



English Language Competencies and Professional Competencies Development of Primary School Teachers in Mahasarakham Province, Thailand by Using Onsite Training Courses and Online Training Courses

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Received 21/04/2022

Revised 10/05/2022

Accepted 10/05/2022

Abstract:- The paper solely presents one of the major objectives was to design on-site and online training courses for English language competencies and professional competencies development of primary school teachers in Mahasarakham Province under the Mahasarakham Primary Educational Service Area Office 1, 2, and 3 based on contextual studies and documentary studies. The quality of the training courses and online learning programs was assessed by nine experts through Delphi Technique. The data were analyzed by statistical procedures: frequency, mean, standard deviation, and IOC index. 1) The research study showed that the five training courses consisted of "Practical English Phonetics, Forms and Usage in Modern English, Teaching Methodology, Lesson Design and Lesson Plans, and Learning Assessment and Evaluation". Each training course included nine major components: instructions for trainers and trainees, training description, objectives, the scope of contents, assessment and evaluation, contents and activities, exercises, tests, and a questionnaire. 2) The findings indicated that the average accuracy and appropriateness of the onsite training courses and the online training courses assessed by the experts were at a very high level ($\bar{X} = 4.87$, S.D. = .67) and ($\bar{X} = 4.89$, S.D. = .67) respectively. 3) The findings indicated that the average accuracy and appropriateness of three sets of the tests for the training courses and online training courses assessed by the experts were at a very high level ($\bar{X} = 4.87$, S.D. = .65), ($\bar{X} = 4.86$, S.D. = .69) and ($\bar{X} = 4.94$, S.D. = .66) respectively. The index of item objective congruence (IOC) of the tests was .97, .90, and .97 respectively. 4) The findings showed that the average accuracy and appropriateness of two sets of the questionnaire on the site training courses and online training courses assessed by the experts were at a very high level ($\bar{X} = 4.95$, S.D. = .66) and ($\bar{X} = 4.90$, S.D. = .67) respectively.

Keywords: English and Professional Competencies; Primary School Teachers; Onsite and Online Training Courses

Introduction

Office of Prime Minister (2016) states that the 12th National Economic and Social Development Plan focuses on human resource development, which is one of ten major country development strategies. The strategy emphasizes knowledge development through lifelong learning for sustainable knowledge of Thai citizens. Educational management emphasizes various learning processes for human development through knowledge transfer, practice, training, cultural inheritance, and building body knowledge for lifelong learning. Therefore, one of the country's strategies is to reform education in Thailand for developing Thai people with learning strategies, happiness, intelligence, thinking skills, solving skills, selecting skills, and self-esteem. Delahaye (2005) claims that human resource development is a continuous process of improving skills and abilities in various fields for a happy, healthy, and wealthy life. Ratana-ubon (2011) asserts that training is an important and efficient strategy for developing the knowledge, skills, and attitudes of personnel in the organizations. Office of the Education Council (2017) realizes that education reform is necessary for the human resource development of Thai students in both basic education and higher education institutions. Office of the Education Council (2017) states that the Ministry of Education has established seven strategies for education reform in Thailand. One of the major strategies focuses on foreign language competency development for regional and international competition in education and business. Paradowski (2008)

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Citation: Pattalaka, N., & Sopa, N., (2022). English Language Competencies and Professional Competencies Development of Primary School Teachers in Mahasarakham Province, Thailand by Using Onsite Training Courses and Online Training Courses. International Journal of Sociologies and Anthropologies Science Reviews (IJSASR), 2 (3), 53-64;
DOI: <https://doi.org/10.14456/jsasr.2022.19>



asserts that English is currently one of the most important foreign languages in the world for education, academic purposes, business, and communication. Termpitayapaisit (2011) claims that preparation in the English language is necessary for Thai citizens in being the ASEAN Community members. Therefore, English has been taught in kindergarten, primary and secondary schools, and tertiary institutions in Thailand for years. However, teaching English in Thailand is not successful. The annual report of EF Education First in Switzerland (2019) showed that the mean score of Thai students for English was 49.70 points of 100 points in 2017, the 53rd place of 80 countries, 47.62 points of 100 points in 2018, the 74th place of 100 countries and 48.54 points of 100 points in 2019, the 64th place of 88 countries where English has been taught as a foreign language. As a result, education reform is necessary for improving the quality of education in Thailand. Office of the Education Council (2017) realizes that learner-centered instruction and learning by doing are important to improve the educational management and learning achievement of the students. Nunan (1992) defines learner-centered instruction as a teaching methodology for providing learners to interact with language and self-assessment of learning the language. The major factors in well-prepared tasks for learner-centered instruction are personal information of learners: educational background, beliefs, cognitive styles, learning strategies, motivation, and attitudes.

