

Developing Teachers' Learning Management Competency through the Process of Coaching and Mentoring to Enhance the English Proficiency of Primary School Students in Small Schools in Soeng Sang District, Nakhon Ratchasima Province, Thailand

Desarrollo de la competencia de gestión del aprendizaje de los docentes a través del proceso de orientación y tutoría para mejorar el dominio del inglés de los estudiantes de primaria en escuelas pequeñas en el distrito de Soeng Sang, provincia de Nakhon Ratchasima, Tailandia

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Abstract

This research has two main objectives: 1) to develop the coaching and mentoring process to improve teachers' learning management competence that will improve students' English proficiency and 2) to study the results of this coaching and mentoring process. The research process was divided into two phases: the first phase was the development of the orientation and tutoring process to improve the learning management competence of teachers. The research instrument was the evaluation form of the coaching and mentoring process called "TOCM Process" and the second phase was the study of the coaching and mentoring process to improve the learning management competence of teachers. This research was carried out in four main stages that were planning, action, observation and reflection. The target group for this research was five small schools in Soengsang District, Nakhon Ratchasima Province, Thailand. The results of the evaluation of the suitability and feasibility of the TOCM Process were considered adequate and feasible at a high level.

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Resumen

Esta investigación tiene dos objetivos principales: 1) desarrollar el proceso de coaching y mentoring para mejorar la competencia de gestión del aprendizaje de los docentes que mejorará el dominio del inglés de los estudiantes y 2) estudiar los resultados de este proceso de coaching y mentoring. Se dividió el proceso de investigación en dos fases: la primera fase fue el desarrollo del proceso de orientación y tutoría para mejorar la competencia de gestión del aprendizaje de los docentes. El instrumento de investigación fue el formulario de evaluación del proceso de coaching y mentoring denominado "Proceso TOCM" y la segunda fase fue el estudio del proceso de coaching y mentoring para mejorar la competencia de gestión del aprendizaje de los docentes. Esta investigación se llevó a cabo en cuatro etapas principales que fueron la planificación, la acción, la observación y la reflexión. El grupo objetivo de esta investigación fueron cinco escuelas pequeñas en el distrito de Soengsang, provincia de Nakhon Ratchasima, Tailandia. Los resultados de la evaluación de la idoneidad y viabilidad del Proceso TOCM se consideraron adecuados y factibles en un alto nivel.

Palabras clave: competencias educativas de los docentes, orientación integradora, tutoría para mejorar el inglés de los estudiantes

1. Introduction

1.1 Background

The government has set an urgent policy to raise the standard of English teaching to increase Thailand's competitiveness in the ASEAN Economic Community, which has used English as the working language since 2016. However, there are still obstacles in managing English language teaching in schools under the Office of the Basic Education Commission, especially in small schools. For example, difficulties exist in teaching and learning management for teachers who are not in the field or English teachers who did not graduate with an English major, despite using continuous training to develop teachers' English skills. In addition, past research showed that there were many problems in managing English language teaching, such as teachers with a lack of knowledge and understanding of the English language curriculum. A serious problem with the teachers' overall competency to teach English was that teachers were not fluent in English. Furthermore, teachers' qualifications were not a Teaching of English major (Nuanlong et al., 2015). This was consistent with the study showing that teachers lacked profound knowledge of English, did not truly understand the lessons, lacked teaching skills (Dhansobhon, 2006; Wongsothorn et al., 2003), and lacked various teaching strategies that were suitable for the lessons. They tended to teach students to memorize. Moreover, they hardly used teaching media or used a limited source of teaching media because some teachers had a poor command of information technology and computer skills and a lack of confidence in teaching (Srisueb & Wasanasomt, 2010; Chanhom, 2006). There are various types of teacher development processes, such as studying research, giving lectures, providing an exemplary model of teaching, teaching in simulation with a reflection, and on-site coaching to develop teaching skills. One of the most effective and sustainable methods of teaching development is coaching. This method can produce knowledge and skills which can be applied to practice. A study by Gottesman (2000) concluded that new knowledge and skills which are transferred by coaching trainees will be more effective and durable than other methods. Therefore, the coaching and mentoring method was selected and implemented in this research to develop and improve teachers' knowledge, competency, and teaching skills in order to enhance students' English proficiency and to continuously train teachers so that they can expand their own knowledge and expand other's.

