

THE DEVELOPMENT OF ENHANCING INSTRUCTIONAL LEADERSHIP MODEL IN MATH TEACHER INTEGRATED ENGLISH LANGUAGE

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Abstract The purposes of this study were 1) To developing of enhancing Instructional leadership Model in Math Teacher Integrated English Language and To Study teachers' Leadership based on Instructional Leadership Model 2) To study teachers' English languages proficiency . The sampling were 5 Math teachers who recruited to be participants . they are from 5 province and difference school of North eastern of Thailand . During 6 month in 2014 The instrument for collecting data were Leadership Model , Lesson plan with Content and Language Integration Learning , Questionnaires, Observation form . For statistic used were Mean Percentage . Finding 1) Instructional Leadership Model was Leading Professional Internal role Mentor : develops others the professional guidance of staff. Educator: demonstrates technical competence and personal teaching skills. Advisor: supports and counselor And teachers' Leadership based on Instructional Leadership Model is high level 2) For the English language proficiency, Teacher improve their English language

Index Terms—: Instructional Leadership, Math teacher, Content and Language Integration Learning

I. INTRODUCTION

Due to the limited number of English teachers in Thailand, teachers have to find new ways to help our students to achieve their goals. A Chapter in the Educational Reform Act states that Thai learners should have global literacy. That is, they must know English, be able to use the Internet, and understand cultures of other countries to be qualified as world citizens. For higher education, they should be able to exchange knowledge, have interactive networking, and collaborate in international research projects (UNESCO). From the stakeholders' point of view, they expect to have graduates who have communication skills in English and Thai. Wongboonsin et al. (2003) report the following desirable skills, competencies, and qualifications suggested by stakeholders, academicians, and specialists in human resource development.

- A. *Skills: Thai learners should be equipped with conceptual skills, operating skills, technical skills, management skills, human skills, and communication skills.*
- B. *Competencies: They should have English proficiency, computer literacy, analytical ability, innovation, and critical thinking.*
- C. *Qualifications: They must meet international standards, adopt the attitudes of life-long learning, and have positive attitudes towards learning and working. In addition, they should be able to work in a team."*

For math teacher they also find new way to help our students to achieve their goals both content and English ability. Every area of work in Thailand will need personnel with fluent English. Better English means more opportunities. In addition to these priority sectors, young people should also be adventurous enough to explore other potential growth areas and emerging sectors such as creative industries and green businesses which have huge regional and global market potential. Youth unemployment in the region reached [13.1 percent](#) in 2012, on a par with the global average, but of ASEAN's 603 million people about a third are young. With numbers like this, the AEC will require a sharp, youthful focus if it is to make any practical sense. However, School is designed to teach students how to learn. Primarily, this is accomplished by growing competent and qualified educators. Professional development comes into being through deliberate actions by organization – usually the district or school, sometimes the province to train and develop educators, to make the school a learning laboratory for teachers and administrators. These actions result in various forms of development that are practiced today. These forms are directed toward several purposes, including: Enhancing the school as a good place for learning; Enhancing the school as an organization, one that generates a high quality of life for students and staff alike; Providing opportunities for professional learning by staff, from basic knowledge and skill to new approaches to curriculum and instruction, including tools for inquiring into student learning; Enhancing the collaborative dimension of the school and

reducing isolation, enabling the faculty to work together to help the students reach high states of growth. Note that several of these purposes deal simultaneously with improving the organizational climate of schools by stating the growth of educators. Helping educators have a better quality of experience in the workplace and helping the school become a more positive and warm institutions are worthwhile in themselves. These become the focus of the first level of evaluation in staff development and school renewal. Also, a generative social climate will lead to effort to better curriculum and instruction for students, but as a derivative of educators' growth. However, in the Models where curricular and instructional initiatives are central, the growth of educators needs to lead directly to increased student learning. Importantly an approach to professional development can legitimately be used before there is solid evidence that student learning will change or increase. (Joyce, B., & Calhoun, E., 2010)

CLIL is an abbreviation for Content and Language Integrated Learning. It is a way of each subject content – mathematics, or math, is often described as being a special language in itself. CLIL math teachers are, therefore, teaching mathematical content as well as two new languages –that of math and target language. The Language of Math consists of symbols, visual representations and specialized terminology. There is less textual input in math than in most other subjects, and learners often spend time during lessons solving math problems at their desks or listening to teachers explaining mathematical concepts. The challenges for math teacher, therefore, are to support learners in understanding mathematical concepts as well as to create opportunities for learners to use both the specific language of math and target language. In CLIL learners can be taught how to think, talk and write like mathematicians. (Coyle, D., Hood, P., & Marsh, D: 2010).

Benefits of CLIL : Why is integrating content and language a good thing?

