The Development of Supervisory Model Reading Aloud Learning Management Consonants, Vowels, and English Spelling

Ratchanee Uparang, Doctoral student Educational Research and Evaluation Program, Faculty of Education, Rajaphat Mahasarakham University, ratchanee4806@gmail.com

*Piyatida Panya, Ph.D. (Educational Research and Evaluation) Assistant Professor, Faculty of Education, Rajapat Mahasarakham University, dr.piyatida@gmail.com

Arun Suikraduang, Ph.D. (Educational Research and Evaluation) Assistant Professor, Faculty of Education, Rajapat Mahasarakham University, arun.suikraduang@gmail.com

Abstract- Educational supervision has implications for the monitoring, evaluation, and empowerment of educational personnel. This research aimed to develop a supervisory model for learning management of reading aloud consonants vowels and English spelling. The sample consisted of 12 teachers and 4 schools. The data collection tool was a document synthesis and feasibility assessment and the possibility form the seminar based on experts. The results of this research were found that the supervision model consisted of (1) principle, (2) objectives, (3) process 5 steps were; step 1 raising awareness, step 2, studying of joint problems, step 3 educating, step 4 observation teaching, step 5 reflection, and (4) evaluation.

Keywords: Supervision Model, Reading Aloud Consonants and Vowels, English Spelling

I. INTRODUCTION

The developingcountry to be stable Prosperous and sustainable Human capital must be developed (12th National Economic and Social Development Plan (2017-2021), the Ministry of Education is the main agency in education management to develop the quality of the people of the country to know with virtue Have a good quality of life and today's world society is an information society Economic and cultural movements and changes have a dramatic impact. Foreign languages have become an essential tool for communication. Understanding the study of information Foreign learning groupis a body of knowledge that will create the potential for quality work. The Ministry of Education has the policy to upgrade Education quality and develop students' potential by enhancing competency and English language skills as a tool in acquiring knowledge (Office of the English Language Institute,2014). The key program is to improve the English language that students can use for their daily communication. Adjust the hours of language learning more. And develop teachers through the process of entering an English camp, bringing knowledge to expand the results for teachers continuously.

The testing and evaluation of the results occurring in the implementation of educational development plans into action, the results of the national tests. The Basic Education (O-NET) in the 2012-2016 academic year, a Grade 6 student achievement in the core subjects of Thai subject, English, mathematics, science and social - religion and culture study still is not satisfactory the average score of the 5th overall in the course of less than 50 percent (Education Development Plan of the Ministry of Education, No. 11 (2012-2016). Theproblems in the teaching of English especially at the elementary level the students have an environment where there is no opportunity to speak English outside of school hours Teacher problem Teachers lack knowledge of the subjects taught. And most teachers do not have a major in English.

The concept of teaching English effectively needs to train step by step in listening skills, speaking skills, reading, and writingrespectively and teaching English to the literacy effectively with 7 stages: (1) Knowledge with teaching all phonemes of early English that are the components of words and syllables, (2) Knowledge of connecting letters with phonemes will allow learners to read English aloud by decoding the letters of the language written into phonemes, (3) The development of vocabulary, which is a comprehension in reading. Understand the meaning of the reading chapter and guess from the context of the sentence to understand the meaning of the word, (4) Ability to read correctly, (5) Reading comprehension, (6) English writing skills, and (7) Ability to be able to read correctly. The full level of literacy, which the teaching system of Thailand has crossed the 1st and 2nd stage by allowing children to learn vocabulary memorization didnot learn to pronounce words This is an essential element in enhancing reading skills and requires through teaching(Inthira Sriprasit. 2009) consistent with Praromrat Chotikasathien. 2009 said that most Thai students still have flaws in the English language. In particular, the pronunciation, probably because of learning the rules of grammar.National Education Act, 2001 and its amendment (No. 2) In the year 2002, the emphasis was on educational quality assurance. Internal

quality assurance is to be considered as part of the educational administration and to supervise the school's education management to achieve the objectives of the curriculum. Therefore, the implementation of supervision within the school. The school administrators must administer the educational institution together with supervisory procedures within the school (National Education Act No. 2, B.E. 2002;Kitima Prideedilok. 1989:306)

The school within supervision is to help promote and support teachers in organizing teaching and learning in the classroom. Which is supervised by school personnel, the supervisor is the closest person to the problems that exist in the school is a person who knows the problem well solves problems more precisely than outsiders.

