

Guidelines for Enhancing Competencies of foreign English Teachers Under the Secondary Educational Service Area Office Nonthaburi, Thailand

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ABSTRACT : *The objectives of this research were to 1) study the competencies of foreign English teachers, and 2) study guidelines for enhancing competencies of foreign English teachers under the Secondary Educational Service Area Office Nonthaburi. The sample consisted of 108 foreign English teachers, 94 Filipino and 14 American/European, for questionnaires, and 5 key informants for an interview. The research instruments were questionnaires with an IOC (Index of Item-Objective Congruence) value between .67 and 1.00, and a reliability value of .95 and an interview form. Data were analyzed by using mean, standard deviation, and content analysis. The research results were as follows: 1) the competencies of foreign English teachers were at a high level in overall, and particular aspects, ranking from the highest to the lowest mean; “Becoming a better teacher every day”, followed by “Knowing and understanding what to teach”, “Engaging the community”, and “Helping students learn”, and 2) guidelines for enhancing competencies of foreign English teachers : 2.1) Regular self-assessment, workshops on emotional intelligence, training in active listening, and participation in peer-mentoring programs help foreign teachers grow professionally and create supportive learning environments, 2.2) Continuous professional development, collaboration, and training in both traditional and online teaching methods, alongside integration of global trends and cultural identity, are crucial for improving teaching competencies, 2.3) Training to build relationships with parents and the community, organizing joint activities, and fostering diversity and inclusion through classroom management help create a welcoming and collaborative learning environment, and 2.4) Workshops on student-centered learning, creating supportive environments, formative assessments, and flexible lesson planning ensure that foreign teachers can effectively meet the diverse needs of students.*

KEYWORDS –*Competencies, foregin English teachers*

I. INTRODUCTION

The English language has become the paramount foreign language for communication, education, and employment advancement in Thailand due to global integration and the country's involvement in the ASEAN community. English serves as the operational language of the region, as delineated by the ASEAN Charter. Consequently, proficiency in English is a crucial competency for Thai nationals to acquire. Anantapol, Chobpon, and Keeratikorntanayod (2018) underscore the significance of English as both a medium of teaching and a vital determinant in university admissions and employment opportunities. It is asserted that English holds significant importance in the United States. Thus, English language education is mandated in Thai schools, starting from kindergarten and extending through higher education. This aims to equip students with the abilities required to address global challenges and to improve communication within the ASEAN community.

Educators are pivotal to the success of English language instruction, with numerous studies establishing a direct correlation between teacher proficiency and student achievement. Ahmad (2018) underscores the profound impact of teachers' competencies on student performance, emphasizing the critical need for educators to continuously update their skills and knowledge. Bardakci and Unaldi (2021) further highlight the importance of integrating technological advancements and employing innovative teaching methodologies to thrive in today's rapidly changing educational landscape. Continuous professional development plays a vital role in sustaining teacher effectiveness, particularly in cultivating essential competencies. As outlined by the Southeast Asia Teachers Competency Framework (SEA-TCF, 2018), these competencies encompass a combination of skills, knowledge, behaviors, and attributes that empower educators to perform their roles more effectively. The framework identifies key competencies as: 1) Knowing and understanding what to teach, 2) Helping students learn, 3) Engaging the community, and 4) Becoming a better teacher every day, whereas considering the pivotal role of educators, the formulation of a definitive guideline for improving teacher competency is imperative. Nessipbayeva (2012) asserts that contemporary educators must exhibit competencies in successful classroom management, evaluation, and technological integration. Moreover, they ought to be inventive problem-solvers, analytical thinkers, and culturally adept experts.

