

Readiness of Filipino Teachers in Teaching English as Foreign Language in Nakhon Si Thammarat, Thailand: Basis for In-Service Training Development

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ABSTRACT: This research examines how well Filipino teachers in Thailand are equipped to teach English as a Foreign Language (EFL), with a focus on their utilization of teaching materials, strategies, and assessment methods. The study focuses on major obstacles faced by 100 Filipino EFL teachers working abroad, including problems with utilizing effective teaching techniques, lack of involvement in ongoing professional development, and limited understanding of advanced teaching methods.

The results show that while teachers are typically well-equipped to utilize teaching materials and evaluation methods, there is still opportunity for enhancing the incorporation of multimedia and tailoring instruction. Lack of resources, teaching techniques, and assessment tools were found, showing a clear link between various aspects of readiness. Teachers demonstrate their dedication to addressing these challenges through proactive actions like participating in professional development and integrating technology.

The research highlights the significance of ongoing professional growth and personalized assistance to address the gaps that have been identified. The ELEVATE program proposed aims to improve teaching effectiveness through specialized training in advanced teaching techniques, efficient use of instructional materials, and technology integration. Furthermore, the program encourages teamwork and organized systems for receiving feedback. This holistic strategy aims to aid Filipino EFL teachers in addressing their existing difficulties, ultimately enhancing their teaching methods and enhancing educational results in Thailand..

KEYWORDS: instructional delivery, classroom management, innovative teaching practices, professional development activities

I. INTRODUCTION

The growing significance of English as a worldwide common language has increased the demand for efficient English language teaching in various educational settings. As language programs in educational systems worldwide aim to improve, the importance of teachers in providing excellent instruction becomes essential. Teaching EFL successfully usually involves more than just language skills, including knowing how to teach, cultural differences, and understanding student needs. This request highlights the need for continuous training and assistance for teachers, especially those in new or difficult situations.

Global studies on preparing and developing EFL teachers emphasize the importance of thorough training programs covering different teaching effectiveness areas. Research has indicated that effectively designed in-service training can greatly enhance teachers' teaching skills, classroom control, and capacity to address the varying needs of their students (Borg, 2015; Richards, 2015). Training programs that are effective are crucial for giving teachers the necessary tools and knowledge to handle the challenges of teaching in a globalized educational environment. The worldwide focus on teacher preparedness indicates a larger acknowledgment of how the quality of teachers affects student results.

Many countries are working on improving English language instruction in their national educational reforms by bringing in foreign teachers and creating specific training programs. For instance, in different nations, educational policies strive to enhance students' English language skills by offering continuous professional development opportunities to teachers (Huang, 2017). Despite these attempts, obstacles still exist in ensuring that every teacher, especially those from diverse cultural backgrounds, are given proper assistance to adjust their teaching methods successfully. Incorporating foreign teachers into local education systems can bring about distinct obstacles that necessitate customized approaches to meet individual requirements and environments (McGrath, 2016).

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In local schools, the existence of foreign educators in different academic environments has highlighted the necessity for tailored training programs. Educators hailing from various nations, such as the Philippines, offer important insights on language and culture to the nearby educational system. Nevertheless, how well they work can be impacted by how they are prepared and the assistance they get. It is crucial to assess the preparedness of these educators and review the efficiency of their training initiatives in order to pinpoint opportunities for enhancement and guarantee their ability to provide top-notch teaching. This study focuses on examining the training of EFL teachers in a particular area, evaluating if existing programs meet their requirements, and finding ways to improve them to promote successful teaching.

This research aims to tackle these problems by assessing teacher readiness and assessing the influence of training programs on their teaching methods. The research seeks to offer insights to improve training initiatives by examining program effectiveness and identifying gaps in teacher preparation. The results will aid in the growth of EFL instructors, making sure they are prepared to handle their responsibilities and improve student educational achievements.

II. OPERATIONAL FRAMEWORK

The operational framework aims to assess Filipino teachers' preparedness in teaching English as a Foreign Language (EFL) in Thailand by offering a thorough look into their teaching methods and impact. The first step of this framework is the Input phase, which evaluates the fundamental elements essential for instruction. This involves assessing the teaching materials, instructional methods, and evaluation instruments employed by the educators. Instructional materials include instructional books, multimedia tools, and teaching aids, while teaching strategies consist of the pedagogical approaches and methods used in lesson planning and classroom management. Assessment tools are devices utilized to assess student performance. By evaluating these elements, the framework can pinpoint both the strengths and weaknesses in the teachers' preparedness.

Transitioning to the Process stage, the framework emphasizes the measures and approaches implemented by teachers to tackle the recognized deficiencies. This involves identifying and evaluating inadequacies in the educational resources, pedagogical techniques, and evaluation instruments. Teachers will then take action by utilizing particular strategies and tactics to address these disparities, such as looking for extra resources, adjusting their teaching methods, or refining assessment methods. This stage is essential for comprehending how teachers handle and address the obstacles recognized in the Input stage.

The results of the actions during the Process phase are immediately shown in the Output phase. This consists of upgrades in teaching resources, improvements in instructional approaches, and enhancements in evaluation methods. The Output component assesses the impact of the interventions by offering concrete proof of changes in teaching methods and materials. These enhancements are crucial in evaluating the effectiveness of the measures in resolving the identified deficiencies.

