The results of application of the supervision model for enhancing the English language learning management of private school teachers are as following:

2.1 The results of teacher cognition of English language learning management revealed that the teachers gained higher knowledge than before they were provided the supervision, as shown in Table 2.

**Table 2:** The results of English teacher cognition for enhancing English language learning management before and after supervision

Test	N	Total Score	$\bar{X}$	S.D.	df	$\sum D$	$\sum D^2$	t
Pre	6	20	10.83	2.32	5	25	121	5.5624*
Post			15.00	1.41				

\* Statistical significance at the level of .05 (df = 5, t = 2.0150)

From table 2, it is revealed that before being provided with the internal supervision, the teachers' cognition of English language learning management gained 10.83 for the mean of knowledge, 2.23 of the standard deviation of 2.32. After being provided with the internal supervision, they gained 15 for the mean and 1.41 for the standard deviation. When comparing the scores of pre-test and post-test, it is found that the post-test score was higher, with statistical significance at the level of .05.

2.2 The results of the teachers learning management, which consisted of creating lesson plans on English communication, the application of technology, and assessment and evaluation as shown in Table 3-4.

**Table 3:** The evaluation of teachers' lesson plans for enhancing the competency of English language learning management

Teachers	Evaluation	$\bar{X}$	S.D.
Teacher 1	1	2.83	0.51
	2	3.83	0.38
	3	4.33	0.49
Teacher 2	1	3.50	0.51
	2	4.17	0.38
	3	4.89	0.32
Teacher 3	1	3.22	0.43
	2	3.94	0.42
	3	4.61	0.50

According to Table 3, the evaluation of the teacher's designing skill of English language learning lesson plan is revealed to be; Teacher 1 – the first time was at a moderate level ( $\bar{X}$  = 2.83, S.D. = 0.51), the second time was at a high level ( $\bar{X}$  = 3.83, S.D. = 0.38), the third time was at the highest level ( $\bar{X}$  = 4.33, S.D. = 0.49). Teacher 2 – the first time was at a moderate

level ( $\bar{X} = 3.50$ , S.D. = 0.51), the second time was at the highest level ( $\bar{X} = 4.17$ , S.D. = 0.38), and the third time was at the highest level ( $\bar{X} = 4.89$ , S.D. = 0.32). Teacher 3 - the first time was at a moderate level ( $\bar{X} = 3.48$ , S.D. = 0.28), the second time was at the highest level ( $\bar{X} = 4.05$ , S.D. = 0.22), and the third time was at the highest level ( $\bar{X} = 4.60$ , S.D. = 0.28). When comparing all three rounds of supervision, it can be noticed that all of the teachers had a higher designing skill of English language learning lesson plans after being provided with the supervision.

**Table 4:** The evaluation of English teachers' competency of learning management

Teachers	Ordinal numbers	Aspect 1 Teachers		Aspect 2 Activities		Aspect 3 Media use		Aspect 4 Evaluation		Aspect 5 Classroom atmosphere		Total average	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Teacher 1	1	3.00	1.00	2.57	0.53	2.75	0.50	2.83	0.41	2.75	0.96	2.78	0.28
	2	4.00	0.00	4.00	0.00	3.50	0.58	3.83	0.41	4.25	0.50	3.92	0.28
	3	4.20	0.45	4.71	0.49	5.00	0.00	5.00	0.00	5.00	0.00	4.78	0.26
Teacher 2	1	3.40	0.55	3.00	0.00	3.00	0.00	3.00	0.00	3.50	0.58	3.18	0.31
	2	4.60	0.55	4.57	0.53	5.00	0.00	4.83	0.41	5.00	0.00	4.80	0.28
	3	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00	5.00	0.00
Teacher 3	1	4.00	0.00	4.00	0.00	3.00	0.00	2.67	0.52	3.75	0.50	3.48	0.28
	2	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00	4.25	0.50	4.05	0.22
	3	5.00	0.00	4.43	0.53	4.25	0.50	4.33	0.52	5.00	0.00	4.60	0.28

According to Table 4, the evaluation of teacher's skill of English language learning management reveals; Teacher 1 – the first time was at a moderate level ( $\bar{X} = 2.78$ , S.D. = 0.28), the second time was at a high level ( $\bar{X} = 3.92$ , S.D. = 0.28), the third time was at the highest level ( $\bar{X} = 4.78$ , S.D. = 0.26). Teacher 2 – the first time was at a moderate level ( $\bar{X} = 3.18$ , S.D. = 0.31), the second time was at the highest level ( $\bar{X} = 4.80$ , S.D. = 0.28), and the third time was at the highest level ( $\bar{X} = 5$ , S.D. = 0). Teacher 3 - the first time was at a moderate level ( $\bar{X} = 3.48$ , S.D. = 0.28), the second time was at a higher level ( $\bar{X} = 4.05$ , S.D.

