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# Guidelines For Enhancing English Competency Of Teacher Chonburi Province To Support Eastern Economic Corridor Of Thailand

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**Abstract**-The purpose of this research was to 1) studied personal factors that affect to competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand 2) studied competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand and 3) found the guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand. The methodology of this research was a mixed method. The sample consisted of 376 primary English teachers in Chonburi province of Thailand. The research instruments included questionnaire and structured interview form for 16 key informants. Data were analyzed by descriptive statistics: percentage, means, standard deviation, T-test, F-test, and main issues from the interview.

The result was 1) Personal factors that affect the competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand. 1.1) Gender effects to knowledge and process competency but it did not affect to attitude 1.2) Age effects to process and attitude competency but it did not affect to knowledge 1.3) Educational levels effects to all competencies 1.4) Educational background did not affect to all competencies 1.5) Working experience effects to process and attitude competency but it did not affect to knowledge 1.6) Task teaching effects to all competencies 1.7) English training effects to knowledge and process competency but it did not affect to attitude. 2) The attitude is high that the teacher was the most effective in English competency,  $\bar{x} = 3.97$  and  $SD = .643$ . Secondly, the Process skills is high in English competency that  $\bar{x} = 3.55$  and  $SD = .607$ . The least average aspect is knowledge, with behaviors that represent moderate English competency that  $\bar{x} = 3.45$  and  $SD = .576$ . 3) Guidelines for enhancing English competency of teachers in Chonburi Province. 3.1) Personal level, you should clearly plan to practice your skills like an individual plan (ID Plan) and you should use English in daily life. 3.2) School level will set up participation of network parties that tackle team practice to perfection. So, they invite native speakers or professors who communicate English fluently to practice their English

communication. And then, they can teach English to their students. 3.3) Organization level, school level and personal level. Organization level will develop English teachers' competency plans and follow up them constantly.

**KEYWORDS:** ENGLISH COMPETENCY OF TEACHER, EASTERN ECONOMIC CORRIDOR, THAILAND

## **INTRODUCTION**

The Eastern Economic Corridor (EEC) development project is a strategic plan under Thailand 4.0 policy to be one of the leading countries in Southeast Asia moving the world both in investment and economic growth. In the first phase, the project will be applied in 3 provinces Chonburi, Rayong and Chachoengsao which will support systematic and efficient economic drive through mechanisms management under the supervision of Eastern Economic Corridor Policy Committee. The Establishment does not only develop trade in Thailand, but also in foreign countries. Therefore, communication via the universal language. English is important.

Chonburi is the center of the Eastern Economic Corridor because of transportation (U-Tapao, Pattaya Airport, Laemchabang Port) as well as the economy in Pattaya tourism. However, the effectiveness and efficiency of English language education in Thailand cannot be compared to Malaysia, Singapore, or the Philippines. (Eastern Economic Corridor Office of Thailand, 2018) In addition, Thai people know English structures but still lack communication skills, even educational personnel who did not study English as their major cannot communicate in English. This can be caused by a variety of reasons such as by the lack of English usage in practical or concerns in grammar. Therefore, people hesitate to communicate because they are afraid to make a mistake. (Prarinya P., 2016) For these reasons, teachers do not have enough English proficiency for the successful English education of Thai children. As a result, The Ministry of Education has a policy to adjust English teaching to mainly focus on communication skills and that English Teachers are aware of the nature of language learning during their instructions.

From such policies, the Office of the Basic Education Commission (OBEC) has brought the policy to concrete practice and signed a Memorandum of Understanding under the name "Teachers and Students Communication Skills Development according to the standard framework Common European Framework of Reference for Languages (CEFR)" which requires non-English teachers to pass A2 level of the test, the elementary English teacher to pass B1 level and the secondary English teachers to pass B2 level. (Office of the Basic Education Commission, 2014) Moreover, the educational institutions also require teachers to pass the test to make the screening more effective, seeking for personnel with the spirit of teachers who truly are competent in the profession. Therefore, teachers with English Competency are included with knowledge, skills, and attitudes that support the success of work and life problem solving thus they would be suitable role models for students. (Ministry of Education, 2019)

As a result, the researcher is interested in studying Guidelines to Enhance English Competency for English Teachers in Chonburi Province to Support Eastern Economic Corridor of Thailand.

## **OBJECTIVES**

1. To study personal factors that affect the competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand.
2. To study competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand.
3. To find the guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand.

