

# DESIRABLE COMPETENCIES OF FOREIGN ENGLISH TEACHERS UNDER THE SECONDARY EDUCATIONAL SERVICE AREA OFFICE NONTHABURI\*

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## Abstract

Competency standards serve as a guide for use in teacher professional development toward realizing 21st century skills and practices within a context that is regionally appropriate and relevant with the global practices. Competency frameworks will help teachers to improve their performance to bring about the quality education for all students. The objectives of this research were to 1) study the level of desirable competency level of foreign English teachers, and 2) to compare the opinions of foreign English teachers on the desirable competencies classified by educational level and work experience. The sample is consisted of 108 foreign English teachers for questionnaires. The research instrument was a questionnaire with content validity. IOC values between .67-1.00 and a reliability value of .95. The data were analyzed by using frequency, percentage, mean, standard deviation, t-test, One-way ANOVA, and LSD.

The results of the research were as follows: 1) the desirable competency level of foreign English teachers was at high level in overall,

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except for the aspect of Strategies (S) which at the highest level, ranking from the highest to the lowest mean: Strategies (S), Behavior (B), Knowledge (K), and Social Skills (S), and 2) the opinions of foreign English teachers, classified by education level and work experience were not different. With teaching as a complex job, a teacher uses a combination of competencies to deal with the changing education context. With regional integration, the challenge becomes more complex to make sure that the teachers possess the essential competencies necessary for optimal performance. Moreover, competencies serve as a frame of reference to address the evolving demands of the teaching profession.

**Keywords:** Guidelines, Desirable Competencies, Foreign English Teachers, under The Secondary Educational Service Area Office Nonthaburi

## Introduction

English is the most important foreign language in Thailand. English subject is a compulsory subject which Thai students must study at school. Some may start learning and studying it as soon as they enter kindergarten until they finish the tertiary level. Based on the studies of Anantapol (2018) English is a significant tool used in screening students for studying at the university or higher levels. While in the job market, it is a factor considered by organizations in selecting new employees. Thailand has been a part of the ASEAN community since 2015. As stated in the ASEAN Charter, “English should be the working language.” Therefore, English language plays an important role for Thai people as ASEAN citizens- that is, they have to acquire enough English proficiency not only to study or to find jobs but also to be able to communicate with other citizens of ASEAN countries. As what SEA-TCF (2018) beliefs, teachers need to continuously develop themselves professionally to improve their performance.



Thus, quality education and students' achievement will be attained through quality teachers. In attaining quality teachers, there should have a guideline. Nessipbayeva (2012) has proposed a guideline in developing teachers characteristics and competencies such as effective classroom management, effective teaching practices, effective assessment, and technology skills. Moreover, she implied that to achieve the increase of competencies of modern teachers, we need professionals who are culturally competent, talented, innovative and creative problem-solvers, skilled and critical thinkers.

According to Nonthaburi Secondary Educational Service Area (2022), there are several problems about the population of Foreign English teachers in Nonthaburi Province. Firstly, teachers' retention is decreasing. According to the recent data, the number of teachers changes every semester. Some schools have lessened their Foreign English teachers, and some have added Foreign English teachers. Moreover, Foreign English teachers tend to transfer to other schools. Secondly, the competency of Foreign English teachers under Nonthaburi Secondary Educational Service Area is not assessed consistently. Lastly, there are no projects about professional learning community (PLC) for Foreign English teachers. The Nonthaburi Secondary Educational Service Area office has no, or has a limited number of seminars, trainings, or conferences on improving teaching of English (S. Jenhatthakankit, personal communication, December 19, 2022). The objective of this study was to explore and study the desirable competencies of the Foreign English teachers in Thailand specifically under Nonthaburi Secondary Educational Service Area.

Teachers play prominent roles in the teaching and learning process. Ahmad (2018) in their studies on Importance of Teachers' Competency, found out that there are significant relationships between teachers' competency on students' achievement. Teachers should be equipped with the knowledge and skills to embrace new systems and methods according to the changing



circumstances and needs of the society. Selvi (2007), suggested in his studies that teachers need to improve knowledge and skills to enhance, improve, and explore their teaching practices.

