

Analysis of the Competency Components of English Teachers using the Digital Age Learning Management Approach

Kanjana Thiengburanathum

Chiang Mai University, Thailand, kanjana_thieng@cmu.ac.th

Kiatsuda Srisuk*

Chiang Mai University, Thailand, kiatsuda.srisuk@cmu.ac.th

*Corresponding author E-mail: kiatsuda.srisuk@cmu.ac.th

Received: July 15, 2025; Revised: October 29, 2025; Accepted: November 11, 2025

Please cite as: Thiengburanathum, K. & Srisuk, K. (2026). Analysis of the competency components of English teachers using the digital age learning management approach. *International Journal of Educational Communications and Technology*, 6(1), 39–50.

ABSTRACT: This research aims to develop performance indicators for English language teachers based on digital age learning management guidelines, to study the performance level of English language teachers based on these same guidelines, and to compare English language teacher performance indicators among teachers with different backgrounds. Data analysis using content analysis to develop indicators and competency measurement models for English language teachers in the digital age. Content validity analysis by finding the IOC index. The reliability was analyzed by finding Cronbach's alpha coefficient using the SPSS program, analyzing basic statistics, and analyzing the components using Factor Analysis. The study group for this research consisted of 750 teachers from the Office of the Basic Education Commission, the Department of Local Administration, the Office of the Private Education Commission, and the Office of Non-Formal Education. This group was used to develop indicators of English teacher competency based on the digital learning management approach and was selected using a multi-stage random sampling technique.

The research results are as follows: Analysis of the components of English language teachers' competence according to the learning management guidelines in the digital age from the collection of empirical data from relevant parties resulted in 2 important components and 28 indicator behaviors. The first component is competence in integrating language knowledge with modern English language learning management. There are 12 indicators. And the second component is competence in integrating the natural foundations of modern learners with creating motivation for learners to learn, with 16 indicators.

Keywords: Indicators, English Teacher's Competency, Digital Age

1. Introduction

Technology plays an important role in education in the digital age. It is an educational arrangement in the form of Technology Based Paradigm that uses technology to prepare for integrated learning skills. Both domestic and international educational institutions have begun to develop their own curriculum platforms through various online channels. Additional learning platforms called MOOCs also have social media and learning materials to study and research according to your interests. uses AR technology to help promote learning. Digital competence is a central goal in educating twenty-first-century citizens. In higher education in the past decade, various initiatives and programs—by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Co-operation and Development (OECD), the European Commission (EU), the International Society for Technology in Education (ISTE), and the British Educational Communications and Technology Agency (BECTA) have proposed standards, indicators and recommendations in reports and studies of educators' digital competence. These efforts show clear interest in generating better competence profiles for technology use in education.

Information and Communication Technologies (ICTs) and Internet use have brought significant advances and benefits to society, but we also know that their use brings multiple risks, due to lack of information and training about security in digital environments. In the educational environment, it is important for teachers not only to be aware of the problems and risks, but also to know how to identify and prevent them (Kritzinger, 2017).

Society is concerned about these risks, especially about privacy and education to foster responsible use of Internet (Chou & Peng, 2011). Responding to digital trust in educational environments requires more digitally competent teachers (Cabezas et al., 2017; Fulgence, 2020; Instefjord & Munthe, 2017; INTEF, 2017; Šimandl & Vaníček, 2017) on knowledge, skills and characteristics, especially relevant to teachers of English in the digital age.

Although we know that education systems currently recognize the importance of training teachers to master ICTs, and especially ICT security, we lack knowledge of what basic capabilities to require in initial training and how to assess them (Cózar & Roblizo, 2014; Cebrián-de-la-Serna et al., 2014). Given this topic's importance to education and the value of contributing to digital security, this review covers the significant development in the past decade of the topic of initial training. It synthesizes this literature and provides the first exhaustive analysis to date.