= 0.22), and the third time was at the highest level ( $\bar{X} = 4.60$ , S.D. = 0.28). When comparing all three rounds of supervision, it can be noticed that all of the teachers had higher mean scores, which indicates that their learning management skills were higher after being provided with the supervision.

2.3 The evaluation of administrators' satisfaction towards the supervision model for enhancing the English language learning management of private school teachers is shown in Table 5.

**Table 5:** Levels of administrators' satisfaction towards the supervision model for enhancing English language learning management of private school teachers

Item	Particulars	Satisfaction Level		Interpretation
		$\bar{X}$	S.D.	
1	Satisfaction towards the supervision model/process.	4.91	0.57	Highest
2	Satisfaction towards supervisors.	5	0.00	Highest
3	Satisfaction towards facilities.	4.73	0.31	Highest
4	Satisfaction towards quality/result of the supervision.	5	0.00	Highest
	Average	4.91	0.27	Highest

From Table 5, it is found that the evaluation of the administrators' satisfaction towards the supervision model for enhancing the English language learning management of private school teachers was at the highest level ( $\bar{X} = 4.91$ , S.D. = 0.27), overall, when considering each aspect with descending order, namely Aspect 1 as satisfaction towards supervisors and Aspect 4 as satisfaction towards quality/result of the supervision, Aspect 1 as satisfaction towards the supervision model/process and Aspect 2 satisfaction towards supervisors.

**Table 6:** Satisfaction level of the teachers towards the supervision model for enhancing the English language learning management of private school teachers

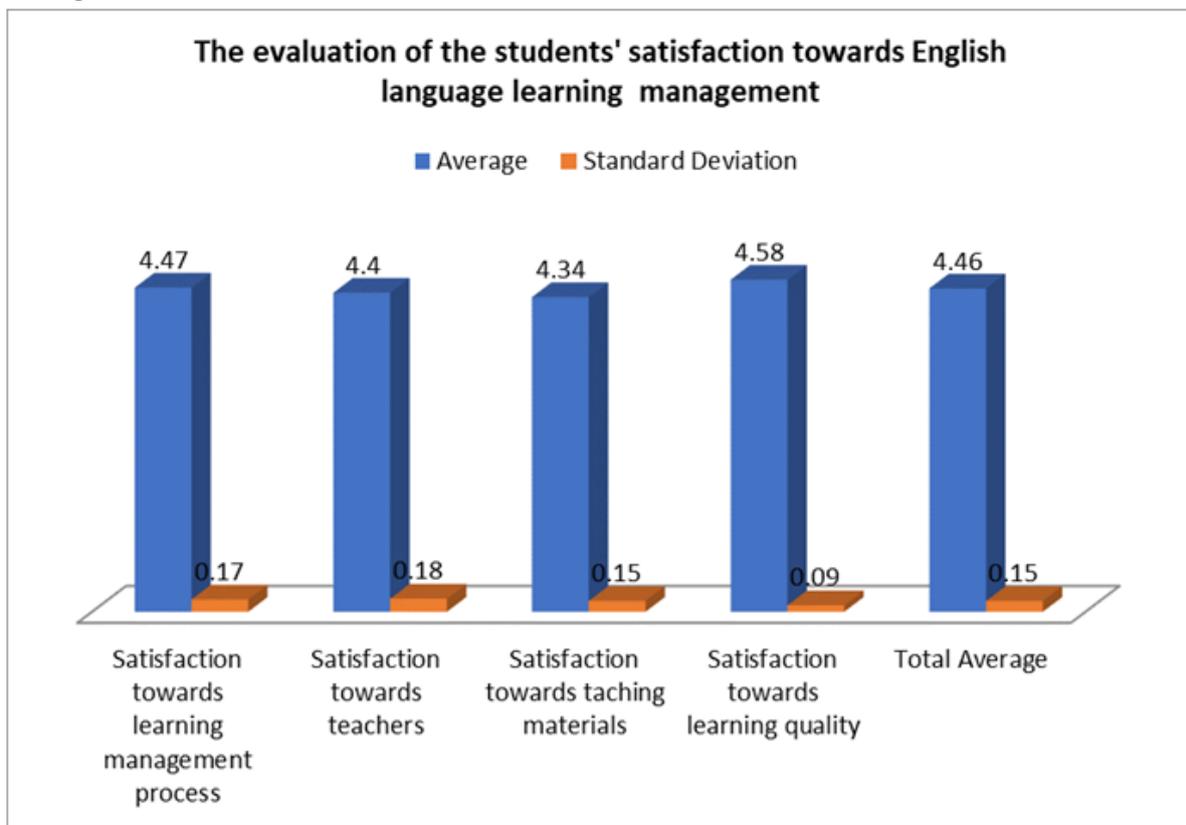
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3	Satisfaction towards facilities.	4.73	0.31	Highest
4	Satisfaction towards quality/result of the supervision.	5	0.00	Highest
	Average	4.91	0.27	Highest