Current conditions, problems for managing English language learning with limitations some schools are not equipped with teachers in English teacher does not complete the level of teacher in English subject does not graduate in English major and teachers cannot manage English language learning according to the curriculum, which the current supervisory process is unable to develop the competence in supervising English language learning management to be more efficient. The researcher responsible for promoting and supporting the learning management of foreign language learning subjects and jointly develop the school curriculum, supervise, monitor and evaluate learning management results with the school administrators studied principles, concepts, and theories as well as research work on the development of English language supervision. To develop the supervisory format, the learning management skills of reading aloud, consonants, vowels, and English spelling to have the ability of supervision so that the results of the development of English language learning management to increase.

Research question

The model of supervision learning that promotes reading skills ofconsonants and vowelsAnd English spelling Is it quality and can be used for real purposes or not?

Research objectives

The purpose of this research wasto develop a model for supervision and management of learning to readaloud consonants vowels and English spelling.

II.   RESEARCH METHODOLOGY

Thisresearch is the development of the supervisory model for learning to read aloud consonants vowels and English spelling There are 2 steps of research as follows:

Step 1: Study of the problem condition and expectation the management of knowledge, problems, and expectations, and teaching supervision consist of 2 steps: 1) Synthesis of related documents and research. The instruments used to collect data were recorded and analyzed using content analysis, 2) focus group discussion, a joint discussion include school administrators. English teachers with major and not major and supervisors of 8 persons by selecting a specific (purposive sampling). The tools used for data collection were record form and data analysis by content analysis.

Step 2: Draft and develop a supervisory model for learning to read aloud consonant, vowel, and English spelling in 2 steps: (1) Drafting the model by using the data from the study results in step 1. Draft and present a draft of the model to the advisor. (2) Checking the suitability and feasibility by the technique based on expert seminars (Connoisseurship) providers of information are qualified 10. The tools used to collect information, including a discussion on the draft format to evaluate the suitability and feasibility. The data was analyzed by testing by Chi-square test.

III.   RESULTS

1.The study of teacherslearning management problems in readingaloud consonants, vowels, andEnglish spelling is found to the problem of learning from teachers. Teachers lack the knowledge and ability to teach reading aloud skills and there is no course for teaching reading aloud clear English should provide training for Knowledge of teachingphonetics in English. Create a course guideline for teaching to teachers' executives should lead the internal supervision process to develop teaching and learning in the classroom by using co-development supervision principles and principles of the professional learning community to jointly develop Improve the teaching and learning for students to have higher academic performance with quality.

2.The results of the development of the supervisionlearning management
modelsof teachers in reading aloudconsonants, vowels, and English Spelling, the researchers synthesized the problems, issues and has introduced the concept of supervision and developmentdefined as a draft supervisory learning management on reading aloud, consonants, vowels, and English spelling. In which

co-development supervision has co-operation principles unite among school administrators' supervisors and teachers using supervisory processes to solve problems teaching and learning development which includes the principlesthe objective process of 5 steps: (1) create Awareness, (2) studying of common problems, (3) to give the knowledge to teach reading aloud and supervision process, (4) to observe teaching, and (5) results reflect improved and assessment of supervision.

IV. DISCUSSION

Discussion of development of teacher learning management model of reading aloud, consonants, vowels, and English spelling. The researcher presented in the following order:

1.A study of the problem of supervision and learning management of teachers in reading aloud consonants, vowels, and English Spelling cause from an English teacher Lack of knowledge and ability to teach English, as most English language teachers at the basic education level did not major in English but had to teach to resolve the shortage of English language teachers to teach instead of language institutes. Office of the Basic Education Commission(2007) studied the problem of phonetic teaching, found that most teachers were less serious about teaching writing skills in grammar, vocabulary, and phonetics.There is no complete curriculum for this teaching and Bang-On Phanthong (2006) the problem teaching consonants for primary level English teachers. Teachers lacked understanding of the differences between consonant names and consonant sounds the teacher was unable to teach the sound to the students properly and Suloyd (Lioyd. 2004). the problem of students lacking confidence in reading aloud and not understanding the content they read due to rarely read words. Because teaching reading aloud There was no clear systematic teaching style and students had insufficient reading practice. (Richards. 1971) proposed the concept, Influence from the means of transmission of the teacher's language (Transfer of training) First of all, the instructor still uses a foreign language that is not good enough to teach students, for example, they cannot pronounce correctly or the teacher had only studied written language but was assigned to teach spoken language would make teaching a foreign language inefficient. which is consistent with the research results English language instruction It is a problem that needs to be improved in all aspects and requires supervision teaching English from primary school to help teachers. The English language has revised the teaching method, Nuansri Kham Srimuang(2010) suggested research. Phonics teaching concepts should be introduced to teach English, from vowels, consonants, compound words, word-to-word reading, and comprehension. This will enable the learners to develop reading automatically when practicing this concept and the Office of the Basic Education Commission (2007) has suggested an in-depth research policy on the management of English language teaching. The school does not have a cooperative network in learning both at home and abroad, that is, there is an exchange between teachers and students and very little between schools Projects should promote the creation and Craig Guide Network to help them more. This is useful for the development of English language teaching. Supaporn Kittiratchanon (2007) has researched the development of teaching and learning supervisory models in basic education institutions. The supervisory team should be developed at the educational institution level to be strengthened. Supervision and allow recipients to participate in the supervision of the planned joint supervision and evaluation to meet the communication needs of teachers and administrators at the aim of the most.