The goal of this systematic review is to identify and organize scholarly production on this topic. It focuses on indicators to develop indicators of English language teachers' competency according to the European Digital Learning Guidelines for Educators (DigCompEdu) (Redecker, 2017).

2. Literature Review

2.1 Indicators

Indicators can be defined as factors, variables, or components with a value that represents the characteristics or quantity of a situation under study at a specific point in time or over a period. The value of an indicator broadly shows the condition being studied as a composite element, but with a degree of accuracy and clarity that is sufficient for comparison against a set criterion to evaluate or indicate the change under study. Kanjanawasee (1994): An indicator refers to a component, variable, or an observable value that signifies the status, characteristics, or outcome of an operation. For example, an indicator for the success of upper secondary education could be measured by GPA. Thongutai (1981): An indicator refers to an index composed of past statuses and trends that help to reveal the efficiency of education that has been implemented from the past until the present, and whether it aligns with the objectives. Johnstone (1981): An indicator is information that shows the relative quantity or state of something being measured at a particular time. It does not necessarily indicate a specific or clear condition, but rather broadly reflects or provides a general overview of the situation we are interested in investigating. This overview may change in the future.

Burstein, Oakes & Guiton (1992): Burstein, Oakes & Guiton (1992) defined an indicator as a statistic that provides information about status and quality. It must have standard criteria for making decisions and must provide information that is consistent with the characteristics to be measured. Baker (2003): Baker (2003) stated that an indicator refers to a representative that describes the necessary characteristics of an organization that impact its current and future success. Summary: In summary, academics have defined indicators differently, but with a similar direction. That is, an indicator is quantitative and qualitative information that indicates the condition of what is being studied or measured. It takes the form of a measurable variable, and this information occurs at a specific point in time.

Indicators are important tools used to measure the competency of teachers in the digital era. This involves focusing on creating a framework of indicators that covers digital skills, teaching, and evaluation. The development of indicators often utilizes mixed-methods or quantitative research approaches. It must also consider the alignment with the Thai cultural context to obtain accurate and reliable metrics.

2.2 Components of Digital Technology Use for Mathematics Teachers' Learning Management

The competency of an English teacher refers to the characteristics that demonstrate an English teacher's knowledge, skills, and specific attributes that enable them to teach English effectively. This includes understanding the English language curriculum, English teaching techniques and methods, the development and use of learning materials, and the measurement and evaluation of learning outcomes. Knowledge is accumulated through education, research, or experience, and it consists of an understanding of linguistics, curriculum, students, and English teaching techniques and methods. Skills include ability, clarity, and proficiency in a particular area.

Individuals can develop these skills through learning. These include communication skills, listening, speaking, reading, and writing skills, learning management skills, skills in using technology for learning, measurement and evaluation skills, collaboration skills, and self-development.

Specific personal characteristics, such as personality, thoughts, feelings, attitudes, perspectives, and personal needs, include motivation, a love of learning, personal traits, and ethics.

2.3 Digital Age

The digital age refers to a period in human history characterized by the widespread use of information technology and the internet, which has fundamentally changed the way we access and share information, communicate, conduct commerce, and interact socially. In this era, digital technology plays a significant role in every aspect of daily life, from work and learning to personal living.

Digital-age teacher competency refers to a teacher who can use technology to enable students to search for information and seek knowledge on their own. This is done by synthesizing knowledge (inferring knowledge) from the information they have found, so that students can learn through hands-on practice (Action Learning).

It also involves shifting from testing to assessment for development and improvement. These teachers have techniques to make learning fun for students through gamification, and they know how to use and apply emerging technologies. The focus is on making students happy with learning activities, motivating them to think, be creative, and present their knowledge in an enjoyable way.

This review is guided by the following questions:

RQ1. What components should English teachers' competencies in line with digital learning management guidelines consist of?

RQ2. What are the competency levels of English teachers according to the digital age learning management guidelines?