## **METHODOLOGY**

Research process was qualitative and quantitative studies (Mix Method Research). There were 2 phases. Phases 1: study personal factors and English competency that affect the competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand. Phases 2: find the guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand. The scopes of study were variable, study area, content, population, sample, and study period. Independent variables were gender, age, educational levels, educational background, working experience, task teaching and English training. Dependent variables were English competency and guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand. Study area is Chonburi, one of the Eastern Economic Corridor of Thailand. Since it is a famous eastern seaside tourism province, it is a farming area for growing economic crops. In addition, There was Laem Chabang deep seaport and major industry. The Content research was about phases 1 : study personal factors and English competency that affect the competency of teacher knowledge, process and attitude of English competency and phases 2 : find the guidelines for enhancing English competency of teachers was about personal, group, and organizational teacher development. (Thongchai K., 2018) The population research was teachers teaching English Primary School in Chonburi Total teachers 535 and the sample research was teachers teaching English language 376 elementary schools in Chonburi by district and size of school through simple random sampling in quantitative research . The population research in qualitative research was 16 educational people in Eastern Economic Corridor by purposive sampling. The study period was from April 2021 to August 2021 for 150 days. The tools used for data collection were questionnaires for study personal factors that affect the competency of teacher knowledge, process, and attitude of English competency and in-depth interview form for finding the guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand. Draft for data collection was preceded by the researcher presenting to 3 experts to check the accuracy and suitability. Then it proceeded to fix according to the recommendations of 3 experts

and collected the data by researchers. Quantitative data used statistics for data analysis were percentage, mean, standard deviation, index of item objective congruence and reliability. Qualitative data was analyzed by in-depth interview the related data and synthesizing it as a conclusion according to the study issues.

## RESEARCH RESULTS

1. Personal factors that affect the competency of teachers: knowledge, process, and attitude of English competency. Gender was a significant difference 0.5 in knowledge and process competency, but it was not different in attitude. Age was a significant difference 0.5 in process and attitude competency, but it was not different in knowledge. Educational levels were a significant difference 0.1 in all competencies. Educational background was not a significant difference in all competencies. Working experience was a significant difference 0.5 in process and attitude competency but it was not different in knowledge. And English training had a significant difference 0.5 in knowledge and process competency, but it was not different in attitude.

**Table 1 : Results of the analysis of Personal factor is gender that affect the competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand.**

English Competency	Female		Male		t	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD		
1. Knowledge	3.48	.525	3.36	.686	-1.785	.075
2. Process	3.59	.550	3.43	.723	-2.385*	.018
3. Attitude	4.01	.574	3.87	.787	-1.845	.066
Sum	3.69	.476	3.55	.672	-2.259*	.024

acherin Chonburi Province to support Eastern Economic Corridor of Thailand that different gender was a significant difference 0.5 in knowledge and process competency, but it was not different in attitude.

**Table 2 : Results of the analysis of Personal factor is age that affect the competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand.**

English Competency	21-30 years old	31-40 years old	41-50 years old	51-60 years old	F	Sig.
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	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
1. Knowledge	3.3	.61	3.4	.56	3.5	.48	3.4	.43	1.692	.168
	9	9	5	5	9	2	5	8		
2. Process	3.4	.65	3.5	.56	3.7	.52	3.7	.66	2.889*	.035
	7	0	6	4	2	1	1	5		
3. Attitude	3.9	.69	3.9	.61	4.1	.56	4.1	.47	3.337*	.020
	1	0	3	0	9	0	6	0		
Sum	3.5	.58	3.6	.52	3.8	.43	3.7	.39	3.153*	.025
	9	6	5	0	3	6	7	8		

English teacher in Chonburi Province to support Eastern Economic Corridor of Thailand that different age was a significant difference 0.5 in process and attitude competency, but it was not different in knowledge.

**Table 3 : Results of the analysis of Personal factor is educational levels that affect the competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand.**

English Competency	Bachelor's Degree		Master's degrees and up		t	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD		
1. Knowledge	3.419	.57156	3.726	.5573	-3.145**	.002
	5		3	5		
2. Process	3.517	.59997	3.855	.5994	-3.291**	.001
	5		3	1		
3. Attitude	3.935	.65067	4.321	.4485	-3.554**	.000
	8		1	2		
Sum	3.624	.53880	3.967	.4677	-3.770**	.000
	3		5	9		

English teacher in Chonburi Province to support Eastern Economic Corridor of Thailand that educational levels were a significant difference 0.1 in all competencies.