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required. Furthermore, it indicates that these competencies can be used to organize the numerous specific skills and knowledge available for building effective teacher development.

This study would be conducive as a basis for future educational programs, especially in implementing and developing educational services. Moreover, this study will help administrators and teachers to improve and develop the existing competencies of foreign English teachers.

## Research Objectives

- 1) study the level of desirable competency level of foreign English teachers under the Secondary Educational Service Area Office Nonthaburi, and
- 2) to compare the opinions of foreign English teachers under the Secondary Educational Service Area Office Nonthaburi on the desirable competencies classified by educational level and work experience.

## Literature Review

According on the studies of Jarumeetheechon (2016) about “The Development of a Model for Assessing Teacher Competency in Primary Education Commission”, teachers play a vital role in the development of education management. A teacher’s role is important because the effectiveness and quality of teaching and learning process depends on them. Smithikrai (2009) also posited that for an organization to achieve its goals



successfully, the organization must seek experts, teachers, and personnel with competence. Moreover, teachers must have the knowledge, skills, abilities, and necessary characteristics and competencies. Sereerat (2022) conducted a study on “Teachers and Learners’ Competencies Development” and has defined competency as a behavior that demonstrates a person’s ability to apply his/her knowledge skills and attitudes/attributes in working living and solving problems. Teachers have a critical role in developing learners to have competencies. To develop learners to have competencies teachers need to have at least six essential characteristics: 1) be more compassion and compassion and generosity 2) has instructional skills to develop the learners’ competency 3) has motivational skills to inspire and encourage attitudes/attributes 4) curiosity and yearn to learn 5) be an active citizenship and 6) has tech-savvy.

Matchara (2022) has organized a study about “The Results of Using the Model of Teacher Competency Development in Educational Institutions by Using the Professional Learning Community under the Office of Secondary Education Service Area, District 24”. The purposes of the research were to 1) to study the teachers’ opinions on teacher competency in schools using professional learning communities; 2) to assess their teacher competency according to the model of teacher competency development in schools. And 3) propose guidelines for developing teacher competency in schools by using professional learning communities. The results of the research were as follows: 1) The Office of the Basic Education Commission (OBEC) should provide a curriculum for development; The competence of teachers continuously should be evaluated every 1 year, based on the guidelines for the joint operation between the educational institutions and the Secondary Education Service Area Office. 2) There should be promotion and support for research studies and case studies of cooperation with educational institutions. 3) Teacher competency



development should be established by enhancing teacher competency in schools by using a professional learning community that must be continuously implemented.

In the studies conducted by Liu, Zhang, & Ye (2021) in China, the teaching competencies can be categorized into five (5) themes: English proficiency, professional ethics, pedagogical content knowledge, reflection as a form of research, and rearranging teaching practice as informed by research. The studies found out that 75% of the population stated that English proficiency is an important factor in assessing competency. Moreover, the research showed an inclination to integrate teaching practice with research.

The studies conducted by Pogolian (2008) emphasized that foreign teachers' competencies can be divided into five (5) categories: communicative competence, linguistic competence, linguistic-cultural competence, and pedagogical/didactic competence. In Indonesia, Hamra et.al. (2013) gave emphasis on the professional and pedagogical competence of English teachers. Professional competence is the mastery of English teachers about the various aspects of language (linguistic, discourse, sociolinguistic, and strategic). In addition, professional competence is also mastering the competency standard, developing learning material, developing professionalism, and utilizing technology and communication.

Umiyati (2017) conducted a research study in Indonesia and classified teachers' competency into four (4) domains: pedagogical, personal, social, and professional. Additionally, professional teachers should have the capability to plan and implement the learning activities to learning objectives. To achieve this, teachers must not only convey learning materials, but also must update and master the learning materials that they present to the students; in this case the teachers need to develop their professional competence. In Indonesia, the government has implemented a program in assessing the teachers in the form of portfolio. For the teachers who cannot pass through the evaluation, will get



training and remedial program. Umiyati (2017) emphasized on professional competence wherein he defined it as the teachers' capability in mastering their subjects in-depth and the way to deliver it to the students. Therefore, this supports the studies of Abdo (2020) on professional competence. He stated that one of the factors on teachers' competency is teachers' approach. He indicated that teaching is more of an art than of a science. Therefore, teachers should develop creativity in the teaching materials and teaching plans.