3. Methodology

The researcher designed the research into 2 phases. Phase 1 is the analysis of the components of English language teachers' competencies according to the digital age learning management approach from collecting empirical data from relevant parties. Phase 2 is a study of English language teachers' competency levels according to the digital age learning management guidelines. The details of data collection, research process, and data analysis in each step are as follows:

Phase 1: Results of the analysis of English language teachers' competency components according to the digital age learning management approach

The researcher reviewed documents and research related to the competencies of English teachers that are appropriate for modern learning management, resulting in a total of 99 indicators. The synthesized performance indicators were then examined for content validity by experts from higher education who produce English teachers, English teachers who teach in basic education, and evaluators. After obtaining 99 indicators of English language teacher competency based on the digital age learning management approach, the researcher proceeded to create a tool for experts to check the content validity. The experts include professors in higher education who produce English teachers, English teachers who teach at the basic education level, and evaluators. In addition, redundant indicators were eliminated based on the recommendations of experts. As a result of the indicator development, 28 indicators with an IOC value higher than .800 were obtained.

Phase 2: The results of the study on the competency level of English teachers according to the learning management guidelines in the digital age

This is a presentation of the results of the study of English language teachers' competency levels according to the guidelines for organizing learning in the digital age, classified by competency as follows: The results of the

competency level 1 study, Integrating language knowledge with modern English language learning management, has 12 indicators. The second component is the competence in integrating the natural foundations of modern learners with the motivation to learn in learners. There are 16 indicators. By analyzing basic statistics, including frequency, percentage, mean score and standard deviation, to study the level of English language teaching competency of teachers in the digital age and analyzing the components using Factor Analysis.

4. Results

Results of the correlation coefficient analysis to examine the appropriateness of English language teacher competency indicators according to the digital age learning management approach.

When the 28 English language teacher competency indicators were used according to the digital age learning management guidelines go to find the correlation coefficient to check whether it is suitable for factor analysis or not. The results of the correlation coefficient test found that all items were significantly related at the .01 level. Therefore, it can be concluded that all 28 indicators are appropriate for component analysis.

Table 1. Correlation coefficient to examine the appropriateness of 28 English language teacher competency indicators according to the digital age learning management approach

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14
X1	1.000**													
X2	.816**	1.000**												
X3	.777**	.772**	1.000**											
X4	.816**	.822**	.813**	1.000**										
X5	.811**	.816**	.799**	.917**	1.000**									
X6	.720**	.742**	.691**	.795**	.786**	1.000**								
X7	.651**	.657**	.664**	.762**	.743**	.843**	1.000**							
X8	.741**	.667**	.698**	.796**	.753**	.816**	.893**	1.000**						
X9	.716**	.712**	.690**	.766**	.818**	.780**	.761**	.787**	1.000**					
X10	.699**	.672**	.705**	.774**	.722**	.811**	.787**	.835**	.841**	1.000**				
X11	.588**	.564**	.676**	.660**	.668**	.689**	.620**	.696**	.610**	.661**	1.000**			
X12	.625**	.639**	.668**	.739**	.718**	.733**	.707**	.749**	.635**	.714**	.825**	1.000**		
X13	.529**	.534**	.642**	.653**	.607**	.620**	.580**	.623**	.580**	.653**	.629**	.673**	1.000**	
X14	.708**	.716**	.664**	.735**	.676**	.698**	.635**	.666**	.625**	.656**	.674**	.744**	.712**	1.000**
X15	.522**	.572**	.567**	.591**	.555**	.664**	.643**	.645**	.634**	.628**	.581**	.634**	.712**	.721**
X16	.455**	.448**	.517**	.531**	.506**	.471**	.535**	.545**	.535**	.467**	.497**	.534**	.630**	.689**
X17	.733**	.722**	.674**	.763**	.775**	.650**	.646**	.703**	.723**	.626**	.643**	.679**	.572**	.691**
X18	.562**	.718**	.633**	.680**	.679**	.641**	.631**	.647**	.594**	.589**	.589**	.658**	.606**	.683**
X19	.556**	.663**	.662**	.647**	.646**	.630**	.593**	.646**	.602**	.616**	.607**	.676**	.592**	.651**
X20	.512**	.629**	.572**	.624**	.621**	.557**	.547**	.562**	.586**	.539**	.508**	.550**	.605**	.631**
X21	.695**	.745**	.649**	.780**	.779**	.673**	.677**	.714**	.723**	.673**	.595**	.647**	.613**	.692**
X22	.491**	.558**	.626**	.591**	.565**	.509**	.532**	.579**	.594**	.575**	.528**	.567**	.653**	.608**
X23	.425**	.492**	.545**	.527**	.493**	.461**	.490**	.513**	.536**	.481**	.435**	.509**	.594**	.638**
X24	.670**	.727**	.633**	.715**	.730**	.651**	.616**	.669**	.671**	.625**	.596**	.691**	.562**	.661**
X25	.592**	.626**	.574**	.629**	.606**	.600**	.550**	.596**	.559**	.611**	.563**	.654**	.648**	.683**

