

A Development of Research Supervision Model for an Enhancement on Instructional Research Competency of Language Lecturers

Bundit ANUYAHONG

*English Department, College of General Education and Languages,
Thai-Nichi Institute of Technology, Bangkok, THAILAND*

bundit@tni.ac.th

Abstract— the purposes of this research were to develop instructional research supervision model to enhance research competency of language lecturers and to assess the effects of the use of research supervision model as following methods: 1) to assess the competency in research supervision of mentors, 2) to assess knowledge and understanding about instructional research of the language lecturers, 3) to assess knowledge and understanding about research supervision of the mentors, 4) to assess instructional research competency of language lecturers, 5) to assess the language lecturers' satisfaction towards instructional research supervision model, 6) to assess the instructional research report's quality of the language lecturers, and 7) to follow up efficiency of lecturer's instructional research from a number of research published in international conference/national conference or a journal.

The population was 50 language lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. The samples were 10 language lecturers derived through volunteer random sampling techniques. The research instruments comprised of tests, questionnaire, observation forms, interview forms, and assessment forms. Data were analysed in terms of percentage, means, standard deviation, t-test, and content analysis.

Research findings were found as follows: 1) the instructional research supervision model to enhance research competency of language lecturers was proved to be effective and verified as by experts. 2) The empirical data that supported the effectiveness of the instructional research supervision model were as follows: 1) regarding to the mentors, they demonstrated a very high level of competency in instructional research supervision and their knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the instructional research after the implementation of the supervision model were higher than the prior one. 2) Regarding to language lecturers, their knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model. The language lecturers who were supervised also demonstrated a very high level of competency on instructional research. They were satisfied with the supervision model at the highest level. 3) Regarding to the quality of research report, it was found that a number of research reports which were verified from experts were at good level. 4) Regarding to follow up efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal, it was found that there were 8 research papers (out of 10) which were published in

international conference after the implementation of the supervision model.

Keywords— Research Supervision Model, Instructional Research Competency

I. INTRODUCTION

High-quality instruction that improves learning outcomes for all students is the stated aim of many educational reform efforts, because quality instruction is connected to improved student learning outcomes [1].

Teacher research plays an increasingly significant role in contemporary society as a basis for self-exploration and inquiry. In Freeman [2], he states that research is a basic process of developing and rendering viable interpretations for things in the world. Besides, Nunan [3] notes that research is a process of formulating questions, and articulating puzzles relating to practice, collecting relevant data that might have a bearing on such questions or puzzles interpreting and explaining the data and making the results of the inquiry public in some way. Traditionally, research in education intends to bring useful changes to either teachers' teaching or students' learning or both. Educators as teacher researchers often wish to carry out research within their classrooms or schools to improve their teaching, to assess a newly developed educational theory or to implement and evaluate an educational plan. According to Hopkins [4] a basis for the selection of a classroom research by teachers centers on the following criteria: 1) The teacher's primary role is to teach and any research project must not interfere with or disrupt this commitment; 2) The method of data collection should not be too demanding on the teacher's time; 3) The methodology used must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to the classroom situation; 4) The teacher should be committed to the research problem under study; 5) Teachers must follow ethical procedures when carrying out research; and 6) Classroom research where possible should adopt a perspective where all members of a school community build and share a common vision. In the era of teaching as research, teacher researchers have adopted term "action research" to refer to their particular approach to classroom research. So far, action research has proved its suitability to education and become more and more important in education organizations.

One of the growing interests in teacher education lies in how and what teachers learn across time and space in the complex ecologies and technologies of today's society.

Teacher research has been implemented in teacher education programs as a powerful, exploratory tool for teacher candidates to inquire about educational problems and to improve their knowledge of teaching practice. A recent paradigm shift in the focus of educational research and the role of teachers and teacher educators might address the challenge of how to appropriately measure teacher performance [5], [6]). This is supported by Lo Castro [7] who highlights that teachers conduct research to find out what is going on in their classrooms, and to establish ways of remedying problems. Teachers need to be able to explain what things happen and why, and seek knowledge of the learning processes as a means to increase and maximize student knowledge. The teacher goes from a position of knowing as a teacher to one of inquiring—finding out what one does not know. Teachers have to prove their hypotheses and beliefs are correct for items they believe to be “a priori” true.