CLIL Learner are motivated

Benefits for learner are motivated Learning a subject through another language can also provide extra motivation for the subject –a subject taught in another language may be more appealing to learner simply because they feel they are developing language skills along with the subject. Learner blossom and feel challenged because they are learning both a subject and a language . They develop a strong sense of achievement as they notice their rapid progress in their other language.

CLIL learners develop cognitively and their brains work harder

Cognitive learning theories suggest that people remember things more effectively if their brains have to work harder to complete a task. For example, it is likely that bilinguals form more connections in the brain, make new connections and expand their memory because they are learning in another language. Learning a subject through another language may broaden and deepen CLIL learners' understanding of subject

concepts , their thinking skills and their creativity: their brains have to work harder when they learn through another language. As one CLIL learner put it , It is harder to learn like this, especially at the beginning , but if makes you concentrate more , then you learn it better , and so is better to do it this ways (Coyle ,2006:7). CLIL Learners may, therefore, be more likely to remember what they have learned-both the language and the content.

II. BENEFIT FOR TEACHERS AND SCHOOLS

The implementation of CLIL encourages whole school development and innovation: implementing CLIL can be a powerful impulse for renewal and reflection in a school. It can also be an impulse for a school to think about language policy, not only for English but also for other languages taught in school. CLIL teacher often become enthusiastic as they think about and discuss learning, curriculum development and materials. They may reconsider how learner learn both language and content and as a consequence may often develop a completely new curriculum.

Teacher who in trend be a leader for change new world how to enhance teacher to have leadership.

III. THE NATURE OF LEADERSHIP

A sampling of some representative definitions of leadership follows:

- Leadership is “ the process of influencing group activities beyond expectations”.
- Leadership is “ influencing , guiding in direction, course ,action, and opinion”.
- Leadership is “effective influence”.
- Leadership is “ building cohesive and goal-oriented teams”.
- Leadership is “ persuading others people to set aside...their individual concerns and to pursue a common goal that is important for the ..welfare of a group.”

What distinguishes leader from non-leaders, between a *manager* and *leader* :

A manager does the thing right; a leader does the right thing.” The first person is concern about carrying out policy; the second person formulates policy. The first person thinks in terms of trees ;the second person has a larger view of life and deals with the forest. Effective leader , according to Peter Drucker, do not make many decisions. They focus on important ones and ones that have impact on the larger aspects of the organization. They try to think through what is generic and strategic, rather than solve daily problem or “put out fires.” They try to make few important decisions on the highest level of conceptual understanding. Effective leaders in organizations engage in decentralized decision making-that is, responsibility and authority are given to middle management and shared decision making-that is, decisions are made in a committee or by a group; thus, effective leader bring in people inside and outside the organizations as part of the team.

A. What is Instructional Leadership?

Instructional leadership is generally defined as the management of curriculum and instruction by a [school principal](#). This term appeared as a result of research associated with the [effective school movement](#) of the 1980's, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among school staff, for example [distributed leadership](#), [shared leadership](#), and [transformational leadership](#)

Several researchers have outlined the characteristics and components of instructional leadership. Hallinger and Murphy's (1985)^[8] conceptual model has been most widely used in empirical studies of instructional leadership.^{[3][4]} The authors proposed the key role of instructional leaders in three dimensions: 1) *Defining the school mission*, 2) *Managing the instructional program*, and 3) *Promoting a positive school-learning climate*. In these three dimensions, principals have different functions. First, their analyses of a leader's role in *defining the school mission* focuses on two functions: framing clear school goals and communicating clear school goals. Second, in the area of *managing the instructional program*, principals have three functions: supervising and evaluating instruction, coordinating curriculum, and monitoring student progress. Third, in regards to *promoting a positive school-learning climate* principals have five functions: protecting instructional time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning.

Murphy (1988)^[4] proposed four major dimensions of instructional leadership: 1) *Developing mission and goals*, 2) *Managing the education production function*, 3) *Promoting an academic learning climate*, and 4) *Developing a supportive work environment*.

Duke(1982)^[15] suggested six functions of instructional leadership related to teacher and school effectiveness: 1) *Staff development*: recruitment, in-service education, and staff motivation, 2) *Instructional support*: organized activities to maintain an environment geared towards improving teaching and learning, 3) *Resource acquisition and allocation*: adequate learning materials, appropriate facilities, and skilled support personnel 4) *Quality control*: evaluation, supervision, rewards, and sanctions, 5) *Coordination*: activities that prevent cross-purposes or duplicate operations, and 6) *Troubleshooting*: anticipation and resolution of problems in school operation. The first four functions of instructional leadership are directly related to instruction behaviors, whereas the remaining functions are indirectly relevant to instructional activities.

Andrew, Bascom, and Bascom (1991)^[16] defined four strategies that instructional leaders use to enhance student achievement: 1) *Resource provider*: provision of resources to attain learning goals, 2) *Instructional resource*: provision of

strategies and skills to achieve better teaching practice, opportunities for professional development, and assessment for school performance related to instruction, 3) *Communicator*: promoting discussion among school members about school vision, goals, and culture for successful learning, and 4) *Visible presence*: showing up through face-to-face interaction as well as through informal exchanges in day-to-day activities.

