DEVELOPING A COMPETENCY-ENHANCING PROGRAM FOR PROFESSIONAL JAPANESE LANGUAGE LEARNING FOR SECONDARY SCHOOL TEACHERS UNDER THE OFFICE OF THE BASIC EDUCATION COMMISSION

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ABSTRACT

The objectives of this research were 1) to study the components and indicators of competency in the management of Japanese language learning for careers. 2) Develop a program for enhancing the competency of Japanese language learning management for professional purposes. And 3) to study the results of an experimental program to enhance the competence in Japanese language learning management for careers. This study was divided into 3 phases as follows; Phase I: Synthesis of elements and indicators of management competency in Japanese language learning for occupations is classified into two stages, namely (1) the study of academic documents at home and abroad to synthesize the elements and indicators of management competency. Learn Japanese professionally and conduct in-depth interviews with 2 experts, (2) Verify the composition and indicators by a focus group from qualified experts in education administration, foreign language, and Japanese teachers. A total of 9 people selected Purposive Sampling to verify the competency component for professional Japanese language learning. Phase 2, the drafting of a competency enhancement program in Japanese language learning management for careers is divided into 3 steps as follows: (1) Studying the best practices from 5 Japanese language learning schools; Drafting a program for enhancing the competency of Japanese language learning management for careers, (3) a seminar of experts in considering and evaluating the draft program for enhancing the competency of Japanese language learning management for careers by selecting Purposive Sampling, consisting of 7 people. Phase 3: The trial of a competency-enhancing program for professional Japanese language learning was conducted with a sample of 15 people by selecting Purposive Sampling. The tools used to collect data consisted of a semi-structured questionnaire and an estimation scale questionnaire. The statistics used to analyze the data were mean, percentage, standard deviation, and independent t-test. The results of the research found that; 1. Components and indicators of the Japanese Language for Career Competency Development Program It consists of 4 elements, and 11 indicators, as follows: (1) Knowledge has 4 indicators, (2) Skills has 3 indicators, (3) Personal attributes have 2 indicators, and (4) the guidelines for the development of Japanese language teaching for careers have two indicators.

2. The results of drafting a competency enhancement program for professional Japanese language learning consist of (1) principles, (2) objectives, (3) content, (4) processes and methods, (5) evaluation and content scope. It is divided into 4 modules: Module 1 Japanese for professional communication. Module 2 Using innovative media and technology to manage learning in a variety of ways. Module 3 Building love and faith in the teaching profession. Module 4 Guidelines for the development of Japanese language teaching for careers. Assessment of the validity, suitability, feasibility, and usefulness of the program was found; The overall accuracy of all parts is at a high level, the overall suitability of all parts is at a high level, the overall probability of all parts is at the highest level, and the overall usefulness of all parts is in the most level

3. The results of the experimental program for enhancing the competence in Japanese language learning management for careers showed that the competencies in knowledge, skills, personal characteristics, and guidelines for the development of vocational Japanese language instruction after the program were significantly higher than before the program at the .05 level.
I. INTRODUCTIONS

In the 21st century, there has been rapid progress and change in various fields, especially communication has developed rapidly with social networking which is a communication innovation that is growing and gaining popularity quickly a lot. Including learning foreign languages, you can study through social networks to be comfortable and open to the world. Nowadays, foreign languages are very important and necessary in everyday life, no matter what language, because language is an important tool for communication, education, the pursuit of knowledge, occupation, building understanding. About culture, the vision of global community, awareness of cultural diversity, and global social perspective. It brings friendship and cooperation with different countries, helping to develop learners to have a better understanding of themselves and others. Learning and understanding the differences of language and culture, traditions, thinking, society, economy, politics, governance. Have a good attitude towards using foreign languages and use foreign languages for communication and can be used for professional practice, including easy access to knowledge and a broader vision of life.