X26	.363**	.464**	.425**	.487**	.426**	.418**	.435**	.419**	.434**	.410**	.399**	.497**	.542**	.593**
X27	.361**	.406**	.418**	.464**	.434**	.370**	.421**	.417**	.411**	.373**	.372**	.458**	.514**	.580**
X28	.499**	.539**	.503**	.594**	.563**	.530**	.532**	.528**	.515**	.500**	.469**	.557**	.593**	.687**

Results of the test of the appropriateness of the indicators using the Kaiser-Meyer-Olkin statistic

The researchers tested the suitability of all 28 indicators. Using the Kaiser-Meyer-Olkin statistic, determine if the value is greater than .50 and close to 1. Along with the Bartlett's Test of Sphericity and consider the Chi-Square value to see if it is statistically significant or not. From the analysis to check the suitability of all 28 indicators The Kaiser-Meyer Olkin Measure of Sampling Adequacy was found to be .926, which is greater than .500 and approaching 1. And when using the Bartlett's Test of Sphericity. It was found that the Chi-Square value was equal to 31210.211, which is significant at the .001 level. That's 28 variables or indicators. It is related and appropriate to analyze the components of English language teacher competency according to the learning management guidelines in the digital age.

Table 2 Results of the test of the appropriateness of the indicators using the Kaiser-Meyer-Olkin statistic

	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28
X1														
X2														
X3														
X4														
X5														
X6														
X7														
X8														
X9														
X10														
X11														
X12														
X13														
X14														
X15	1.000**													
X16	.605**	1.000**												
X17	.553**	.577**	1.000**											
X18	.593**	.680**	.713**	1.000**										
X19	.608**	.701**	.679**	.939**	1.000**									
X20	.612**	.699**	.648**	.913**	.878**	1.000**								
X21	.551**	.556**	.851**	.759**	.712**	.718**	1.000**							
X22	.602**	.710**	.643**	.815**	.847**	.850**	.704**	1.000**						
X23	.601**	.779**	.595**	.795**	.815**	.808**	.652**	.885**	1.000**					
X24	.506**	.575**	.784**	.760**	.732**	.714**	.845**	.653**	.648**	1.000**				
X25	.615**	.615**	.727**	.713**	.724**	.670**	.753**	.704**	.732**	.775**	1.000**			
X26	.590**	.671**	.497**	.686**	.659**	.648**	.497**	.680**	.759**	.551**	.603**	1.000**		
X27	.533**	.699**	.505**	.670**	.645**	.644**	.493**	.650**	.755**	.559**	.621**	.950**	1.000**	

x28	.575**	.646**	.590**	.727**	.658**	.685**	.628**	.655**	.768**	.689**	.678**	.841**	.849**	1.000**
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** Statistically significant at the .01 level.