According to the Secondary Educational Service Area Nonthaburi (2022), several challenges concerning foreign English teachers in Nonthaburi Province have been identified. Firstly, teacher retention rates are declining. Recent data reveals that the number of foreign English teachers fluctuates each semester, with some schools reducing their foreign English teaching staff while others increase theirs. Additionally, foreign English teachers often transfer to other schools, further exacerbating the issue. Secondly, the competencies of foreign English teachers under the Nonthaburi Secondary Educational Service Area are not consistently evaluated, and there is a lack of systematic tracking of teachers' professional skills. Lastly, there are no established projects for Professional Learning Communities (PLC) aimed at foreign English teachers. The Secondary Educational Service Area Office Nonthaburi provides few, if any, seminars, training sessions, or conferences dedicated to enhancing English teaching competencies (Jenhatthakankit, personal communication, December 19, 2022), as Kress (2000) contended that the changing requirements of society demand an educational system that equips students for uncertainty. Educators, as pivotal agents of this system, must perpetually enhance their competences. This study intends to investigate and formulate guidelines for improving the essential competences of foreign English teachers within the Secondary Educational Service Area Office Nonthaburi. By addressing these gaps, the study will enhance educational programs and refine existing competencies, ultimately benefiting both educators and administrators.

In light of the reasons outlined, conducting research on enhancing the competencies of foreign English teachers in Nonthaburi is not merely a recommendation, but a necessity. If left unaddressed, the current challenges in teacher retention, inconsistent competency evaluations, and the lack of professional development opportunities will likely lead to a stagnation in the quality of English education. This stagnation could hamper students' ability to achieve the required proficiency, diminishing Thailand's competitiveness in the ASEAN community and global landscape. Conversely, if action is taken, the results will bring significant benefits. The development of a systematic guideline for improving teacher competencies will empower educators to be more effective in their roles, leading to enhanced student performance, greater job satisfaction for teachers, and more stable retention rates. Ultimately, this will contribute to the broader goal of raising educational standards and ensuring that Thai students are well-prepared for the challenges of an increasingly interconnected world. The point of this study was to look into the skills that foreign English teachers in Thailand, especially those working for The Secondary Educational Service Area Office Nonthaburi, should have. This study was mostly about how qualified Foreign English teachers are and how to improve the qualifications of teachers who are wanted. This study could be used as a starting point for future educational programs, especially when it comes to setting up and improving educational services. This study will also help managers and teachers build on and improve the skills they already have.

II. THEORETICAL STUDIESH

1) Definition of Competencies

Saentong (2003) emphasizes the interconnectedness of knowledge, skills, behavior, and motivation, suggesting that these elements are essential for success. Puvitayaphan (2004) expands on this by pointing out that competencies are reflected in a person's behavior, particularly in their knowledge and skills. Boyatzis (2007) introduces a performance-oriented view, defining competencies as characteristics that directly impact job performance, classifying them into five clusters relevant to leadership and management. Similarly, Spencer & Spencer (1993) break down competencies into five characteristics, including motivation, traits, self-concept, knowledge, and skills, thus stressing the internal and learned aspects of competency. Lastly, Rankin (2002) reiterate that competencies are a combination of skills, knowledge, and behaviors that contribute to job performance. In the context of foreign English teachers, these frameworks suggest that competencies should encompass not only language proficiency and teaching skills but also motivation, adaptability, and cultural sensitivity. Such teachers must possess a blend of intrinsic traits, such as the drive to achieve educational goals, and learned abilities, such as communication and classroom management, to ensure successful student outcomes.

2) Concept of SEA-TCF (the Southeast Asia Teachers Competency Framework)

2.1) Background of the Southeast Asia Teachers Competency Framework

Southeast Asia from 2015-2035, led by SEAMEO, is the revitalization of teacher education. Recognizing that schools operate in a complex and rapidly evolving world, the 11 Ministries of Education in Southeast Asia have committed to professionalizing both pre-service and in-service teacher development using a regional competency framework. This is aimed at preparing teachers to equip students with essential skills for the future.

In February 2017, the Teachers' Council of Thailand, SEAMEO Secretariat, and SEAMEO INNOTECH launched the development of the Southeast Asia Teacher Competency Framework (SEA-TCF). A High Officials Meeting of representatives from the 11 Ministries of Education was held in Bangkok in April 2017, where experts reviewed teacher competency standards from various countries. Experts from leading institutions like Teachers College Columbia University and UNESCO provided input on improving teacher competency.

