

Program Development of English Teacher's Competency Enhancement for Learning in 21st-Century of Secondary Schools in the Northeastern Region

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Abstract

The English language is a global language and crucial for all people, and English teachers' competency development affects high-quality students, the objectives of the research were 1) to study the elements and indicators of English teachers' competency 2) to study the current conditions, desirable conditions, and needs to enhance English teachers' competency 3) to create and develop the English teachers' competency enhancement program, and 4) to study the results of implementing the English teachers' competency enhancement program. Research Methodology was Research and Development which were conducted in 4 phases according to research objectives. The findings of the study showed that: I. The elements and indicators of English teachers' competency consisted of 3 aspects, 14 elements, and 67 indicators including 1) knowledge, 2) skills, and 3) characteristics insisted on by the 9 experts. In all aspects, 14 elements were appropriate at the highest level. II. In current conditions competency of English teachers in all aspects were at a high level. Overall desirable conditions were at the highest level, and their competencies needed were knowledge, skills, and characteristics, respectively. III. The English teachers' competency enhancement program consisted of 1) rationale 2) objectives 3) contents: Module 1 (18 hours), Module 2 (12 hours), Module 3 (6 hours) 4) procedure and sub-activities 5) test and measurement. The 9 experts' evaluation of the program is at the most appropriate, feasibility, and utility level. IV. The result of implementing the English teachers' competency enhancement program showed that 1) Knowledge: the post-development average was higher than the pre-development average. 2) Skills: assessed by the school supervising teacher, the first time their overall performances were at the average level, the second time and third times were at a high level, and the highest respectively. 3) Characteristics: evaluated by the director and the head of the Foreign Languages Department, the first time supervision was at the average level, the second time and third times were at a high level, and the highest, respectively. 4) the overall satisfaction of English teachers who joined the program was at the highest level.

Keywords: program development, 21st century learning management, English teachers' competency, secondary school

1. Introduction

At present, the global society has moved into the era of globalization which is considered a learning society. The influence of this progress has affected information and technology to be complicated, linkable, and rapid. As a result, people in society need to learn all the time. Education reform is essential in order to create a learning society and to prepare the nation to keep pace with the changes that have occurred in terms of society, economics, politics, and culture. The main goal of education reform is to improve the quality of teaching and learning which is the key to encouraging young people to be potential workers. Learning management in the 21st century is not only for learners but also for teachers and personnel. The objective is to create people of quality, acceptable, able to study, work and live in the 21st century (Quality Learning Foundation, 2015).

One of the main factors of education reform is improving teachers' quality. This is an essential solution leading to the success of the reforms. If the teachers have high proficiency, sacrifice, and put effort to teach students. Competency is important for teachers' performance. It will help teachers to have the ability, skills as well as behaviors that are suitable for the job in order that they can fulfill the needs of the organization. It helps teachers

know what level of their abilities they are at and what they need to be improved and to help them learn more about themselves. Competency is an indicator of what performance will be needed to help create your organization's performance. Nowadays, teachers who are important in promoting good education for students in the 21st century need to develop their competency. The Office of the National Education Commission (2002) has stated that teachers in the 21st century must fulfill their knowledge and skills to advance science. They must be knowledgeable, academic leaders and role models in schools and communities as well as improve themselves in order to be more knowledgeable, talented, ethical, and good role models for students. The teacher competency development process may use a collaborative inquiry system relevant to Booth (2006) his study confirmed that this was effective since teachers learn about leadership and enhance their professional knowledge by learning meaningful experiences through critical thinking and creating learning communities for professional advancement. Moreover, the way to develop must be various in accordance with the needs of teachers and educational personnel with an emphasis on school-based development methods. It is important to use peer groups or classroom research. In addition, there should be professional development associations of teachers in various fields to assist teachers in developing competency following individual plans (Dechakub & Kangkan, 2008). This will lead to the development of educational personnel in the 21st century to have the necessary knowledge, abilities, and skills, as well as things that are supportive factors to such learning.