Teachers are key persons for efficient learning management of preschool education, basic education, and higher education levels. Ministry of Education, Department of Academic Affairs (2001) focuses on competency development of teachers especially at the basic education level by working together with school directors for being professional teachers based on the analysis of problems and needs of teachers, weaknesses, strengths, learning and teaching systems, assessment and evaluation, including their attitudes. Watanachai (2002) asserts that teacher development should focus on the knowledge and abilities of the teachers in learning management based on individual differences. The annual report of EF Education First in Switzerland (2019) showed that the mean score of Thai students was unsatisfactory.

According to the annual report on the external quality assurance, Maha Sarakham Basic Educational Service Area Office 1, 2, and 3 (2020) reported that most English teachers in Maha Sara Kham always use teacher-centered instruction, lack of student-centered instruction and approximately 80% of teachers have not finished their degree in English major. Therefore, it is necessary to improve the abilities and competencies of the teacher's inefficient English teaching management through training courses and online learning programs. First of all, primary data of the teachers should be studied and analyzed for curriculum design and development. Dick and Carey (1985) state that analysis of problems and needs of the target population is necessary for an efficient curriculum design. Nunan (1988) inserts that the personal background of learners is important for learner-centered curriculum design, consisting of educational backgrounds, beliefs, learning styles, learning strategies, motivation, and attitude. Thammawithikul (2009) claims that analysis of problems and needs of the teachers is necessary for efficient learning management.

Therefore, the author has designed onsite English training courses and online training courses for English language competencies and professional competencies development of the teachers in primary school under the Mahasarakham Basic Educational Service Area Office 1, 2, and 3.

Objectives

1. to assess English competencies and professional competencies of primary school teachers under the Mahasarakham Primary Educational Service Area Office 1, 2 and 3
2. to analyze the needs of the teachers for English competencies and professional competencies development
3. to design and develop onsite and online training courses for English competencies and professional competencies development of primary school teachers under the Mahasarakham Primary Educational Service Area Office 1, 2, and 3 through four rounds of Delphi Technique.



Limitation

Delphi Technique was employed for evaluating the quality of the training courses and online learning because of the pandemic of COVID 19 in Mahasarakham Province, Thailand.

Conceptual Framework

The author has studied related works of literature and researches on a national reform plan for education, concepts and theories of foreign language learning, human resource development, the process of training curriculum design and development for English teachers, theories and concepts of online learning and curriculum design and development by Delphi Technique for the conceptual framework of the research as shown in diagram 1.

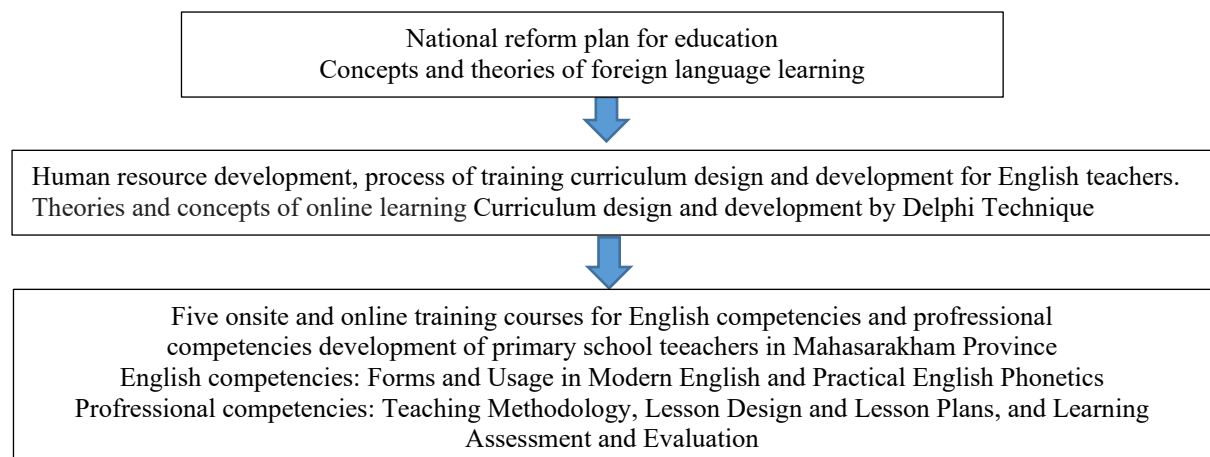


Figure 1 Conceptual Framework

Methodology

The research and development method was designed for a 2-year research project. The author would like to present only the 1st year research project for designing on-site English training courses and online training courses.