The process of coaching is teaching about work assigned to subordinates whose performance is at the standard level. Mentoring involves giving a consultation to or teaching employees whose performance and other related duties are above the standard, to help increase their potential. Their performance will affect the further

development of educational institutions. In this research, mentoring has three functions: serving as a trainer, a coach, and a supporter. The person who acts as a mentor means the school administrator at each level, including the education area level and school level. Mentors in each level played different major roles as follows: the professors of the Faculty of Education, Nakhon Ratchasima Rajabhat University, served as a primary mentor in coaching and counseling. Educational supervisors from the educational area and school administrators served as a main mentor in counseling and sponsoring. In this research, the 'teaching or guiding process' is referred to as 'coaching', which does not only refer to the process of providing training alone but also includes counseling, guiding, and educating learners or teachers in schools. Therefore, the process of coaching and mentoring was selected to develop teachers. The process of coaching and mentoring was chosen as it was considered to be the most effective technique for developing the learning of personnel in any organizations that wished to be an organization of learning. Coaching is direct instruction from supervisors to subordinates via a two-way communication method in order to enable subordinates to perform their assigned tasks effectively and develop their own potential at the same time. Mentoring is selecting those with a recognized talent to give consultation and help employees, whose performance was at a lower level to improve their potential. In human resource development, both coaching and mentoring are techniques that will make both supervisors and subordinates work to their full potential and prepare the organization to be ready to adjust to changes, helping its performance level to meet goals effectively. According to the above reasons, this method is suitable in the context of small schools, the target groups in this research. Coaching offers opportunities for innovation in the practice of teaching in a higher education institution, and the teacher may become a coach encouraging the students to reach higher goals and to go beyond the classroom knowledge. (Matteu, 2013; Wallace, N.L. et al. ,2016)

The results of this research provided guidelines for the process of developing teachers' learning management competency through coaching and mentoring to enhance the primary school students' English proficiency in a small-school context. In addition, the results of teacher development to enhance students' English proficiency in this research can be applied in small schools with similar contexts.

1.2. Objectives

- 1) To develop the coaching and mentoring process to improve teachers' learning management competency which will enhance students' English proficiency.
- 2) To study the results of this coaching and mentoring process as follows:
 1. To study the designing and learning management competency of teachers.
 2. To study the students' English proficiency.
 3. To study the coaching competency of school administrators, academic teachers, educational supervisors, and university supervisors.
 4. To study teachers' satisfaction with improving learning management competency of teachers by the process of coaching and mentoring.