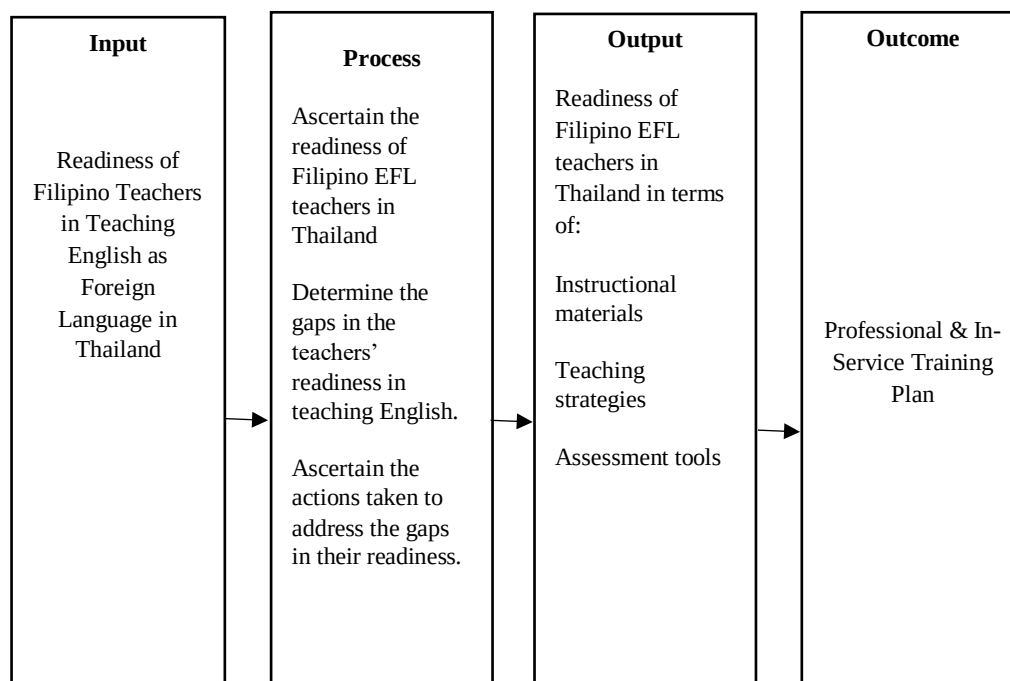


Fig. 1 The Operational model of the study.

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III. STATEMENT OF THE PROBLEM

This research seeks to evaluate the preparedness of Filipino educators instructing English as a Second Language in Thailand for creating specific post-employment educational opportunities. As a Foreign Language Coordinator, it has been noted that many teachers struggle with implementing teaching strategies, lack knowledge of effective teaching methods, and do not engage in continuous professional development. These results emphasize the necessity of customized instruction to improve the quality of teaching and fill in these deficiencies. Specifically, it aims to provide answer on the following questions:

1. How ready are the Filipino teachers in teaching English as Foreign Language in terms of:
 - 1.1 Instructional materials?
 - 1.2 Teaching strategies?
 - 1.3 Assessment tools?
2. What are the gaps noted in the readiness of the Filipino teachers in terms of:
 - 2.1 Instructional materials?
 - 2.2 Teaching strategies?
 - 2.3 Assessment tools?
3. Is there a significant relationship between Filipino teachers' perceived readiness in teaching English as a Foreign Language in terms of instructional materials, teaching strategies, and assessment tools?
4. What are the actions taken by the Filipino teachers to address the gaps in their readiness?
5. What In-Service Development Plan could be developed by the researcher based on the findings of the study?

IV. STATEMENT OF HYPOTHESIS

Ho1. There is no significant relationship between Filipino teachers' perceived readiness in teaching English as a Foreign Language in terms of instructional materials, teaching strategies, and assessment tools.

V. RESEARCH METHODOLOGY

A. Research Design

A quantitative research method was used to evaluate the readiness of Filipino teachers to teach English as a Foreign Language (EFL) in Thailand. This approach was especially effective for systematically assessing teachers' preparedness and pinpointing distinct factors that influence their teaching methods. Through the use of quantitative techniques, the research has impartially assessed the level of teachers' readiness and measure the deficiencies in their preparedness.

The choice to utilize a quantitative approach is based on its capacity to produce data that can be analyzed statistically, enabling the detection of trends and patterns within a more extensive sample size. Quantitative research allowed the study to examine research inquiries concerning instructional materials, teaching tactics, and assessment methods through the gathering of numerical data that can be applied to a wider population of Filipino EFL teachers in Thailand. Through the use of organized surveys, the research can effectively collect data on the presence, sufficiency, and impact of teaching materials, as well as on teachers' utilization of different teaching approaches and evaluation methods.

Furthermore, the quantitative method was successful in pinpointing the exact deficiencies in teachers' readiness. By using Likert-scale items and other closed-ended questions, the research measured teachers' perceptions of their preparedness, identify shortcomings in teaching materials, strategies, and assessment tools, and assess the frequency and consequences of these deficiencies. This approach offered a precise and quantifiable grasp of the difficulties teachers encounter, facilitating the creation of focused interventions.