Phase 1: Analysis of English language competencies and professional competencies and needs for English language competencies and professional competencies development of primary school teachers in Mahasarakham Province

1. Target population: The target population was 481 primary school teachers under the Mahasarakham Primary Educational Service Area Office 1, 2, and 3.

2. Research instrument: The instrument consisted of a self-assessment form of English language competencies and professional competencies focusing on “Forms and Usage in Modern English, Practical English Phonetics, Teaching Methodology, Lesson Design, and Lesson Plans and English Learning Assessment and Evaluation” and a 5-point rating scale questionnaire on needs for English language competencies and professional competencies development.

3. Data collection: The data was collected by using a self-assessment form of English language competencies and professional competencies focusing on “Forms and Usage in Modern English, Practical English Phonetics, Teaching Methodology, Lesson Design, and Lesson Plans and English Learning Assessment and Evaluation” and a 5-point rating scale questionnaire on needs for English language competencies and professional competencies development from 481 primary school teachers under the Mahasarakham Primary Educational Service Area Office 1, 2 and 3.

4. Data analysis: Five major areas of English language competencies and professional competencies and needs for English language competencies and professional competencies

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development from 481 primary school teachers were analyzed through statistical procedures: frequency, mean, and standard deviation.

Phase 2: Design and development of onsite English training courses and online training courses through four rounds of the Delphi technique.

1. Target population: The target population was nine experts consisting of three experts in English, two experts in curriculum and instruction and two experts in educational computers, and two experts in educational research and evaluation.

2. Research Instrument: The instrument consisted of was an item checklist questionnaire for the 1st round, 3 sets of a rating scale questionnaire for the 2nd-4th rounds, five onsite English training courses and online training courses, five sets of an assessment form, three sets of a test, three sets of IOC assessment form and two sets of a questionnaire on satisfaction.

3. Data collection: The data was collected by an item checklist questionnaire of the 1st round on key components of onsite English training courses and online training courses from nine experts. Five onsite English training courses and online training courses were designed based on the results of phase 1, the 1st round, and documentary studies. The onsite training courses and online training courses were assessed by three sets of a rating scale questionnaire in the 2nd-4th rounds from nine experts.

4. Data analysis: The major components of the onsite training courses and online training courses were analyzed through statistical procedures: frequency, mean, and standard deviation. assessed by an item checklist questionnaire of nine experts. The onsite training courses and online training courses, three sets of a test, and two sets of a questionnaire on satisfaction were analyzed through statistical procedures: frequency, mean, standard deviation, and IOC index.

Results

1. Results of English competences and professional competencies of the primary school teachers in Mahasarakham Province as shown in table 1

Table 1 Results of English competencies and professional competencies of the primary school teachers under the Mahasarakham Primary Educational Service Area Office 1, 2 and 3

English Competencies and Professional Competencies	\bar{X}	S.D.
Primary school teachers under the Mahasarakham Primary Educational Service Area Office 1		
English competencies		
1. Forms and Usage in Modern English	3.24	0.85
2. Practical English Phonetics	3.37	0.72
English professional competencies		
3. Teaching Methodology	3.15	0.78
4. Lesson Design and Lesson Plans	3.27	0.70
5. English Learning Assessment and Evaluation	3.23	0.78
Total	3.25	0.77
Primary school teachers under the Mahasarakham Primary Educational Service Area Office 2		
English competencies		
1. Forms and Usage in Modern English	3.26	0.82
2. Practical English Phonetics	3.38	0.81
English professional competencies		
3. Teaching Methodology	3.23	0.80
4. Lesson Design and Lesson Plans	3.20	0.76
5. English Learning Assessment and Evaluation	3.21	0.77
Total	3.26	0.79
Primary school teachers under the Mahasarakham Primary Educational Service Area Office 3		