In Australia, Abbotsford School (2022) has designed a teaching competency in evaluating their district teachers. The competency was composed of eight (8) themes: 1) Communication and Interpersonal Skills 2) Organization and planning 3) Classroom Management 4) Facilitation and Engagement 5) Assessment and Coaching 6) Collaboration and Teamwork 7) Caring and Inclusiveness and 8) Flexibility and Adaptability. The competency highlighted that teachers should consistently demonstrate skills essential for student learning. They also presented that this competency framework has two (2) enabling domains which are hiring competency and distinguished performance. The teaching competency in Abbotsford school has been implemented and used as their reference in assuring an effective teaching and learning process.

In Mexico, Alcaraz & Sarracino (2008) asserted that developing competencies allows teachers to perform better in the classroom, and better performances imply, most of the time, higher quality in education. In their studies on competencies of language teachers, they defined teaching competencies as the ability to respond successfully to a complex requirement that involves attitudes, values, knowledge, and capacities in a meaningful and effective way.

According to Rogiers & De Ketele (2001) a competence can be measured by the ability to perform a task, whether it is professional or school nature and



it complements other competencies that an individual possesses and has acquired through an empiric or a systematic learning process. Subsequently, Caena (2014) suggested that teachers' professional ability content should include the following characteristics: should have tacit and explicit knowledge, practical knowledge, and cognitive thinking ability. He further pointed out that teachers should have a high motivation, positive beliefs, correct values and be able to handle their emotions. Emotional skills will also affect the teacher's career in different situations. On the other hand, teachers should develop and improve their technological skills. In the 21<sup>st</sup> century education, the trend of using technology and information is developing. School leaders require teachers to learn ICT (Information, Communication, Technology) skills.

Studying the different studies and research both in Thailand and other countries, we can conclude that teachers' competency is an essential factor in effective teaching and learning process. Moreover, it assures schools to obtain quality and effective education. The researcher used SEA-TCF (Southeast Asia Teachers Competency Framework) for the reason that it is suitable with the study on competency of foreign English teachers under Nonthaburi Secondary Educational Service Area. The SEA-TCF envisioned to be a helpful guide in improving the performance of teachers across Southeast Asia especially in Thailand. Using this competency framework, the researcher can easily relate the interpretation based on the local context and specific needs of Foreign English teachers in schools under Nonthaburi Secondary Educational Service Area. In conclusion, teachers' competency should be evaluated and assessed in all educational institutions. Foreign English teachers should also be evaluated based on the standards.

## Research Methodology

The purpose of this research study is to investigate the level of desirable competency level of foreign English teachers, and to compare the opinions of foreign English teachers on the desirable competencies classified by educational level and work experience.

### 1.Context Of The Study

This study was conducted at the schools under the Secondary Educational Service Area Office Nonthaburi totaling to 18 schools and classified by school size: Extra large schools comprised of 9 schools, large schools consisted of 4 schools, medium-sized schools comprised of 3 schools, and small school consisted of 2 schools.

### 2.Participants

The total population is 157 Foreign English teachers under Nonthaburi Secondary Educational Service Area. The respondents of the study were 108 Foreign English teachers in secondary schools. The researcher selected the respondents from the secondary schools under Nonthaburi Secondary Educational Service Area. In selecting the respondents, the researcher used random stratified sampling and the Krejcie, & Morgan (1970) table in determining the sample size for a given population.

### 3.Data Gathering Techniques

This study used questionnaires as research instruments in gathering the data. Survey Questionnaire was used in this study. The researcher created the survey questionnaire through google form. The researcher adapted a Self-Rating Competency Scale developed by SEA-TCF (2018). The Foreign English teachers assessed their skills and their attitudes towards their teaching process and pedagogy. The research tools were then returned through google form. The results of the questionnaires were used to determine the level of competencies of Foreign English teachers.