**Table 4 : Results of the analysis of Personal factor is educational background that affect the competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand.**

English Competency	English Education	Primary Education	others	F	Sig.
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	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
1. Knowledge	3.4	.54	3.2	.842	3.4	.66	1.382	.252
	6	4	2		6	9		
2. Process	3.5	.56	3.4	.990	3.4	.72	.587	.557
	6	4	5		8	1		
3. Attitude	3.9	.60	3.7	1.01	4.0	.73	.76	.208
	7	3	5	0	7	2		
Sum	3.6	.49	3.4	.896	3.6	.65	1.016	.363
	6	9	7		7	0		

English teacher in Chonburi Province to support Eastern Economic Corridor of Thailand that educational background was not a significant difference in all competencies.

**Table 5 : Results of the analysis of Personal factor is working experience that affect the competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand.**

English Competency	lower5 years		5-10 years		upper10 years		F	Sig.
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD		
1. Knowledge	3.3	.64	3.5	.55	3.4	.422	1.720	.18
	8	1	0	7	8			0
2. Process	3.4	.66	3.6	.57	3.6	.488	4.166*	.01
	5	1	2	8	4			6
3. Attitude	3.8	.72	4.0	.57	4.1	.497	5.432*	.00
	5	6	4	5	2		*	5
Sum	3.5	.61	3.7	.50	3.7	.384	4.548*	.01
	6	2	2	0	5			1

English teacher in Chonburi Province to support Eastern Economic Corridor of Thailand that working experience was a significant difference 0.5 in process and attitude competency, but it was not different in knowledge.

**Table 6 : Results of the analysis of Personal factor is English training that affect the competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand.**

English Competency	lower10 times/years	10-20 times/years	t	Sig.
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	$\bar{X}$	SD	$\bar{X}$	SD		
1. Knowledge	3.42	.559	3.64	.677	-	.021 2.316*
2. Process	3.52	.594	3.75	.679	-	.022 2.296*
3. Attitude	3.97	.636	3.98	.706	-.138	.891
Sum	3.64	.525	3.79	.646	-1.731	.084

English teacher in Chonburi Province to support Eastern Economic Corridor of Thailand that English training had a significant difference 0.5 in knowledge and process competency, but it was not different in attitude.

2. Competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand: the attitude competency average and the process competency average were high level and the knowledge competency average was moderate level. The process competency average was more than the knowledge competency average, but it was less than the attitude competency average. And the attitude competency average was the most.

**Table 7 : Results of the analysis of Competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand : knowledge, process and knowledge.**

English Competency	$\bar{X}$	SD	Competency Level	Order
1. Knowledge	3.45	.576	medium	3
2. Process	3.55	.607	high	2
3. Attitude	3.97	.643	high	1
Sum	3.65	.541	high	

The attitude that the teacher was the most effective in English competency that  $\bar{x}$  = 3.97 and

SD = .643. Secondly, the Process skills is very high in English competency that  $\bar{x}$  = 3.55 and SD = .607. The least average aspect is knowledge, with behaviors that represent moderate English competency that  $\bar{x}$  = 3.45 and SD = .576.

1. Guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand : 1) Personal level, the English teachers should make a plan to practice English Competency every year to



encourage themselves to be active in developing themselves in time. Due to the large number of English teachers who are quite old and have passive learning experience, there is a bad attitude towards modern teaching technology. Therefore, all English teachers should develop themselves into active learning and learn new things to be able to organize effective teaching activities and improve themselves in everyday life as much as possible. 2) School level, establish network parties, focus on developing into team systems. So, teachers with long-time teaching experience to guide the teaching and learning and there was a learning exchange between experienced teachers and repackaged teachers in a mix of teaching techniques both passive learning and active learning to guide teacher development. 3) At the organization level, the emphasis is on developing teacher development plans in English and there is a continuous follow-up to guideline the English Competency teachers are developed and it is taught to their students to meet the fields of labor market demand in the Eastern Economic Corridor.

## **RESEARCH DISCUSSION**

The results of the data analysis of the guidelines for enhancing English competency of teacher in Chonburi province to support eastern economic corridor were discussed as follow:

1. Personal factors that affect the competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand: knowledge, process and attitude of English competency were Gender was a significant difference 0.5 in knowledge and process competency, but it was not different in attitude. Age was a significant difference 0.5 in process and attitude competency, but it was not different in knowledge. Educational levels were a significant difference 0.1 in all competencies. Educational background was not a significant difference in all competencies. Working experience was a significant difference 0.5 in process and attitude competency but it was not different in knowledge. Task teaching was a significant difference 0.1 in all competencies. And English training had a significant difference 0.5 in knowledge and process competency, but it was not different in attitude. This is consistent with the study of Watson (2014) that said the teachers must motivate students in learning language and build a situation for drill because the nature of learning language was practice and repetition.