Teacher research is largely about developing the professional dispositions of lifelong learning, reflective and mindful teaching, and self-transformation [8]. The real value of engaging in teacher research at any level is that it may lead to rethinking and reconstructing what it means to be a teacher or teacher educator and, consequently, the way teachers relate to children and students. Furthermore, teacher research has the potential to demonstrate to teachers and prospective teachers that learning to teach is inherently connected to learning to inquire [9]. The ultimate aim of teacher research is transformation, enabling teachers to develop a better understanding of themselves, their classrooms, and their practice through the act of reflective inquiry [10]. This could be concluded that teachers who have been involved in research may become more reflective, more critical and analytical in their teaching, and more open and committed to professional development [11].

Like any sound research, EFL research must be systematic and all procedures must be carefully documented. Multiple approaches to inquiry—multiple sources of data and multiple approaches to data analysis—are essential to the quality and authenticity of teacher research. Moreover, the EFL research must be relevant to problems of practice and provide legitimate bases for action. The findings and interpretations derived from the EFL research must be trustworthy, addressing the question: “Can the findings be trusted enough to act upon them?” And they must be believable, or have verisimilitude, which addresses the question, “Do the findings appear to be true or real in the experience of teaching?” [12]

College of General Education and Languages, Thai-Nichi Institute of Technology, has emphasized on the significance of instructional research in English and Japanese languages in order to support the movement of current teacher-as-researcher. This movement has helped reunite two complementary and natural sides of teaching—reflection and action (thinking and doing). The teacher research movement also has helped language teachers reclaim inquiry as a legitimate means of gaining knowledge and insights about teaching and learning. Nevertheless, there is no indication of instructional research supervision for exchanging research knowledge

and research process between professional research teacher and new research teacher in creating the supports necessary for the new research teacher to sustain engagement with challenging new ideas about their research and practice. Embedded professional development supported by an instructional research supervision is one promising. However, there is surprisingly little peer-reviewed research that (1) defines the parameters of the instructional research mentors’ roles, (2) describes and contextualizes the work of instructional research mentor, or (3) explains how individuals learn to be mentors and are supported to refine their practice over time.

The main functions of instructional research supervision model could enhance professional accountability (normative), increase skills and knowledge (formative), and facilitate collegial and supportive relationships (restorative). This not only helps to develop the skills and achievements of language teachers, but it can also increase their motivation to enhance students’ performance and proficiency. Consequently, the instructional research supervision model might allow new research teachers to take their lives as a researcher seriously and to simultaneously study their teaching, their students, and themselves—the images they hold of children as learners and themselves as teachers—and as a result, it allows the possibility of transformation and renewal.

A. Research Purposes

1. to develop instructional research supervision model to enhance research competency of language lecturers and
2. to assess the effects of the use of research supervision model as following methods:
 - 2.1) to assess the competency in research supervision of mentors,
 - 2.2) to assess knowledge and understanding about instructional research of the language lecturers,
 - 2.3) to assess knowledge and understanding about research supervision of the mentors,
 - 2.4) to assess instructional research competency of language lecturers,
 - 2.5) to assess the language lecturers’ satisfaction towards instructional research supervision model,
 - 2.6) to assess the instructional research report’s quality of the language lecturers, and
 - 2.7) to follow up efficiency of lecturer’s instructional research from a number of researches published in international conference/national conference or a journal.

B. Scope of Research

1. Population and Samples

- 1.1 The population was 50 language lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand..

1.2 The samples consisted of 10 language lecturers derived through volunteer random sampling techniques.

2. Duration in Experiment

The experiment ran for 2 academic years of 2014-2015. The researcher used around 2 years from September, 2014 to March 2016. The average of duration of experiment ran for 19 months including to monitoring about research papers published in international conference.

3. Variables

Variables in this study were as follows:

- 3.1. Competency in instructional research supervision of mentors
- 3.2. Knowledge on instructional research of mentors
- 3.3. Knowledge on instructional research supervision of language lecturers
- 3.4. Competency on instructional research of language lecturers
- 3.5. Satisfaction towards the supervision model
- 3.6. Research reports' quality
- 3.7. Efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal

4. Research Instruments

The research instruments comprised of tests, questionnaire, observation forms, interview forms, and assessment forms.