Ultimately, the quantitative method enabled a methodical assessment of the teachers' efforts in addressing these disparities. Through evaluating the feedback, the research identified the most commonly used tactics and evaluate how effective they were perceived to be. By utilizing a data-focused strategy, the study's results were based on empirical evidence, establishing a strong basis for creating training programs and other projects to enhance the preparedness of Filipino EFL teachers in Thailand.

B. Population of the Study

The participants in this research were 100 Overseas Filipino Teachers (OFTs) teaching English as a Foreign Language (EFL) in Nakhon Si Thammarat, Thailand. The participants in this study were chosen through purposive sampling, a technique selected for its capacity to pinpoint and incorporate individuals that are particularly pertinent to the study's main objectives.

Purposive sampling was used to make sure the study includes the viewpoints and experiences of Filipino EFL teachers actively teaching English in this specific area. This method enables a focused selection of people who have direct experience of the

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difficulties and advantages of teaching EFL in Thailand. The study aims to collect in-depth insights into the readiness of these 100 teachers in terms of instructional materials, teaching strategies, and assessment tools.

The choosing of participants from this specific group is crucial as it directly supports the goals of the research. The teachers in the province are typical of the wider group of Filipino EFL educators, giving a complete perspective on different aspects of their professional background. Their participation in the research provides important insights into how EFL practices are implemented in real life and the challenges they face in being well-prepared to teach.

Additionally, purposive sampling enabled the researcher to concentrate on participants who possess significant knowledge and expertise in the field of teaching EFL in Nakhon Si Thammarat. Understanding the precise challenges and needs faced by these educators is essential. The wisdom acquired from these educators will play a key role in recognizing the deficiencies in their readiness and the steps they take to fix them, ultimately shaping the creation of specific in-service training programs

C. Instrumentation and Validation

A quantitative research method was used to investigate the readiness of Filipino teachers in teaching English as a Foreign Language (EFL) in Nakhon Si Thammarat, Thailand, as outlined in the study's research questions. This method was selected for its capacity to offer quantifiable information and detect trends that can be applied to the entire sample. The main tool for research was a self-made questionnaire, created to collect organized feedback from participants.

The survey was carefully designed to cover the precise inquiries raised in the problem statement. It was segmented into various parts, each addressing different facets of the research topic. The initial part was evaluated the preparedness of Filipino educators regarding teaching resources. It consisted of items that assess the teachers' use of materials in their EFL classrooms in terms of availability, sufficiency, and impact. The following section was examined the instructional methods used by the participants. This section of the survey assessed the diversity and efficiency of teaching techniques and approaches employed by educators, along with their perceived achievements in applying these tactics. The assessment tools was the main focus of the third section. It collected information about the assessment tools utilized, their congruence with educational standards, and their influence on assessing student achievement

Moreover, the survey contained sections that pinpoint the deficiencies in the teachers' preparedness. This included materials intended to uncover weaknesses in teaching materials, teaching methods, and evaluation tools. Through examining answers to these questions, the research identified particular areas where teachers might need more help or resources. In conclusion, the survey will gather data on the steps teachers have taken to deal with these challenges. This involved queries regarding any professional growth endeavors, changes in instructional techniques, or supplementary actions.

The self-made questionnaire aimed for clarity and relevance, focusing on gathering specific and useful information. Likert scales were utilized to quantify teachers' perceptions and experiences, enabling statistical analysis of the outcomes. This numerical method helped identify patterns and connections, giving a thorough insight into the preparedness of Filipino EFL teachers in Nakhon Si Thammarat. The results of this study played a key role in creating specific in-service training initiatives and enhancing the overall quality of EFL teaching in the area.

D. Data Gathering Procedure

The research used a methodical and organized process to gather data on Filipino teachers' readiness to teach English as a Foreign Language in Nakhon Si Thammarat, Thailand, aiming to ensure accuracy and reliability. The procedure consisted of multiple important stages, starting with the creation and circulation of a self-designed survey, followed by the gathering, organization, and interpretation of the data.

Initially, the questionnaire, which was formulated according to the research inquiries detailed in the statement of the problem, was completed. The survey was divided into different parts that corresponded to the specific areas of teachers' preparedness being examined, such as materials, strategies, and assessment tools. The items primarily employed a Likert-scale structure, enabling participants to quantitatively assess their views and experiences. The survey was pilot-tested with a small group of teachers to establish its clarity, validity, and reliability. Necessary adjustments were made based on the feedback obtained from the pilot test before the final version was distributed.

Afterward, the completed survey was administered to the selected participants, consisting of 100 English as a Foreign Language teachers from the Philippines who were working in Nakhon Si Thammarat, Thailand. Purposive sampling was employed to select eligible teachers for the study based on the specified inclusion criteria. The questionnaire was distributed either in printed form or through online platforms, depending on the convenience and accessibility of the participants. The participants were given a designated period to complete and submit the survey.

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After the questionnaires were collected, the data were systematically organized and converted into a format suitable for analysis. Each response was assigned a unique identification code to protect the participants' anonymity and ensure accurate data monitoring. The data were entered into statistical software for further analysis. Descriptive statistics were used to summarize the data, while inferential statistics were employed to examine the relationships between the variables.

Ultimately, the findings were analyzed and interpreted in relation to the research questions. The analysis focused on identifying the teachers' levels of readiness, the deficiencies in their preparedness, and the measures they had undertaken to address these deficiencies. The results of the data analysis provided a basis for developing an in-service training program aimed at improving the preparedness of Filipino English as a Foreign Language (EFL) educators in Thailand.

