

# **THE STRATEGIES OF TEACHERS' POTENTIAL ENHANCEMENT IN ENGLISH LEARNING MANAGEMENT UNDER NAKHONRATCHASIMA SECONDARY EDUCATIONAL SERVICE AREA OFFICE 31**

*Thitiya Ruannakarn<sup>1\*</sup> Prasert Ruannakarn<sup>2</sup> Nathaya Boonkongsae<sup>3</sup> Srisuda Patjan<sup>4</sup>*

<sup>1\*</sup>*Curriculum and Instruction Program, Faculty of Education, Vongchavalitkul University,*

<sup>2</sup>*Educational Research and Evaluation Program, Faculty of Education, Mahasarakham University*

<sup>3</sup>*Graduate Diploma Program in Teacher Profession, Faculty of Education, Vongchavalitkul University,*

<sup>4</sup>*Ph.D Student in Curriculum and Instruction Program, Faculty of Education, Mahasarakham University*

*\*Corresponding Author E-mail: thitiya\_rua@vu.ac.th.*

**Received:** October 15, 2021; **Revised:** December 15, 2021; **Accepted:** March 17, 2022

## **ABSTRACT**

The purposes of this research were to 1) examine the states of English learning management for teachers in Nakhonratchasima Secondary Educational Service Area Office 31, 2) to create, assess and adjust the strategy of teachers' potential enhancement in English learning management. The samples were 285 English teachers and the target group was 5 educators. The tools were questionnaire, the interviewing form and the suitably assessment form of blueprint strategy. The statistics used for data analysis were frequency, percentage, mean, and standard deviation. The study found that 1) the states of English learning management by SWOT- Analysis; for the strength; English teachers had knowledge, capability and experience in teaching well, the weakness; students' potential needed to be extremely develop for the competition in the international academic stage, the opportunity was students' participation for the academic competition and the threats were the lack of native speakers to teach in the schools. 2)The result of building the strategies indicated that the SO, WO and ST Strategy were suitable, the assessment of strategies were the most appropriate strategies and the results of adjustment SO Strategy were having English teachers' knowledge, capability and experiences in good teaching and participation in English academic competition to create the opportunity of showing the potential and capability obviously, WO Strategy was students' potentials should be extremely developed for competition and participation in English academic enhance students had the opportunity for showing the potential and capability obviously. and ST Strategies were having English teachers' knowledge, capability and experiences in good teaching and the schools lacked of native speakers help to teach.

**Keywords:** English Learning Management, SWOT – Analysis, Teachers' Potential Enhancement

## **Introduction**

The educational policy of Ministry of Education for educational management in fiscal year 2009 had undertaken reforms to respond to a speech from the throne of King Wachiralongkorn focused on students' raising the good attitude for national main institute, moreover, provided the strong basic life, knowledge for these challenges had career and works for preparation in digital literacy skills and civic skill. This was the importance of education system should develop the students access using technology on learning. (Dujduan Sukwong and Nantararat Charoenkul. 2021, p118) Embedded within the targets to the national strategies 20 years (2011 – 2037) was supporting the human' potentials and human resources focused on expecting Thai people

were well-being and having quality of life and readied to study English for communication. According to studying English communication, students could study happily anytime and anywhere in many ways, for example, active learning emphasized thinking process skills, learning from the classroom situation, simulated situation, problem based-learning and performance. ( www.moe.go.th) .English teachers must develop the competency of English teaching management in the twenty first century according to the expectation of students ' experiences Boyet L.Batang, 2014, p 82-83). Studying education policy implementation was therefore closely linked with active learner understanding what guideline or building the strategies of enhancing English management potential were important for strategies planning approach to English studying effectively.

In fact, building the strategies of teachers' potentials enhancement in English learning management needed to use the SWOT – analyzing to find the strengths, weaknesses, opportunities and threats to formulate the strategies under the frame of analyzing about the school contexts based on the basic data in strategic planning. The best strategy would urge to change and guide for enhancing teachers' learning a potential. In addition, strategic planning could be the best understanding as matching the activities of schools to its environment and to its resources capability and education policies were defined in the most appropriate strategy in English learning management. According to the effectively strategic planning, it implied English learning management clearly that enhanced the effective communication in digital technology age , critical thinking and higher language producing as well.(Yamith Jose Fandino , 2013, p 195) . It was therefore important that teachers potential development needed to promote stakeholders' participation for coordination and success of strategy as a reference for action. Commitment to the strategies planning or strategies formulation orientation were desired by the experts. In addition, it could help to guide future decisions and actions in the development of education, including intervention of international and co-operation stakeholders, in a coherent manner. Furthermore, the strategies planning for enhancing teachers' potentials development were the needed steps in promoting the emergence and application of strategy and ultimately effective action projects, participation all section could bring implementation concretely.