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English Competencies and Professional Competencies	\bar{X}	S.D.
English competencies		
1. Forms and Usage in Modern English	3.25	0.85
2. Practical English Phonetics	3.26	0.81
English professional competencies		
3. Teaching Methodology	3.14	0.78
4. Lesson Design and Lesson Plans	3.26	0.79
5. English Learning Assessment and Evaluation	3.22	0.75
Total	3.23	0.80
English competencies and professional competencies of the primary school teachers under the Mahasarakham Primary Educational Service Area Office 1, 2 and 3		
English competencies		
1. Forms and Usage in Modern English	3.25	.84
2. Practical English Phonetics	3.34	.78
English professional competencies		
3. Teaching Methodology	3.17	.79
4. Lesson Design and Lesson Plans	3.24	.75
5. English Learning Assessment and Evaluation	3.22	.77
Total	3.24	0.78

The research study showed that the average English competency and professional competency of the primary school teachers under the Maha Sarakham Primary Educational Service Area Office 1, 2, and 3 in five main areas was at a moderate level ($\bar{X} = 3.24$, S.D. = .78).

2. Needs of the primary school teachers in Mahasarakham Province for English competencies and professional competencies development as shown in table 2

Table 2 Results of needs of the primary school teachers under the Maha Sarakham Primary Educational Service Area Office 1, 2, and 3 for English competencies and professional competencies development

Needs of the primary school teachers in Mahasarakham Province for English competencies and professional competencies development	\bar{X}	S.D
1. Forms and Usage in Modern English	4.48	.65
2. Practical English Phonetics	4.60	.78
3. Teaching Methodology	4.66	.69
4. Lesson Design and Lesson Plans	4.67	.65
5. English Learning Assessment and Evaluation	4.66	.72
Total	4.61	.70

Information about needs for training	Frequency	Order
1. Training period		
<input type="checkbox"/> 30-40 hours		
<input type="checkbox"/> 50-60 hours	166	1
<input type="checkbox"/> 70-80 hours	107	2
<input type="checkbox"/> 90-100 hours	83	3
<input type="checkbox"/> Over 100 hours	74	4
<input type="checkbox"/> Other.....	51	5
2. Time and day for training	51	
<input type="checkbox"/> Weekday	122	5
<input type="checkbox"/> Weekend	62	1
<input type="checkbox"/> In the morning on the weekday	62	4



Information about needs for training	Frequency	Order
<input type="checkbox"/> In the afternoon on the weekday	74	4
<input type="checkbox"/> 8.30-16.30 on the weekday	110	3
<input type="checkbox"/> 8.30-16.30 on the weekend		2
<input type="checkbox"/> Other.....		
3. Trainers		
<input type="checkbox"/> Native speakers		3
<input type="checkbox"/> English experts	114	2
<input type="checkbox"/> English experts and native speakers	172	1
<input type="checkbox"/> Other	195	
4. Training location		
<input type="checkbox"/> Rajabhat Maha Sarakham University	260	2
<input type="checkbox"/> Hotel Auditorium in Mahasarakham Province	360	1
<input type="checkbox"/> Other.....	177	3
5. Training channels		
<input type="checkbox"/> Onsite training	184	1
<input type="checkbox"/> Online training	175	2
<input type="checkbox"/> Self-study on English training materials	118	5
<input type="checkbox"/> Self-study on English training through online learning	133	4
<input type="checkbox"/> Onsite and online training	174	3
<input type="checkbox"/> Other.....		

The research findings showed that the average need of the teachers for English competencies and professional competencies development was at a very high level ($\bar{X} = 4.61$, S.D. = .70). The most frequent needs for the training courses and online training programs included a 30-40 –hour-training course, weekend, Thai experts in English and native English speakers, a hotel auditorium in Mahasarakham Province, and classroom training.

3. The training courses and online learning programs were designed and the quality of the training courses and online learning programs was assessed through four rounds of the Delphi Technique.

In the 1st round, the study showed that five training courses consisted of 1) Practical English Phonetics 2) Forms and Usage in Modern English 3) Teaching Methodology 4) Lesson Design and Lesson Plans, and 5) Assessment and Evaluation. The major components of each course were topics, 2) objectives, contents, 4) exercises and worksheets, 5) tests, period, and training methods.