English is an important foreign language for communication and is one of the most widely used international languages. Most of the world's major knowledge is recorded and published in English. Therefore, English has become an important skill for learners in the 21st century. The Ministry of Education requires all learners studying at the basic education level to learn and practice the use of English, resulting in the skill and ability to communicate fluently. This will lead to an increase in competitiveness in the country. Therefore, the reform of English language teaching and learning is an important policy of the Ministry of Education that must be implemented quickly, along with Communicative Language Teaching (CLT) and according to the Common European Framework of Reference for Languages (CEFR) which provides basic English language assessments for teachers and also provides systematic and diverse teaching and learning enhancement mechanisms (Ministry of Education, 2014). If the English teachers are incompetent, it cannot lead to students learning since English teachers play an important role in teaching and learning, even if the curriculum will be improved to any extent. According to the test report in which English proficiency is measured in accordance with the CEFR (The Common European Framework of Reference for Languages), In the academic year 2020, the test results showed that English proficiency of English teachers was at A2 level 45.65%, B1 level 45.65% and B2 level 4.89%. As a result, the learning achievement of English language courses of students under the Secondary Educational Service Area Office Chaiyaphum was also at an unsatisfactory level. In the academic year 2020, Mathayomsuksa 3 students (grade 9) had an average score of 34.38, and Mathayomsuksa 6 students (grade 12) had an average score of 29.94 (the Secondary Educational Service Area Office Chaiyaphum, 2020). This may be due to a lack of teaching techniques, English proficiency, communicative skills, and discontinuous activities as well as old-fashioned teaching causing unsuccessful English teaching.

From the background and importance of the problems mentioned above. The researchers were interested in studying the program to develop English teachers' competency enhancement for learning in the 21st-century of secondary schools in the Northeastern Region in order to provide information to school administrators and other related people to use as a guideline for the development of teachers and educational personnel in the organization to have competency in accordance with the guidelines for teaching and learning in the 21st-century with quality and effectiveness in teaching and learning.

2. Research Objectives

- 1) To study the elements and indicators of English teachers' competency enhancement for learning in the 21st-century of the secondary schools in the Northeastern Region
- 2) To study the current conditions, desirable conditions, and needs to enhance English teachers' competency enhancement for learning in the 21st-century of secondary schools in the Northeastern Region
- 3) To create and develop the English teachers' competency enhancement program according to the 21st-century learning management guidelines of the secondary schools in the Northeastern Region, and
- 4) To study the results of implementing the English teachers' competency enhancement program according to the 21st-century learning management guidelines of the secondary schools in the Northeastern Region.

3. Theoretical Conceptual Framework

The study of the development of English teachers' competency enhancement program based on the 21st-century

learning management guidelines of the secondary schools in the Northeast. The researchers studied and analyzed relevant papers, research from publications, research databases, and online academic databases to synthesize and provide a theoretical conceptual framework for research as follows.

The elements and indicators of an English teacher's competency based on the 21st century consisted of I) knowledge including (1) English teaching curriculum (2) Linguistics (3) Techniques of teaching English (4) Understanding students (5) Cultures and the relationship between language and cultures, II) Skills including (1) Learning management skills (2) Evaluation skills (3) Technology skills (4) Communicative Skills (5) Self-development skills (6) Cooperative skills, and III) Personal Characteristics including (1) Learning passion (2) Characteristics (3) Ethics (Srikramkrun, 2009; Yiamkhanthaworn, 2012; Chindanurak et al., 2017; Sukhothai Thammathirat Open University, 2013; Yukalang, 2015, Moonsraku, 2015; Hughes, 2007; Pefianco, 2009; Penn-Edwards, 2010; Komur, 2010; Sikki et al., 2013)

The procedures to enhance English teachers' competency based on the 21st century consists of doing the work, peer review, and self-learning (Raktham, 1998; Sinsuebpol, 2000; Phonanan, 2003; Boonchai, 2004; Yavirach, 2007; Thonglao, 2010; Sutakot, 2010; Duangjai, 2013; Pimpichai, 2013; Kulsan, 2014; DuBrin, 2007).

The elements of the program consisted of rationale, objectives, contents, procedures, and evaluations (Khakhlung, 2013; Pimko, 2014; Songboonsart, 2016; Chatchawaphun et al., 2016; Kunpadi, 2016; Chalorchaoenyong, 2016; Jungsuttiwong, 2020)

The procedures for developing a program included studying and analyzing the need for the program, creating the program, implementing the program, and evaluating the program (Noppakun, 2005; Barr & Keating, 1990; Boone, 1992; Knowles, 1980; Style, 1990; Houle, 1996).