From the evaluation of Nakhonratchasima secondary educational service area office 31' educational administration as follow the indicators<sup>10</sup> was not achieved as the criteria (the percentage of primary school teachers and secondary school teachers had developed and enhanced English with Common European Framework of Reference for Languages; CEFR.( Bureau of Monitoring and Evaluation Education Office. 2021) .Indeed, the state or context for English learning management in Thai secondary schools used the traditional methods, for example, books and teacher center, no supporting active learning. No engaging for communicative classroom management and teaching English focused on reading and writing so we need to improve all of skill. These caused though students could not communicate with anyone. However, the teachers should provide for the students made the greatest impact on their self-confidence through giving the ideas one another could engage critical thinking and communication development.(Kusuma Lohday. 2020, p 40).Due to English teaching focused on entry the university but not focus on English practicing for communication , English learning management was not achieved (Jaturon Chaisang, 2014, p14). As the results of Ministry of Education' policies about education reform, students could communicate and access the knowledge equality. British Council enhanced English teachers all over country through regional teachers development center such as boot camp and enhancing English activities in Office of the Basic Education Commission and higher education. Furthermore, English teachers lacked of continuous development and no inspiration for self-development. (www.britishcouncil.or.th). For the way to develop English teachers ' potentials were training and coaching by mentor system who were Thai and foreigners especially, English teacher mentors and the experts who set various activities suitably through workshop and mentor system with 3 development process ; workshop, self-

study and instruction. (Praklong Yukalang and others, 2015, p 44-46). Due to the important basic data studying for creating the guideline the strategy of teachers' potentials enhancement in English learning management, it could contribute to success in teaching.. According to the researcher 's instruction in Nakhonratchasima, it's the convenience for doing the research. For this reason the researcher was interested in studying the strategies of teachers' potentials enhancement in English learning management under Nakhonratchasima secondary education service area office 31.

## Objectives

- 1 . To study the states of English learning management of teachers under Nakhonratchasima secondary education service area office 31.
2. To build, assess and adjust the strategies of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31.

## Methodology

The objectives of this research were to study the strategies of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31 which defined 2 steps of research as follows;

The phase 1. To study the states of English learning management of teachers under Nakhonratchasima secondary education service area office 31.

Step 1; study the documents, textbooks and the research about SWOT- Analysis, potential development in English learning management.

Step 2; SWOT- Analysis by survey research for studying the states, problems and obstructions in English learning management.

The tool for this phase was the questionnaire which was constructed and found the quality as follows;

1. It was studied from documents, concept, theories and research about strategy of teachers' potential enhancement in English learning management for getting the deeper data and contribute the concept of SWOT – Analysis to cover the concept relates to potential development in English learning management for defining the issues of questionnaire.

2. Defined the scopes of issue topics for questionnaire by SWOT – Analysis about English learning management for finding the strength, weakness, opportunity and threat.

3. Brought the questionnaire about SWOT-Analysis to 5 experts for checking the content validity with IOC: Index of Item-Objective Congruent and each issues had the values from 0.5 - 1.00 that to check the content validity (IOC: Index of Item-Objective Congruent). For this research found that in each items had the IOC as 1.00.

**The Item Objective Congruence (IOC) Index** was used as the basis for screening the item quality.

In each items, the experts were asked to determine the content validity score:

The score = 1, if the expert was sure that this item really measured the attribute.

The score = -1, if the expert was sure that this item did not measure the attribute.

The score = 0, if the expert was not sure that the item did measure or did not measure the expected attribute.

The IOC Form (15 items were judged by three experts)

The qualified items should had the IOC equaled to or greater than 0.50.

Item No.	Expert 1	Expert 2	Expert 3	Total Score	The IOC Index Mean of Expert Scores
1	1	1	1	3	IOC1 = 3/3=1.00
2	1	1	1	3	IOC2 = 3/3 = 1.00
3	1	1	1	3	IOC3 = 3/3 = 1.00
4	1	1	1	3	IOC4 = 3/3=1.00
5	1	1	0	2	IOC5 = 2/3 = 0.67
6	1	1	1	3	IOC6 = 3/3 = 1.00
7	1	1	1	3	IOC7 = 3/3=1.00
8	1	1	1	3	IOC8 = 3/3 = 1.00
9	1	1	1	3	IOC9 = 3/3 = 1.00
10	1	1	1	3	IOC10 = 3/3=1.00
11	1	0	1	2	IOC11 = 2/3 = 0.67
12	1	1	1	3	IOC12 = 3/3 = 1.00
13	1	1	1	3	IOC13 = 3/3=1.00
14	1	1	1	3	IOC14 = 3/3 = 1.00
15	1	1	1	3	IOC15 = 3/3 = 1.00

Table 1 IOC Form of 15 items were judged by three experts.

