Research Article

THE DESIRABLE STATES OF ACADEMIC MANAGEMENT OF SARASAS AFFILIATED PRIMARY SCHOOLS BASED ON THE CONCEPT OF ENGLISH LANGUAGE ORACY SKILLS FOR COMMUNICATION AND LEARNING

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Abstract

The purposes of this study were to study: 1) the concept of academic management and oracy skills for communication and learning and 2) the desirable states of the academic management of Sarasas Affiliated Primary Schools. Mixed Methods was used to complete this study. The 36 informants comprised of the school Directors, Deputy Directors of Foreign Language Academic Affairs and teachers. The data was collected through the use of questionnaires and interviews. Data was analyzed by frequency, percentage, mean, standard deviation and the qualitative data was analyzed by inductive analysis. The results showed that the desirable states of the Sarasas Affiliated Primary Schools Management made the concept of English oracy skills for communication and learning. Overall, it was at a high level. When the academic management was classified by academic areas, it was found that the areas with the highest averages were measurement and evaluation of teaching supervision, learning process development, curriculum development and media learning resources development and the use of technology for education respectively. When classified by skill in using English language oracy skills, it was found that the overall desirable state was at a high level. When considering each aspect, it was found that the skills with the highest averages were social and emotional skills, cognitive skills, linguistic skills, and physical skills respectively.

Keywords: Academic Management, Primary Schools, Oracy Skills for Communication and Learning

Introduction

Research on English language oracy skills for communication and learning are actively researched and used in many countries especially in England whose concept owner is Professor Neil Mercer from the University of Cambridge. In Thailand, there is no such concept yet to use English in teaching and learning which is part of the ability to use English more fluently. The skill of using English language oracy skills for effective communication is an important factor in entering the ASEAN Community and the dynamics of the 21st century of society in the internet 4.0 era. Fluent English communication is a channel to access educational

development, the labor market, business, economy, and society to lead sustainable competition. Communicating in line with the cutting edge of technology is an opportunity for students to be able to succeed in life. Therefore, it can be said that English is a tool that plays an important role in our lives and in entering the global community.

The National Strategic Plan (2018 – 2037). In terms of human resource capacity building, Thai people are qualified to be citizens with the skills necessary in the 21st century with high communication skills in English as a third language. Therefore, raising the competency in English communication skills to achieve the concept of using English language oracy skills is a consistent approach, especially the teaching and learning process that needs to be modified from the original by developing methods. The teaching-learning process needs to be organized from the original by developing methods of teaching-learning process through learning management in the subject matter of English, Mathematics, Science, and Health Education. In addition to gaining communication skills, we also learn the subject matter of speaking through the communication process which corresponds to the University of Birmingham Press (1965). It was mentioned that oracy is an innovation of talking through the teaching process in all subjects not only in English subjects, but by using the approach of group conversations through speaking interactions, by summarizing the contents of the lesson, by role-playing, by discussing in pairs to share ideas, and the process of responding to questions can also increase learning. Oracy skills are therefore important guidelines for short term and rapid development was successful in terms of language empowerment, access to job opportunities, and education because colloquialism enhances careers and the image of proactive work that transcends employees that lack language potential. (Lee, n.d.)

The primary function of the school is to provide education in response to the development of learners in order to raise their key skills to enter the regional and global competition especially their language and communication skills. While the Sarasas Affiliated Schools offer an EP (English Program) style of instruction that focus on foreigners as teachers in every subject matter, the Thai culture environment still prevails in schools and at home the students use the Thai language as normal. Therefore, there is a lack of continued practice. Students will use English with the foreign teachers only when they are in the classroom. When they leave their classroom or when they return home, the use of English as way of communication will be missed. Therefore, the use of English in speaking, listening, reading and pronunciation with a clear accent corresponding to a native speaker of the English language lacks continuity, causing speech management to develop. Lack of fluency skills, correct accent like a native speaker of the English language will be problematic to obtain. The study of academic management of Sarasas Affiliated Primary Schools based on the concept of English language oracy skills for communication and learning is a guideline that can help provide additional practice during the course of intensive teaching and learning as well as organizing additional extra-curricular activities that involve speaking and answering based on the principles of language oracy skills development. Organizing teaching and learning activities in various subjects is also an organization of ideas. Communication is a basic skill that children should develop. If students can communicate effectively, thinking and understanding will be more efficient and understanding of other things will follow. Communication builds confidence through

arranging of ideas and learning from each other, thus increasing knowledge through communication (Boonkrong, 2020).