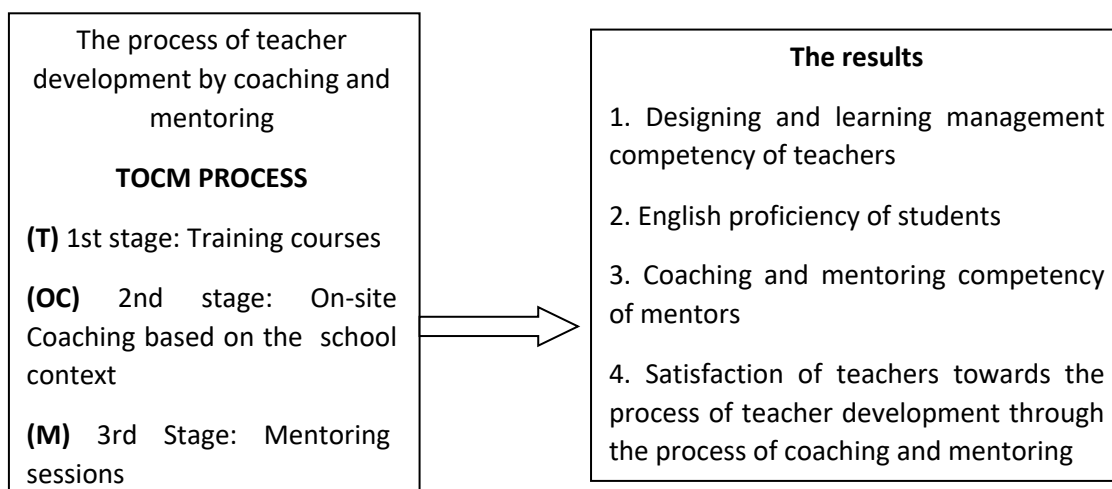
2. Methodology

2.1. Research Revision

Teacher development using the coaching and mentoring process in this research was based on the concept of coaching, which is direct instruction about the assigned tasks from supervisors to subordinates whose performance was at a standard level. Mentoring is giving consultation to or teaching the existing employees whose performance and other related duties are above the standard, which may help to increase their potential. From the synthesis of documents and research, it was found that there are three types of mentorship: serving

as a trainer (training), giving consultation (counseling), and providing support (sponsoring) (Huat & Topping, 2004: 250; Nelson & Quick, 2006: 577; Kreitner & Kinicki, 2007: 95; Amornkitpinyo, 2008: 32). There are various types of teacher development processes, such as research studies, giving lectures, providing an exemplary model of teaching, teaching in simulation with a reflection, and on-site coaching to develop teaching skills. One of the most effective and sustainable methods of teaching development is coaching. This method can produce knowledge and skills which can be applied to practice. A study by Gottesman (2000) concluded that new knowledge and skills which are transferred by coaching trainees will be more effective and durable than other methods. The conceptual framework in this research focuses on developing teachers' learning management competency to enhance the English proficiency of primary school students. The coaching and mentoring process consists of three stages as follows: training, on-site coaching, and mentoring as shown in Figure 1.

Figure 1
Research Conceptual Framework



1. The research instrument used to collect data related to the development of the coaching and mentoring process for developing teachers' learning management competency was the coaching and mentoring process assessment form which consisted of 5 levels of rating scales in terms of suitability and feasibility and was completed by seven experts.

2. The research instruments used to collect data about and study the results of implementing the process to develop teachers' learning management competency were an interview form, a pair of questionnaires to assess the quality of the teachers' development process, a learning management training manual for teachers to enhance students' English proficiency, a learning management plan assessment form, a teacher's learning management competency assessment form, an achievement test assessment form, a coaching and mentoring competency assessment form, a reflection and summary of teacher's learning, and a satisfaction on the teachers' development process by the process of coaching and mentoring assessment form.

2.2. Research Methodology

This research methodology used the research and development process and divided the research process into two phases as follows: the first phase was the development of the coaching and mentoring process for improving teachers' learning management competency through the "TOCM PROCESS", and the second phase was the study

of the coaching and mentoring process. This research was conducted in four main stages which were planning, action, observation, and reflection.

2.3 Data Analysis

For data analysis and content analysis, descriptive statistics such as percentage, mean, and standard deviation were employed.

3. Results

Results from the assessment of the “TOCM PROCESS” showed that suitability and feasibility of the process were at a high level. In terms of suitability, the mean is between 4.20-4.80 while the mean of feasibility is between 4.20 – 4.80.

Overall, the consistency/suitability of the teacher's learning management plan was at a high level (Mean = 4.04, S.D. = 0.53). By considering the items one by one, it was found that all 10 items were all consistent/suitable at a high level. The item with the highest mean was ‘the learning standard, indicators, and learning objectives are correct, suitable, and consistent with the curriculum’ (Mean = 4.21, S.D. = 0.63). Details are shown in Table 1.

Table 1
Overall means and standard deviations of the results of conformity/relationship/suitability of teachers' English language learning management plans assessment

Item no.	Assessment item	Assessment result		
		Mean	S.D.	Meaning
1.	The learning management plan has a complete set of components such as learning standards, indicators, learning objectives, essence, topics, learning activities, media/learning resources, measurement, evaluation, etc.	3.94	0.73	high
2.	The elements of the learning management plan are consistent.	4.13	0.63	high
3.	Learning activities are focused on learners.	4.05	0.68	high
4.	Students are involved in learning management.	3.76	0.74	high
5.	The learning activities are consistent with the training courses.	4.08	0.73	high
6.	The learning topics are correct, appropriate, and consistent with the curriculum.	4.03	0.64	high
7.	The learning standard, indicators, and learning objectives are correct, suitable, and consistent with the curriculum.	4.21	0.63	high
8.	Various and appropriate media/technology/learning resources have been set.	3.95	0.68	high
9.	Various measurement methods, tools, and assessment criteria that are consistent with the learning objectives have been set.	4.06	0.69	high
10.	Learning management plans can lead to the achievement of the learning objectives set.	4.18	0.72	high
Total		4.04	0.53	high