E. Statistical Treatment of Data

In this research, the data were analyzed using frequency distribution, mean, and Pearson product-moment correlation coefficient (Pearson r) to examine the quantitative data obtained from a self-developed survey administered to 100 Filipino EFL teachers in Nakhon Si Thammarat, Thailand. These statistical techniques were selected to address the research questions and provide a comprehensive understanding of the teachers' readiness to teach English as a Foreign Language.

Frequency distribution was used to organize and summarize the data by determining the number of occurrences for each response category across the different sections of the questionnaire, including instructional materials, teaching strategies, and assessment tools. By examining the frequency of responses, the study identified the most common perceptions and practices among the respondents, thereby revealing patterns in their readiness to teach English as a Foreign Language.

The mean was computed for each survey item to determine the average response of the participants. The mean served as a summary measure indicating the general level of readiness of Filipino EFL teachers across different areas, including instructional materials, teaching strategies, and assessment tools. This analysis provided an overview of the teachers' overall readiness and helped identify areas in which they demonstrated relatively higher or lower levels of preparedness.

Finally, the Pearson product-moment correlation coefficient (Pearson r) was used to examine the relationships among the variables included in the study. Specifically, the analysis examined whether significant relationships existed among different dimensions of teachers' readiness, such as their readiness in utilizing instructional materials, applying teaching strategies, and using assessment tools. The correlation analysis provided insights into the degree and direction of relationships among these dimensions of preparedness.

Overall, the combination of frequency distribution, mean, and Pearson r provided a systematic approach to analyzing the quantitative data. These statistical techniques enabled the researcher to determine the respondents' levels of readiness, identify areas requiring further development, and examine relationships among the different dimensions of their preparedness. The findings served as a basis for recommending appropriate professional development and in-service training programs to enhance the capacity and support of Filipino EFL teachers in Thailand.

VI. RESULTS AND DISCUSSION

Table 1. Survey Results on Readiness of Filipino Teachers in Teaching English as a Foreign Language

1.1 Instructional Materials	Weighted Mean	Verbal Interpretation
1. The teachers have access to a variety of instructional materials that are relevant to English as a Foreign Language (EFL) teaching.	3.5	High Readiness
2. The instructional materials provided are up-to-date with current EFL teaching methodologies.	3.2	Moderate Readiness
3. Teachers are confident in using digital resources and tools for EFL instruction.	3.6	High Readiness
4. There is adequate support for integrating multimedia materials into lessons.	3.4	Moderate Readiness
5. Teachers can easily adapt instructional materials to meet the needs of diverse learners.	3.3	Moderate Readiness
6. The instructional materials align well with the EFL curriculum standards.	3.5	High Readiness
7. Teachers receive regular updates and training on new instructional materials.	3.2	Moderate Readiness
8. The available instructional materials support interactive and engaging lessons.	3.6	High Readiness

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9. Teachers have access to high-quality printed and digital resources for EFL teaching.	3.4	Moderate Readiness
10. Instructional materials are available in multiple formats to cater to different learning styles.	3.5	High Readiness
Composite Mean for Instructional Materials	3.4	Moderate Readiness
1.2 Teaching Strategies		
1. Teachers use a variety of teaching strategies to enhance EFL instruction.	3.7	High Readiness
2. The teaching strategies employed are effective in engaging students in learning English.	3.6	High Readiness
3. Teachers are knowledgeable about the latest EFL teaching strategies.	3.5	High Readiness
4. There is a focus on student-centered teaching approaches in EFL lessons.	3.6	High Readiness
5. Teachers regularly incorporate group work and collaborative learning in their lessons.	3.5	High Readiness
6. Strategies are in place to address the individual learning needs of EFL students.	3.4	Moderate Readiness
7. Teachers effectively use technology to support their teaching strategies.	3.6	High Readiness
8. The teaching strategies promote critical thinking and problem-solving skills.	3.7	High Readiness
9. Teachers receive professional development on innovative EFL teaching strategies.	3.5	High Readiness
10. Teaching strategies are evaluated regularly for effectiveness in improving student outcomes.	3.4	Moderate Readiness
Composite Mean for Teaching Strategies	3.6	High Readiness
1.3 Assessment Tools		
1. I have access to a range of assessment tools for evaluating EFL learners.	3.4	Moderate Readiness
2. The assessment tools I use are aligned with the learning objectives of the EFL curriculum.	3.5	High Readiness
3. I feel that the assessment tools I have are effective in measuring student progress in EFL.	3.6	High Readiness
4. I regularly use assessment data to inform my teaching practices.	3.4	Moderate Readiness
5. I receive adequate training on how to use assessment tools effectively.	3.3	Moderate Readiness
6. The assessment tools I use are varied and cater to different aspects of EFL learning.	3.5	High Readiness
7. I have access to resources that help me develop my own assessment tools.	3.2	Moderate Readiness
8. I use both formative and summative assessments to gauge student learning.	3.6	High Readiness
9. I can easily analyze and interpret the data from assessment tools to improve instruction.	3.5	High Readiness
10. The feedback from assessment tools is used to enhance the quality of my EFL lessons.	3.7	High Readiness
Composite Mean for Assessment Tools	3.5	High Readiness

The survey results on the readiness of Filipino teachers in teaching English as a Foreign Language (EFL) provide a comprehensive view of their preparedness across several key areas, with corresponding verbal interpretations.