The findings indicated that the average accuracy and appropriateness of the major components of the onsite training courses and online training courses were at a very high level ($\bar{X} = 4.95$, S.D. = .65).

In the 2nd round, 1) the findings showed that the major components of each training course were 1) instructions, 2) concepts, 3) main topics, 4) sub-topics, 5) contents, 6) exercises and worksheets, 7) tests, 7), period, and 8) methods or training models. 2) The findings showed that the average accuracy and appropriateness of the major components of the onsite training courses and online training courses were at a very high level ($\bar{X} = 4.95$, S.D. = .65).

In the 3rd round, 1) the findings indicated that the average accuracy and appraisees of the onsite training courses and online training courses were at a very high level ($\bar{X} = 4.79$, S.D. = .67) and ($\bar{X} = 4.73$, S.D. = .72) respectively. 2) The average accuracy and appropriateness of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans, and 5) Assessment and Evaluation” were at a very high level ($\bar{X} = 4.98$, S.D. = .65), ($\bar{X} = 4.86$, S.D. = .69) and ($\bar{X} = 4.94$, S.D. = .66). The IOC index of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans and Assessment and Evaluation” was .97, .85, and .97 respectively. 3) The average accuracy and appropriateness of the questionnaires



on the onsite training courses and online training courses were at a very high level ($\bar{X} = 4.91$, S.D. = .67) and ($\bar{X} = 4.83$, S.D. = .68) respectively.

In the 4th round, 1) the findings indicated that the average accuracy and appropriateness of the training courses and online learning programs were at a very high level ($\bar{X} = 4.87$, S.D. = .67) and ($\bar{X} = 4.89$, S.D. = .67) respectively. 2) The average accuracy and appropriateness of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans, and 5) Assessment and Evaluation” for the onsite training courses and online training courses were at a very high level ($\bar{X} = 4.87$, S.D. = .65), ($\bar{X} = 4.86$, S.D. = .69) and ($\bar{X} = 4.94$, S.D. = .66). The IOC index of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans and 5) Assessment and Evaluation” was .97, .90, and .97 respectively. 3) The average accuracy and appropriateness of the questionnaires on the onsite training courses was a very high level ($\bar{X} = 4.95$, S.D. = .66), and the average accuracy and appropriateness of the questionnaires on the online training courses was a very high level and ($\bar{X} = 4.90$, S.D. = .67).

Discussions

1. The research findings showed that the average English competency and professional competency of the primary school teachers under the Mahasarakham Primary Educational Service Area Office 1, 2, and 3 consisting of “Forms and Usage in Modern English, Practical English Phonetics, Teaching Methodology, Lesson Design, and Lesson Plans, and Learning Assessment and Evaluation” were at a moderate level.

2. The research findings showed that the average need of the teachers for English competencies and professional competencies development was at a very high level. The most frequent needs for the onsite training curriculum and online training courses included a 30-40 –hour-training course, weekends, Thai experts in English and native English speakers, a hotel auditorium in Mahasarakham Province, and classroom training. Ministry of Education, Department of Academic Affairs (2001) realizes the importance of educational reform in Thailand through decentralization, participation, and student-centered instruction. Consequently, five major organizations concerned with the educational reform have taken mainly responsibilities for seven areas: curriculum and learning process, teacher and educational personnel, information technology for educational management, administrative structure, a system of education quality assurance, budget and resources for educational management, and social participation in educational management. Additionally, the results of English competencies and professional competencies are necessary for curriculum design and development for primary school teachers. Independent Committee for Education Reform (2020) has created one of the national reform plans for education focusing on knowledge and skills of human resources for the regional and international competition. Foreign language competencies are important for further education, and a better chance of career and business management. Paradowski (2008) states that English is one of the most important foreign languages for international communication, education, economy, society, and politics in the globalization era. Termpitayapaist (2011) asserts that English preparation is necessary for Thai people for being a member of the ASEAN Community because English is a major language for work and communication among people of the ASEAN Community countries. Teachers are key persons for efficient learning management to achieve the main goal of the school and university curriculum. Nunan (1992) states that personal data is necessary for efficient and effective curriculum design and development of learner-centered instruction and well-prepared tasks consisting of educational background, beliefs, cognitive styles, learning strategies, motivation, and attitude of learners. Nunan (1988) claims that the three major aims of need analysis of learners are content selection, lesson design, and implementation.