The Ministry of Education has designated foreign languages as the basic learning subject, which is required to be studied throughout the Basic Education Programme, which is English. Other foreign languages such as French, German, Chinese, Japanese, Arabic, Pali, and neighboring languages or other languages are at the discretion of the educational institution to prepare courses and arrange to learn as appropriate. In this regard, strategies to develop and promote foreign language teaching and learning to increase the capabilities of Thai people in the international arena and prepare them for entering the ASEAN and the world community (Ministry of Education, 2008). As for teaching Japanese in high school classrooms in Thailand, teachers lack an understanding of how to focus on learning to prepare students for employment. It is a study based on the core curriculum. After graduating from high school, will need to continue your studies at a higher education level before you can start working. If you study Japanese, you graduate from high school, you'll be able to take the Language Proficiency Test (JLPT) at the N5 level and be able to work. But the main problem is that high school teachers do not give importance to teaching Japanese as a career. Therefore, to obtain empirical data, it is necessary to research the creation of a professional Japanese language teaching program so that the program can be applied to other foreign languages as well (Methapisit, T., and Yamamoto, Y., 2017; Munitarawong, S., and Methapisit, T., 2016).

The Japan Foundation is an institution that undertakes a comprehensive international cultural exchange program around the world by maintaining friendship, trust, and mutual understanding through language culture. For Thailand, it has been established since 1974 with a wide range of activities in the field of arts, culture, and society including coordinating projects to promote Japanese language learning (Yoshioka, N., 2020: Interview). The researcher realizes the importance of using the Japanese language to meet the actual needs of using the language to communicate for employment, language for occupation, and to be able to use the language to meet the needs of native speakers.

Office of the Basic Education Commission has mentioned the subject of occupation in the core curriculum of basic education 2008 as an educational management following Principles and practices of Career education, which is adapted from vocational education to vocational education in secondary schools to be a teaching and learning model for people who have completed basic education. did not study because want to work for a living. Therefore, an educational system for vocational education has been set up in line with the existing vocational preparatory curriculum, taking into account the needs of society. (Suwanmonkha, S., et al, 2011). Based on the importance of occupational skills above and educational policies related to occupational skills. The education management in educational institutions, therefore, requires education that promotes vocational skills intending to develop teachers. and students to realize the importance and value of professional education by the person who is the most important in the professional skills promotion process It is the “teacher” who is important to the quality of education and the “course” that meets the needs, aptitudes, and interests of the students.

From the interview with the recruitment supervisor of Intergrade Co., Ltd., Nishikotenda District, Shinagawa, Tokyo, Japan. It is concluded that the readiness of thinking to come to work in Japan of fresh graduates or those who will come to work in Japan of Thai people has not yet arisen. An understanding of coming to work in Japan as it is appropriate that only the native speaker's language to communicate will be selected in the employment of a company owner in Japan (Tachpriromthong, S., 2020: Interview). And the manager of Fulton Development International Co., Ltd. pointed out that “being able to speak, read, write, Japanese is an essential and fundamental
aspect of working in the country. Very Japanese. This is because most Japanese entrepreneurs will not use any language other than the language of their own country. At present, learning Japanese to go to work in Japan is not the same as the job that I do, which has always been a problem. The students were only learning general Japanese, which was not in line with the field of work required to work with Japanese people. As a result, the job market of Thai people will get more labor-intensive jobs, whether they will get quality jobs or office jobs, or academic jobs with better pay. Therefore, the Japanese language problem that corresponds to the field of work is an urgent problem that should be addressed further. (Ratchalam, C. 2020: Interview)

For the researcher who has experience in running a publishing business in Japan, it was found that foreign workers who come to work in Japan, including Thai workers, should have the language skills and understand the culture to be successful in working. good.