SEA-TCF (2018) which consists of four essential domains and twelve general competencies. This framework, culturally sensitive to Southeast Asia, complements existing teacher standards and provides a guide for pre-service education, recruitment, training, and continuing professional development. It mirrors the European Commission's approach to improving teacher education. The SEA-TCF was endorsed in November 2017 and formally adopted by the Southeast Asian Ministers of Education in July 2018, serving as a vital reference for teachers and educational leaders across the region.

The concept of SEA-TCF(2018) identifies competencies to encompass a mix of skills, knowledge, behavior, and attributes that enable effective job performance. Teaching, being a complex profession, requires teachers to utilize a combination of competencies to adapt to the ever-changing educational landscape. In Southeast Asia, the challenge intensifies with the goal of ensuring that 5 million teachers possess the necessary competencies for optimal performance, which The Southeast Asia Teachers Competency Framework (SEA-TCF) aims to serve as a valuable guide in enhancing teacher performance across the region. It is a development tool designed to address the evolving demands of the teaching profession. The competencies outlined in the framework should be adapted to local contexts and specific needs.

2.2) Components of essential competencies according to SEA-TCF(2018)

1) "Knowing and understanding what to teach" of SEA-TCF(2018) is the ability of 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, according to Archer & Hughes (2011), knowledge competency is really vital in the teaching and learning process. They argued that the structured and systematic approach of explicit instruction emphasizes mastery of the lesson to ensure that students understand what has been taught, become fluent in new material, and can generalize what they learn to novel situations they

encounter in the future, 2) SEA-TCF(2018) defines that “Helping students learn” is the ability to know their students, use the most effective teaching and learning strategy and assess and give feedback on how students learn, as Abbotsford School (2022) emphasizes three critical areas: facilitation, assessment, and coaching. Teachers should be skilled in facilitating learning processes tailored to students' individual learning styles. Teachers must also utilize appropriate assessment tools to evaluate student learning and be able to interpret the results. This interpretation is essential for planning and organizing effective teaching styles and strategies, 3) “Engaging the community” of SEA-TCF(2018) is the ability to partner with parents and caregivers, involve the community to help students learn, and encourage respect and diversity, accordance with Attakorn, et al. (2014) highlights that inspiring teachers profoundly impact students by sparking their interest in learning. However, the distinction between effective and ineffective teachers is not always evident in personality traits. Some personable teachers may be ineffective, while strict teachers may significantly motivate students. The best teachers show enthusiasm for their subjects and provide students with a clear path to success. They excel in key teaching competencies such as instructional delivery, assessment, and classroom management. Additionally, they possess strong social skills that enhance learning, and these skills should be clearly defined as behaviors teachers can master, and 4) SEA-TCF(2018) states that “Becoming a better teacher every day” is the ability to know oneself and others, practice human goodness and then master the teaching practice, as Liu, Zhang, & Ye (2021) examined language teachers' perspectives on teaching competence and identified professional ethics as a key component. This includes lifelong learning, adaptability, team spirit, and interpersonal skills. They emphasized that language teachers should promote collaboration to ensure an effective learning process.

Competencies, as described above, encompass a blend of skills, knowledge, behavior, and attributes that are essential for effective job performance. These qualities are particularly vital for teachers, especially foreign English teachers, who need not only language proficiency and teaching expertise but also adaptability and cultural sensitivity. The Southeast Asia Teachers Competency Framework (SEA-TCF) was created to support the professional development of teachers in Southeast Asia, addressing the ever-changing demands of the educational field. SEA-TCF defines key competencies across four domains: 1) Knowing and understanding what to teach, 2) Helping students learn, 3) Engaging the community, and 4) Becoming a better teacher every day. This framework ensures that teachers are well-prepared to navigate the complexities of education and meet the diverse needs of students in a dynamic world.