Academic work is considered as the main policy of the educational institution in order to develop the quality of learners in accordance with the aims of the educational management towards goals that directly affect the quality of learners in order for the school to have quality, to be accepted, reliable, to gain reassurance from parents and communities in bringing their children to school. This is one of the missions that lead to the stability of the school as well. Developing English language oracy skills for communication and learning is an important mission of the school to develop learners to speak any language. Fluency in English language communication skills is necessary in today's era and the developments that focus on organizing activities through teaching activities. This student-centered, hands-on practice provides quick results and a clear and truly effective approach.

As stated above, the researcher is interested in studying the desirable states of academic management of Sarasas Affiliated Primary Schools based on the concept of English language oracy skill for communication and learning. The information and guidelines will be used for the development of the academic management that resulted in learners who have the competence in using the English language necessary for future learning and life.
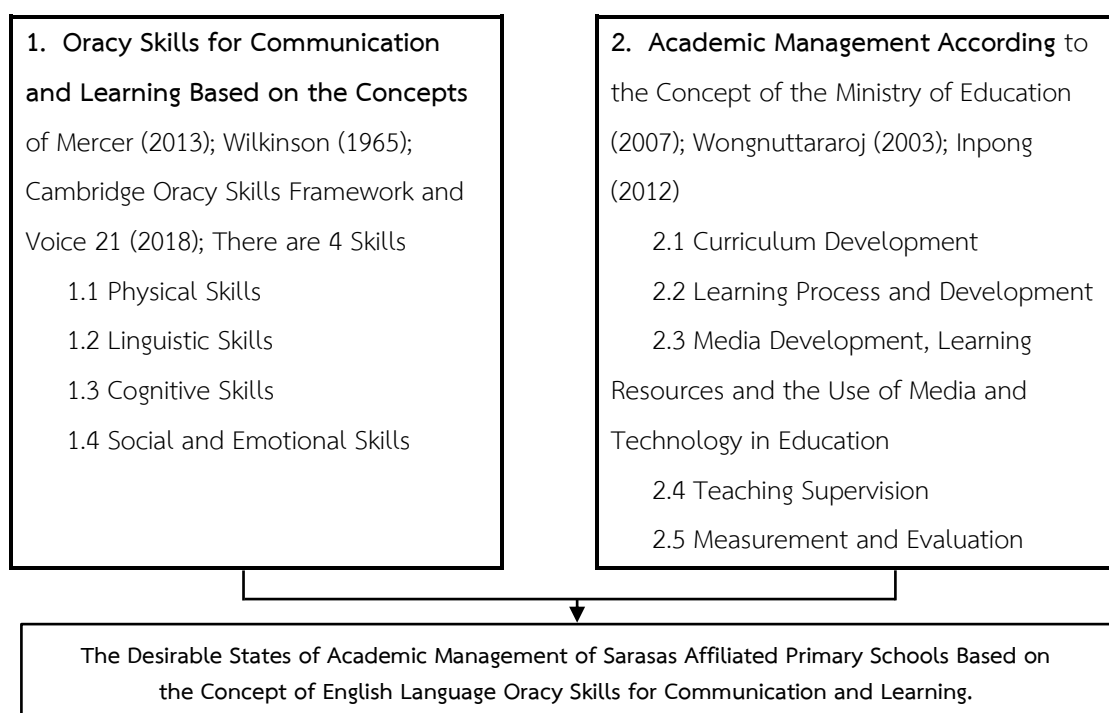
Research Objectives

1. To study the conceptual framework of academic management and oracy skills for communication and learning.

2. To study the desirable states of the academic management of Sarasas Affiliated Primary Schools based on the concept of English language oracy skills for communication and learning.

Research Conceptual Framework

The research conceptual framework was derived from the study of related research papers as follows:

1. Four components of oracy skills for communication and learning (Mercer, 2013; Wilkinson, 1965; Cambridge Oracy Skills Framework and Voice 21, 2018) comprised of: 1) Physical Skills consists of 1.1) voice skills and 1.2) body language skills. 2) Linguistic Skills consists of 2.1) vocabulary skills, 2.2) language variation skills, 2.3) language structure skills, and 2.4) rhetorical techniques skills. 3) Cognitive Skills consists of 3.1) prioritization skills, content selection, 3.2) clarifying and summarizing skills, easy to understand and to draw conclusions, 3.3) self-regulation skills, 3.4) reasoning skills, 3.5) audience awareness skills. And 4) social and emotional skills consists of 4.1) spoken language skills when working with others, 4.2) listening skills and responding appropriately, and 4.3) and confidence in speaking skills.