#### 4.Data Collection Procedures

After requesting a document from the Education Program on Educational Administration, Rajapruk University to the office of Nonthaburi Secondary Educational Service Area to ask for support and cooperation in the data collection, the list of names of schools were obtained. The document from the university were sent to 18 schools under Nonthaburi Secondary Educational Service Area to request and ask support in the data collection. Each school was contacted and the names of Foreign English teachers were collected, including their phone numbers and emails. The quantitative data were gathered through sending the google forms to Line Application. Each foreign English teacher answered the google form and were collected right away. All ethical considerations were discussed with the supervisors before the research was conducted. No issues arose.

#### Research Results

The results of the data on the four (4) competencies of Foreign English teachers under the Secondary Educational Service Area Office Nonthaburi.

Competency	$\bar{X}$	S.D.	Level	Rating
1. (K) Knowledge	4.25	.37	High	3
2. (S) Strategies	4.50	.29	Highest	1
3. (B) Behavior	4.43	.34	High	2
4. (S) Social Skills	3.88	.38	High	4
<b>Total</b>	<b>4.26</b>	<b>.26</b>	<b>High</b>	

*Table 1. The results of the four (4) competencies*

From Table 1, it was found out that there are four (4) competencies of foreign English teachers under Nonthaburi Secondary Educational Service Area. The four competencies were consisted of Knowledge (K), Strategies (S), Behavior (B), and Social Skills (S). In overall, the competencies were considered at the



high level ( $\bar{X} = 4.26$ , S.D.= .26. The above data shows that competency in Strategies (S) is the highest among all the competencies ( $\bar{X} = 4.50$ , S.D.=.29). It is followed by competency in Behavior (B), Knowledge (K), and Social Skills (S) as high level, respectively.

### Opinion Data on the Guidelines for Supporting Desirable Competencies of Foreign English Teachers under the Secondary Educational Service Area Office Nonthaburi

The researcher used Mean and Standard Deviation in interpreting the opinion data. The competencies were classified into four (4) components such as: Knowledge (K), Strategies (S), Behavior (B), and Social Skills (S).

Below are the results of the data on the guidelines for supporting desirable competencies in Knowledge (K):

KNOWLEDGE (K)	$\bar{X}$	S.D.	Level	Rank
Know the subject content by understanding relevant theories, concepts, and principles of what to teach.	4.62	.54	Highest	1
Use of researched-based knowledge and know the current research result to update the subject.	3.87	.88	High	9
Update himself/herself on new educational trends.	4.48	.56	High	2
Understand the effects and benefits of new educational trends.	4.26	.70	High	6
Knowledge of the new normal educational system.	4.44	.67	High	4
Learn and study educational policies and how they affect teaching.	4.02	.77	High	8
Understand how to implement the curriculum and the significant goals of it.	4.37	.62	High	5
Know methods and approaches from different fields of knowledge to enrich the subject matter.	4.46	.68	High	3
Know local, national, regional, and global developments in the lessons and activities.	3.77	.79	High	10
Know how to integrate Southeast Asian identity to	4.17	.80	High	7



promote cross-cultural understanding.

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<b>Total</b>	<b>4.25</b>	<b>.37</b>	<b>High</b>
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*Table 2 shows the data of the competency in Knowledge (K) of foreign English teachers under Nonthaburi Secondary Educational Service Area.*

According to the overall results of the data, the competency in Knowledge (K) is at the high level ( $\bar{X} = 4.25$ , S.D.=.37). As shown in the above table, the result found that item, know the subject content by understanding relevant theories, concepts, and principles of what to teach obtained the highest level ( $\bar{X} = 4.62$ , S.D.=.54). It was followed by items: update himself/herself on new educational trends, know methods and approaches from different fields of knowledge to enrich the subject matter, knowledge of the new normal educational system, understand how to implement the curriculum and the significant goals of it, understand the effects and benefits of new educational trends, know how to integrate Southeast Asian identity to promote cross-cultural understanding, learn and study educational policies and how they affect teaching, use of research-based knowledge and know the current research result to update the subject, and know local, national, regional, and global developments in the lessons and activities are at the high level.