The above theoretical frameworks were utilized to outline the program to enhance the English teachers' competency enhancement for learning in the 21st-century of secondary schools in the Northeastern Region as shown in Figure 1.

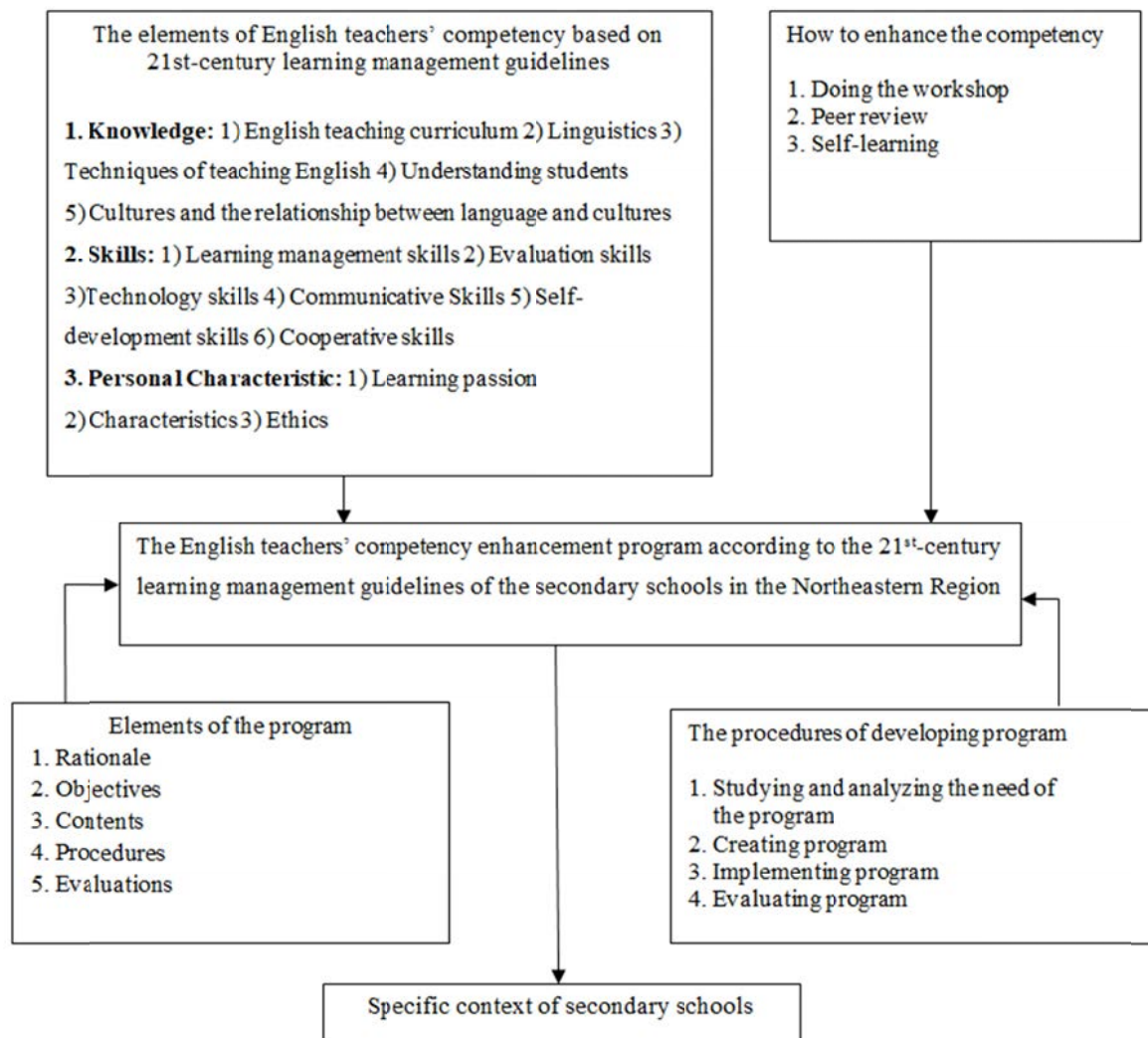


Figure 1. Theoretical conceptual framework was utilized to outline the program to enhance the English teachers' competency according to the 21st-century learning management guidelines of the secondary schools in the Northeast

4. Research Methodology

This research is research and development (R&D) that consists of 4 phases conduct follow:

Phase I: Studying the elements and indicators of English teachers' competency according to the 21st-century learning management guideline of the secondary schools in the Northeast. The group of informants included 9 experts in order to evaluate the elements and indicators obtained by purposive sampling method according to the criteria specified by the researcher, namely, 2 directors of the secondary educational service area office, 2 supervisors, 2 secondary school directors, and 2 English teachers. The research instrument used for data collection is a 5-rating scale with IOC between .06-1.00, which analyzes the data collected using mean, and standard deviations.