2. Five domains of academic management (Ministry of Education, 2007; Wongnuttararoj, 2003; Inphong, 2012) comprised of: 1) curriculum development; 2) learning process and development; 3) media development, learning resources and the use of media and technology in education; 4) teaching supervision; and 5) measurement and evaluation.

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1. Oracy Skills for Communication and Learning Based on the Concepts of Mercer (2013); Wilkinson (1965); Cambridge Oracy Skills Framework and Voice 21 (2018); There are 4 Skills

    1.1 Physical Skills

    1.2 Linguistic Skills

    1.3 Cognitive Skills

    1.4 Social and Emotional Skills

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2. Academic Management According to the Concept of the Ministry of Education (2007); Wongnuttararoj (2003); Inpong (2012)

    2.1 Curriculum Development

    2.2 Learning Process and Development

    2.3 Media Development, Learning Resources and the Use of Media and Technology in Education

    2.4 Teaching Supervision

    2.5 Measurement and Evaluation

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The Desirable States of Academic Management of Sarasas Affiliated Primary Schools Based on the Concept of English Language Oracy Skills for Communication and Learning.

Figure 1 Conceptual Framework

Research Methodology

This research methodology is a mixed methods research study comprised of 2 steps as follows:

1. Studying the conceptual frameworks of academic management and oracy skills for communication and learning.

The conceptual framework of this research has been studied and researched from various sources; from books, documents, academic textbooks, domestic and overseas research related to academic management including some documents related to Oracy Skills for communication and learning. The findings have already been proposed to the advisor in order to improve the conceptual framework assessed by 5 qualified persons. The assessment results of the suitability of the research conceptual framework are improved and modified according to additional suggestions from experts. The conceptual framework is presented to the advisor again for approval and released as a true conceptual framework.

2. Studying the desirable state of academic management of Sarasas Affiliated Primary Schools based on the concept of English language oracy skills for communication and learning.

    2.1 Population and Participants and Interviewees

The Participants used in quantitative and qualitative research comprised of 9 Directors, 9 Deputy Directors and 18 teachers from 9 primary schools of Sarasas Affiliated Schools' EP Department.

The Participants comprised of 36 participants from the EP (English Program) Department of Sarasas Affiliated Schools, using purposive sampling.

- 9 Directors, 9 Deputy Directors, 18 Thai English teachers

The interviewees are in the same group as the respondents that comprised of 27 participants from the EP (English Program) Department of Sarasas Affiliated Schools.

2.2   Research Instruments

The instruments used in this research were questionnaires and interview form on the desirable states of the academic management in primary schools of Sarasas Affiliated Schools based on the concept of English language oracy skills for communication and learning are as follows:

2.2.1 Questionnaires It consists of 3 parts: Part 1; general information of the respondents in the form of a checklist. Part 2; the state of academic management of the Primary Schools of Sarasas Affiliated Schools based on the concept of English language oracy skills for communication and learning. It was a 5-rating scale and Part 3; recommendations on other aspects about the academic management of primary schools, it was open-ended question.

2.2.2 Open-ended question interview forms were: 1）curriculum development, 2）learning process and development, 3）media development, learning resources and the use of media and technology for education, 4) teaching supervision, and 5) measurement and evaluation.

2.3   Creation and Quality of research Instruments

2.3.1 Desirable States Questionnaires: 1) Study the documents and research papers related to research variables in order to classify the measurement structure of each variable and define the operational definition of the variables according to the research conceptual framework. 2) Set the contents of the specification table 3) Written questions for the variables defined above. Then set up a questionnaire for checking the content validity using the IOC which was validated by 5 experts. Questions with the Consistency Index with IOC values for academic management is 0.973 while 0.986 for the use of English Language Oracy Skills. 4）Desirable states were revised as recommended by the experts and used to assess the quality of the internal consistency and reliability of questionnaires the instrument given to a group of 30 people who are non-participants by using the Cronbach's Alpha Coefficient calculation. The results of the analysis revealed that the reliability of the quality of the instrument was high in all respects with a precision of .782 - .864, and therefore were used for further data collection.

2.3.2 Desirable States Interview Form: 1) The interview form was an open-ended question with a set of questions approved by 5 experts as shown above. Then these questions were brought to the principal advisor and co-advisors who experts in administrative science for consultation and advice on are how to improve the questions appropriately.