III. RESEARCH METHODS

This section presents the research methodology employed in gathering and analyzing data to identify the competencies of foreign English teachers under The Secondary Educational Service Area Office Nonthaburi. The methodology involves a descriptive research method with both quantitative and qualitative phases. The key components of this methodology are outlined as follows:

1) Population and Sample: The study involved two phases. In Phase 1, the population comprised 157 foreign English teachers, and the sample consisted of 108 teachers selected through stratified random sampling based on school size, using the Krejcie & Morgan (1970) table. In Phase 2, five experts in education, who met specific criteria such as a master's degree and at least three years of experience, were chosen for qualitative analysis. These experts included school directors, CEOs, and educational coordinators from various institutions under The Secondary Educational Service Area Office Nonthaburi.

2) Research Instruments: Two instruments were used in this study. First, a survey questionnaire, adapted from the SEA-TCF (2018) with a 5-point Likert scale. The second instrument was a structured interview questionnaire for the experts, designed to gather insights based on the survey results.

3) Quality of Research Instruments: The quality of the research instruments was ensured through a series of steps. First, theories and prior research on teacher competencies were studied to inform the development of the instruments. The questionnaires were then reviewed by three experts to assess content validity, achieving an IOC (Index of Item-Objective Congruence) value between .67 and 1.00. The reliability of the survey was tested using Cronbach's alpha coefficient, with a result of .95, indicating a high level of confidence. The instruments were refined and validated based on this testing.

4) Data Collection :Data collection was conducted in two phases. For the quantitative data, the researcher distributed the survey questionnaire to the selected sample via Google Forms. The qualitative data were gathered through interviews with the five selected experts. These interviews were conducted both on-site and through Zoom Application, depending on the availability of the participants. The researcher coordinated with 18 schools under The Secondary Educational Service Area Office Nonthaburi to ensure support in the data collection process.

5) Statistics used in Research:The collected data were analyzed using statistical tools. For quantitative data : means, and standard deviations were used to assess the competency levels of the teachers. For qualitative data, content analysis was employed to interpret the expert interviews, providing guidelines for enhancing the competencies of foreign English teachers.

IV. RESULT

Section I :The results of the mean, standard deviation, level, and ranking on the four (4) competencies of Foreign English teachers under The Secondary Educational Service Area Office Nonthaburi.

| Aspect | Competencies | Mean | Standard deviation | Level | Ranking |
|--------|---|------|--------------------|-------|---------|
| 1 | Knowing and understanding what to teach | 4.33 | .67 | High | 2 |
| 2 | Helping students learn | 3.75 | .71 | High | 4 |
| 3 | Engaging the community | 3.84 | .77 | High | 3 |
| 4 | Becoming a better teacher every day | 4.39 | .68 | High | 1 |
| Total | | 4.08 | .70 | High | |

From this table, it found that the competencies of foreign English teachers were at a high level in overall, and particular aspects. The highest mean was “Becoming a better teacher every day”, followed by “Knowing and understanding what to teach”, “Engaging the community”, and “Helpings students learn”.

Section II :Content Analysis on guidelines for enhancingcompetencies of foreign English Teachers under The Secondary Educational Service Area Office Nonthaburi

Based on the research findings on "Becoming a better teacher every day", which received the highest mean of 4.39 (a high level at the first rank):

The first key informant emphasizes the importance of teachers continually reflecting on their growth and development. Teachers should be aware of their strengths and areas for improvement, and actively seek feedback from colleagues and students. Guidelines for enhancing: school should create regular self-assessment and peer-review sessions for teachers. Teachers should also participate in professional development programs that encourage reflective teaching practices to become better educators every day.

The second key informantstresses the need for teachers to balance their emotional and physical well-being with their professional responsibilities. Managing stress effectively and maintaining positive relationships with students and colleagues is key to sustaining teacher growth. Guidelines for enhancing:schoolsshould offer workshops on emotional intelligence and stress management. Teachers should be supported in developing strategies to manage work-life balance, ensuring that they are able to continue improving their teaching practices while maintaining their well-being.

The third key informant highlights the significance of practicing human goodness in teaching. A compassionate and caring attitude towards students helps foster a positive learning environment and inspires students to achieve their best. Guidelines for enhancing:foreign English teachers should receive training on how to practice compassion and empathy in the classroom. This could include sessions on active listening, patient communication, and fostering a supportive atmosphere where students feel valued.