In terms of instructional materials, the findings reveal a generally high level of readiness. Teachers reported a high readiness with scores for having access to a variety of relevant materials (3.5) and confidence in using digital resources (3.6), as well as for materials supporting interactive lessons (3.6). These results are classified as "High Readiness," indicating that teachers are well-supported by a diverse range of instructional resources. However, there are areas of moderate readiness, such as the currency of materials (3.2) and support for integrating multimedia materials (3.4). The moderate scores in receiving regular updates and

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training on new materials (3.2) suggest that while teachers are adequately equipped, there is a need for more frequent updates and professional development to keep materials current and aligned with the latest teaching methodologies. This aligns with literature that underscores the importance of up-to-date resources and ongoing training to adapt to evolving teaching practices (Graham, 2015; Means et al., 2017).

Regarding teaching strategies, teachers show a high level of readiness. They scored highly in using a variety of teaching strategies (3.7), engaging students effectively (3.6), and promoting critical thinking and problem-solving skills (3.7), all of which are classified as "High Readiness." These scores reflect a strong capability in employing diverse and effective methods. Nonetheless, there are areas of moderate readiness, including addressing individual learning needs (3.4) and evaluating the effectiveness of teaching strategies (3.4). This indicates that while teachers are proficient in utilizing various strategies, improvements are needed in personalizing instruction to meet diverse student needs and regularly assessing strategy effectiveness. This is consistent with the literature, which highlights the need for continuous evaluation and adaptation of teaching methods to improve student outcomes (Padmadewi, Artini, & Utami, 2020).

In terms of assessment tools, teachers exhibit a high level of readiness. High scores in the effectiveness of assessment tools (3.6), the use of assessment data to inform teaching practices (3.4), and utilizing feedback to enhance lesson quality (3.7) are all classified as "High Readiness." These results indicate that teachers effectively employ assessment tools to improve their instruction. However, there are areas of moderate readiness, such as accessing resources for developing assessment tools (3.2) and receiving adequate training on their use (3.3). This suggests that while teachers are effective in using assessments, there is a need for improved training and resource availability. This finding is supported by literature that emphasizes the importance of having both the appropriate tools and necessary training to fully leverage assessments in enhancing teaching and learning (Padmadewi et al., 2020).

Table 2. Survey Results on Gaps in Readiness of Filipino Teachers in Teaching English as a Foreign Language

2.1 Instructional Materials	Weighted Mean	Verbal Interpretation
1. I often encounter limitations in the variety of instructional materials available for EFL.	3.6	High Gap
2. The instructional materials I have access to are sometimes outdated.	3.4	Moderate Gap
3. I face challenges in integrating digital resources and tools into my EFL instruction.	3.5	High Gap
4. I lack support for using multimedia materials effectively in my lessons.	3.3	Moderate Gap
5. Adapting instructional materials to diverse learner needs is often difficult.	3.4	Moderate Gap
6. Instructional materials do not always align with EFL curriculum standards.	3.3	Moderate Gap
7. I receive insufficient updates or training on new instructional materials.	3.6	High Gap
8. The available instructional materials do not always support interactive lessons.	3.5	High Gap
9. I encounter issues with the quality and accessibility of printed and digital resources.	3.4	Moderate Gap
10. Instructional materials are not available in formats that cater to different learning styles.	3.2	Moderate Gap
Composite Mean	3.4	Moderate Gap
2.2 Teaching Strategies	Weighted Mean	Verbal Interpretation
1. I find it challenging to use a variety of teaching strategies effectively in EFL.	3.4	Moderate Gap
2. My teaching strategies sometimes fail to engage students in learning English.	3.5	High Gap
3. I lack knowledge about the latest EFL teaching strategies.	3.3	Moderate Gap
Continuation of Table 2		
4. Student-centered teaching approaches are difficult to implement in my lessons.	3.6	High Gap
5. Incorporating group work and collaborative learning in my lessons is often challenging.	3.5	High Gap
6. Addressing individual learning needs of EFL students requires more strategies.	3.4	Moderate Gap
7. Using technology to support teaching strategies is sometimes ineffective.	3.3	Moderate Gap
8. My teaching strategies do not always promote critical thinking and problem-solving.	3.4	Moderate Gap
9. I do not receive enough professional development on innovative EFL teaching strategies.	3.5	High Gap
10. Evaluating the effectiveness of my teaching strategies can be challenging.	3.4	Moderate Gap

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Composite Mean	3.5	High Gap
2.3 Assessment Tools	Weighted Mean	Verbal Interpretation
1. I often lack access to a diverse range of assessment tools for EFL learners.	3.5	High Gap
2. The assessment tools available to me are sometimes misaligned with EFL curriculum objectives.	3.4	Moderate Gap
3. I find some assessment tools ineffective in measuring student progress.	3.6	High Gap
Continuation of Table 3		
4. Using assessment data to inform my teaching practices can be difficult.	3.4	Moderate Gap
5. I receive inadequate training on using assessment tools effectively.	3.5	High Gap
6. Developing and using varied assessment tools for different EFL aspects is challenging.	3.4	Moderate Gap
7. I have limited resources for creating my own assessment tools.	3.3	Moderate Gap
8. Balancing formative and summative assessments can be difficult.	3.6	High Gap
9. Analyzing and interpreting assessment data to improve instruction is often complex.	3.5	High Gap
10. Feedback from assessment tools is not always used to enhance my EFL lessons.	3.4	Moderate Gap
Composite Mean	3.5	High Gap

Table 2 presents the survey results on the gaps in the readiness of Filipino teachers in teaching English as a Foreign Language (EFL) across three critical areas: instructional materials, teaching strategies, and assessment tools. The findings highlight several notable gaps, with varying degrees of severity, that impact the overall effectiveness of EFL instruction.