Phase II: Studying current conditions, desirable conditions, and needs to enhance the competency of English teachers according to the 21st-century learning management guidelines of the secondary schools in the Northeast. The populations were 6,849 English teachers of secondary schools in the Northeast in 2020, from 933 schools (Office of the Basic Education Commission, 2020). The samples were 382 English teachers in secondary schools in the Northeast using Krejcie and Morgan's (1970) sample size table to identify the sample and the stratified sampling technique. The research instrument used for data collection is a 5-rating scale with IOC between .06-1.00 and a reliability of 0.89, which analyzes the data collected using mean, standard deviation, and PNI_{modified} .

Phase III: Creating and developing a program to enhance the competency of English teachers according to the 21st-century learning management guidelines of the secondary schools in the Northeast by studying how to enhance English teachers' competency from 3 schools with best practices. The informants were 3 school directors and 3 English teachers. The data were collected by interview, then, the data were combined with the information from phase 2 to outline the program, and 9 experts assess appropriateness, possibility, and utility through focus group discussion. The research instruments used for data collection are a structured interview form, a focus group discussion form, and an evaluation form with 5-rating scales of appropriateness, possibility, and utility of the program, with IOC between .06-1.00, which analyzes the data collected using content analysis, mean, and standard deviation.

Phase IV: Studying the results of the implementation of English teachers' competency enhancement program according to the 21st-century learning management guidelines of the secondary schools in the Northeast. The participants were 15 English teachers teaching at Phu Khieo School, the Secondary Educational Service Area Office Chaiyaphum by purposive sampling. The research instruments used for data collection are 1) English teachers' competency multiple-choice test was created with the level of difficulty at 0.40-0.75, and the reliability of the test was .86, 2) an evaluation form of English teachers' competency about skills and personal characteristics with IOC between .60-1.00, and 3) an evaluation of satisfaction 5-rating scales with IOC between .60-1.00. Analyzing the data collected using mean, standard deviation, and t-test (dependent samples).

5. Research Results

The results of the study of the elements and indicators of English teachers' competency enhancement for learning in the 21st century of the secondary schools in the Northeastern Region showed that there were 3 aspects 14 elements and 67 indicators including I. knowledge; having 5 elements 23 indicators: 1) English teaching curriculum(4 indicators) 2) Linguistics(5 indicators) 3) Techniques of teaching English (5 indicators) 4) Understanding students(5 indicators) 5) Cultures and the relationship between language and cultures (4 indicators), II. skills; having 6 elements 28 indicators: 1) Learning management skills (5 indicators) 2) Evaluation skills(5 indicators) 3) Technology skills(4 indicators) 4) Communicative skills(4 indicators) 5) Self-development skills(5 indicators) 6) Cooperative skills(5 indicators), and III. Characteristics; have 3 elements and 16 indicators: 1) Learning passion (5 indicators) 2) Characteristics (6 indicators) 3) Ethics (5 indicators) insisted by the 9 experts. All aspects were at the highest level.

The results of the study of current conditions, desirable conditions, and needs to enhance the English teachers' competency enhancement for learning in the 21st century of the secondary schools in the Northeastern Region showed that the total average of current conditions was at a moderate level which skills were at very high, knowledge was at moderate, and the characteristics were at moderate, respectively. For the desirable conditions, the overall average was at a very high level; knowledge was ranked as a very high, followed by skills and personnel characteristics showed Table 1.