5. Conceptual Framework

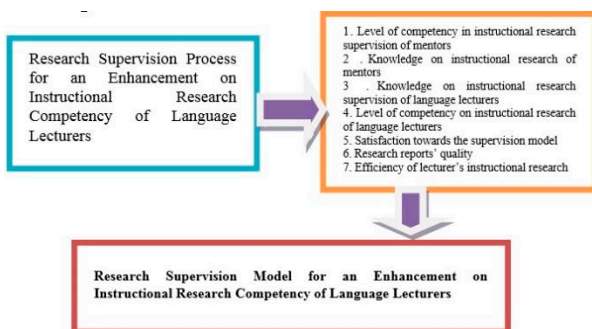


Fig 1. Conceptual Framework

6. Research Hypothesis

- 6.1. Instructional research supervision model to enhance research competency of language lecturers was effective at high level.
- 6.2. The competency in research supervision of mentors after the implementation of the supervision model was significantly higher than before at 0.05 level.
- 6.3. Knowledge and understanding about instructional research of the language lecturers after the implementation of the supervision model was significantly higher than before at 0.05 level.
- 6.4. Knowledge and understanding about research supervision of the mentors after the implementation of the supervision model was significantly higher than before at 0.05 level.

- 6.5. Instructional research competency of language lecturers after the implementation of the supervision model was significantly higher than before at 0.05 level.
- 6.6. The language lecturers' satisfaction towards instructional research supervision model was at high level.
- 6.7. The instructional research report's quality of the language lecturers was at high level.
- 6.8. Efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal was at high level.

7. Statistic Used in Data Analysis

Data were analysed in terms of percentage, means, standard deviation, t-test, and content analysis.

8. Data Collection

This research was a kind of research and development (R&D). The main aims were to develop research supervision model and to assess effectiveness of the supervision model. There were four phases of the data collection process. The data collection was at Thai-Nichi Institute of Technology, Bangkok.

9. Research Process

Research process was focused on ADDIE Model: analysis, design, development, implementation, and evaluation. It was illustrated as following 4 phases:

Phase1: Analysis (R1)

The research studied about general information and related theories about a development of instructional research supervision model from analysis literature review, related research, and document materials. The research instruments were a document analysis form and a questionnaire which result of the scores from the experts was between 0.8-1.00. Statistics analysed were mean standard deviation and frequency.

Phase2: Design and Development (D1)

The researcher designed and developed the research supervision model based on related theories and research. The model was developed and then evaluated by experts for checking suitability to apply in instructional research competency of language lecturers. The research instruments were theory rationality assessment form and a questionnaire which result of the scores from the experts was between 0.8-1.00. Statistics analysed for the model suitability were mean and standard deviation.

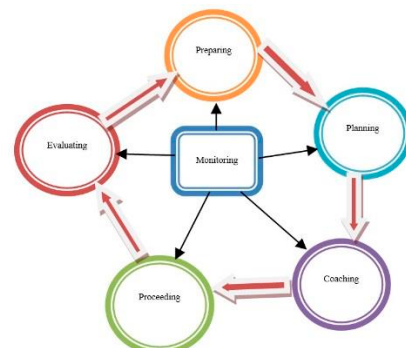


Fig 2. The model created

Phase3: Implementation (R2)

The researcher applied the instructional research supervision model in a process of try out in order to test the model's efficiency. This research was experimental based on one group pretest-posttest design by evaluation as following variables: 1) to assess the competency in research supervision of mentors, 2) to assess knowledge and understanding about instructional research of the language lecturers, 3) to assess knowledge and understanding about research supervision of the mentors, 4) to assess instructional research competency of language lecturers, 5) to assess the language lecturers' satisfaction towards instructional research supervision model, 6) to assess the instructional research report's quality of the language lecturers, and 7) to follow up efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal.

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Phase4: Evaluation (D2)

The researcher evaluated and improved the model according to the following steps; pre-supervision evaluation, while-supervision evaluation, and post-supervision evaluation. Moreover, in this process, the level of competency in instructional research supervision of mentors, knowledge on instructional research of mentors, knowledge on instructional research supervision of language lecturers, level of competency on instructional research of language lecturers, satisfaction towards the supervision model, research reports' quality, and efficiency of lecturer's instructional research, were evaluated.