The phase 2. To build and adjust the strategies of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31, it was shown as follows;

Step 1 ; Brought the results of SWOT- Analysis , the problem states and the obstructions in English learning management and synthesized the theories about defining the strategies to contribute the strategies blueprint of English learning management potential .

Step 2; Assessed the strategies blueprint of English learning management potential by checking the feasibility of the strategy blueprint as the concept of model assessment of (Yarbrough, D.B and others, 2011) adjusted in assessment the strategy of English learning management potential enhancing that concerned about the standards of evaluations in Propriety Standards as well.

Step 3; Adjusted and corrected the strategies of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31.

The tools for this phase were the interviewing form and the suitably assessment forms of strategy blueprint and checked the quality of tools by the experts from the university for defining the strategies of teachers' potential enhancement in English learning management through 5 experts to check the content validity (IOC: Index of Item-Objective Congruent), it was found that in each items had the IOC as 1.00.

## Data analysis

Phase1 ; To study the states of English learning management of teachers under Nakhonratchasima secondary education service area office 31.

1. The researcher brought the results of data analysis by SWOT-Analysis to analyze the guidelines for the strategy of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31 by using the average of the score for finding the strength, weakness, opportunity and threat.

2. The researcher brought the SWOT-Analysis finding to create the strategies by using descriptive statistics such as frequency, percentage, mean, and standard deviation.

The data that got from the questionnaire were about the states of English learning management by SWOT-Analysis ; for the strength ; the schools were near English resource centers and teachers had knowledge and experiences well, the weakness ; students' potential needed to be extremely develop for the competition in the international academic stage, the opportunity was students' participation for the academic competition and the threats were the lack of native speakers to teach in the schools.

The samples in phase 1 was 285 English teachers under Nakhonratchasima secondary education service area office 31 by using quota sampling technique.

Phase 2 ; To build , assess and adjust the strategy of teachers' potentials enhancement in English learning management under Nakhonratchasima secondary education service area office 31.

The target group was 5 educators; 1) Mr.Sarawut Pornsri 2) Miss Suwimon Sanghong 3) Miss Kotchakorn Boontiam 4) Miss Sasitorn Jarernjai 5) Mr. Prasert Ruannakarn. This phase was analyzed by using content analysis about the results of interviewing .

## Results

The results from phase 1 to examine the states of English learning management for teachers in Nakhonratchasima Secondary Educational Service Area Office by using the questionnaire through SWOT-Analysis; for the strength; having English teachers' knowledge, capability and experience in good teaching, the weakness; students' potentials should be extremely developed for competition in the country stage, the opportunity was participation in English academic competition that held by secondary education service area office helped students had opportunities for showing the potentials and capabilities obviously. and the threats were the lack of native speakers to teach in the schools and 2) the result of creating, assessment and adjust the strategies of teachers' potential from the interviewing form and the suitably assessment forms of strategy blueprint indicated that the SO Strategy, the WO Strategy and ST Strategy were suitable. The results of the assessment the suitability of teachers' potentials enhancement in English learning management indicated that overall 3 strategies were the most appropriate strategies and the results of adjustment the strategies for SO Strategy were having English teachers' knowledge, capability and experience in teaching well and participation in English academic competition to create the opportunity of showing the potential and capability obviously, WO Strategy were students' potentials should be extremely developed for competition and ST Strategies were having English teachers' knowledge , capabilities and experiences in good teaching and the lack of native speakers helped to teach in the schools.

## Summary and discussion

### Summary

1. The results of studying the states of English learning management through SWOT- analysis by using survey research were found as follows;

Table 2. Mean ( $\bar{X}$ ) standard deviation (S.D) and the rank of the states of English learning management for the strengths by internal SWOT- Analysis of teachers under service area office 31.