From observing the teaching and learning management of a secondary school in Khon Kaen province, it was found that teaching Japanese still had several problems. Therefore, he thought of a way to enable Japanese language learners or teachers to develop teaching and learning courses and extend their studies for a career that meets the needs of both domestic and international job markets. This research will be useful for teaching and learning to those who are interested in learning Japanese for their careers to encourage Thai people or Thai workers to develop their language skills in another way. This will benefit the country's economy and learners can use language for higher-paying jobs. For this reason, the researcher is interested in studying the Japanese Language Learning Competence Promotion Program for Secondary School Teachers in schools under the Office of the Basic Education Commission to enable teachers to develop competence in Japanese language learning management, for an efficient career can affect the student's continued employment.

II. OBJECTIVES

1 To study the components and indicators of the Japanese language learning management competency for the occupation of secondary school teachers. under the Office of the Basic Education Commission

2 To develop a program for enhancing competence in Japanese language learning management for the professions of secondary school teachers. under the Office of the Basic Education Commission

3 To study the results of the experimental use of the Japanese language learning management competency program for secondary school teachers under the Office of the Basic Education Commission.

III. METHODOLOGY

Development of a Competency Building Program for Japanese Language Learning Management for the Occupation of Secondary School Teachers in Schools Under the Office of the Basic Education Commission. The researcher uses the Research and Development model which is divided into 3 phases and 6 steps as follows:

Phase 1 Synthesis of elements and indicators of Japanese language learning management competency is divided into 2 steps as follows. 1) Studying both domestic and foreign academic documents to synthesize elements and indicators of professional Japanese language learning management competency and conduct in-depth interviews with 2 experts. 2) Verify the composition and indicators by focus group by education management experts. 9 foreign language and Japanese teachers, who used Purposive Sampling to verify the competency component for professional Japanese language learning management of secondary school teachers under the Office of Basic Education Commission.

Phase 2 drafting a competency enhancement program for Japanese language learning management for teaching careers, classified into 3 steps. 1) Studying Best Practices from 5 Japanese language learning schools. 2) Drafting a program for enhancing the capacity of Japanese language learning management for careers. 3) Conduct a seminar on educational administration specialists Foreign languages and Japanese teachers. Considering and evaluating the draft program for enhancing the competency of Japanese language learning management for careers of secondary school teachers under the Office of the Basic Education Commission by selecting 7 Purposive Samplings

Phase 3 trial of the program to enhance the competency of Japanese language learning management for occupations by using the program to experiment with a sample group of secondary school teachers under the
Office of the Basic Education Commission, who selected Purposive Sampling of 15 people by using at least one year of Japanese language teaching experience in a school and pass the N4 Japanese Language Proficiency Examination criterion, which means that you can understand Japanese at a basic level that the Japan Foundation participates in, with Japan Educational Exchanges and Services jointly conducting the examination.

INSTRUMENT

DATA ANALYSIS
Data were analyzed by generating conclusions from Content Analysis. Descriptive statistics were used for data analysis, i.e., mean, percentage, standard deviation, and independent t-test.

IV. RESULTS
1. Synthesis of elements and indicators of the Japanese language learning management competency program for the occupation of secondary school teachers under the Office of the Basic Education Commission consists of 4 components, and 11 indicators are 1) knowledge has 4 indicators. 2) skill has 3 indicators. 3) personal characteristics There are 2 indicators, and 4) in terms of development of Japanese language teaching and learning management for careers, there are 2 indicators.

2. The results of the development of a competency enhancement program for Japanese language learning for occupations of secondary school teachers under the Office of the Basic Education Commission developed It consists of 5 sections (1) Principles, (2) Objectives, (3) Content, (4) Processes and Methods, (5) Assessment, divided into 4 Modules including; Module 1 Japanese for professional communication Module 2 Use of innovative media and technology to manage learning in a variety of ways. Module 3 Building love and faith in the teaching profession. Module 4 Guidelines for the development of Japanese language teaching for careers, as illustrated.
The results of the evaluation of the validity, suitability, feasibility, and usefulness of the program were found to have a high level of overall accuracy. The overall suitability of all parts is at a high level. The overall probability of all parts is at the highest level. and the overall usefulness of all parts is at the highest level.