Table 1. The means, standard deviations in current conditions, and desirable conditions for enhancing the competency of English teachers for learning in the 21st-century of secondary schools in the Northeastern Region

English teachers' Competency	Current Conditions			Desirable conditions		
	\bar{X}	S.D.	Meaning	\bar{X}	S.D.	Meaning
1. Knowledge						
1) English teaching curriculum	3.01	0.82	moderate	4.60	0.56	Very high
2) Linguistics	3.62	0.55	high	4.62	0.50	Very high
3) Techniques of teaching English	3.14	0.76	moderate	4.59	0.60	Very high
4) Understanding students	3.25	0.74	moderate	4.57	0.58	Very high
5) Cultures and the relationship between language and cultures	3.55	0.56	high	4.64	0.48	Very high
Total	3.31	0.68	moderate	4.61	0.53	Very high
2. Skills						
1) Learning management skills	3.50	0.83	moderate	4.62	0.57	Very high
2) Evaluation skills	3.45	0.81	moderate	4.61	0.55	Very high
3) Technology skills	3.63	0.60	high	4.60	0.53	Very high
4) Communicative Skills	3.69	0.62	high	4.62	0.50	Very high
5) Self-development skills	3.32	0.79	moderate	4.62	0.56	Very high

6) Cooperative skills	3.88	0.59	high	4.58	0.49	Very high
Total	3.58	0.71	high	4.60	0.53	Very high
3. Characteristics						
1) Learning passion	3.52	0.60	high	4.59	0.51	Very high
2) Characteristics	3.80	0.56	high	4.60	0.49	Very high
3) Ethics	3.00	0.98	moderate	4.61	0.49	Very high
Total	3.44	0.71	moderate	4.60	0.50	Very high
Overall	3.44	0.70	moderate	4.60	0.52	Very high

The results of the analysis of the need to enhance English teachers' competency for learning in the 21st century of the secondary schools in the Northeastern Region showed the needs from high to the least were knowledge, skills, and personal characteristics, respectively, and displayed in Table 2.

Table 2. The average of current conditions (D), desirable conditions (I), the modified priority needs index (PNI_{modified}), and ranking

English teachers' Competency	D	I	PNI_{modified}	Rank
1. Knowledge	3.32	4.61	0.38	1
2. Skills	3.60	4.60	0.27	2
3. Personnel characteristics	3.65	4.59	0.25	3

The English teachers' competency enhancement program according to the 21st-century learning management guidelines of the secondary schools in the Northeast consists of 1) rationale, 2) objectives, 3) contents: Module 1 (18 hours), Module 2 (12 hours), Module 3 (6 hours) 4) procedure and sub-activities 5) test and measurement. 4) procedures, 5) evaluations; the procedures to enhance English teachers' competency also comprised of 1) doing the workshop, 2) peer review, and 3) self-learning, and 9 experts agreed that the program was the most appropriate, feasible, and utility. The total average in all aspects was at the highest level, and it was at the highest level in every aspect. The program is displayed in Figure 2.