II. RESEARCH RESULTS

A. Part1:

Results of development of research supervision model for an enhancement on instructional research competency of language lecturers

TABLE I :

standard deviation of a research supervision model suitability's assessment from 5 experts

	mean	S.D.	Meaning
1. Components of model	4.59	0.74	Highest
1.1 preparing	4.55	0.91	Highest
1.2 planning	4.64	0.78	Highest
1.3 coaching	4.88	0.65	Highest
1.4 proceeding	4.73	0.69	Highest
1.5 evaluating	4.61	0.71	Highest
2. Activity	4.52	0.88	Highest
3. Process	4.51	0.92	Highest
3. Design	4.37	0.77	High
4. Satisfaction in overall	4.62	0.89	Highest
Total	4.6	0.79	Highest

The table demonstrated that research supervision model suitability's assessment from five experts in overall was at the highest level, which confirmed the hypothesis1.

B. Part2:

Results of the use of instructional research supervision model (PPCPE Model)

1. The competency in instructional research supervision of the mentors was at a very high level.
2. The mentors' knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the instructional research after the implementation of the supervision model were higher than the prior one.
3. The language lecturers' knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model.
4. The competency on instructional research of the language lecturers who were supervised also demonstrated at a very high level.
5. The language lecturers' satisfaction with the supervision model was at the highest level.
6. The quality of a number of research reports evaluated by the experts was at good level.
7. The efficiency of lecturer's instructional research from a number of research papers published in international conference/national conference or a journal was at high level, there were 8 research papers (out of 10) which were published in international conference after the implementation of the supervision model.

III. CONCLUSION

1. The instructional research supervision model to enhance research competency of language lecturers was proved to be effective and verified as by experts at the highest suitability level.

2. The empirical data that supported the effectiveness of the instructional research supervision model were as follows:

- 2.1) Regarding to the mentors, they demonstrated a very high level of competency in instructional research supervision and their knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the instructional research after the implementation of the supervision model were higher than the prior one.
- 2.2) Regarding to language lecturers, their knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge



and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model. The language lecturers who were supervised also demonstrated a very high level of competency on instructional research. They were satisfied with the supervision model at the highest level.

- 2.3) Regarding to the quality of research report, it was found that a number of research reports which were verified from experts were at good level.
- 2.4) Regarding to follow up efficiency of lecturer's instructional research from a number of researches published in international conference/national conference or a journal, it was found that there were 8 research papers (out of 10) which were published in international conference after the implementation of the supervision model.

IV. DISCUSSION

According to the study and data analysis, the results of this study could be discussed as follows.

1. The instructional research supervision model to enhance research competency of language lecturers was proved to be effective and verified as by experts at the highest suitability level. In this way, it might concern the research supervision model developed was constructed focused on enhancement of language lecturers' research competency through supervision which was an essential part of language lecturers' professional experiences which related to the idea of Bailey [13] who advocated that supervision is a necessary part of language teachers' professional experiences. The literature on language teacher supervision from the past few decades consists largely of descriptions of supervisory approaches.

2. The mentors demonstrated a very high level of competency in instructional research supervision and their knowledge on instructional research before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge on the instructional research after the implementation of the supervision model were higher than the prior one. In this way, it might be because the mentors had developed about how to be an effective mentor before being a supervisor. Thus, they had a skill and competency and knowledge in instructional research supervision which related to the result of a study of Kincheloe [14] who stated that the skills and competency play a crucial role to supervisors' improvement the quality of research supervision. Therefore, quality supervision is contingent upon certain skills and competencies that supervisors are expected to possess.

3. Language lecturers' knowledge on instructional research supervision before and after the implementation of the supervision model were statistically significant different at the .05 level whereas the average scores of knowledge and on supervision after the implementation of the supervision model were higher than before the implementation of the supervision model. Moreover, the language lecturers who were supervised also demonstrated a very high level of competency on instructional research.

They were satisfied with the supervision model at the highest level. It might be because the language lecturers had trained about research competency and passed the research training programs. Developing skills in research supervision is a continuous process and the language lecturers should train gradually which related to the view of Remenyi and Money [15] who advocated that developing skills in research supervision is a gradual process that needs to be strengthened through training.

4. A number of 8 research papers (out of 10) published in international conference after the implementation of the supervision model which was at high level, it might be because the research papers were in standard of good researches which related to the concept of Shannon [16] who noted that quality research is an important component of the curriculum in teacher preparation. This linkage is attributable to the philosophical influences of John Dewey [17] who advocated for student-centered methods of teaching that comprise inquiry, problem-solving and discovery approaches. Dewey [18] further noted that learning through experience and doing is of paramount importance in that it develops intellectual potential in the learner.

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