Results of the test of the appropriateness of the indicators using the Kaiser-Meyer-Olkin statistic

The researchers tested the suitability of all 28 indicators. Using the Kaiser-Meyer-Olkin statistic, determine if the value is greater than .50 and close to 1. Along with the Bartlett's Test of Sphericity and consider the Chi-Square value to see if it is statistically significant or not. From the analysis to check the suitability of all 28 indicators, The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was found to be .926, which is greater than .500 and approaching 1. And when using the Bartlett's Test of Sphericity. It was found that the Chi-Square value was equal to 31210.211, which is

Table 3. Results of the appropriateness test of 28 behavioral indicators using the Kaiser-Meyer-Olkin statistic

Test statistics	Statistics
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.926
Bartlett's Test of Sphericity	Approx. Chi-Square 31210.211 df 378 Sig. .001

Results of the analysis of English language teachers' competency components according to the digital age learning management approach

Results of the analysis of English language teachers' competency components according to the digital age learning management approach from collecting empirical data from stakeholders, 2 important components and 28 indicator behaviors were obtained. Details of the behavior indicators classified by different components are shown in Table 4.

Table 4. Results of the analysis of English language teachers' competency components according to the guidelines for learning management in the digital age

No.	Indicator	Element weight	
		1	2
1	Understand the communicative language teaching approach that aims to create friendship rather than conflict.	.877	
2	Organizing activities to create positive attitudes towards using English for learners	.863	
3	Use appropriate strategies in teaching English to enable learners to use modern language.	.856	
4	Integrate various teaching techniques and methods to develop listening, speaking, reading, writing and body language skills simultaneously.	.919	
5	Produce teaching media that is appropriate for the learner context.	.901	
6	Use media and learning resources around children to design learning.	.871	
7	Monitor and evaluate the use of teaching media through various methods.	.826	
8	Constantly creating and designing new innovative teaching media	.845	
9	Creating a web blog that can be used effectively for teaching	.803	
10	Create a website to present information about teaching management.	.807	
11	Can teach online via the internet.	.708	
12	Create a classroom to present new knowledge through Google Classroom.	.720	
13	Exchange experiences among learners and learn together on social media.		.886
14	Know and enjoy working as a team		.896
15	Accept the differences of group members seriously.		.914

No.	Indicator	Element weight	
		1	2
16	Regularly exchange knowledge and experiences with colleagues until it becomes a habit.	.952	
17	Reinforce the learner every time the learner performs a task until it becomes a habit.	.922	
18	Inquire about learners' interests in learning topics to design learning.	.951	
19	Always be mindful of individual differences among learners.	.950	
20	Have great love and compassion for the students.	.957	
21	Caring and helping students in every situation	.935	
22	Promote all forms of learning for learners.	.965	
23	Listen to feedback and give praise and compliments every time the learner does something good.	.974	
24	Be courageous and rational when managing a classroom.	.943	
25	Know how to use spoken language to communicate is appropriate to empower learners.	.965	
26	Have the courage to start doing things you have never done before.	.977	
27	Dare to face failure in order to improve and correct mistakes.	.979	
28	Have a positive attitude and know how to control your emotions when you disagree with others.	.972	

The results of the analysis of English language teachers' competency components according to the digital age earning management guidelines resulted in 2 components. The component weights range from .826 to .979. Component 1 contains 12 indicators and Component 2 contains 16 indicators.

The results of the study on the competency level of English teachers according to the learning management guidelines in the digital age

The researcher would like to present the results of the study on the competency level of English teachers according to the guidelines for organizing learning in the digital age, classified by competency as follows:

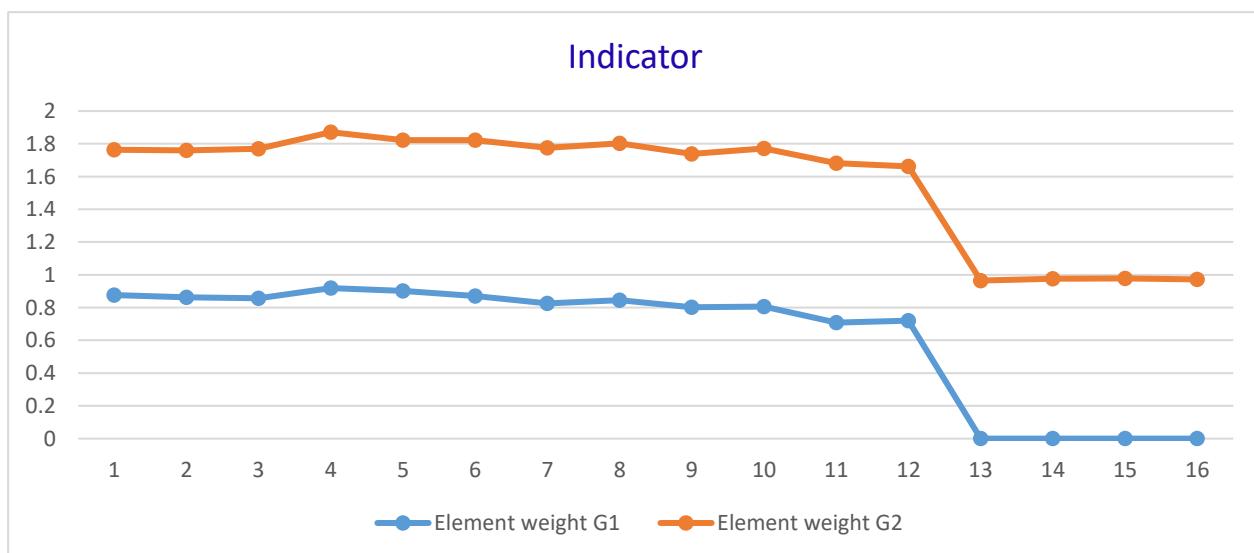


Figure 1 Comparison of component weights according to the digital age learning framework

Table 5. The results of the study of competency level 1: Integrating language knowledge with modern English language learning management

No.	Indicator	Mean	S.D.	Min	Max	Sk	Kur	level
1	Exchange experiences among learners and learn together on social media.	3.709	0.934	1.000	5.000	-0.595	0.483	much
2	Know and enjoy working as a team	3.852	0.971	1.000	5.000	-0.782	0.542	much
3	Accept the differences of group members seriously.	3.820	0.890	1.000	5.000	-0.734	0.762	much
4	Regularly exchange knowledge and experiences with colleagues until it becomes a habit.	3.796	0.936	1.000	5.000	-0.818	0.846	much
5	Reinforce the learner every time the learner performs a task until it becomes a habit.	3.816	0.887	1.000	5.000	-0.726	0.772	much
6	Use media and learning resources around children to design learning.	3.833	0.887	1.000	5.000	-0.302	-0.271	much
7	Monitor and evaluate the use of teaching media through various methods.	3.896	0.859	2.000	5.000	-0.293	-0.699	much
8	Constantly creating and designing new innovative teaching media	3.876	0.860	1.000	5.000	-0.365	-0.069	much
9	Creating a web blog that can be used effectively for teaching	3.809	0.817	2.000	5.000	-0.107	-0.695	much
10	Create a website to present information about teaching management.	3.798	0.881	1.000	5.000	-0.337	-0.154	much
11	Can teach online via the internet.	3.845	1.075	1.000	5.000	-0.654	-0.239	much
12	Create a classroom to present new knowledge through Google Classroom.	4.109	0.926	1.000	5.000	-0.858	0.243	much
Total average		3.847	0.910	1.167	5.000	-0.548	0.127	much

From the results table of competency level 1 study Integrating linguistic knowledge into modern English language learning management It was found that overall, teachers had a high level of competence. A lot, and when considering each indicator, all indicators are at a high level as well. With an average performance level between 3.71 – 4.11. The indicator with the highest average value is Creating a classroom to present new knowledge through Google Classroom. Next is monitoring and evaluating the use of teaching media through various methods and constantly creating and designing new innovative teaching media with an average of 4.11, 3.90 and 3.88, respectively.