The states of English learning management for the strength by internal SWOT-Analysis	$\bar{X}$	S.D	Rank
<b>Strengths</b>			
1) Schools were near English resource center such as archaeological site that the tourists travel etc.	2.97	1.17	5
2) School had modern multimedia and technology for teaching.	3.78	0.93	3
3) Students had potential to participate English academic competition	3.55	1.10	4
4) Having English teachers' knowledge, capabilities and experiences in good teaching.	4.04	0.89	1
5) Progress monitoring or students 'success.	4.02	0.85	2

From table 2, it was shown that the environment for the first rank of the strength was English teachers had knowledge, capabilities and experiences in teaching well. ( $\bar{X} = 4.04$ ,  $S.D = 0.89$ ).

Table 3. Mean ( $\bar{X}$ ), standard deviation (S.D) and the rank of the states of English learning management for the weakness by internal SWOT- Analysis of teachers under service area office 31.

The states of English learning management for the weakness by internal SWOT-Analysis	$\bar{X}$	S.D	Rank
<b>Weaknesses</b>			
1) Students' potentials should be extremely developed for competition in the country stage.	3.48	1.15	1
2) Teachers lacked of the understanding for doing research for finding English teaching innovation.	3.02	1.08	3
3) Schools were far away from tourism location.	3.18	1.18	2
4) Teachers lacked of skill using English fluently for setting learning.	2.61	1.10	4
5) Schools lacked of being active teacher and instructional design process no support for developing English skill.	2.38	1.18	5

From table 3, it was shown that the environment for the first rank of the weakness was students' potentials should be extremely developed for competition in the country stage. ( $\bar{X} = 3.48$ ,  $S.D = 1.15$ ).

Table 4. Mean ( $\bar{X}$ ), standard deviation (S.D) and the rank of the state of English learning management for the opportunities by external SWOT- Analysis of teachers under service area office 31.

The states of English learning management for the opportunity by external SWOT-Analysis	$\bar{X}$	S.D	Rank
<b>Opportunities</b>			
1) Participation in English academic competition that held by secondary education service area office helped students had opportunities for showing the potentials and capabilities obviously.	3.87	1.04	1
2) Strength organization supported schools for the budget of media and technology in English learning management.	3.58	1.01	4
3) Schools were near English resources center.	3.09	1.17	5
3.4 Parents had satisfaction, trust and relies on setting learning and believed in the teaching efficiencies.	3.78	0.92	2
3.5 Students had the chances to access the internet that supported English learning management.	3.70	0.99	3

From table 4, it was shown that the environment for the first rank of the opportunities was participation in English academic competition that held by secondary education service area office encouraged students the opportunities for showing the potentials and capabilities obviously ( $\bar{X} = 3.87$ ,  $S.D = 1.04$ ).

Table 5. Mean ( $\bar{X}$ ), standard deviation (S.D) and the rank of the states of English learning management for the opportunities by external SWOT- Analysis of teachers under service area office 31.

The states of English learning management for the threats by external SWOT-Analysis	$\bar{X}$	S.D	Rank
<b>Threats</b>			
1) Schools lacked of native speakers helped to teach.	3.07	1.43	1
2) The difficulty of teachers' travelling made them exhausted for lessons preparing.	2.31	1.09	5
3) Teachers had the stress and no inspiration for working.	2.39	1.06	4
4) Some schools lacked of media and technologies for learning and some students had the problems about travelling to schools.	2.50	1.13	2
5) The community were not cooperative for setting English learning activities.	2.42	1.16	3

From table 5, it was shown that the environment for the first rank of the threat was schools lacked of native speakers helped to teach. ( $\bar{X} = 3.07$ ,  $S.D = 1.43$ ).

2 The results of creation, assessment and adjustment of the strategies of teachers' potentials enhancement in English learning management under Nakhonratchasima secondary education service area office 31 were as follows;

#### 2.1 The results of the strategies' buildings from phase 1.

For finding the strength, weakness, opportunity and threat in the states of English learning management of teachers under Nakhonratchasima secondary education service area office 31 obviously, it could be shown as the figure below;