2.The results of the development of the supervision of learningmanagement models of teachers in reading aloudconsonants, vowels, and English Spelling The supervisory model consists of four elements: principalpurposeprocess and assessment. The supervision process includes 5 steps: (1) awareness, (2) study of common problems, (3) to give the knowledge to teach reading aloud and supervision process, (4) to observe teaching, (5) the results reflect improved results of the evaluation. The practical possibilities of the supervisory model of teachers' reading aloud, consonants, vowels, and English spelling. The opinions of all five groups of experts on the supervision model were consistent. The results of the development of the teacher learningmanagement supervision manual on reading aloud, consonants, vowels, and English spelling. Developed from expert advice, found that it was appropriate at the highest level because of the supervision of learning management of reading aloud teachers'vowels and consonants of English spelling has started from;

Step 1 to create awareness between supervisors and contractor's supervision. Have found a problem teaching reading English aloud skills and jointly planning supervision Study the problems and needs of supervisionmake a project there is a purpose and a systematic problem-solving processwhich corresponds to the Motivation Theory of Mac Gregor (Mac Gregor.1960) that are believed. Man is a person who directs himself in self-control to perform a task to accomplish his intended purpose. The supervisor will endeavor to involve the operator in the work. Shared responsibility and development successes, progress and develop their competencies in Frances Seth (Franseth.1962) said educational

supervision is required to create a friendly atmosphere. Encourage and build mutual understanding in helping teachers and teachers participate in discussions. The common aim of the motivation theories of Herz Burke (in Herzberg.1967) factors that contribute to the satisfaction of the work is stimulating factor (Motivators factors have been determined) makes worker satisfaction due to the force. incentives within which to work and contribute to the development of attitudes, positive way is to accept responsibility and the success of Harris. (Harris by 1985). Supervision focuses on the move (Dynamic Supervision) urged congregations to promote. Make teachers think and make teachers use knowledge Experience to improve teaching.

Step 2 Education problems togetheranalysis(Franseth.1962) Principles of educational supervision is a collaborative process between administrators. Supervisors will make the most of the improvement in teaching and learning that must be considered. Agreed by a group of teachers or other stakeholders to study the problem together. Joint planning, implementation, and conclusion of the responsible development occur Adams and Mike K. Dick (Adams from Dickey.1956 And) to oversee the planning and development of students with learning problems. And supervision is democratic. School administrators, supervisors, teachers must work together to solve the problems of teaching.

Step 3 to give the knowledge to teach reading aloud and process supervision (the Information) Harris. (Harris by 1985) the principle that the. Organize training and supervisory meetings to promote Introduce and develop people to progress. Adams and Dickey (1956) also provide ideas for education. Supervision is to promote prosperity such as teaching and learning training to provide teachers with knowledge and understanding of the principles of teaching methods to use teaching methods correctly and effectively.

Step 4 Teaching Observation (Observing),Goldhammer (Goldhammer and others. 1980) focuses on supervising and teaching will get information directly from the observation the actual teaching takes place in the classroom. And it is a confrontation between teachers and supervisors in analyzing teaching behavior to improve teaching and learningCopeland and Boyen (Copeland, 1978) said that the supervision of teaching is the first observation of teaching. Teaching observation analysis of data from the observation of teaching and meeting after observing teaching and Cogan (Cogan.1973) supervision process is to create relationships between teachers and supervisors to put a plate and set a strategy to observe the teaching. the teaching-learning process analysis and improvement plan in consultation.