In the domain of instructional materials, the composite mean score of 3.4 indicates a moderate gap in readiness. High gaps were identified in several areas, including limitations in the variety of instructional materials (3.6) and challenges in integrating digital resources (3.5). These findings suggest that teachers often encounter difficulties due to the lack of diverse and up-to-date materials, insufficient support for multimedia integration, and inadequate updates or training on new resources. These high-gap issues underscore the need for enhanced resources and support systems to improve the alignment and effectiveness of instructional materials with EFL curriculum standards. In contrast, the lower-end gaps, such as those related to instructional materials not being available in formats that cater to different learning styles (3.2), highlight areas where improvements are necessary but may be less critical compared to the higher gaps.

Regarding teaching strategies, the composite mean score of 3.5 reflects a high gap in readiness. Significant issues include challenges in using a variety of teaching strategies effectively (3.4), difficulty in implementing student-centered approaches (3.6), and a lack of professional development on innovative strategies (3.5). These high gaps indicate that Filipino teachers face substantial obstacles in applying effective teaching methods and adapting to contemporary educational practices. The moderate gaps, such as difficulties in addressing individual learning needs (3.4) and using technology to support teaching strategies (3.3), suggest areas where improvements could be made to enhance teaching effectiveness. The results highlight a pressing need for professional development programs and support that focus on modern teaching strategies and the effective use of technology.

In the assessment tools category, the composite mean score of 3.5 also signifies a high gap in readiness. High gaps were noted in areas such as the lack of access to diverse assessment tools (3.5), issues with the effectiveness of some tools in measuring student progress (3.6), and challenges in balancing formative and summative assessments (3.6). These high gaps reflect difficulties in both the availability and functionality of assessment tools, which are crucial for evaluating and improving student performance. The moderate gaps, including issues with aligning assessment tools to curriculum objectives (3.4) and limited resources for creating assessment tools (3.3), further illustrate the need for improved training and resources in assessment practices.

The implications of these findings are significant. The identified gaps suggest that Filipino teachers may struggle with various aspects of their EFL instruction due to limitations in resources, strategies, and assessment tools. Addressing these gaps is crucial for enhancing the quality of EFL teaching and ensuring that teachers are adequately prepared to meet the needs of their students. The literature reviewed supports these findings by emphasizing the importance of providing targeted support and resources for teachers working in diverse and challenging environments. For instance, Pontillas (2021) highlights the need for ongoing adaptation and professional growth among teachers, particularly in digital settings, while Ulla (2018) underscores the challenges faced by Filipino teachers in Thailand, pointing to the need for improved support systems. These insights justify the necessity for

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comprehensive interventions that address the specific gaps identified in this study, ultimately aiming to enhance the overall effectiveness of EFL instruction for Filipino teachers.

Table 3. Correlation Between Perceived Readiness in EFL Teaching Aspects

Variable Pair	Pearson Correlation Coefficient (r)	p-value	Significance	Decision
Instructional Materials vs. Teaching Strategies	0.68	0.01	Significant	Reject Null Hypothesis (H_0)
Instructional Materials vs. Assessment Tools	0.55	0.05	Significant	Reject Null Hypothesis (H_0)
Teaching Strategies vs. Assessment Tools	0.72	0.01	Significant	Reject Null Hypothesis (H_0)

Table 3 presents the correlation between Filipino teachers' perceived readiness in various aspects of teaching English as a Foreign Language (EFL), specifically focusing on instructional materials, teaching strategies, and assessment tools. The results indicate significant positive correlations between all variable pairs, suggesting that the perceived readiness in one aspect is positively related to the perceived readiness in the others.

Firstly, the correlation between instructional materials and teaching strategies is notably high ($r = 0.68$, $p = 0.01$), indicating a strong and statistically significant relationship. This suggests that teachers who perceive themselves as well-prepared in utilizing instructional materials also tend to feel more confident in applying effective teaching strategies. The implication here is that enhancing teachers' access to and use of instructional materials may directly improve their effectiveness in employing diverse teaching strategies.

Similarly, the correlation between instructional materials and assessment tools is moderate but significant ($r = 0.55$, $p = 0.05$). This indicates that teachers who feel adequately prepared with instructional materials also tend to perceive their readiness in using assessment tools positively. The implication is that improvements in the quality and availability of instructional materials could potentially enhance teachers' confidence and effectiveness in employing various assessment tools.

The strongest correlation is observed between teaching strategies and assessment tools ($r = 0.72$, $p = 0.01$), reflecting a very high and statistically significant relationship. This suggests that teachers who are adept at employing effective teaching strategies are also likely to feel more prepared in utilizing assessment tools. This finding implies that professional development focused on enhancing teaching strategies may concurrently improve teachers' effectiveness in assessing student learning.