Through extensive literature review, Spillane, Halverson, and Diamond (2004)^[5] identified that instructional leaders have several macro-school-level functions. "1) constructing and selling an instructional vision, 2) developing and managing a school culture conducive to conversations about the core technology of instruction by building norms of trust, collaboration, and academic press among staff, 3) procuring and distributing resources, including materials, time, support, and compensation, 4) supporting teacher growth and development, both individually and collectively, 5) providing both summative and formative monitoring of instruction and innovation, and 6) establishing a school climate in which disciplinary issues do not dominate instructional issues."

In this research was focus on teacher who enhancing to be an instructional leader . They are math teacher but they have to teach and communication via English language . Why it is necessary to learn mathematics : Mathematics is highly importance to development of the human mind. It enables a person to acquire skills in creativity , logic and systematic and methodical thinking ,and allows one to carefully and thoroughly analyses various problem or situation , anticipate, plan, make decisions , solve problems and accurately and apply mathematics in daily life. Mathematics serves as a tool for learning science , technology and other disciplines. It is therefore useful to one's life , enhance quality of life and enables a person to live in harmony with others. The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) with regard to its foreign language learning content from which the English language subject is mainly drawn. Document analysis was employed in this article because, according to Prior (2011), government documents are useful resources containing policy and mission statements whose content can be employed as data that provide informative accounts of government goals and objectives. Based on the document analysis of OBEC (2008, pp. 252–253), there are four main strands and standards, which can be summarized as follows. First of all, language for communication employs "foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately" (OBEC, 2008, p. 267). Thus, the expected standards are: first, understanding and having the capacity for interpreting what has been heard and read from various types of media, and ability to express opinions with proper reasoning; second, possessing language communication skills for effective exchange of data and information, and efficient expression of feelings and opinions; and third, presenting data and information, concepts

and views on various matters by speaking and writing. Secondly, language and culture harmonize “foreign languages with the culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application” (OBEC, 2008, p. 253). Primary school students are trained to appreciate the relationship between the language and culture of native speakers and their capacity for use of language appropriate to occasions and places, as well as similarities and differences between the language and culture of native speakers and Thai speakers, and their capacity for correct and appropriate use of language. Thirdly, language and its relationship with other learning areas aims to relate foreign languages with other learning areas in order to form the basis for further development, seek knowledge, and broaden learners’ world views, which are considered to be the standard primary school students must achieve. Finally, language and its relationship with the community and the world is one of the standards for primary school students to be able to apply “foreign languages in various situations, both in the classroom and the outside community and in the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society”

IV. OBJECTIVES

1. To Developing of Enhancing Instructional Leadership Model in Math Teacher Integrated English Language and To Study teachers’ Leadership based on Instructional Leadership Model
2. To Study teachers’ English languages proficiency

V. RESEARCH METHODOLOGY

The sampling were Math teachers who recruited to be participants . they are from 5 province and difference school of North eastern of Thailand . During 6 month in 2014 The instrument for collecting data were Leadership Model , Lesson plan with Content and Language Integration Learning , Questionnaires, Observation form. For statistic used were Mean Percentage .

VI. RESULT

1. Instructional Leadership Model : A model can come in many styles. It is important to emphasize that a model is not the real world but merely a human construct to help us better understand real world systems.

Leading Professional
Internal role

Mentor : develops others the professional guidance of staff.

- Educator : demonstrates technical competence and personal teaching skills.
- Advisor: supports and counsels , pupils, parents ,staff. And they have leadership in high level .

2) For the English language proficiency, Teacher improve their English language but

they were struggling with realities of implementing. Examples of input (spoken, written and

visual information) in math include the following: Teacher explanations, instructions and demonstrations for solving mathematical problems; written texts: everyday situations described in terms of mathematical problems; video or audio input: interactive games online, a video clip about where we encounter math in our lives; objects and Models-tree dimensional objects, protractors, compass; hand –on work; measuring objects in and outside the classroom; visuals – visual information and symbols (numbers, charts, graphs, graphs, formulas).

VII. CONCLUSIONS

Based on Instructional Leadership Model Teachers improved their Leadership and English language skills and had more confidence to apply in their classroom practices in the implementation of the change in language of instruction for Mathematics. One of these is the prior educational background of teachers. It’s a point the rest of the Association of Southeast Asian Nations (ASEAN) desperately needs to note. English will become the language of the ASEAN Economic Community (AEC) once it is introduced towards the end of 2015, yet few members of the 10-nation bloc have ever embraced the language. This is particularly informative for educators, administrators and policy makers who are interested in preparing students for today’s global economy and society. Teacher should be an Instructional leadership for changing new world.

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