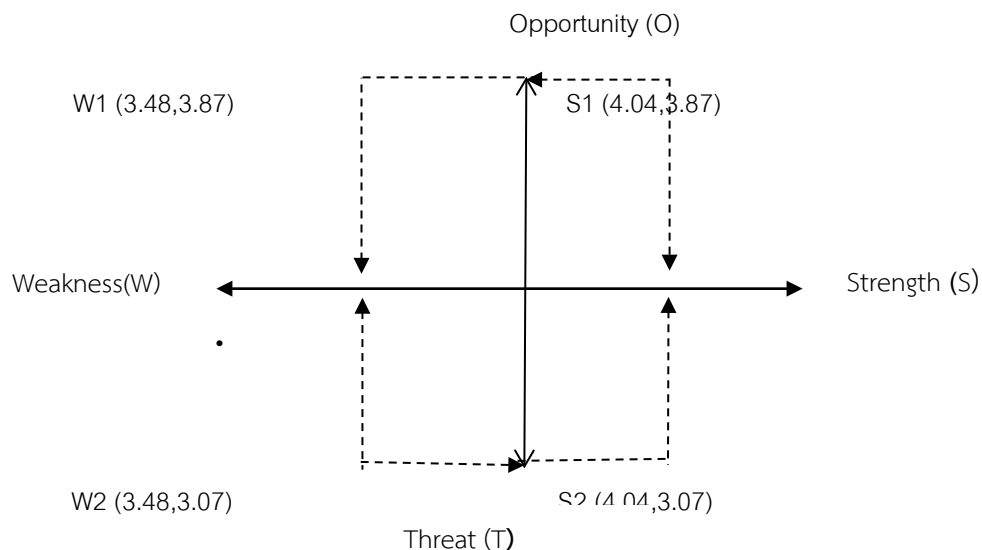


Figure 1. Strategic Analysis with TOWS Matrix by Koontz and Weihrich, 2008).

The strength, weakness, opportunity and threat of the states of English learning management of teachers under Nakhonratchasima secondary education service area office 31 obviously could be explained as below;

S1 (4.04, 3.84) = Strength Opportunity (SO Strategy) as using the strength on the opportunity (Having the chance to develop).

W1 (3.48, 3.84) = Weakness Opportunity (WO Strategy) as get rid of the weakness by using the opportunity to develop.

W2 (3.48, 3.07) = Weakness Threat (WT Strategy) as get rid of the weakness and prevent the threat that hard to develop and hardly not to use.

S2 (4.04, 3.07) = Strength Threat (ST Strategy) as using the strength preventing the threat.

In the study, researcher had defined 3 strategies for implementation but only one strategy as weakness strength (WT Strategy) was hard to develop and hardly not to use. The strategy assessment forms were evaluated the suitability by the experts.

2.2 The results of the strategies blueprints suitability assessment for teachers under Nakhonratchasima secondary education service area office 31 as a whole was in the very high level.

2.3 The results of adjustment strategy of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31 were as follows;

The experts had not adjustments for 3 strategies because of suitability of strategies but having the suggestions about them such as SO Strategy, WO Strategy and ST Strategy. In phase 1 the strategies had the suitability and possibility for implementation because of some strategies correspond with Ministry of Education' policies that secondary schools contribute the policies to implement concretely such as; boot camp project, new technique English teaching training project, training using multi - media and technology for new generation English teachers and so on.

## Discussion

1. The states of English learning management of English teachers in the secondary school under Nakhonratchasima secondary education service area office 31, researcher distributed issues for explaining are SWOT- Analysis for finding the strength weakness, opportunity and threat in English learning management for



getting data to define the guideline to build the strategies of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31 were as follows;

The strength was; having English teachers' knowledge, capabilities and experiences in good teaching, consequently, Minister of Education had the policies to enhance English teacher development through Boot Camp Project for two years ago. Although English Boot Camp was not new project in nowadays but the teacher could adjust the advantages from Boot Camp through create the modern technique and create resources by using computer, flipped classroom, virtual exhibition and various programs for development teaching potential reach to the skills and expert in teaching according to the research of (Wijitra Nawong and others, 2019, p176 -177) studied the ways to enhance of English Teaching Methodology in Line with the Common European Framework of Reference for Language (CEFR) under Pathumtani Primary Educational Service Area Office 1 and 2. The ways to enhance English teacher development are to mainly support the curriculum, the promotion of the parents and public participation. The standard way for improving the English teaching is basically made up from three group of people, including the teachers, the school administrators and the Educational Service Area Office. For the teachers, they should have continual improvement in English as well as enhance student's positive attitude in learning English. For the administrators, they should be the desirable model of using English in daily life, provide the instructional media and materials, encourage the teachers doing classroom research, hire the additional English tutor, and co-ordinate with the parents and others organization to improve teaching English. Last but not least, for the Educational Service Area Office, they should regularly supervise and monitor the English teaching of the schools. For the Educational Service Area Office, it should be monitored the policies to achieve.