3. The results of using the Japanese language learning management competency program for secondary school teachers were found that knowledge, skill, personal characteristics, and guidelines for the development of Japanese language teaching for careers of secondary school teachers after the program were significantly higher than before the program at 0.05 level.

V. DISCUSSION

1. Synthesis of elements and indicators of the Japanese Language Learning Management Competency Program for Occupation of Secondary School Teachers under the Office of the Basic Education Commission consists of 4 components as follows:

1.1 Knowledge refers to the ability of a teacher to reflect on having specific knowledge in a subject that is essential to the profession, comprising the ability to listen, speak, read, and write Japanese used in professional communication. This is because effective teaching is the stage where teachers organize instruction with an emphasis on learners, which Khammani, T. (2012) has defined as it is a teaching and learning management that is
based on the learners as the set by taking into account the suitability of the learners and the maximum benefits that the learners should receive and the learning activities are organized that allow the learners to play an important role in their learning. Know to actively participate in learning activities, and to use various learning processes that will lead students to real learning.

1.2 skill refers to the teacher's ability to reflect specific skills in a subject that is essential to the profession. It consists of learning management, the use of innovative media and various learning management technologies, and the use of computer technology in media production. Therefore, teaching and learning are designed to be able to effectively manage knowledge, skills, and attitudes or learning for learners. This teaching technology has played an important role in the development of teaching and learning and creates a new method or practice called teaching innovation. There are many forms such as Programmed Instruction, Computer-Based Instruction (CBI), Audio-Tutorial Systems, Modular Instruction, Game, and Simulation, etc. Some styles use audio-visual media, electronic tools. And various publications together in the form of multimedia or mixed media, which will emphasize the learner and the teaching process, including the principles of human learning are important.

1.3 personal characteristics refer to the ability of teachers to reflect their professional attitude. It consists of love and faith in the teaching profession and the personality of a professional Japanese teacher. This is because teachers have a great influence on the thinking and learning of children. Children do not usually imitate or act on the teacher's words, but rather imitate the behavior and expressions of the teacher. Children will know what the teacher's attitude is by looking at the action expressions such as if a teacher asks students to express their opinions freely on an issue, but the teacher does not accept that opinion. Children will begin to notice what kind of ideas the teacher likes and try to express an opinion that meets the teacher's needs. A teacher's enthusiasm is the most important thing in being a good role model for a child because the child will have fun and want to study with a teacher who is passionate about teaching. Enthusiastic teachers do not need to tell jokes beyond the lesson, but teachers need to communicate to children that the lesson is interesting and how it will benefit the learner. Using body language to communicate and using spoken language that is easy to understand will help your child become more interested in the lesson.

1.4 Integration of Japanese language teaching and learning for careers refers to the teacher's ability to reflect a teaching method in which learning materials are blended for the benefit of learners. It consists of an understanding of Japanese language culture and awareness and appreciation of professional Japanese language teaching. This is because the current teaching and learning approach focuses on students by allowing them to choose courses according to their aptitudes and interests and encourage participation in every learning to develop their ability to seek knowledge and lead. Knowledge to apply to develop their potential to the fullest.

2. The results of the drafting of a competency enhancement program for Japanese language learning management for the professions of secondary school teachers developed It consists of five sections: 1) Principles, 2) Objectives, 3) Content, 4) Processes and Methods, 5) Assessment and Content Scope which is divided into 4 Modules which are Module 1 Japanese for professional communication. Module 2 Using innovative media and technology to manage learning in a variety of ways. Module 3 Building love and faith in the teaching profession. Module 4 Guidelines for the development of Japanese language teaching for careers. The results of the evaluation of the validity, suitability, feasibility, and usefulness of the program found that the overall accuracy of all parts is at a high level, there is overall appropriateness in all parts at a high level. The overall probability of all parts is at the highest level, And the overall usefulness of all parts is at the highest level. The researcher is based on the concept of Wongwanich, S. (2007), who defined the program as a structured system that defines activities designed for the same purpose to improve the knowledge and skills of teachers in the work. The development of this program was to increase teachers' knowledge and skills in learning management in terms of learning design, student-centered learning management, and learning measurement and evaluation.