2.4   Data Collection

2.4.1   Quantitative Data: Cooperate with the assistant teachers who will coordinate and follow up in returning the questionnaires by September 2021 via mail and online (Google Forms).

2.4.2   Qualitative Data: The data collection at this stage was group interviews through online video conference channel (ZOOM Meeting Program). The interviews were divided into 3 groups, each group was from 3 schools, totaling to 9 participants for each interview with a total of 27 participants who participated in

the interview. Appointments were made in advance for the interview. Data collection took place in October and lasted approximately for 30 – 40 minutes in each group interview.

        2.5   Data Analysis: The data obtained from the questionnaires were statistically analyzed through the Statistical Package for Social Science (SPSS) during the processing and analyzing of the results of the data. The statistical value in the data analysis is the mean ($\overline{X}$), percentage value (%), standard deviation (SD), frequency value (f), and the data from the interviews using Content Analysis.

Research Results

        1.   The conceptual framework of academic management comprised of: 1) curriculum development 2) learning process and development, 3) media development, learning resources and the use of media and technology in education, 4) teaching supervision, and 5) measurement and evaluation. The English language oracy skills conceptual framework for communication and learning comprised of: 1) physical skills, 2) linguistic skills, 3) cognitive skills, and 4) social and emotional skills.

        2.   The desirable states of the academic management in primary schools of Sarasas Affiliated Schools based on the concept of English language oracy skills for communication and learning classified by English language oracy skills was at a high level ($\overline{X}$ = 4.170). The details in order are shown in Table 1

Table 1 The Desirable States of the Academic Management in Primary Schools of Sarasas Affiliated Schools Based on the Concept of English Language Oracy Skills for Communication and Learning Classified by English Oracy Skills.

English Language Oracy Skills for Communication and Learning	Desirable States			
	$\overline{X}$	SD	Level	Order
1. Physical Skills	4.018	0.207	High	4
2. Linguistic Skills	4.142	0.094	High	3
3. Cognitive Skills	4.250	0.081	High	2
4. Social and Emotional Skills	4.270	0.051	High	1
Total	**4.170**	**0.108**	**High**	**-**

        3.   The desirable states of the academic management in primary schools of Sarasas Affiliated Schools based on the concept of English language oracy skills for communication and learning classified by academic areas was at a high level ($\overline{X}$ = 4.170). When considering each aspect, it was found that the aspect with the highest mean was the measurement and evaluation aspect ($\overline{X}$ = 4.226). The details are shown in Table 2

Table 2 The Desirable States of the Academic Management in Primary Schools of Sarasas Affiliated Schools Based on the Concept of English language Oracy Skills for Communication and Learning classified by academic management.

Academic Management	Desirable States			
	$\overline{X}$	SD	Level	Order
1. Curriculum Development	4.123	0.773	High	4
2. Learning Process and Development	4.184	0.750	High	3
3. Media Development, Learning Resources and the Use of Media and Technology in Education	4.092	0.783	High	5
4. Teaching Supervision	4.225	0.976	High	2
5. Measurement and Evaluation	4.226	0.834	High	1
Total	4.170	0.823	High	-

4.   The desirable states of the academic management in primary schools of Sarasas Affiliated Schools based on the concept of English language oracy skills for communication and learning by the interviews can be summarized as follows:

4.1   Curriculum Development

Effective colloquial skills should have a consistent approach to vocabulary, grammatical structure and speech, and must also be based on the development of all 4 skills. However, the development of oracy skills must be used in Science and Math subjects as a basis for development as both subjects have specific vocabulary that can help lay the foundation for students' scientific vocabulary to improve their English speaking and communication skills.

4.2   Learning Process and Development

An integrated learning should be emphasized by incorporating a variety of methods, such as question-based learning. Active learning management should be based by focusing on the learning outcomes of the learners as important. In the teaching and learning process, sentences should be properly structured so that those students at the beginning stage can easily understand. This will encourage continuous learning.

4.3   Media Development, Learning Resources and the Use of Media and Technology in Education

Technology media and online applications such as Kahoot, Wordwall, Blooket, iMovie VDO Stop Motion, ChatterPix and many more should be used in various learning processes. In addition, lessons should be recorded when using technology materials throughout the learning process so that learners can review their lessons as often as needed.

4.4   Teaching Supervision

Peer-to-peer teaching supervision should be administered by a native-speaking foreign teacher or a language specialist to monitor and evaluate teachers teaching-learning activities to ensure quality.