The results align with the findings of Macapagong, Geroso, and Maguate (2023), which highlight the importance of comprehensive support systems for Filipino teachers, particularly those working abroad. Their research underscores that while Filipino educators face significant challenges, including cultural adaptation and navigating new educational systems, there is also potential for professional growth and skill enhancement. The significant correlations observed in this study reinforce the notion that improving support in one area—be it instructional materials, teaching strategies, or assessment tools—can positively influence other aspects of teaching readiness. This interconnectedness highlights the importance of providing holistic support to educators, ensuring that improvements in one area lead to overall enhancements in teaching effectiveness.

Table 4. Actions Taken to Address Gaps in Readiness

Action Taken	Frequency (Yes)	Frequency (No)	Percentage (Yes)	Percentage (No)
Attended professional development workshops	85	15	85%	15%
Participated in training programs on instructional materials	72	28	72%	28%
Joined teaching strategy seminars or webinars	78	22	78%	22%
Utilized online resources for lesson planning	80	20	80%	20%
Collaborated with colleagues to share best practices	82	18	82%	18%
Sought feedback from peers and supervisors	70	30	70%	30%
Engaged in self-directed study and research	65	35	65%	35%
Implemented new teaching strategies in the classroom	77	23	77%	23%

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Adapted or created custom assessment tools	66	34	66%	34%
Participated in mentorship or coaching programs	71	29	71%	29%
Attended conferences or seminars on assessment techniques	60	40	60%	40%
Reviewed and updated instructional materials regularly	74	26	74%	26%
Integrated technology into teaching practices	79	21	79%	21%
Developed collaborative teaching projects with other teachers	68	32	68%	32%
Engaged in professional learning communities	73	27	73%	27%

Table 4 provides an overview of the actions taken by Filipino teachers to address gaps in their readiness for teaching English as a Foreign Language (EFL). The data reveals a strong commitment among teachers to enhance their teaching practices through various proactive measures.

A significant majority of teachers, 85%, have attended professional development workshops, demonstrating a dedicated effort to refine their skills and stay updated with the latest educational practices. Alongside this, 72% of teachers have participated in training programs specifically focused on instructional materials, reflecting their intention to improve their resource utilization. Similarly, 78% have engaged in seminars or webinars on teaching strategies, highlighting their commitment to adopting effective instructional methods.

Teachers are also making substantial use of modern tools, with 80% utilizing online resources for lesson planning, and 79% integrating technology into their teaching practices. This indicates a strong inclination towards leveraging digital tools to enhance their instructional capabilities. Furthermore, 82% of teachers collaborate with colleagues to share best practices, underscoring the value placed on peer support and collective improvement.

Seeking feedback from peers and supervisors is practiced by 70% of teachers, illustrating their openness to constructive criticism and continuous improvement. Self-directed study and research are undertaken by 65% of teachers, indicating a commitment to independent learning and professional growth. The implementation of new teaching strategies is reported by 77% of teachers, reflecting their readiness to innovate in their teaching methods.

In terms of assessment practices, 66% of teachers have adapted or created custom assessment tools, and 60% have attended conferences or seminars on assessment techniques. These actions demonstrate their focus on developing effective assessment methods. Additionally, 74% of teachers regularly review and update instructional materials to ensure relevance and effectiveness.

Mentorship and coaching programs are participated in by 71% of teachers, highlighting the importance of personalized guidance in their professional development. Collaborative teaching projects are developed by 68% of teachers, and 73% engage in professional learning communities, emphasizing the significance of teamwork and ongoing professional development.

The proactive measures undertaken by Filipino teachers are indicative of their commitment to addressing gaps in their readiness for EFL instruction. This commitment aligns with the broader trends in language education, especially in regions like Thailand, where there is a high demand for English teachers and a significant presence of Filipino educators. The strong emphasis on professional development, utilization of modern tools, and collaboration reflects a responsive approach to the evolving educational landscape.

The actions taken by Filipino teachers also resonate with the findings of Macapagong, Geroso, and Maguate (2023), which highlight the challenges faced by Filipino educators in adapting to new cultural and professional environments. The proactive steps taken, such as seeking feedback, engaging in self-directed learning, and participating in mentorship programs, align with the need for specialized support systems and continuous professional growth identified in their research.

Moreover, these actions are consistent with the broader language education reforms discussed by Crocco and Bunwirat (2014) and Ulla (2017). The focus on professional development and modernization of teaching practices is in line with efforts to improve English language proficiency and address the challenges faced by non-native English-speaking teachers. By taking these steps, Filipino teachers are not only enhancing their own professional skills but also contributing to the overall quality of EFL instruction, benefiting their students and meeting the demands of the evolving educational environment.