Overall, the teachers' learning organization competency was at a high level (Mean = 4.13, S.D. = 0.52). By considering the items one by one, it was found that the mean of all items were at a high level. The item with the highest mean was ‘Clearly present the learning topic at the introductory stage.’ (Mean = 4.28, S.D. = 0.62). In terms of atmosphere for learning management, all items were at a high level (Mean = 4.20, S.D. = 0.48). The item with the highest average was ‘Arrange the classes to be ready for learning management to improve language skills.’ (Mean = 4.26, S.D. = 0.63). Details are shown in Table 2.

Table 2
Overall means and standard deviations of the results of teachers'
of learning management competency assessment

Issue	Assessment item	Assessment result		
		Mean	S.D.	Meaning
Learning Activities	1. Clearly present the learning topic in the introductory stage.	4.28	0.62	high
	2. Use descriptive skills and thought-provoking explanation.	4.23	0.66	high
	3. The learning topic is correct.	3.99	0.67	high
	4. Use various, proper media and teaching technology and learning resources.	4.03	0.66	high
	5. Manage learning in accordance with standards, indicators, and learning objectives.	4.13	0.65	high
	6. Set a learning management plan in accordance with the curriculum that has been trained (Pronunciation, Reading & Writing teaching techniques).	4.24	0.63	high
	7. Periodically assess students' understanding while engaging in learning activities	4.13	0.65	high
	8. Organize learning activities that engage students.	4.13	0.67	high
	9. Summarize the lesson properly.	4.00	0.66	high
	10. Divide the time to manage learning properly.	4.17	0.63	high
	Total	4.13	0.52	high
Atmosphere in Learning Management	11. Create an atmosphere and environment in the classroom which is conducive to learning management.	4.23	0.64	high
	12. Arrange the classes to be ready for learning management to improve language skills.	4.26	0.63	high
	13. Able to control the class and create motivation to learn.	4.19	0.70	high
	14. Use gestures, language, and communication.	4.22	0.64	high
	15. Have interaction between teachers and students.	4.24	0.56	high
	16. Be a teacher that takes a role as a facilitator in organizing learning.	4.04	0.57	high
	Total	4.20	0.48	high

The average score of students' English learning achievement before class was 8.51 out of 20, or 42.55%, while the average score after class was 13.71 out of 20, or 68.55%. The average progression score was 5.20 or 26.00%. Details are shown in Table 3.

Table 3
Overall English language learning achievement scores of primary
school students in small schools and itemized by school.

No.	School name	Before Teacher Development Class (20)		After Teacher Development class (20)		Progress	
		Score	Percentage	Score	Percentage	Score	Percentage
1	Banprachasan	8.83	41.50	13.50	65.00	4.67	23.35
2	Bannonglaksila	8.93	44.65	13.63	68.15	4.70	23.50
3	Banratsamakkh	7.55	37.75	13.27	66.35	5.72	28.60
4	Bantha-yiem	8.50	42.50	13.94	69.70	5.44	27.20
5	Banskatnak	9.14	45.70	14.52	72.60	5.38	26.90
	Total	8.51	42.55	13.71	68.55	5.20	26.00

The overall score that assessed the coaching and mentoring competency of school administrators/academic teachers was at a high level (Mean = 4.10, S.D. = 0.38). By considering the items one by one, it was found that all items had a high mean. The item with the highest average score was 'Build confidence for teachers to be able to teach successfully according to goals' (Mean = 4.10, S.D. = 0.38). The overall score that assessed the coaching and mentoring competency of educational supervisors/university supervisors was at a high level as well (Mean = 4.22, S.D. = 0.50). By considering the items one by one, it was found that every item had a high-level mean. The one with the highest average score was 'Use open-ended questions to encourage class discussion and exchange of information' (Mean = 4.33, S.D. = 0.53). Details are shown in Table 4.