The fourth key informant focuses on the continuous learning and professional development. Teachers should take responsibility for their personal and professional growth by engaging in self-directed learning and

participating in professional communities. Guidelines for enhancing:foreign English teachers should be encouraged to join professional learning groups, both within their schools and in broader educational networks. Teachers should also be given opportunities to attend conferences and share best practices with their peers.

The fifth key informant emphasizes mentoring and setting a positive example for colleagues. Experienced teachers should inspire newer teachers by sharing their knowledge and experience, helping them to grow professionally. Guidelines for enhancing: establishing peer-mentoring programs where experienced teachers can provide guidance to beginning teachers. Teachers should also be encouraged to publish action research findings and contribute to the development of the teaching profession through knowledge sharing.

Based on the research area "Knowing and understanding what to teach," which has an average score of 4.33 (a high level at the second rank):

The first key informant emphasizes deepening subject content mastery. Teachers must go beyond merely knowing theories; they should be capable of applying them in varied teaching contexts. Collaboration among teachers, as stated in the framework, is crucial to build a supportive learning community where best practices can be shared. Guidelines for enhancing: Continuous professional development workshops focused on both content mastery and collaborative strategies. Regular seminars with content experts should be held to ensure that teachers stay updated on relevant theories and trends in teaching English.

The second key informant supports the emphasis on research-based knowledge and the importance of understanding current educational policies. Teachers should have access to the latest research and be able to integrate these insights into their teaching methods. Guidelines for enhancing: Establishing a research center within schools, where teachers can be trained to access, interpret, and apply educational research. Additionally, she recommends setting up a regional network where foreign English teachers can share resources and knowledge about educational policies and their implementation.

The third key informant underscores the need for foreign English teachers to be aware of curriculum goals and to implement them effectively. Understanding curriculum philosophy is a must for teachers, as it helps them align their teaching strategies with the broader educational objectives. Guidelines for enhancing: Periodic curriculum training sessions where foreign English teachers can discuss the curriculum in detail and its application in the classroom. Furthermore, it suggests that mentorship programs be initiated, pairing less experienced teachers with veteran educators to support curriculum implementation.

The fourth key informant focuses on the practical aspect of curriculum integration and feedback systems. Teachers should be regularly assessed and given constructive feedback on how well they are applying educational policies and trends in their classrooms. Guidelines for enhancing: Implementing peer review sessions where teachers can observe each other's teaching and provide feedback. Additionally, he suggests conducting student surveys to understand how well teachers are aligning with the curriculum and educational goals.

The fifth key informant stresses adapting to new educational trends, particularly with the shift towards online learning during the pandemic. Foreign English teachers should be proficient in both traditional and digital teaching methods, ensuring that students receive quality education regardless of the medium. Guidelines for enhancing: teachers should undergo training in the latest educational technologies and online teaching platforms. Moreover, she advocates for integrating Southeast Asian cultural identity into the curriculum to promote cross-cultural understanding, which is vital for both local and foreign teachers working in diverse classrooms.

Based on the research findings on "Engaging the Community", which received an average score of 3.84 (a high level at the third rank):

The first key informant emphasizes to build a support network with parents and the community. Foreign teachers should communicate regularly with parents and invite them to participate in school activities. Establishing good relationships with the community helps support student learning. Guidelines for enhancing: Schools organize workshops focused on building relationships with parents and the community.

Foreign teachers should be trained in communication skills and organizing activities with parents to make them feel involved in the student learning process.

The second key informant highlights the importance of involving parents in the student learning process. Foreign teachers should encourage parents to participate in their children's learning activities and help them make the home an effective learning environment. Guidelines for enhancing: schools hold events where parents can engage in their children's learning, such as workshops for parents to support learning at home and meetings with teachers to discuss how to enhance student potential.

The third key informant stresses connecting learning with the community and using community resources to support learning. Students should learn from their community experiences and apply that knowledge to their daily lives. Guidelines for enhancing: foreign teachers design learning activities that incorporate local culture and wisdom, helping students understand and respect their community. Teaching should be linked to students' real-life experiences to create a deeper understanding of their local culture.