Below are the results of the data on the guidelines for supporting desirable competencies in Strategies (S):

STRATEGIES (S)	$\bar{X}$	S.D.	Level	Rank
Can identify students' needs and strengths to help them learn better.	4.45	.60	High	6
Understand how students learn through teaching them effective learning strategies.	4.41	.59	High	7
Value what makes students unique through using students' experiences and interests as part of the learning process.	4.38	.59	High	8
Use appropriate teaching and learning strategies to develop students' creative, innovative, collaborative, and critical thinking skills.	4.53	.57	Highest	4
Use ICT (Information and Communication Technology) tools to support students' learning.	4.78	.44	Highest	1
Use online applications (e.g., kahoot, quizizz, padlet, etc.)	4.69	.66	Highest	3
Design clear and effective lessons students can easily understand.	4.32	.74	High	9
Create a positive, safe, healthy, and caring learning space.	4.76	.45	Highest	2
Monitor students' progress and provide appropriate support.	4.17	.59	High	10
Use results from assessment to improve instruction or teaching process.	4.52	.62	Highest	5
<b>Total</b>	<b>4.50</b>	<b>.29</b>	<b>Highest</b>	

*Table 3 shows the data of the competency in Strategies (S) of foreign English teachers under Nonthaburi Secondary Educational Service Area.*

According to the overall results, the competency in Strategies (S) is at the highest level ( $\bar{X}$ =4.50, S.D.=.29). As shown in the above table, item about use ICT (Information and Communication Technology) tools to support students' learning had the highest competency level in Strategies ( $\bar{X}$  =4.78,



S.D.=.44). It is followed by items with highest level such as: create a positive, safe, healthy, and caring learning space, use online applications (e.g., kahoot, quizizz, padlet, etc.), use appropriate teaching and learning strategies to develop students' creative, innovative, collaborative, and critical thinking skills, and use results from assessment to improve instruction or teaching process.

Meanwhile, the following were items with high level: can identify students' needs and strengths to help them learn better, understand how students learn through teaching them effective learning strategies, value what makes students unique through using students' experiences and interests as part of the learning process, design clear and effective lessons students can easily understand, and monitor students' progress and provide appropriate support.

below are the results of the data on the guidelines for supporting desirable competencies in Behavior (B):

BEHAVIOR (B)	$\bar{X}$	S.D.	Level	Rank
Continue to grow by knowing himself/herself more.	4.46	.70	High	5
Become more aware and responsible for his/her emotions and health.	4.40	.69	High	6
Nurture relationship with care and respect and being open to different perspectives.	4.31	.66	High	8
Being kind and compassionate.	4.67	.56	Highest	1
Listen without judgment to concerns of students and colleagues.	4.35	.91	High	7
Inspire students and colleagues by setting as an example or role model.	4.59	.66	Highest	3
Nurture students' confidence on what they can do and become by providing them opportunities to share their talents and their competencies.	4.66	.60	Highest	2
Keep his/her passion in teaching.	4.53	.71	Highest	4
Take responsibility in his/her personal and professional	4.31	.66	High	8



growth.

Inspire other teachers through school-based, local, or international professional sharing.	4.02	.71	High	10
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<b>Total</b>	<b>4.43</b>	<b>.34</b>	<b>High</b>	
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*Table 4 shows the data of the competency in Behavior (B) of foreign English teachers under Nonthaburi Secondary Educational Service Area.*

Overall, the competency in Behavior is at a high level ( $\bar{X}$  =4.43, S.D.=.34). As shown in the above table, item about being kind and compassionate got the highest competency level in Behavior ( $\bar{X}$  =4.67, S.D.=.56). It is followed by items in highest level such as: nurture students' confidence on what they can do and become by providing them opportunities to share their talents and their competencies, inspire students and colleagues by setting as an example or role model, and keep his/her passion in teaching. Meanwhile, the following were items with high level: continue to grow by knowing himself/herself more, become more aware and responsible for his/her emotions and health, listen without judgment to concerns of students and colleagues, nurture relationship with care and respect and being open to different perspectives, take responsibility in his/her personal and professional growth, and inspire other teachers through school-based, local, or international professional sharing.