2. Competency of teachers in Chonburi Province to support Eastern Economic Corridor of Thailand was the attitude competency average was the most. This is consistent with the policy of National Institute for Development of Teachers, Faculty Staff and Educational Personnel (2013) that said behaviors that are caused by combining a person's knowledge, skills, characteristics, attitudes and motivations and affecting the success of performing their duties are outstanding. In addition, it agreed with the study of Prakong Yukhalung, Kodchaporn Numnapon and Thanaporn Phuntawee (2015) that said that the good attitude of learning a language that is made of environment and developing in yourself. Moreover, it correspond



with the study of Yaowalak Moonsa Kul, Somnuk Patthiyathon and Rutchane epen Phonyeam (2015) that said arranging English Competency descending order were 1) attitude in teaching 2) knowledge and 3) understanding about English teaching technique.

3. Guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand : 1) Personal level, the English teachers should make a plan to practice English Competency every year to encourage themselves to be active in developing themselves in time. Due to the large number of English teachers who are quite old and have passive learning experience, there is a bad attitude towards modern teaching technology. Therefore, all English teachers should develop themselves into active learning and learn new things to be able to organize effective teaching activities and improve themselves in everyday life as much as possible. This is consistent with the policy of National Institute for Development of Teachers, Faculty Staff and Educational Personnel (2013) that specifies developing competency such as creating new innovations and knowledge for improving themselves. Moreover, it corresponds with the study of Nuttapon Buapainsri (2013) that the problem of developing in EEC was not possible to produce personnel to meet the needs of the target industry which improving competency in the most languages Knowledge, skills and attitude, which teachers should have these potentials before teaching to students. 2) School level, establish network parties, and focus on developing into team systems. So, teachers with long-time teaching experience to guide the teaching and learning and there was a learning exchange between experienced teachers and repackaged teachers in a mix of teaching techniques both passive learning and active learning to guide teacher development. This is consistent with the study of Hwang (2013) that the Network Parties create an environment of learning English that will enhance the performance of both teachers and students. In addition, Wang (2000) said that when the environment in schools is conducive to improving English performance in all areas, it will contribute to efficiency for teachers and students. And correspond with the Ministry Of Education (2019) that schools must have a network to connect more cooperation in educational development between educational institutions and the private sector and society to drive the economy effectively. Students need to be competent as a feature of individuals who are prepared to enter a special economic zone. 3) At the organization level, the emphasis is on developing teacher development plans in English and there is a continuous follow-up to guideline the English Competency teachers are developed and it is taught to their students to meet the fields of labor market demand in the Eastern Economic Corridor of Thailand. This is consistent with the study of Le (2006) that the development of effective communication skills is achieved by practicing and using it in real situations. So, the organization must provide serious and continuous training, development and follow-up. Arrange a foreign personnel in the school to communicate effectively with teachers and students. And correspond with the

Ministry Of Education (2019) that the teachers in the Eastern Economic Corridor of Thailand must change teaching methods and use more technology in class to meet the workers needs of the market and the development of the country.

## RESEARCH SUGGESTIONS

### 1. Guidelines Recommendations

1.1 Guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand on the personal level, English teachers use knowledge gained from this research should be applied to yourself. Make yourself who wants to learn all the time or active learning. And to be utilized in organizing the learning process for learners.

1.2 Guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand on the school level, school directors use knowledge gained from this research to be applied to exchange, learn with each other and create the activities for promoting teachers' English communication.

1.3 Guidelines for enhancing English competency of teachers in Chonburi Province to support Eastern Economic corridor of Thailand on the organization level, training should be held to enhance knowledge performance and English communication skills. And support the budget for teachers' English proficiency exams. When they know their skills, they must improve themselves for their students.

### 2. Suggestions for further research

2.1 There should be studied the Guidelines for enhancing English competency of teachers in other provinces to support Eastern Economic corridor of Thailand.

2.2 There should be studied Guidelines for enhancing English competency of school directors in provinces to support Eastern Economic corridor of Thailand because they are driving the organization in a direction as determined by the Ministry of Education.

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