The fourth key informant highlights the importance of consistent communication between teachers and parents. Foreign teachers should create a welcoming environment and communicate regularly with parents to foster strong cooperation between the school and community. Guidelines for enhancing: foreign teachers use various communication channels, such as online meetings or messaging apps, to facilitate communication with parents and make the interactions between the school and the community more efficient.

The fifth key informant emphasizes respecting cultural diversity in the classroom. Foreign teachers should understand and respect students' cultural differences to create an inclusive and supportive learning environment. Guidelines for enhancing: foreign teachers receive training in cross-cultural communication and classroom management that promotes diversity, ensuring that all students feel accepted and respected in the classroom.

Based on the research findings related to "Helping students learn", which achieved an average score of 3.75 (a high level at the lastest rank):

The first key informant highlights that understanding students' needs and strengths is critical for effective teaching. Foreign English teachers must focus on identifying and addressing the unique learning needs of each student, including their strengths and areas for improvement. Guidelines for enhancing: Organizing regular workshops for foreign teachers to enhance their skills in assessing and addressing students' individual needs. Teachers should also be trained in creating lesson plans that integrate student-centered learning strategies, ensuring that students' diverse learning preferences are met.

The second key informant underscores the importance of using effective teaching and learning strategies that not only engage students but also promote critical thinking and collaboration. In today's educational landscape, foreign teachers must make use of diverse methods, including ICT tools and interactive activities, to help students learn more effectively. Guidelines for enhancing: Schools provide continuous professional development on innovative teaching strategies, particularly those involving technology. Training sessions should focus on how teachers can incorporate digital tools into their lessons, making the learning experience more interactive and engaging for students.

The third key informant emphasizes the need for foreign English teachers to create a positive learning environment that fosters students' growth, both academically and personally. Encouraging students to speak with confidence and fostering a supportive classroom atmosphere are essential components of helping students learn. Guidelines for enhancing: Implementing teacher training focused on classroom management and the creation of positive learning spaces. Teachers should be equipped with techniques to build confidence in their students, ensuring that all students feel valued and supported in their learning journey.

The fourth key informant focuses on the assessment and feedback process, stressing that teachers must regularly monitor their students' progress and provide timely, constructive feedback to support their learning. He believes that the role of assessments is not only to evaluate but to guide students toward improvement. Guidelines for enhancing: Implementing a comprehensive system of formative assessments where teachers provide feedback that promotes self-reflection among students. Additionally, teachers should collaborate with

each other to refine their assessment strategies and ensure that feedback is clear, actionable, and supportive of student development.

The fifth key informant highlights adapting teaching methods to meet the individual needs of students, particularly in an era where personalized learning is increasingly important. Teachers must design lessons that are flexible enough to adjust based on the unique challenges each student faces. Guidelines for enhancing: Integrating flexible lesson planning into teacher training programs. Teachers should be encouraged to design lessons that are easily adaptable and provide multiple avenues for students to engage with the material. Additionally, the use of differentiated instruction should be promoted to ensure that all students can benefit from personalized support.

V. CONCLUSION AND RECOMMENDATION

CONCLUSION AND DISCUSSION

1) The competencies of foreign English teachers under The Secondary Educational Service Area Office Nonthaburi were at a high level in overall, and particular aspects. The highest mean was “Becoming a better teacher every day”, followed by “Knowing and understanding what to teach”, “Engaging the community”, and “Helping students learn”. This might be because foreign English teachers under The Secondary Educational Service Area Office Nonthaburi are consistently provided with opportunities for professional development and continuous training, which enables them to improve their teaching skills on a daily basis. Furthermore, these teachers often possess strong foundational knowledge of the subject matter, allowing them to effectively understand and convey what to teach. The emphasis on community engagement may stem from the schools' efforts to integrate teachers into the local culture and educational community, which fosters better collaboration and support. Lastly, their focus on helping students learn is likely a result of both their personal commitment to student success and the structured support from the educational office, enabling them to tailor their teaching strategies to meet diverse learning needs. According to Danpho & Rattanasiraprapha (2017) has conducted a study on Teacher's Competencies of Wat Pilom School (Poon Phacha Uptham). The objectives of this research were to identify the teacher's competencies in Wat Pailom School (Poon Phacha Uptham). The findings of this research were as follows: 1) 1. The teacher's competencies of Wat Pailom School (Poon Phacha Uptham) were at a high level.