Below are the results of the data on the guidelines for supporting desirable competencies in Social Skills (S):



SOCIAL SKILLS (S)	$\bar{X}$	S.D.	Level	Rank
Build a support network with parents to work on student affairs.	3.45	.98	Average	7
Create a welcoming space through having a good relationship with parents.	3.39	1.04	Average	8
Sustain the partnership by coordinating parent-teacher association activities.	2.98	1.10	Average	10
Engage parents to be partners in learning.	3.18	1.08	Average	9
Design learning activities that involve the community including local, national, regional, and global as context of learning.	3.77	.77	High	6
Teach students to apply what they learn in their daily lives.	4.43	.80	High	3
Develop sensitivity to cultural diversity and differences.	4.35	.88	High	4
Actively aware and curious of Thai culture, people's views, and individual cultural differences.	4.02	.86	High	5
Sensitive to students' unique background and personality.	4.56	.66	Highest	2
Practice inclusion and respect in the classroom.	4.68	.65	Highest	1
<b>Total</b>	<b>3.88</b>	<b>.38</b>	<b>High</b>	

*Table 5 shows the data of the competency in Social Skills (S) of foreign English teachers under Nonthaburi Secondary Educational Service Area.*

According to the results of the data, the competency in Social Skills (S) is considered to be the lowest among the four (4) competencies ( $\bar{X}$  =3.88, S.D.=.38). However, competency in Social Skills is considered as competency at the high level. As shown in the above table, item about practice inclusion and respect in the classroom got the highest competency level in Social Skill ( $\bar{X}$  =4.68, S.D.=.65). It was followed by item about being sensitive to students' unique background and personality.

Meanwhile, the following were items with high level: teach students to apply what they learn in their daily lives, develop sensitivity to cultural diversity and differences, actively aware and curious of Thai culture, people's views, and individual cultural differences, and design learning activities that involve the community including local, national, regional, and global as context of learning. Moreover, the following were items with average level build a support network with parents to work on student affairs, create a welcoming space through having a good relationship with parents, engage parents to be partners in learning, and sustain the partnership by coordinating parent-teacher association activities.

Comparative Analysis of the Opinion on Desirable Competencies of Foreign English Teachers under the Secondary Educational Service Area Office Nonthaburi Classified by Education Level

(n=108)

No.	Competency	Education Level				t	p-value
		Bachelor's degree		Master/ Doctoral Degree			
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1.	Knowledge (K)	4.25	.35	4.23	.43	.227	.821
2.	Strategies (S)	4.51	.26	4.43	.36	1.231	.221
3.	Behavior (B)	4.44	.31	4.40	.42	.520	.604
4.	Social Skills (S)	3.85	.37	3.95	.40	1.147	.254
<b>TOTAL</b>		<b>4.26</b>	<b>.24</b>	<b>4.25</b>	<b>.32</b>	<b>.180</b>	<b>.858</b>



Table 6. Opinion Data on Desirable Competencies of Foreign English Teachers under the Secondary Educational Service Area Office Nonthaburi Classified by Education Level

From Table 6, it was found that the opinions of foreign English teachers on desirable competencies of Foreign English Teachers under the Secondary Educational Service Area Office Nonthaburi classified by educational level have no significant difference.

**Mean and Standard Deviation on the Desirable Competencies of Foreign English Teachers under the Secondary Educational Service Area Office Nonthaburi Classified by Work Experience**

(n=108)

Table 7. Opinion Data on Desirable Competencies of Foreign English Teachers under the Secondary Educational Service Area Office Nonthaburi Classified by

No.	Competencies	Years of Work Experience						F-ratio	p-value
		0-3 years		4-6 years		more than 6 years			
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
1.	Knowledge (K)	4.19	.42	4.24	.32	4.32	.36	.897	.411
2.	Strategies (S)	4.45	.32	4.50	.28	4.55	.25	.972	.382
3.	Behavior (B)	4.42	.35	4.38	.34	4.51	.31	1.314	.273
4.	Social Skills (S)	3.89	.32	3.84	.38	3.90	.44	.220	.803
<b>Overview</b>		<b>4.24</b>	<b>.27</b>	<b>4.24</b>	<b>.24</b>	<b>4.32</b>	<b>.26</b>	<b>1.000</b>	<b>.371</b>