Table 4

Overall means and standard deviations of the results of coaching and mentoring competency of school administrators, academic teachers, and educational supervisor, and university teachers assessment

Item No.	Coaching guideline	School administrators/ academic teachers			Educational supervisor/ university teachers		
		Mean	S.D.	Meaning	Mean	S.D.	Meaning
1.	The coaching process is planned and includes goal setting, coaching, mentoring, evaluation and conclusion.	4.00	0.65	high	4.28	0.60	high
2.	Recommend processes and behaviors required to achieve the goals of learning management.	4.05	0.56	high	4.26	0.59	high
3.	Use a collaborative learning approach to find guidelines or teaching methods to achieve learning management goals.	4.03	0.67	high	4.23	0.71	high
4.	Follow up, pay attention, and motivate teachers to have confidence in learning management on a regular basis.	4.08	0.62	high	4.18	0.64	high
5.	Use open-ended questions to encourage class discussion and exchange of information.	4.23	0.54	high	4.33	0.53	high
6.	Provide clear feedback and support teachers to enable them to teach better.	4.18	0.60	high	4.18	0.64	high
7.	Provide easy-to-follow instructions and feedback.	4.26	0.44	high	4.26	0.55	high
8.	Use questioning instead of giving orders to encourage teacher development.	4.21	0.47	high	4.10	0.64	high
9.	Listen to opinions and give advice in a friendly way.	4.18	0.51	high	4.15	0.54	high
10.	Build confidence for teachers to be able to teach successfully according to goals.	4.28	0.60	high	4.21	0.57	high
Total		10.4	0.38	high	22.4	0.50	high

3.6 Teachers were satisfied with the process to develop teachers' learning management competency to enhance students' English proficiency. The overall scores were at a high level (Mean = 4.08, S.D. = 0.70). By considering

the items one by one, it was found that the items with the highest level of satisfaction were ‘Organize workshop trainings to improve designing and organizing skills for learning English’ (Mean = 4.24, S.D. = 0.54), ‘Meet to explain project details to teachers and administrators’ (Mean = 4.21, S.D. = 0.54) and ‘Meet up, supervise, and follow up progress of educational supervisors and university supervisors’ (Mean = 4.15, S.D. = 0.77), respectively. Details are shown in Table 5.

Table 5
Means, standard deviations, and the levels of satisfaction towards the development process for improving teachers’ learning management competency through the process of coaching and mentoring

Assessment item	Satisfaction Levels		
	Mean	S.D.	Meaning
1. Meeting to explain project details to teachers and administrators	4.21	0.54	high
2. Determine the roles of coaches and mentors.	4.18	0.58	high
3. Organize workshop training to improve designing and organizing skills for learning English.	4.24	0.54	high
4. Supervise, follow up, and assess learning units/plans at school.	4.12	0.64	high
5. Supervise, follow up, and assess classroom learning management.	3.91	0.78	high
6. Develop teaching skills by using language-learning innovation that teachers had been introduced to.	4.09	0.72	high
7. Share knowledge on teaching innovation with fellow teachers.	3.95	0.80	high
8. Coaching and mentoring of teachers by school administrators and academic teachers regarding learning management to improve students’ language skills.	3.96	0.80	high
9. Meet up, supervise, and follow up on the progress of educational supervisors and university supervisors.	4.15	0.77	high
10. Receiving benefits from teacher development through coaching and mentoring between teachers and students.	4.05	0.75	high
11. Overall satisfaction towards teacher development through the coaching and mentoring process.	4.08	0.70	high

4. Discussion

Issues found in research results are discussed and itemized as follows:

By assessing the learning units/learning management plans prepared by teachers to reflect on teachers’ designing and learning management competency after their development through the coaching and mentoring process, it was found that most of the teachers were able to create consistent learning units/learning management plans with consistency, connectivity, and suitability at a high level. When considering their competency to manage learning from the assessment of teaching in the classroom, it was found that all teachers were competent to organize learning activities at a high level. This may be due to the development of their designing and learning management competency which included intensive training and clear guidelines for developing learning management that teachers could use as a manual to design learning units. This was consistent with the satisfaction assessment results for the process of teacher development which showed that the activities that teachers were most satisfied with was organizing workshop training to improve designing and organizing skills for learning English. In addition, there was also a process of supervising, following up, and counseling closely and continuously according to the guidelines of the coaching and mentoring process. Counseling under the principles of mentoring, the process of exchanging learning and reflecting periodically were implemented during teachers’ learning units on designing and learning management. On-site individual teacher supervision sessions were also provided. At the same time, the process of observing and assessing classes was

conducted at school by school administrators/academic teachers, educational supervisors, and university supervisors. In this research, the mentoring system was divided into three functions: a trainer; a coach, and supporters. Those who acted as a mentor consisted of internal personnel and external personnel. The internal personnel were school administrators and academic teachers, and the external personnel were educational supervisors and university supervisors. Being a mentor in each different group involves a different primary role. In the other words, the professors from the Faculty of Education, Nakhon Ratchasima Rajabhat University, acted as mentors with their main roles being coaching and counseling, while school administrators and academic teachers acted as mentors with their major roles being counseling and sponsoring. They also served as the main mentors in coaching and mentoring teachers in their own schools. School administrators and academic teachers had been coached and taught by university supervisors and educational supervisors as well. It can be said that coaching and mentoring are techniques for developing learning for employees in any organization that wishes to be an organization of learning. Coaching was direct instruction from supervisors to subordinates by a two-way communication method in order to enable subordinates to perform their assigned tasks effectively and develop their own potential at the same time. Mentoring was selecting administrators or those with a recognized talent to give consultation and help juniors or any employees whose performance was at lower levels to achieve their higher potential.

The results of the development of the English proficiency of primary school students in small schools through teachers' learning management revealed that the English language learning achievement scores of students after class increased by 26.00%. These results are consistent with past research that shows the mentor system can support learners in both professional and personal aspects. Furthermore, students' academic performance was at a good level (Zaniewski & Reinholz, 2016). Thus, aligning with research by Kendricks, Nedunuri and Arment (2013) that stated the mentor system showed a positive tendency towards the students' academic achievement.

The process of coaching and mentoring revealed that the coaching and mentoring competency of school administrators/academic teachers was at a high level, especially in terms of ensuring teachers were able to successfully teach as intended. The assessment results of the teachers' competency to design and manage learning were at a high level. Furthermore, the students' academic achievement score had increased. Thus, it showed that applying the coaching and mentoring process as a mechanism for teacher development to improve learners' English proficiency was an important goal of this research. This was based on the fundamental concept that coaching and mentoring were one of the processes that leaders can use to strengthen and develop subordinates to gain knowledge, skills, and personal attributes to complete tasks successfully. This was an outcome that the supervisors expected to happen (Result-Oriented). However, it must be collaborative or agreed and accepted together between supervisors and subordinates. Teaching about assigned tasks not only focused on the development of the subordinates' (Individual Performance) at present, but also focused on the development of the subordinates' potential so that subordinates have developed their knowledge, skills, abilities and potential to work at a higher level. It can be said that developing teachers through the coaching and mentoring process was considered to be a highly effective technique for developing the learning of personnel in any organization that wishes to be an organization of learning.

5. Conclusion

To develop the learning management competency of teachers to enhance learners' English proficiency as effectively as possible, it is crucial to pay attention to designing the coaching and mentoring process, especially with clear role descriptions for the coaches and mentors.

The process of coaching and teaching by school administrators/academic teachers can be considered to be an internal supervision that builds teachers confidence in teaching development and achieves concrete results in improving their learning management competency. Therefore, teacher development should focus on the process of coaching and mentoring by supervisors or personnel within the school who are close and able to constantly coach and teach.

Any small schools can apply the coaching and mentoring process to develop teachers to enhance the learning quality of learners in other learning subjects. Small schools are suitable because they have fewer personnel, yet the employees work together closely. Therefore, they can exchange knowledge and take care of each other thoroughly.

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