From Table 6, it is found that the evaluation of the teachers' satisfaction towards the supervision model for enhancing the English language learning management of private school teachers was at the highest level ( $\bar{X} = 4.91$ , S.D. = 0.27), overall, when considering each aspect in descending order, namely Aspect 2 as satisfaction towards supervisors, Aspect 4 as satisfaction towards quality/result of the supervision, Aspect 1 as satisfaction towards supervisors and Aspect 3 as satisfaction towards facilities.

#### 2.4 The evaluation of the students' satisfaction towards English language learning management.

After conducting the supervision for enhancing the English language learning management of private school teachers, the researcher evaluated the students' satisfaction towards English language learning management, as shown in Figure 3.

**Figure 3.** The evaluation of the students' satisfaction towards English language learning management.



Based on Figure 3, the students' satisfaction towards English language learning was at the highest level ( $\bar{X} = 4.46$ , SD. = 0.15), overall, when considering each aspect with descending order, namely, Aspect 4 as satisfaction towards learning quality, Aspect 1 as satisfaction

towards the process (being not complicated and easy to understand), and Aspect 3 as satisfaction towards the teachers.

5. The evaluation of the appropriateness, possibility and usefulness of the supervision model for enhancing the English language learning management competency of private school teachers.

After applying the supervision model, the researcher evaluated the appropriateness, possibility and usefulness, as per the results shown in Table 7.

**Table 7.** The evaluation of applying the supervision model for enhancing the English language learning management competency of private school teachers

Components	Appropriateness			Possibility			Usefulness		
	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1. Principle of the model	4.95	0.08	Highest	4.90	0.16	Highest	5.00	0.00	Highest
2. Objective of the model	4.90	0.08	Highest	4.86	0.00	Highest	4.86	0.00	Highest
3. Content of internal supervision	4.96	0.07	Highest	4.86	0.12	Highest	5.00	0.00	Highest
4. Internal supervision process	4.71	0.49	Highest	4.86	0.38	Highest	5.00	0.00	Highest
5. Evaluation	4.71	0.49	Highest	5.00	0.00	Highest	5.00	0.00	Highest
6. Success Condition	5.00	0.00	Highest	5.00	0.00	Highest	5.00	0.00	Highest
Total Average	4.84	0.12	Highest	4.90	0.00	Highest	4.93	0.10	Highest

From Table 7, it is found that the evaluation after applying the supervision model for enhancing English language learning management competency of private school teachers was at the highest level ( $\bar{X} = 4.84$ , SD. = 0.12) overall, when considering each aspect in descending order, namely success condition, principle of the model and content of internal supervision, with possibility at the highest level ( $\bar{X} = 4.90$ , SD. = 0.00). In addition, when considering each aspect with descending order, namely evaluation, success condition, principle of the model and usefulness ( $\bar{X} = 4.93$ , SD. = 0.10), and when considering each aspect with descending order, namely principle of the model, content of internal supervision, internal supervision process, evaluation, success condition, and objective of the model.