Step 5: the results reflect improvement (reflex, and the development), which is consistent with the concept ofHarold Spears (Harold Spears.1967) supervision is a process that leads to improvement in teachers' teaching by working with the relevant personnel to focus on stimulating teachers by teachers, progress and help themselves and Harris (Harris.1985).The results reflect a process of communication that aims to improve the teaching and development focus. The behavior of teachers will affect the behavior of the learners. Besides, Alfonso (Alfonso and others.1981) had an opinon that the teacher is a professional practitioner to solve school problems and improve teaching and learning, and consistent with research Guidelines for Supervision in Education Glickman, and Gordon Caron (Glickman, A Gordon and by Ross-A Gordon 2004: 321- 422 refer to Samart Timnak in March 2009belief thatsupervisors and teachers are colleagues with similar knowledge and ability to improve and develop teaching can help each other to develop teaching to progress there are guidelines: 1) use a democratic way to work together 2) focus on human beings by allowing freedom to choose to do what he wants with his own ability 3) Accepting people as human beings together with value, potential 4) Always remember to have self-responsibility. Various actions and 5) accept the reality and ability of each individual and Adul Wongkom (2009: 200-217) researched on the educational supervision model of the educational Service Area Office found that the supervisory components consisted of 6 elements: 1) planning 2) supervision 3) media and technology 4) evaluation 5) participation 6) improvement and development.

Therefore, the supervisory needs of teachers, found that teachers were more demanding for supervision than control. The supervisor must provide curriculum guidance, instruction, counseling, and improvement.

REFERENCES

1. Adams, H. P., & Dickey, F. G. (1956). *Basic principles of Student Teaching.* New. York: American Book Company.
2. Adul Wongkom, (2009). *Educational Supervision Model of the Office of the Educational Service Area.* Thesis Doctor of Philosophy Educational Administration Branch Graduate School University of Arts, the organization, in 2009

3. Alfonso and others. (1981). *Instructional Supervision a Behaviors System*. Massachusetts: Allyn and Bacon.Inc,.1981.
4. Bang-on Phanthong. (2006). *Language for Intelligence Development*. Department of Curriculum and Instruction Faculty of Education Sri Nakarin University Prasanmit. 2006.
5. Cogan, Morris.L. (1973). *Clinical Supervision.*Boston: Houghton Mifflin
6. 2007land, W.D. and Boyan, N.J. (1978). *Instructional Supervision Training Program*. Columbus: Charles E.Merri Publishing Company.
7. Franseth, Jane. (1962). *Supervision as Leadership*. New York: Row Peterson Co., 1962.p.23-28
8. Glickman,Carl.D., (2004). *Supervision and Instructional Leadership: A Developmental Approach*. 6ᵗʰedition. Boston: Allyn and Baco, Inc.
9. Goldhammer, and others. (1980). *Clinical Supervision.* New York: Holt, Rinehart and Winston.
10. Adams from Dickey. (1956). *Basic Principle of Supervision*. New York: American Book,Co.
11. Harris, Ben M. (1985). *Supervisor Behaviors in Education*. 3ʳᵈ edition. Englewood Cliffs, New Jersey: Prentice-Hall,
12. Hicks,Herzberg B. (1967). *Management of Organization*. New York: Book Company, McGraw-Hill,
13. Inthira Sriprasit (1979). *7 steps to make Thai people become good at English permanently and truly.* Foundation for lifelong learning.
14. Kitima Prididilok. 1989. *Administration and supervision*. Bangkok: Aksara Phiphat,
15. Lioyd, Sue. (2004). *The Phonics Handbook*. Essex: Jolly learning Ltd.
16. Office National Economic and Social Development Board. (2017). *Economic Development plan and national Society No. 12 (2017-2021).* Bangkok: Office National Economic and Social Development Board.
17. Office National Education Commission. (2002). National Education Act No. 2, 2002. Bangkok: Office National Education Commission.
18. Office National Education Commission. (1999). *National education Act 1999, and the amendment (No. 2) B.E. 2545.* Bangkok: Office National Education Commission,
19. Office of the Basic Education Commission. (2007). *Guide to teaching and learning English in a new way*. Bangkok: English Language Institute
20. Nuansri Khamsrimuang. (2010). *The development of English reading skills of Mathayomsuksa 5 students Using the Phonics reading approach and reading strategies from bottom to top*. Master of education: Mahasarakham University.
21. Office of the English Language Institute. (2014). *Manual Organized a new way of teaching English.*Bangkok: English Language Institute
22. Praromrat Jotikasathien. (2009). *Pronunciation of vowels and consonants in English.* Publisher Chulalongkorn University. Bangkok.
23. Harold Spears. (1967). *Improving the Supervision of Instruction*. New York: Prentice-Hall.
24. Supaporn Kittiratchadanon. (2007) *The Development of the Model of Supervision in Teaching and Learning Management in Academy level of basic education*. The thesis Ed.D. Naresuan University.
25. Daclas Mc Gregor. (1960). *The Human Side of Enterprise.* New York: Mc Graw – Hill.