2) Guidelines for enhancing competencies of foreign English Teachers under The Secondary Educational Service Area Office Nonthaburi are as follows:

2.1) Becoming a better teacher every day :To enhance the competencies of foreign English teachers in Becoming a better teacher every day, the experts recommend: 1) Engaging in regular self-assessment and peer-review sessions to continually improve their teaching practices through reflective learning, 2) Offering workshops on emotional intelligence and stress management to help teachers maintain a healthy work-life balance, ensuring sustained professional growth, 3) Training in active listening, patient communication, and fostering empathy in the classroom to create a supportive and positive learning environment, and 4) Encouraging teachers to join professional learning communities and establish peer-mentoring programs to facilitate knowledge sharing and professional growth among educators. This might be the educational administration within the context of The Secondary Educational Service Area Office Nonthaburi requires improving teacher quality to meet the demands of modern education and societal changes. Experts emphasize regular self-assessment and peer-review sessions to encourage teachers to continuously reflect on their teaching practices and apply feedback for improvement. Additionally, providing workshops on emotional intelligence and stress management is essential to help teachers maintain a healthy balance between work and personal life for sustained growth. Training in active listening and patient communication is also crucial in fostering a supportive and positive learning environment for students. At the same time, encouraging participation in professional learning communities and peer-mentoring programs will help create a culture of knowledge-sharing and ongoing professional development among educators. According to 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.

2.2) Knowing and understanding what to teach: To enhance the competencies of foreign English

teachers in knowing and understanding what to teach, experts recommend: 1) Continuous professional development focused on subject mastery, research integration, and curriculum implementation, 2) Regular collaboration, mentorship, and peer review programs to foster a supportive learning environment, 3) Training in both traditional and online teaching methods, along with integration of regional and global educational trends and cultural identity into the curriculum. This might be the context of The Secondary Educational Service Area Office Nonthaburi is closely aligned with the local educational environment and challenges. Firstly, continuous professional development on subject mastery and curriculum implementation is necessary because foreign teachers often need additional support to fully understand and integrate Thai curriculum standards and expectations. Secondly, regular collaboration and mentorship help foster a supportive network, crucial in a foreign teaching context where teachers may feel isolated or unfamiliar with the local educational system. Finally, training in both traditional and online teaching methods, combined with the integration of global trends and cultural identity, ensures that foreign teachers can adapt to the evolving educational landscape while promoting cross-cultural understanding, which is essential in Thailand's increasingly diverse learning environment. These strategies aim to strengthen teachers' abilities to meet student needs and succeed in their teaching roles. According to Archer & Hughes (2011), knowledge competency is really vital in the teaching and learning process. They argued that the structured and systematic approach of explicit instruction emphasizes mastery of the lesson to ensure that students understand what has been taught, become fluent in new material, and can generalize what they learn to novel situations they encounter in the future, whereas 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 21st century education, the trend of using technology and information is developing. School leaders require teachers to learn ICT (Information, Communication, Technology) skills.