4.5   Measurement and Evaluation

A versatile and flexible assessment model should be used in such situations such as Peer-to-Peer assessment, and tests with speech patterns (drama, speech presentations, etc.). Furthermore,

student assessment models should be improved to reflect the advancement of technology in society such as video recording of learners through an application that is in social trends.

Discussion and Conclusion

From the research results presented above, there were many interesting findings in which the researcher would like to present as follows:

1. The conceptual framework of academic management and oracy skills for communication and learning.

1.1 The conceptual framework for academic management in primary schools consists of course development, learning process development, media development, learning resources and educational technology media, and teaching assessment. From the evaluation by 5 experts, it was thought that the conceptual framework was appropriate in accordance with the composition of the Academic Management Framework for the development of English as spoken language skills for communication and learning. The conceptual framework has been studied from sources and academic documents of which the framework of academic management guidelines was accepted. Munkongwattana (2012) said that academic work is a scope that covers many areas promoting the benefits and efficiency for learners in all aspects which can summarize the scope of academic work as course work teaching and learning activities, teaching methods and teaching media, learning measurement and teaching supervision.

1.2 The Oracy Skills conceptual framework for communication and learning consists of 4 important skills: 1) Physical Skills, 2) Linguistic Skills, 3) Cognitive Skills, and 4) Social and Emotional Skills that the researcher had studied from both domestic and foreign related literature. And the conceptual framework has been assessed for suitability by 5 experts, most of whom consider it appropriate. The conceptual framework is also consistent with Bayir and Kirac (2019), who said that English as a spoken language (Oracy Skills) can be defined as a range of speaking and listening skills, language behaviors required for communication and teamwork. Speaking skills cover physical, social, emotional, language and cognitive aspects. There are ways to guide the practice and apply oracy in the classroom for beginner and experienced ones.

2. The desirable states of the academic management are as follows:

2.1 From the quantitative data, it was found out that the skills with the highest average in the desirable states of the academic management in primary schools of Sarasas Affiliated Schools based on the concept of English language oracy skills for communication and learning were social and emotional skills. This is likely because this skill involves working with others in the form of dialogue, interaction, self-confidence and consistency with the information from the interview. RLG-EF Admin (2021) said that the situation of COVID-19 has created a change in the lives of people around the world, a New Normal that everyone has to be familiar with the measures to maintain social distancing in the community. Children growing during this period, will not only be affected by some emotional atmosphere but also the lack of the opportunity to learn social-emotional skills. In the past two decades, a large amount of research indicated that children from schools that promote Emotional and Social Skills Learning (SEL) had more positive outcomes in all areas.

2.2   It was found out that the desirable states of the academic management in primary schools of Sarasas Affiliated Schools based on the concept of English language oracy skills for communication and learning was at a high level both overall and in every aspect. The aspect with the highest average was the measurement and evaluation aspect. This may be due to the changing situation in the use of technology in today's world, causing the teaching and learning management system in the field of assessment to be adapted to reflect innovation. Consistent with the findings of Asri (2019), the design of 21st century assessments in a learning context using computational technology can support the development of management and assessment skills in the 21st century. It has a broad impact on changing educational practices that influence curriculum and teaching.

Recommendations

1. Recommendations for the Application of the Research Findings

1.1   Administrators and teachers should formulate guidelines for curriculum development, focusing on measuring and evaluating communication skills in English subjects through the use of modern technology and a variety of methods such as the use of various applications, both in the form of presentation and evaluation of the measurement of presentations using applications of modern technology. This was because the results showed that the determination of the new instrument used in the measurement was the most desirable state.

1.2   Schools should plan to develop the learning management and teaching supervision process so that the learning management process and the use of media technology for learning will be effective. Since the data from the interview suggests that an integrated learning process should be emphasized by incorporating a variety of methods, such as video recording of learners through question-based learning, applications and sentence-simulated teaching should be emphasized and properly structured so that beginner learners can easily understand and continuously stimulate their learning through Active Learning.

2. Suggestions for Future Research

2.1   The study to create innovations on the use of technology for measuring and evaluating learning outcomes of primary school learners should be conducted because the research results showed that measurement and evaluation was the aspect with the most desirable state.

2.2   The development of a model for measuring and evaluating English language Oracy Skills for communication and learning should be studied because the interview data showed that schools should improve the student outcome assessment model to reflect with the advancement of technology in society for example, video recording of learners through an application technology that is currently used worldwide.

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