Many English scholars claim that good English teachers should be competent in the English language, teaching methodology, lesson design, and lesson plans, in clouding various learning activities based on individual differences of the students. Park and Lee (2006) claim that three major abilities and characteristics of good and efficient English teachers are management ability, expertise in teaching methodology, and personality. Personal data is necessary for an efficient training course design. Nunan

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DOI: <https://doi.org/10.14456/jsasr.2022.19>



(1988) states that personal data of learners consisting of educational background, age, marital status, goal, and favorite learning strategy is important for learner-centered curriculum design and development. Rouda and Kusy (1995) assert that need analysis is necessary for human resource development because need analysis provides useful data for an efficient and appropriate training course design and development for the target population. Wiles and Bondi (2007) state that evaluation of the indicators for the achievement of training curriculum implementation is also important for human resource development. They include four major areas: context evaluation, input evaluation, process, and product evaluation.

3. The study showed that the research results through four rounds of the Delphi Technique were as follows.

In the 1st round, the findings showed that five modules of the onsite training courses and online training courses consisted of 1) Practical English Phonetics 2) Forms and Usage in Modern English 3) Teaching Methodology 4) Lesson Design and Lesson Plans and 5) Learning Assessment and Evaluation. The major components of each training course were topics, 2) objectives and contents, 4) exercises and worksheets, and 5) tests. 6), period, and methods or training models.

In the 2nd round, 1) the findings showed that the major components of each training course were 1) instructions, 2) concepts, 3) main topics, 4) sub-topics, 5) contents, 6) exercises and worksheets, 7) tests, 8), period, and 9) methods or training models. 2) The findings showed that the average accuracy and appropriateness of the major components of the onsite training courses and online training courses were at a very high level ($\bar{X} = 4.95$, S.D. = .65).

In the 3rd round, 1) the findings indicated that the average accuracy and appropriateness of the onsite training courses and online training courses were at a very high level. 2) The average accuracy and appropriateness of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans, and 5) Assessment and Evaluation” were at a very high level. The IOC index of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans and Assessment and Evaluation” was .97, .85, and .97 respectively. 3) The average accuracy and appropriateness of the questionnaires on the onsite training courses and online training courses were ($\bar{X} = 4.91$, S.D. = .67) and ($\bar{X} = 4.83$, S.D. = .68) respectively.

In the 4th round, 1) the findings indicated that the average accuracy and appropriateness of the onsite training courses and online training courses were at a very high level. 2) The average accuracy and appropriateness of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans, and 5) Assessment and Evaluation” for the training courses and e-learning programs were at a very high level. The IOC index of the tests on “Forms and Usage in Modern English”, “Practical English Phonetics” and “Lesson Design and Lesson Plans, and 5) Assessment and Evaluation” was .97, .90, and .97 respectively. 3) The average accuracy and appropriateness of the questionnaires on the training courses was a very high level and the average accuracy and appropriateness of the questionnaires on the onsite training courses and online training courses was a very high level.

The results may be caused by the systematical design and development of the onsite training courses and online training courses by Delphi Technique. Delphi technique is one of the most strategies for research design, including research instrument construction and development. Jensen (1996) states that Delphi techniques are divided into 4 rounds with three major components: 1) identifying the problems, selecting the experts and 3) brainstorming or collecting data from the experts by questionnaires. Johnson (1993) claims that the strength of the Delphi Technique is providing the experts to express their opinions on the research problems independently through questionnaires in four rounds. Sornkettrin (2000) states that four major steps of curriculum design and development for providing leadership to nursing students consist of the problem and need analysis, curriculum design, curriculum implementation and evaluation, and curriculum development. Pareek & Roa (1981) state that an efficient training curriculum consists of training objectives, contents, activities, teaching method, assessment, and evaluation.