The weakness was the students' potentials should be extremely developed for competition in the country stage. Hence, English teachers should get ready for students' potentials development achieve to the maximum goal according the research of (Somjai Suebwattanapongkul and others, 2017) to study the readiness preparation for students to Olympiad Competition found that the factors of the readiness preparation for students to Olympiad competition consisted of 8 components 1) creating learning opportunities 2) engaging 3) atmospheric environment organizing 4) emotional and motivation management 5) self directed learning. 6) students intellectual management 7) students maturity management and 8) school management.

The opportunity was participation in English academic competition that held by secondary education service area office help students had opportunity for showing the potentials and capabilities obviously. In additionally, the teachers, the administrators, stakeholders and community should had good relationships according to the research of (Muhammad Zuhri Fakhruddin and Fika Megawati. 2018, p1) said to teaching and learning activity, condusivity and effectivity are determined by various factors, such teacher and students' behavior, teaching instrument, methodology and material structure. Each stakeholder may have different perspective upon these various aspects and perhaps influence their behavior toward the activity of teaching and learning. In a premise that a positive behavior and constructive collaboration is built on a linier perspective among stakeholders. Implications for school policy and practiced as well as for future research in school connectedness be a powerful predictor of adolescent health and academic outcome.

The threat was the lack of the native speakers helped to teach which teachers and the administrators should connect the stakeholders participate with schools' activities as well as the academic outcomes were efficiency learners.

2. The results of creation, assessment and adjustment of the strategies of teachers' potentials enhancement in English learning management under Nakhonratchasima secondary education service area office 31.

2.1 The results of the strategy's building the strategies of teachers' potentials enhancement in English learning management under Nakhonratchasima secondary education service area office 31 indicated that as follows;

Strength Opportunity (SO Strategy) were having English teachers' knowledge, capabilities and experiences in good teaching and the students' participation in English academic competition to create the opportunity of showing the potentials and capabilities obviously. Due to English teachers through training boot camps, could use the advantages to contact the outside speakers be trainers about new teaching techniques for development the teaching , connection cooperative for experts between inside and outside country, memorandum in academic among the schools , the secondary education service area office and Ministry of Education and supporting using modern media and technology for all students to access, according to the research of (Sabahattin Yesilçinar. 2019, p 206-207) that studied using the Flipped Classroom to Enhance Adult EFL Learners' Speaking Skills and the use of flipped learning approach not only enhanced the speaking skill, but also increased learners' motivation and satisfaction with FCM.

Weakness Opportunity (WO Strategy) were students' potentials should be extremely developed for competition and participation in English academic enhance students had the opportunity for showing the potentials and capabilities obviously. The students' potentials should be developed for competition in the country stage. The opportunities were enhancing the participation in English skills and gave the chances to use English in daily life as well. Participation in English academic competition that held by secondary education service area office help students had opportunity for showing the potentials and capabilities obviously according to the research of (Sina Soltanabaddi Farshi and Sholeh Dadashzad Bughbani,2015:1) finding revealed that reexamine the effectiveness of two kinds of form-focused instruction on oral accuracy of EFL learners, although both methods were beneficent, post-test scores of the students to whom the forms were taught explicitly were significantly higher than students to whom the forms were taught implicitly.

Strength Threat (ST Strategy) were having English teachers' knowledge, capability and experience in good teaching and the schools lacked of native speakers help to teach. Supporting the budget for English technique training via media, hiring the foreigner teachers and, encouragement teachers in many ways, connection with the community participation in schools English activities and let the community knew about teachers' enhancement projects for public relations inside schools according to the research of (Natagorn Watcharasin and Kamalas Phoowachanathipong,2020,p 269 – 273) said to the strategic management guidelines for developing a security business who addressed the components of efficiency organization were organization structures, strategies, selected persons to the job, style, system , shared value and skills .In which these components related to organization achievement and according to (Thuwayba Al Barwani. 2013, p109) that aimed at investigating the problems and challenges faced when implementing service learning in pre-service education of teachers of English as a Foreign Language (EFL) and carried out in the Sultanate of Oman which found that the strategies suggested were perceived to be very helpful in overcoming the challenges with no significant differences between faculty and administrators.

2.2 The results of the adjustment the strategies of teachers' potential enhancement in English learning management under Nakhonratchasima secondary education service area office 31.

1) SO Strategy. The suggestions for having English teachers' knowledge, capabilities and experiences in good teaching and participation in English academic competition to create the opportunity of showing the potential and capability obviously were enhancing to use the strategies of English via online media and you tube. For the suggestions of supporting English trainings were monitoring and controlled the qualities to contribute the knowledge to apply for their teaching as well for preventing losing investment by coaching.