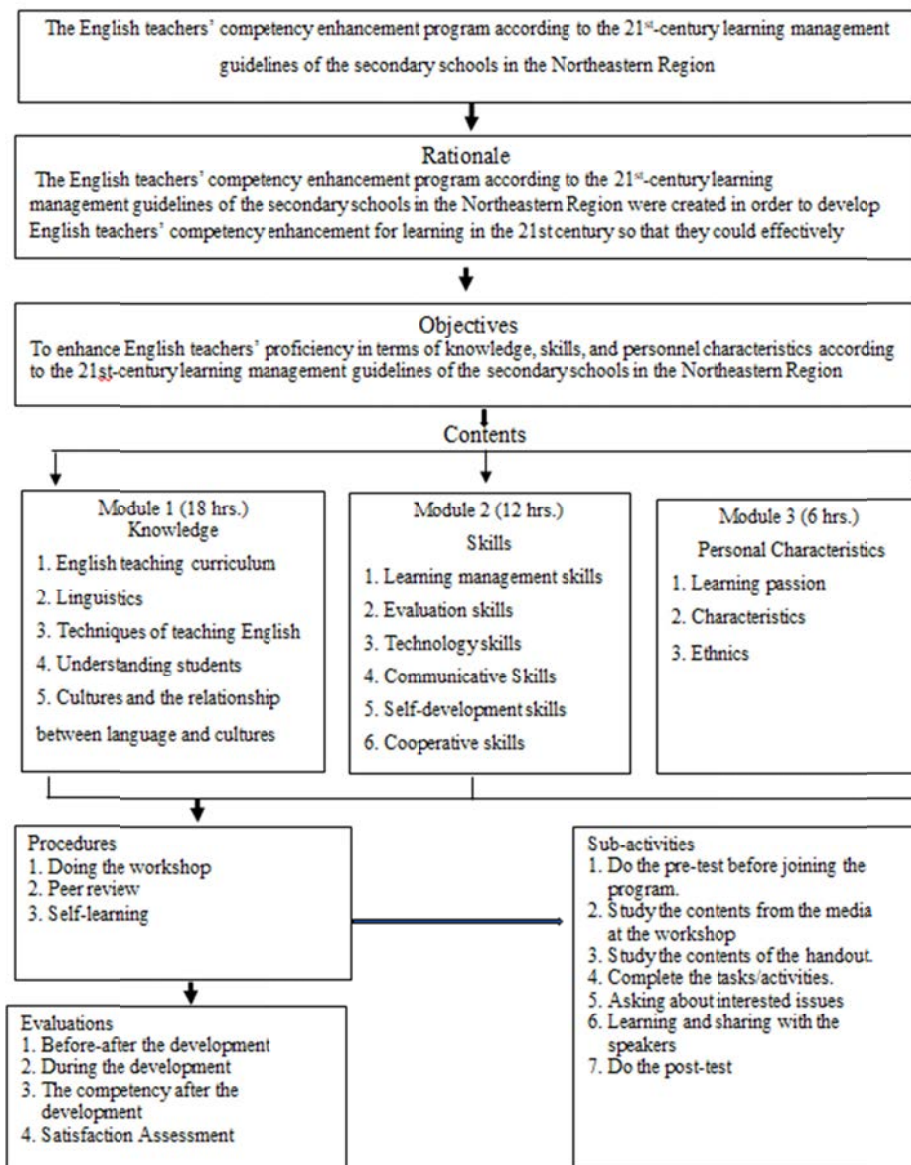


Figure 2. The English teachers' competency enhancement program according to the 21st-century learning management guidelines of the secondary schools in the Northeastern Region

The results of implementing the program showed the competency of English teachers as follows: 1) The average post-development was statistically significantly higher than before pre-development, at a level of .01 2) In terms of skills, assessed by the school supervising teacher, the first time their overall performances were at the average level, the second time and third time were at a high level, and the highest respectively 3) Characteristics: evaluated by the director and the head of Foreign Languages Department, the first time of supervision was at the average level, the second time and third time were at a high level, and the highest, respectively, and 4) The overall satisfaction of English teachers joined the program was at the highest level.

6. Discussion

From this study, there are some interesting issues that lead to the discussion as follows:

I. The elements and indicators of English teachers' competency according to the 21st-century learning management guidelines of secondary schools in the Northeast consist of 3 aspects: 1) knowledge; having 5 elements and 23 indicators, 2) skills; having 6 elements and 28 indicators, and 3) characteristics; having 3 elements and 16 indicators. This is relevant to Yiamkhanthaworn (2012) who studied about criteria of English teachers in the new era so that it can be utilized as a large framework that serves as an important guideline for all

English teachers consisting of 3 parts. The first part is about knowledge. English teachers need to understand about components and nature of the language, pronunciation, grammar structures, functions, cultures, theories, and teaching strategies. The second part is about skills. They need to be able to communicate and arrange the learning procedures in accordance with the core curriculum. The last part is about characteristics. English teachers need to have ability and teaching experience as well as a positive teaching attitude. Khojastehmehr and Takrimi (2009) also stated that there were 4 elements of English teachers' competency namely teaching strategies, communicative skills, personnel characteristics, and knowledge.

II. The results of the study of current conditions, desirable conditions, and competencies needed to strengthen the English teachers' competency according to the 21st-century learning management guidelines of the secondary schools in the Northeast showed that the total average of existing conditions was at a high level which personnel characteristics at the highest, skills ranked moderate and knowledge was the least, respectively. For the desirable conditions, the overall average was at the highest level; knowledge was ranked as the highest, followed by skills and personnel characteristics as Jutasong, Sirisuthi, and Phusee-on. (2016) studied developing a program to improve teachers' teaching competency of those who worked under the Office of the Non-Formal and Informal Education and found that the existing conditions of teachers' competency were at the moderate level and the desirable conditions were at the highest level. Chantarasombat and Meekhamtong (2010) who conducted research on the development of leader-teacher development programs in learning Thai management for enhancing the critical thinking of students in secondary schools in Educational Administration Seminar Courses for master degree students majoring in educational administration asserted that the existing conditions of teachers' competency were at the moderate level and the desirable conditions were at the highest level.