*Work Experience*

From Table 7, it was found that the opinions of foreign English teachers on desirable competencies foreign English Teachers under the Secondary Educational Service Area Office Nonthaburi classified by work experience is at they high level in overall results. Considering its each aspect, the sample group

with work experience of more than 6 years has the highest mean ( $\bar{X}$  =4.32, S.D.=.26), followed by 4-6 years and 0-3 years, respectively. Moreover, it was found out that the opinions on desirable competencies of Foreign English teachers classified by work experience have no significant difference.

## Discussions

The study could be concluded as follows: 1) Desirable competencies of foreign English teachers were in high level. It was found out that there are four (4) desirable competencies which were Knowledge (K), Strategies (S), Behavior (B), and Social Skills (S). Competency in Strategy (S) obtained the highest competency level. It was followed by competency in Behavior (B), Knowledge (K), and Social Skills (S), respectively. 2) In comparing the opinions of foreign English teachers under Nonthaburi Secondary Educational Service Area classified by highest educational attainment and work experience, there is no significant difference.

The competency in Knowledge (K) of foreign English teachers under Nonthaburi Secondary Educational Service Area is at the HIGH level. According to the overall results of the data, when considering its aspect, it found out that “know the subject content by understanding relevant theories, concepts, and principles of what to teach” was at the highest competency level. The competency level in Knowledge (K) was at the High level. It might be that foreign English teachers believe that this competency is necessary as a professional teacher. Foreign English teachers believe that teachers should master and know the subject content of what he/she is teaching should update himself/herself on new educational trends and should know methods and approaches from different fields of knowledge to enrich the subject matter. In conclusion, Knowledge is a competency that focuses on knowing and understanding what to teach. Moreover, it is the ability to teachers to deepen



and broaden their knowledge on what to teach, understand education trends, policies, and curricula, and be updated on local, national, regional, and global developments.

The competency in Strategies (S) of foreign English teachers under Nonthaburi Secondary Educational Service Area is at the HIGHEST level. According to the overall results of the data, when considering its aspect, it found out that “use of ICT (Information and Communication Technology) tools to support students’ learning”, “create a positive, safe, healthy, and caring learning space”, “use of online applications (e.g., kahoot, quizzing, pallet, etc.)”, “use of appropriate teaching and learning strategies to develop students’ creative, innovative, collaborative, and critical thinking skills”, and “use results from assessment to improve instruction or teaching process” were at the highest level. The competency level in Strategies (S) was at the Highest level. It might be that foreign English teachers are good in maximizing the use of ICT (Information and Communication Technology) tools to support student’s learning. In conclusion, Strategy is a competency that focuses on helping students learn. It is the ability to know their students, use the most effective teaching and learning strategy, and assess and give feedback on how students learn. Furthermore, this competency also tackles about the use of technology and innovation in teaching English to Thai students.

The competency in Behavior (B) of foreign English teachers under Nonthaburi Secondary Educational Service Area is at the HIGH level. According to the overall results of the data, when considering its aspect, it found out that “being kind and compassionate”, “nurture students’ confidence on what they can do and become by providing them opportunities to share their talents and their competencies”, “inspire students and colleagues by setting as an example or role model”, and “keep his/her passion in teaching” were at the highest level. The competency level in Behavior (B) was at the High level. It might be that foreign English teachers should give importance on being kind and



passionate, nurturing students' confidence on what they can do and become by providing them opportunities to share their talents and their competencies and should inspire students and colleagues by setting as an example or role model. In conclusion, Behavior is a competency that emphasizes on becoming a better Teacher everyday. It is a competency about the ability of the teachers to know oneself and others, practice human goodness, and then master the teaching practice.