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The training curriculum can be designed as either a self-learning module or a teaching module. Buason (2009) states that the research and development method (R&D) is currently important for instructional curriculum design and development. The three main factors (R&D) are the primary study of learners, curriculum design and development, and curriculum implementation. Tunthoolapong, W. (2017) has studied developing a training curriculum for creative writing improvement of teachers under the Office of the Basic Education Commission. The research findings showed that the training curriculum was designed based on the problems and needs of the teachers and the efficiency of the curriculum was assessed by the experts. Suanpradit et al (2017) reported the research on “Information Technology Training Curriculum for Improving IT Skills of the Teachers in Buriram Educational Fund Schools. The research results showed that the average need of the teachers for IT skill improvement was at a very high level ($\bar{X} = 4.50$). The efficiency of the curriculum assessed by the experts regarding the appropriateness, practical application, and training activities was at a very high level ($\bar{X} = 4.60$) and the IOC index of the curriculum was 0.60-1.00. Nukaew (2006, cited in Anon Suanpradit et al, 2017) states that the process for training curriculum design consists of four steps: 1) primary data analysis, 2) design of a drafted training curriculum, 3) curriculum implementation and 4) evaluation. The main components of the curriculum consisted of principle, goal, training objective, contents, activities, curriculum structure, training materials, evaluation, and training description. The IOC index, the accuracy, and appropriateness of the curriculum should be assessed by the experts. Usawapokhin et al (2011) assert that the efficiency of English curriculums for communication improvement of Prasarnmitr University personnel may be caused by the assessment of the expert's inaccuracy, appropriateness, and IOC index of the curriculum.

Recommendation

1. Practical application recommendation

1.1 The research provides practical guidelines or strategies for curriculum design and development. The research methodology should be promoted to English teachers, researchers, and curriculum developers.

1.2 The training courses and online learning programs are practical and appropriate for English competencies and professional competencies development. The English onsite training courses and online training courses should be implemented for the target population of primary schools in Mahasarakham Province or nearby provinces.

1.3 The mixed research of qualitative research and quantitative research is efficient and practical for developing English competencies and professional competencies. The research methodology should be employed for English competencies and professional competencies development of secondary school teachers and primary school teachers in other schools in Khon Kaen Province, Kalasin Province, and Roi-Et Province.

2. Further research recommendations

2.1 The further study should focus on trying out the onsite training courses and online training courses in the experimental groups for assessing the quality of the research instruments before implementing them in the target population.

2.2 A comparative study of three training strategies: onsite English training courses, online training courses, and integration of the onsite English training courses, online training courses should be conducted to develop English competencies and professional competencies of primary school teachers or secondary school teachers in Mahasarakham Province.

2.3 Computer-assisted instruction and web-based instruction should be employed for further study on English competencies and professional competencies development of primary school teachers or secondary school teachers in Mahasarakham Province

Acknowledgment

The author would like to express his sincere thanks to Asst. Prof. Dr. Saengrawee Donkaewbua, Asst. Prof. Dr. Suksil Prosongsuk, Dr. Duangporn Sriboonreuang, lecturers of the English Program, the

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Faculty of Humanities and Social Sciences, Rajabhat Mahasarakham University, Asst. Prof. Dr. Thipaporn Sujari, Asst. Prof. Dr. Paisarn Worakham, Asst. Prof. Dr. Surakarn Jungharn, lecturers of the Curriculum and Instruction Program, Asst. Prof. Dr. Songsak Songsanit, Asst. Prof. Dr. Sanit Treemueangsai, lecturers of the Computer Education Program, and Asst. Prof. Dr. Poolsak Sirisom, a lecturer in the Educational Evaluation Program, Faculty of Education, Rajabhat Maha Sarakham University for their valuable suggestions and expertise in assessing the instruments and editing the paper. The author is thankful for the data collection of the supervisors and English teachers of primary schools under the Mahasarakham Primary Educational Service Area Offices 1, 2, and 3. He also appreciates the Office of Thailand Science and Innovation Council for financial support. Finally, he really appreciates Mr. Panyawat Sopa, a lecturer in the Management Program, at Burapha University for the layout design of the research report.

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International Journal of Sociologies and Anthropologies Science Reviews (IJSASR), 2 (3):

May-June 2022, page 53-64, ISSN: 2774-0366

Website: <https://so07.tci-thaijo.org/index.php/IJSASR/index>

DOI: <https://doi.org/10.14456/jsasr.2022.19>

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Citation: Pattalaka, N., & Sopa, N., (2022). English Language Competencies and Professional Competencies Development of Primary School Teachers in Mahasarakham Province, Thailand by Using Onsite Training Courses and Online Training Courses. International Journal of Sociologies and Anthropologies Science Reviews (IJSASR), 2 (3), 53-64;
DOI: <https://doi.org/10.14456/jsasr.2022.19>