III. The results of evaluating the English teachers' competency program according to the 21st-century learning management guidelines of the secondary schools in the Northeast that the program and handout were developed consisting of 1) rationale, 2) objectives, 3) contents, 4) procedures, 5) evaluations and the procedures to strengthen English teachers' competency also comprising of 1) do the workshop, 2) peer review, and 3) self-learning, 9 experts agreed that the program was appropriate, possible, and effective. The total average in all aspects was at the highest level, and it was at the highest level in every aspect. This is supported by the study from Chantarasombat and Meekhamtong (2019) who conducted research on the development of leader teachers development program in learning Thai management for enhancing critical thinking of students in secondary schools in Educational Administration Seminar Courses for master's degree students majoring in educational administration and found that the efficiency and effectiveness of the developed program were 85.67 (E1) /84.00 (E2) which were higher than the criterion set at 80/80. Laokerd (2016) who studied the development of a virtual community-based learning system to promote knowledge and competency of educational innovation and information technology for student teachers in public higher education institutions also stated that there were 6 important elements including 1) society relationships, 2) membership, 3) sharing, 4) resource, 5) presentations, and 6) evaluation. The experts evaluated this learning system and mentioned that elements, procedures, and activities were appropriate and practical.

IV. The results of implementing the program showed the competency of English teachers as follows: 1) The average post-development was statistically significantly higher than before pre-development, at a level of .01; 2) In terms of skills, assessed by the school supervising teacher, the first time their overall performances were at the average level, the second time and third time were at a high level, and the highest respectively; 3) Characteristics: evaluated by the director and the head of Foreign Languages Department, the first time of supervision was at the average level, the second time and third time were at a high level, and the highest, respectively, and 4) The overall satisfaction of English teachers joined the program was at the highest level. According to Komur (2010) who studied teaching knowledge and teacher competencies: a Case Study of Turkish Preservice English Teachers revealed the relationship between teaching ability, individual competencies, and teaching experience that it was clear the first two aspects were related to each other. However, teaching experience could lead them to learn how to teach and control the class. Thammathecho (1988) has mentioned about the teacher development model that supervision is a guideline for improving both achievement and performance, so supervision within the school is a very important project that school administrators must prepare and must act regularly to provide advice and counsel to teachers so that they can perform better which include meeting, visiting class, and providing suggestion. Chantarasombat and Meekhamtong (2020) conducted research about the development of teacher development programs in Thai language learning management to enhance students' critical thinking for secondary schools, under the Office of the Basic Education Commission made clear that the results of the assessment of teachers' satisfaction with the critical thought development program in the learning activities of secondary school teachers. Overall, there was a high level of satisfaction, and teachers'

satisfaction was ranked the highest level.

7. Conclusion

This research can be concluded that the elements and indicators of English teachers' competency enhancement for learning in the 21st century of the secondary schools in the Northeastern region have 3 aspects 14 elements and 67 indicators including 1) knowledge, 2) skills, and 3) personal characteristics. The total average of existing conditions was at a high level. For the desirable condition, the overall average was at the highest level, and the priority needs from highest to lowest were knowledge, skills, and personal characteristics, respectively. The developed program was appropriate, possible, and utility. The total average in all aspects was at the highest level. The results of implementing the program in terms of knowledge found that the average post-development was statistically significantly higher than pre-development. In terms of skills and personal characteristics, the overall average was at the highest together with the overall satisfaction of English teachers who joined the program was at the highest level. This leads to the conclusion that this program can develop English teachers' competency for learning in the 21st century which can affect the teaching and learning of English to be qualified and efficient.

8. Recommendation

The English teachers who take part in the program development of English teachers' competency enhancement for learning in the 21st century of the secondary schools in the northeastern region should have self-directed learning readiness with flexible time and place as well as follow the activities and steps set in the manual so that they could achieve the most effective result.

Further studies should provide online learning modules.

The satisfaction survey should be applied to English teachers who take part in the program.

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