The competency in Social Skills (S) of foreign English teachers under Nonthaburi Secondary Educational Service Area is at the HIGH level. According to the overall results of the data, when considering its aspect, it was found out that “practice inclusion and respect in the classroom” and “sensitive to students' unique background and personality” were at the highest level, followed by “teach students to apply what they learn in their daily lives”, “develop sensitivity to cultural diversity and differences”, “actively aware and curious of Thai culture, people's views, and individual cultural differences”, and “design learning activities that involve the community including local, national, regional, and global as context of learning” were at the high level. The competency level in Social Skills (S) was at the High level. It might be that foreign English teachers should practice inclusion and respect in the classroom, being sensitive to students' unique background and personality, and teaching students to apply what they learn in their daily lives. In conclusion, Social Skills is a competency that concerns on engaging the community. Moreover, it is the ability to partner with parents, making a good relationship, involving the community to help students learn, and encouraging respect and diversity.

In conclusion, all the competencies under KSBS Framework (Knowledge, Strategies, Behavior, and Social Skills) are considered at the high level. Foreign English teachers under Nonthaburi Secondary Educational Service Area should maintain this level. However, improvement and competency development



should be implemented to achieve optimal level of competency. The office of Nonthaburi Educational Service Area (2022) has objectives called 4Bs (Best office, Best school, Best teacher, and Best student). This program has a goal and mission to achieve optimal development with high performing office, school, teacher, and student.

According to the comparative analysis of the opinion on desirable competencies of foreign English teachers under Nonthaburi Secondary Educational Service Area classified by educational attainment, there has no significant difference. Based on the overview, it was found that the opinion on desirable competencies foreign English Teachers under Nonthaburi Secondary Educational Service Area classified by educational level is at the HIGH level in overall results. Considering its each aspect, the sample group with work experience of more than 6 years has the highest mean, followed by 0-3 years and 4-6 years, respectively. Lastly, it was found according to the results of One-way Analysis of Variance of the opinion on desirable competencies of foreign English teachers under Nonthaburi Secondary Educational Service Area classified by work experience that there has no significant difference.

Overall, the study found out that there are four desirable competencies of foreign English teachers which were Knowledge (K), Strategies (S), Behavior (B), and Social Skills (S). Competency in Strategy (S) obtained the highest competency level. It was followed by competency in Behavior (B), Knowledge (K), and Social Skills (S), respectively. 2) In comparing the opinions of foreign English teachers under Nonthaburi Secondary Educational Service Area classified by highest education level and work experience, there is no significant difference.

## Suggestions

Based on the review of related literature, knowledge and ideas of experts, and the desirable competencies results of foreign English teachers under the Secondary Educational Service Area Office Nonthaburi, this study recommends the following:

1. Knowledge (K): Foreign English teachers should master the subject content they are teaching by understanding relevant theories, concepts, and principles of what to teach. Professional trainings and conferences should be organized by the Educational Service Area to support foreign English teachers in professional development. These programs could be implemented in school-wide or provincial-wide. Moreover, application and hiring should be more standardized. Standards for English teachers should be more precise and meticulous. Schools and agencies should hire English teachers that are qualified.

2. Strategies (S): Foreign English teachers should maintain the high skills in applying technology with teaching and education. Teachers should develop their competency on the different innovative platforms. Nonthaburi Secondary Educational Service Area should increase the procurement of computer equipment and other ICT (Information and Communication Technology) tools to be used in the development of teaching and learning in the 21<sup>st</sup> century. Foreign English teachers should maintain the use of varied teaching strategies that promote creativity and active learning to the students.

3. Behavior (B): Foreign English teachers should maintain a positive, safe, and welcoming environment in the classroom and in the school. Being compassionate, kind, friendly, and active are some of the good behaviors a teacher should have. Nonthaburi Secondary Educational Service Area Department should organize a network to all Foreign English teachers at schools under the jurisdiction. This network will organize Professional Learning



Community (PLC), wherein Foreign English teachers will share their ideas on how to improve effective strategies in teaching the English language.

4. Social Skills (S): Foreign English teachers should practice inclusion and respect in the classroom. Foreign English teachers should be the role model of respect despite of cultural differences. Teachers should maintain the good attitude of being sensitive to one's uniqueness based on race, culture, and beliefs. In developing a good relationship with the parents and other members of community, the schools or educational service area should organize teacher-parents' events to develop rapport among Foreign English teachers, parents, and Thai teachers.

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