Table 6. The results of the study of competency level 2: Integrating the natural base of modern learners with creating motivation for learning for learners

No.	Indicator	Mean	S.D.	Min	Max	Sk	Kur	level
1	Exchange experiences among learners and learn together on social media.	3.965	0.812	2.000	5.000	-0.297	-0.649	much
2	Know and enjoy working as a team	4.101	0.800	2.000	5.000	-0.436	-0.652	much
3	Accept the differences of group members seriously.	3.980	0.780	2.000	5.000	-0.101	-1.017	much

No.	Indicator	Mean	S.D.	Min	Max	Sk	Kur	level
4	Regularly exchange knowledge and experiences with colleagues until it becomes a habit.	4.334	0.711	2.000	5.000	-0.763	-0.017	much
5	Reinforce the learner every time the learner performs a task until it becomes a habit.	3.837	0.963	1.000	5.000	-0.551	-0.039	much
6	Inquire about learners' interests in learning topics to design learning.	4.071	0.879	2.000	5.000	-0.684	-0.266	much
7	Always be mindful of individual differences among learners.	4.092	0.898	2.000	5.000	-0.694	-0.379	much
8	Have great love and compassion for the students.	4.040	0.875	2.000	5.000	-0.630	-0.321	much
9	Caring and helping students in every situation	3.861	0.939	1.000	5.000	-0.740	0.391	much
10	Promote all forms of learning for learners.	4.124	0.806	2.000	5.000	-0.583	-0.322	much
11	Listen to feedback and give praise and compliments every time the learner does something good.	4.215	0.766	2.000	5.000	-0.655	-0.194	much
13	Know how to use spoken language to communicate is appropriate to empower learners.	4.064	0.761	2.000	5.000	-0.382	-0.447	much
14	Have the courage to start doing things you have never done before.	4.489	0.741	2.000	5.000	-1.362	1.215	much
15	Dare to face failure in order to improve and correct mistakes.	4.431	0.751	2.000	5.000	-1.180	0.75	much
16	Have a positive attitude and know how to control your emotions when you disagree with others.	4.344	0.778	2.000	5.000	-0.941	0.09	much
Total average		4.125	0.824	1.813	5.000	-0.688	-0.053	much

From the results table of competency level 2 studies Integrating the natural base of modern learners with creating motivation for learning for learners. It was found that overall, teachers had a high level of competence. And when considering each indicator, they are all at a high level. With an average performance level between 3.84 – 4.49. The indicator with the highest average value is Having the courage to start doing things you have never done before. Next is the courage to face failure to improve and correct mistakes. And have a good attitude, know how to control your emotions when you disagree with others. With an average of 4.49 4.43

5. Discussion

The results of the study on the competency level of English teachers according to the learning management guidelines in the digital age. It was found that the sample teachers had competence in integrating language knowledge with modern English language learning management at a high level, both overall and according to all 12 indicators. And the integration of the natural foundation of new-age learners with the creation of motivation for learners to learn is at a high level both overall and according to all 16 indicators.

When considering the indicators in each component. It was found that the first component, which is the competence in integrating language knowledge with modern English language learning management, has a weight value of the indicator components from high to low. Including the integration of various teaching techniques and methods to develop listening, speaking, reading, writing and body language skills simultaneously. Produce teaching media that is appropriate for the learner's context. Use media and learning resources around children to design learning according to the sequence of elements. The second component is the competence in integrating the natural foundations of modern learners with the motivation to learn in learners. The weights of the indicator components are from highest to lowest. Including daring to face failure to improve and correct mistakes, having the courage to start doing things that you have never done before, listening to opinions, praising and complimenting every time the learner does well, respectively.