Moreover the teachers could use English activities such as morning speech to enhance the students' English communication potential especially speaking skill before starting the class in the morning according to the research of (Qiwei Wei and others .2018, p 1) studied aims to investigate digital storytelling (DST)intervention could improve Chinese university EFL students' speaking skills. The DST activities both inside and outside classroom while the control group students only received conventional whole-class instruction. Statistical analysis within groups showed that there was a significant difference between the pretest and posttest means in the experimental group with a large effect size ( $p = 0.000$ ,  $d = 1.58$ ), but that there was no significant difference between the pretest and the posttest in the control group ( $p = 0.056$ ). Statistical analysis between groups indicated that the pretest mean of the experimental group was not significantly different from that of the control group ( $p = 0.084$ ). However, there was a significant difference between the post test means of the experimental group and the control group, and the effect size was large ( $p = 0.001$ ,  $d = 0.658$ ). The findings call attention to the value of DST used in this study for language instruction.

2) WO Strategy. The suggestions for the students' potentials and participation in English academic were speaking English every day in morning ceremony, enhancing participation in English skills ,opened the stage for students to display their process and projects for self – esteem and raised the good attitude , the strategy of invite the outside speakers gave the knowledge about doing the research and the suggestions are setting a group of PLC class level to share and exchange the knowledge for development teaching and learning. The strategy of inviting the outside speakers gave the knowledge about teaching knowledge and the suggestion is new generation teachers attend the technology in disruption age according to the research of (Martin James Farrelly and Kemtong Sinwongsuwat. 2021, p1) that examined classroom interactions to identify strategies secondary school teachers used to elicit EFL learners' talk in four micro-pedagogical contexts. Moreover, form of scaffolding strategy, and referential questioning, classroom observations, the teachers' consistent use of a variety of strategies apparently promoted learners' active participation and created opportunities in the classroom.

3) ST Strategy.The suggestions for having English teachers' knowledge, capabilities and experiences in good teaching and the schools lacked of native speakers help to teach were enhancement the budget to provide media and technology or may use flipped classroom and the suggestions are connection the community to bring media and materials for efficiency . The strategies of connection with other schools for invitation foreign teachers to teach and the suggestions were development teachers could use English whole the class learning or setting special activities for teachers and students used English in daily life habitually to compensate the native speakers (In case of not ready schools) according to the research of (Rapin Chuchuen. 2017 :1 p 132-134) said the current development of the management system for foreign teachers in the IEP program at Piboonbumpen Demonstration School. The findings provide evidence that can aid in developing management principles for foreign teachers by motivating and improving the general management in the schools to reduce teacher turnover, The problems was the lack of unfamiliarity with local communication and culture, non-supporting environment, no implementation of mentorship and induction programs for beginning teachers, and insufficient administrative support. School organizational and management conditions, including lack of administrative support, motivation, a difficult work atmosphere and poor students discipline had significant effects on foreign teacher turn over as a significant factor in determining IEP success and sustainability. This could be started from the recruiting process that needs to hire the right people who are highly qualified. Management needs to provide mentoring and supervision programs to develop foreign teacher talent as well. Foreign teachers needed the school to support them with the complicated processes when obtaining visas and work permits if they are employed. Their commitment and engagement are the critical factors in the success of this program. Human resource management should provide training and promotion

opportunities to these teachers as a driving motivational force towards working here. Based on these findings, the researcher would like to suggest that (1) Strategy of foreign teacher recruiting should be revised to employ higher quality teachers; (2) Orientation from supervision must be implemented for new employees; (3) Regular workshops and training are required for teachers to better understand their teaching subjects and Thai culture; (4) Teachers need to understand and develop the subject matter being taught; (5) Working contracts must be revised based on long term performance; and (6) The principal and HR staff should conduct regular meetings with teachers to discuss problems and to find ways to improve the quality of teachers. These management system changes will lead to better productivity and happier foreign teachers.

## Suggestions

The further research should be studied about teachers' potential development in other English teaching models to engage students and guide them towards English skill development that one of the ways to do that was by incorporating inquiry – based approaches like 5E Model, which was grounded in active learning and integrated other subjects for the competency - based education and using technology in digital age and blended learning approach to the real world.