## Discussion

Findings of the development of the supervision model for enhancing the English language learning management competency of private school teachers are discussed as following:

1. The result of the supervision model development for enhancing the English language learning management of private school teachers found that the supervision model for enhancing the English learning management of private school teachers, which has democratically passed the quality check on the supervision model, was significant with these six aspects, which are 1. the principle of the model that refers to "be[ing] united in action and spirit to sustainably reach the goals"; 2. the objective of the model, referring to the administrators and teachers in the communication arts being provided with knowledge about English teaching and learning models for organising English language learning, and applying the results from the model to improve performance and manage learning activities with effectiveness; 3. the supervision contents including creating learning activities, skills of learning management and English language learning management; 4. The supervision process (PORE Model) - Phase 1: Planning (P), Phase 2: Supervision Organisation (O) (it should be noted here that the supervision process for improving teaching and learning activities consists of three stages which are; 2.1 Pre-Observation Conference; 2.2 Class observation, and 2.3 Post Observation Conference); Phase 3: Self-Reflecting (R); Phase 4: Evaluation (E). In addition, 5. Evaluation of the model, and 6. Success conditions.

The findings turned out this way because the researcher developed the supervision model for enhancing the English language learning management competency of private school teachers by studying principles, theoretical concepts and synthesised documents and related studies in order to use these as fundamental information in the supervision design, including consideration for examination and being providing with suggestions for improvement from experts, so as to be accurate and appropriate according to the concept of supervision for enhancing the English language learning management competency of private school teachers. As Joyce and Weil (1992) state, the model is a representative of variables' relationship frame for factual vision, or it refers to work plans used to describe important processes in practice in order to achieve the goals. Khammanee (2004) has defined the model as concrete of thoughts which is abstract with the structure of thought showing important components and relationships of what we study or use to find answers, knowledge and understanding of various phenomena, the reflection on teaching being one of the components of the model. In relation to Farrell's (1998) study on reflection of teaching English as a foreign or second language, cited in Pennington (1992), that teaching reflection is the examination and review of happened experiences. It is both a factor and a result of development and it is suggested to use the reflection as a tool in teaching and the learning development process, also, for the development of confidence, and teachers' and learners' motivation. Pennington (1995)

mentions that for teachers to improve, there should be a focus on awareness that encourages them to be aware of the importance of change. The development of teachers is therefore a sustainable process that helps teachers to be able to interact and improve their teaching to fit different conditions or contexts, with these two essential components: the development of innovation and speculative reflection. She also explains that speculative reflection helps the teacher to build a teaching framework from the former contradictory components. Furthermore, Richards (1990) states that reflection is an essential component of teacher development, explaining that self-development and critical thinking would encourage the teacher to move from a level that needs to lean on, be motivated by or practice as a routine, to a level of behaviour changed by discriminating reflection. In addition, Richards also mentions that reflection is considered as an activity or process in revising and evaluating experiences or practices by broadly linking examination with objectives which, recalling prior experiences, must be inclusively and wisely done, and there has to be a pre-evaluation test, and therefore lead to a decision.

This kind of reflection provides information for planning and implementation in the next step. Khammoon (2013) studied a model for developing the basic education supervision practices in the general Buddhist scripture schools under the Office of National Buddhism with the purpose of identifying major components of a model for developing the basic education supervision practices in the general Buddhist scripture schools under the Office of National Buddhism. The findings revealed that there is consistency in the aspects of supervision which are aims, principles, processes and conditions for achievement. Also, the evaluation of the supervision model for the general Buddhist scripture schools under the Office of National Buddhism revealed feasibility at a high level. The study also relates to Kittiratdanon's (2007) study on the development of a supervision model in schools of fundamental education, which found that there is consistency in these following aspect; 1) purposes, 2) contents, with five issues, namely standard curriculum development, learning activity design and organisation, assessment and evaluation, classroom management, and the supervision model in schools of fundamental education. When applied in real situations, it was revealed that administrators and teachers were able to substantially follow the model, at a high level. Moreover, the evaluation of the developed supervision model in schools of fundamental education gained appropriateness, feasibility, usefulness and accuracy at a high level. Additionally, this related to Yuenyong's (2010) study of the development of a differentiated supervision model to enhance classroom action research competency of teachers in the Bangkok Archdiocese, Educational Region 5. To evaluate the differentiated supervision model, the study population was teachers and students in Educational Region 5. The findings found that 1) the differentiated supervision model for enhancing classroom action research competency of teachers, as known as the CIPE Model, consists of principles focusing on a systematic supervision process and dwelling on individual differences. There are four steps which are: 1. Pre-conference; 2. Observation; 3. Post-conference; and 4. Evaluating. Application results

revealed that the supervisors gained the competency of differentiated supervision model at a high level and their understanding about classroom action research before and after the application was different, with a statistical significance at the level of .05. That is, after the application, average scores were higher. Also, the teachers' knowledge and understanding on the differentiated supervision model before and after the application were different, with a statistical significance at the level of .05. And after the application, the average scores were higher, with the competency of classroom action research at a high level, and the satisfaction towards the model being at the highest level. Furthermore, the students' pre and post test scores of the model application were different, with a statistical significance at the level of .05. After the application, the students' learning outcomes were higher.