When considering the weight of the components in the form of standard scores of teacher performance indicators in comparative terms, the details are as follows: Component 1: Competence in integrating language knowledge with modern English language learning management, the indicator with the highest component weight. It is an integration of various teaching techniques and methods to develop listening, speaking, reading, writing, and body language skills simultaneously. The indicator with the least weight is online teaching via the internet. Part 2: Integrating the natural base of modern learners with the motivation to learn. The indicator with the highest weight is Dare to face failure in order to improve and correct mistakes. The indicator with the least weight is sharing experiences among learners and learning together on social media.

6. Conclusions Results of the analysis of English language teachers' competency components according to the digital age learning management approach by collecting empirical data from stakeholders. This results in 2 main components and 28 indicator behaviors. The first component is competence in integrating language knowledge with modern English language learning management. There are 12 indicators. This includes understanding the teaching approach to language for communication that aims to create friendship rather than conflict. Organizing activities to create positive attitudes towards using English for learners. Use appropriate strategies in teaching English to enable learners to use modern language. Integrate various teaching techniques and methods to develop listening, speaking, reading, writing and body language skills simultaneously. Produce teaching media that is appropriate for the learner context. Use media and learning resources around children to design learning, monitor and evaluate the use of teaching media in various ways. Constantly creating and designing new innovative teaching media. Creating a web blog that can be used effectively for teaching. Create a website to present information about teaching management, teach online via the internet, create a classroom to present new knowledge via Google Classroom. And the second component is competence in integrating the natural foundations of modern learners with creating motivation for learners to learn, with 16 indicators. Including exchanging experiences among learners and learning together on online social media. Know and enjoy working as a team. Accepting the differences of group members seriously. Regularly exchange knowledge and experiences with colleagues until it becomes a habit. Reinforce the learner every time the learner performs a task until it becomes a habit. Inquire about learners' interests in learning topics to design learning. Always be mindful of individual differences among learners. Have great love and compassion for students, take care of and help students in every situation. Promote all forms of learning for students. Listen to opinions. Praise and compliment students every time they do well. Be courageous and reasonable if classroom management is necessary. Know how to use spoken language to communicate that is appropriate to empower learners. Have the courage to start doing things you have never done before. Dare to face failure to improve and correct mistakes. Have a positive attitude and know how to control your emotions when you disagree with others.

7. Limitations and future research

This research collected data only from a sample of teachers affiliated with the Office of the Basic Education Commission, the Department of Local Administration, the Office of the Private Education Commission, and the Office of Non-Formal and Informal Education. Future research should collect data from a sample from other school affiliations, not just those mentioned above, to obtain more useful information. Srisawat, S., Issaro, S., and Karapakdee, J. (2022).

For the test, a comparative study should be conducted between different affiliations and varying teaching experience to see if there is any variation in the measurements. This would provide more extensive information for comparing the competencies of English language teachers in the context of digital learning. Sohheng, Piyatida Suphromma, C. and Saengngam, J. (2025).

There should be a study to investigate the factors that influence the competency of English language teachers in a digital learning context. This could involve several important factors that help teachers develop their digital-age skills,

which would have a positive impact on their work. Phakamach, P. Panjarattanakorn, D. and Onsampant, S. (2022).

Future research could take the indicators of English language teacher competency in the digital learning approach and study them across sample groups with different professions to determine if there are different competency levels. The research could also investigate which factors lead to these differing competency levels, which would provide more interesting and useful information. Chompoowong, P. Karapakdee, J. Srisawat, S. and Khampueng, P. (2022).

8. Acknowledgements

This research was partially supported by Chiang Mai University. The researchs would like to show appreciation in being supported for this research.

9. Authors' information

Kanjana Thiengburanathum is a Master's degree student in the Faculty of Education, Chiang Mai University, Chiang Mai, Thailand.

Kiatsuda Srisuk is an Associate Professor in the Faculty of Education, Chiang Mai University, Chiang Mai, Thailand.

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