## References

- Adaptation Theory. Retrieved from <https://pattanieconomy.wordpress.com>
- Boyet L. Batang. (2014). *Communicative Competence and Language Learning Styles of Prospective Teachers of English*. International Referred Research Journal. Issue.
- British Council Thailand. (2020). *4 Obstructions for Language learning must approve from teaching to test*. <https://www.britishcouncil.or.th>.
- Bureau of Monitoring and Evaluation Education Office. (2021). *The report of the Monitoring and Evaluation Education Administration of Nakhonratchasima secondary educational service area office 31*.
- Dujduan Sukwong and Nantarat Charoenkul. (2021). Approaches for Development the World- Class Standard School Academic Management Based on the Concept of Students Digital Citizenchip. *Srinakharinwirot Academic Journal of Education*. 22(1): 118.
- Education Commission. (2018). *Development of master trainer teacher in the regional area (Boot Camp)*. Retrieved from <http://oire.bru.ac.th>.
- Jaturong Chaisang. (2014). *Launch 6 policies of English development for schools start 2014*. [online] Retrieved May 2, 2014.
- Koontz and Weirich. (2008) *.Essentials of Management an International Perspective* ,Tata McGraw-Hill Publishing Company Limited, Newdelhi.
- Kusuma Lohday. (2020). The Effect of Visual Vocabulary Games Integrated with Cooperative Learning on students with Different Levels of English. *Srinakharinwirot Academic Journal of Education*. 21(1): 40.
- Leffert, N., Benson, P., L., & Roehlkepartain, J. L. (1997). *Starting out right: Developmental assets for children*. Minneapolis, MN: Search Institute.
- L. & Roehlkepartain, J. L (1997). *Starting out right: Developmental assets for children*. Minneapolis, MN: Search Institute.
- Martin James Farrelly and Kemtong Sinwongsuwat. (2021). Strategies Used and Challenges Faced by Thai EFL Teachers When Eliciting Talk During Classroom Interactions in High School Contexts. *Sage Journals*.
- Ministry of Education. (2018). *Analysing the policy of government inspection, fiscal year 2018* Supervisory education unit.

- Muhammad Zuhri Fakhruddin and Fika Megawati. (2018) . Stakeholder Perspective toward English Language Teaching in Pesantren. *Script Journal: Journal of Linguistic and English Teaching*. 3(1): 1
- Natagorn Watcharasin and Kamalas Phoowachanathipong. (2020) . Strategic management guidelines for developing a security business, January – June). *Journal of MCU Humanities Review*. 6(1); 269 – 273.
- Noppadol Yoojarern. (2017). *Strategy 1year 2017. Component of strategie*. Office of the Basic Qiwei Wei and others. (2018). Improving Chinese University EFL Students' Speaking Skills through Digital Storytelling. *Suranaree Journal of Social Science (SJSS)*.12(2): 1.
- Rapin Chuchuen. (2017). *Foreign teacher management system in an an English Program: A case study at Piboonbumpen demonstration school*, Burapa university.
- Education Commission. (2018). *Development of master trainer teacher in the regional area (Boot Camp)*. Retrieved from <http://oire.bru.ac.th>.
- Sabahattin Yesilçınar. (2019) .Using the Flipped Classroom to Enhance Adult EFL Learners Speaking Skills.*Pasaa*. 58: 206-207.
- Sina Soltanabaddi Farshi and Sholeh Dadashzad Bughbani. (2015). The effects of implicit and explicit focus on form on oral accuracy of EFL learners. *Gale Academic Onfile*. 5(2:1)
- SomJai Suebwattanapongkul and others. (2017) .The readiness preparation for students to Olympiad Competition.13(3).
- Thuwayba Al Barwani. (2013). Service-Learning Might be the Key: Learning from the Challenges And Implementation Strategies in EFL Teacher Education in Om International. *Journal of Instruction*. 6(2).
- Wichitra Nawong and others. (2019). The ways to enhance of English Teaching Methodology in Line with the Common European Framework of Reference for Language (CEFR) under Pathumtani Primary Educational Service Area Office 1 and 2. *SWU Educational Administration Journal*. 16 (30), January – June ;176 – 177.
- Winterhalder, G. (1980). *Environment analysis in Human evolution and adaptation research*. *Human Ecology*.
- Yamith Jose Fandino. (2013). “21<sup>st</sup> Century Skills and the English Foreign Language Classroom : A Call for More Awareness in Columbia. Gist Education and Learning,” *Research Journal*. 7, (190-208).
- Yarbrough, D.B., Shulha, L .M, Hopson, R.K., & Caruthers, F.A. (2001). *The program evaluation standards: A guide for evaluators and evaluation users* (3rd ed.) Thousand Oaks, CA: Sage. Reflective practice in an EFL teacher development Group.