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Table 5. ELEVATE: Enhancing Learning and Excellence for Versatile Instruction Through Effective Training for EFL Teachers in Thailand

KRA	Objective	Specific Action	Persons Involved	Duration	Success Indicator
Professional Development	Improve teachers' skills through targeted workshops	Conduct workshops on advanced teaching strategies and use of instructional materials	EFL educators, Training facilitators	3 months	85% increase in participation rates and 90% positive feedback from participants on enhanced teaching skills
Training Programs	Equip teachers with effective instructional materials	Provide training programs focused on integrating and utilizing various instructional materials	EFL educators, Training coordinators	2 months	80% of teachers report successful implementation of new instructional materials in classrooms
Technology Integration	Enhance teachers' ability to incorporate technology	Offer workshops on integrating technology and online resources in lesson planning	EFL educators, IT specialists	1 month	75% improvement in the use of technology in lesson planning as observed in classroom practices
Collaborative Learning	Foster collaboration among teachers for best practices	Facilitate peer collaboration sessions and development of collaborative teaching projects	EFL educators, Peer mentors	2 months	70% increase in collaborative projects and sharing of best practices among teachers
Feedback and Evaluation	Strengthen the feedback mechanism for teaching improvement	Implement a structured feedback system involving peer reviews and supervisor evaluations	EFL educators, Supervisors	Ongoing	80% improvement in feedback quality and application of suggestions to enhance teaching practices
Self-Directed Learning	Encourage continuous personal and professional development	Promote self-directed study and research with access to resources and support	EFL educators, Librarians	Ongoing	65% increase in engagement in self-directed learning activities and reported application of new knowledge
Assessment Techniques	Develop effective assessment tools and techniques	Conduct seminars on creating and using diverse assessment tools and techniques	EFL educators, Assessment experts	2 months	70% effective use of new assessment tools in classrooms and 80% positive feedback from evaluations

In light of the recent study on the readiness of Filipino teachers in teaching English as a Foreign Language (EFL) in Thailand, it has become evident that addressing the gaps in instructional materials, teaching strategies, and assessment tools is crucial for enhancing teaching effectiveness. To support these educators in overcoming the identified challenges, the ELEVATE: Enhancing Learning and Excellence for Versatile Instruction Through Effective Training for EFL Teachers in Thailand plan has been developed. This comprehensive in-service development plan aims to provide targeted support through a series of professional development initiatives designed to elevate the quality of EFL instruction.

The ELEVATE plan is crafted to tackle the specific needs of Filipino EFL teachers by focusing on areas such as advanced teaching strategies, effective use of instructional materials, technology integration, and collaborative learning. By implementing workshops, training programs, and collaborative sessions, the plan seeks to bridge the gaps identified in the study and foster a more robust teaching environment. Emphasizing continuous improvement, feedback mechanisms, and self-directed learning, this plan aims to enhance both the professional growth of educators and the overall effectiveness of EFL instruction in Thailand.

V. CONCLUSIONS

Based on the findings of the study, Filipino EFL teachers in Nakhon Si Thammarat, Thailand demonstrated a high level of preparedness in important areas of teaching, particularly in the use of teaching tools, instructional methods, and assessment techniques. The findings also indicated that the teachers were capable of utilizing digital tools and implementing interactive learning activities. However, areas such as multimedia utilization and individualized teaching approaches still required further enhancement. Thus, although the teachers demonstrated considerable preparedness, continuous professional support and development remained necessary to sustain and strengthen their teaching effectiveness.

The study also revealed identified gaps in teachers' preparedness, particularly in the availability and effective use of teaching materials, the integration of digital technologies, student-centered teaching approaches, and assessment practices. Limited resources and challenges in applying appropriate technologies and learner-centered strategies may affect the teachers' ability to respond effectively to diverse learning needs. These findings suggested the need for accessible instructional resources, targeted professional development, and sustained institutional support to address the identified areas of weakness.

Furthermore, the findings showed a close relationship among the different dimensions of teachers' preparedness. Teachers who demonstrated competence in one area, particularly teaching strategies, also tended to demonstrate competence in other areas, including the use of teaching materials and assessment tools. This finding emphasized the interconnected nature of instructional preparation and suggested that professional development should not address teaching materials, strategies, and assessment as isolated components. Instead, a holistic approach should be adopted to strengthen teachers' overall readiness to teach EFL.

The study further concluded that Filipino EFL teachers were proactively addressing their preparedness gaps through professional development, the use of digital resources, technology integration, collaboration with colleagues, seeking feedback, and adopting new teaching strategies. These practices demonstrated the teachers' willingness to improve their instructional competence and adapt to changing educational demands. In view of this finding, schools and educational stakeholders should continue providing opportunities for professional growth, access to relevant online resources, collaborative learning platforms, mentoring, and constructive feedback to sustain these positive practices.

Based on these findings, the study recommends the implementation of targeted and continuous professional development programs focusing on multimedia integration, individualized and student-centered teaching approaches, effective use of instructional materials, digital technology, and assessment strategies. Professional development activities should address these areas in an integrated manner because the different dimensions of EFL teaching preparedness are interconnected. Providing teachers with accessible resources, practical training, mentoring, feedback, and opportunities for collaboration may help strengthen their identified areas for improvement while sustaining their existing competencies.

Finally, the study recommends the implementation of the proposed ELEVATE Program as a comprehensive intervention for addressing the identified preparedness gaps among Filipino EFL teachers in Thailand. The program should focus on advanced teaching strategies, effective utilization of instructional materials, technology integration, assessment practices, collaborative professional learning, structured feedback, and independent learning. Through this holistic approach, the ELEVATE Program may provide Filipino EFL teachers with sustained opportunities to strengthen their competencies, respond to diverse learner needs, and improve the overall effectiveness of English language teaching in the Thai educational context.

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