**2.** The evaluation of using the supervision model for enhancing English language learning management competency showed that: 1) the result of cognition tests of the teachers in English language learning management was higher; 2) the evaluation of teachers' competency of designing lesson plans was higher and their competency in learning management was higher as well; 3) the evaluation of the teachers' satisfaction towards the supervision model for enhancing English language learning management competency of private school teachers was at the highest level, overall; 4) the evaluation of the students' satisfaction towards English language learning was at the highest level, overall; and 5) the evaluation of the appropriateness, possibility and usefulness of the model was also at the highest level. The findings suggest this was probably due to the elements of the supervision model for enhancing the English language learning management competency of private school teachers consisting of planning, supervision organising, reflecting and evaluation, which are related systems, as the developed model was designed under appropriate and accurate conditions and components of the principles, concepts and theories. Besides this, it can be applied to connect with the context and situation of the supervision so that teachers can organise learning activities while achieving the framework and principles of the supervision. Leaoi-thaisong (2007) proposes the principle of supervision as implementing the process systematically and continuously to encourage all teachers to participate and take responsibility in the supervision, in accordance with need for teacher development, organising the environment to support the operation and building good relations. This relates to Glatthorn (1990), who mentioned that applying adult developmental knowledge should be used to consider teachers' needs and therefore determine the appropriate supervision methods, which must respect the independence of teachers in making decisions, also, be open-minded and confiding in, keeping balance between personal and organisational needs. In communication theory, Lao-riandee (2009) states that communication is the process of creating an accurate understanding between persons, between a communicator and the receiver. Interaction between a supervisor and a teacher requires language communication that both parties understand. Hence, communication is the basis of creation, mutual understanding and acceptance, as well as creative thinking for better change and achieving goals. In addition, there is a trial of the

model to make it more reliable. In accordance with Keeves (1988), it is said that a significant danger in creating or developing research in educational research exists in building a model for explanation with no experiment for accepted empirical data. Therefore, creating a good model requires testing.

Research and development of the supervision model for enhancing the competency of English language learning management is also consistent with Joyce and Calhoun (2010), who mention the principle of creating and developing the model as; 1. the model should be developed from concepts or literature that are fundamental or relevant to the format that would be created or developed; 2. the model should be created with purposes such as for a personnel development model, which would probably be created with the purpose of being a guideline for personnel in the organisation. In addition, having a system and methods of self-development during operations, etc; the model should have clear and possible methods or guidelines for action; 4. there should be results that can be evaluated as to whether the model would be in line with the specified purposes; and 5. if possible, there should be the opportunity to evaluate effects or impact as well. Kittiratdanon's (2007) study on the development of a supervision model in schools of fundamental education, found that; 1. the supervision model in schools of fundamental education consists of seven main points, and 23 minor points, as follows: 1) one aspect of the objective is to enhance, promote, assist, and cooperate with teachers for self-development, professional and learning activity development that would lead to quality learners; 2) five aspects of the contents, which are standardised curriculum development, learning design, organising learning activities, assessment and evaluation, and classroom management; 3) six aspects of the process, which are building awareness of quality, supervision planning, constructing tools, supervising and instructional media, evaluation, following up, magnification, and creating quality culture by using learning management process; 4) four aspects of the supervision method, which are inspection supervision, supervision as product, clinical supervision, and supervision for development; 5) three aspects of the supervisor, being, supervisors are from the educational service area office, administrators, and teachers; 6) one aspect of duration of supervision, which is the supervision during the class and outside of the class; and 7) three aspects of facilitating factors/limitations which are 1. establishing an internal supervision system for schools that is easy to understand, accurate and factual, in order to follow up and report to the affiliation; developing internal supervision knowledge for administrators and the team; and clearly specifying roles of internal supervision of the administrators and the team; 2. the supervision model for learning management in schools of fundamental education, when applied in real situations, it was found that the administrators and teachers were able to substantially follow the defined model and their satisfaction was at a high level; and 3. the evaluation of the supervision model for learning management in schools of fundamental education was improved with appropriateness, possibility, usefulness and accuracy, at a high level.



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