2.3) Engaging the Community: To enhance the competencies of foreign English teachers in engaging the community, the experts recommend: 1) Providing training focused on building strong relationships with parents and the community, using communication skills and organizing joint activities, 2) Creating learning activities that connect with community experiences and local culture, helping students learn from their surroundings, 3) Promoting effective communication between teachers and parents through various channels, such as online meetings and messaging apps, and 4) Offering training on classroom management that fosters cultural diversity and inclusion, creating a learning environment that respects differences. This might be the specific context of the Secondary Educational Service Area Office Nonthaburi, which is characterized by its diverse population and strong community ties. Building relationships with parents and the local community is essential for fostering collaboration and supporting student learning. The suggestion to provide training on communication and organizing joint activities reflects the need for teachers to bridge cultural gaps and create a welcoming atmosphere. Additionally, connecting learning activities to local culture allows students to relate their education to real-world experiences. Promoting effective communication through modern platforms, like online meetings and messaging apps, ensures that parents and teachers remain in close contact. Finally, classroom management training focused on diversity and inclusion is crucial in this multicultural context, fostering a learning environment that respects and celebrates differences, which is key to engaging students and parents alike. According to Abbotsford School (2022) states competencies are organized in six categories that represent diverse aspects to describe and evaluate the teaching practice: pedagogical knowledge, social interaction, teaching organization, psicopedagogical intervention, communication, and professional

development. The category that discusses social skills is the social interaction category. It summarizes socializing and conflict-solving social participation, interculturality, and connecting to other members of society (Alcaraz & Sarracino, 2018). It is also supported by Liu, Zhang, & Ye (2021) in their studies about language teachers' views on the structure of teaching competence. One of the components is professional ethics which covers lifelong learning, adaptability, team spirit, and interpersonal skills. They suggested that language teachers should incorporate collaboration to achieve an effective learning process.

2.4) Helping students learn: To improve the competencies of foreign English teachers in helping students learn, the experts suggest: 1) Providing workshops and professional development on student-centered learning and innovative teaching strategies, including the use of ICT tools, 2) Training teachers to create positive, supportive learning environments that build student confidence and motivation, 3) Enhancing assessment practices by encouraging formative assessments that promote self-reflection and improvement, and 4) Offering training on flexible lesson planning and differentiated instruction to meet the diverse needs of students. This might be the context of The Secondary Educational Service Area Office Nonthaburi, the recommendations were made to address the unique challenges faced by foreign English teachers in this region. The focus on workshops for student-centered learning and innovative teaching strategies reflects the need to modernize teaching practices to align with diverse student needs and rapidly changing technology. Creating positive learning environments is vital for building student confidence, especially for non-native English learners, who may feel discouraged or disengaged. The emphasis on formative assessments and flexible lesson planning caters to the varied academic levels and learning styles of students in the region, ensuring that foreign teachers can adapt their teaching methods to promote holistic student development. Overall, these suggestions aim to enhance both the teaching skills of foreign educators and the learning experience of students accordance with Attakorn, et.al (2014) stated that an inspiring teacher can affect students profoundly by stimulating their interest in learning. It is equally true that most students have encountered teachers who were uninspiring and for whom they performed poorly. Unfortunately, effective and ineffective teachers have no readily discernable personality differences. Some of the very best teachers are affable, but many ineffective instructors can be personable and caring. Conversely, some of the best teachers appear as stern taskmasters, but whose influence is enormous in motivating students to accomplish things they never thought possible. Moreover, the finest teachers display enthusiasm and excitement for the subjects they teach. More than just generating excitement, they provide a road map for students to reach the goals set before them. The best teachers are proficient in the technical competencies of teaching: instructional delivery, formative assessment, and classroom management. Equally significant, they are fluent in a multilayered set of social skills that students recognize and respond to, which leads to greater learning. These skills must be defined as clear behaviors that teachers can master for use in classrooms.

RECOMMENDATION

1. It should promote regular self-assessment, peer review, and workshops on emotional intelligence are key to helping foreign teachers improve. Training in active listening and participation in professional communities fosters growth and a supportive teaching culture.

2. It should encourage continuous professional development on subject mastery and integrating research is vital. Collaborative mentorship and training in both traditional and online teaching methods ensure teachers are well-prepared for evolving educational demands and promote cross-cultural understanding.

3. It should build strong relationships with parents and the community, supported by training in communication and organizing activities, bridge cultural gaps. Effective communication through digital platforms and classroom management focused on diversity fosters a welcoming and inclusive learning environment.

4. It should focus on student-centered learning, innovative strategies, and ICT use is essential. Creating positive environments, using formative assessments, and flexible lesson planning helps meet diverse student needs and supports both academic and personal growth.

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