It also proceeds to create a program based on the concept of Barr and Keating (1990) that describes the various stages of program creation as starting with the first stage, which is the assessment of needs, and the second stage is planning with goals. Objectives and evaluation, the third stage is the implementation of the planned implementation, the fourth stage is the evaluation after the implementation. It can be seen that the program was built according to the concepts consistent with this research study, and the researcher also studied the program components and the content scope of the program based on the ideas of many educators and scholars. In summary, all 5 components were made, so the program was created that consisted of 1) Principles, 2) Objectives, 3) Content, 4) Processes and Methods, 5) Evaluation. Consistent with the research by Thongplew, P., and
Chanawonges, A. (2018), who conducted a study on the development of a program to enhance learning management performance of early childhood teachers for educational institutions under the Udon Thani Primary Educational Service Area Office 4. The program components are 1) the origin and importance of the program, 2) the purpose of the program, 3) the format and method of development, 4) the structure of the program, 5) the content and essence of the program. It also consists of three modules: Module 1 Curriculum Analysis, Module 2 Development Activities, and Module 3 Development and Learning Assessment which took 35 hours to develop. The development methods were 1) self-education, 2) sesame study, 3) training. The three stages of the development process are (1) pre-development assessment, (2) development, and (3) post-development assessment of early childhood teacher competency-enhancing program, overall appropriateness at a high level, and the overall possibilities are very high. It can be used to enhance the learning management capacity of early childhood teachers in educational institutions under the Office of Udon Thani Primary Education Service Area 4.

3. The results of the trial of the Japanese Language Learning Competency Management Program for Secondary Education Teachers under the Office of the Basic Education Commission found that; The competence in knowledge, skills, personal characteristics, and guidelines for the development of Japanese language teaching for careers of secondary school teachers after using the program was significantly higher than before using the program at the 0.05 level. Consistent with the research of Phannuek, A. (2011) found that (1) the basic education administrator competency development program consists of 4 parts; Fundamentals, Part 3 Performance Assessment Tool for Basic Education Administrator Competency Development Program in the Field, and Part 4 Guidelines-Conditions-Measurements for Successful Implementation of Fundamental Education Administrator Competency Development Program Implementation. (2) The effectiveness of the program for developing basic education administrators' competency can be seen from (a) the experimental group had a high level of response to the overall and all aspects of the basic education administrator competency development program. (b) After the development according to the competency development program for the basic education administrators, the experimental group has knowledge and skills according to the competence of the basic education administrators, new knowledge and skills are put into practice and the results resulting from the practice. The function was statistically significantly higher than before development at 0.01 and 0.05 levels. (c) After the development according to the competency development program for basic education administrators, the performance resulting from the performance of duties was significantly higher than the control group at the 0.01 level.

RECOMMENDATION

1. General Recommendation

1.1 The results of the study show that there is no clear direction in the management of Japanese language teaching for vocational education in secondary schools in Thailand. Therefore, the agency should formulate a policy on school management by organizing learning activities to develop learners to be able to apply the knowledge gained to careers in Japan and establishments in Thailand as well.

1.2 Educational institute administrators and teachers who are involved can apply guidelines for developing teachers’ competency in all 4 aspects to use in learning activities in schools to be more efficient and effective.

1.3 The organization should provide training and seminar participation for teachers to have a higher quality according to their competence in learning Japanese for careers.

2. Further research Recommendation

2.1 Should study and develop a competency development program for other foreign language teachers under the Office of the Basic Education Commission.

2.2 Should study the roles of school administrators, teachers who are involved in the development of third language learning management in educational institutions to obtain more comprehensive and clear information.

2.3 There should be a study of the achievement after the implementation of the Japanese Language Learning Competency Management Program for Occupation of Secondary School Teachers under the Office of the Basic Education Commission in educational institutions.

REFERENCES


INTERVIEW

