



Integrating Andragogy and Margin Theory in Designing an English-Speaking Program for Teachers

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Abstract

This study explores the integration of Knowles' Andragogy and McClusky's Margin Theory in designing an English-speaking program for non-English speaking teachers at SMP Bhakti Pertiwi. Data were collected through questionnaires administered to teachers, focusing on their needs, challenges, workload, and expectations. The results indicate that teachers are highly motivated to improve their English-speaking skills, recognizing its relevance to professionalism and the school's vision of internationalization. However, vocabulary limitations, grammar difficulties, and low confidence remain significant barriers. From the perspective of Margin Theory, heavy teaching loads and additional responsibilities restrict participation, while supportive facilities and flexible scheduling are identified as critical enablers. The integration of Andragogy highlights the importance of problem-centered, relevant, and self-directed learning, whereas Margin Theory emphasizes balancing load and power to sustain engagement. Together, these frameworks provide a robust foundation for program design that is pedagogically effective and contextually responsive. The study concludes that a flexible, consistent, and practice-oriented English-speaking program can enhance teacher competence while accommodating institutional realities.

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INTRODUCTION

The Indonesian government regulates international schools through the National Education System Law (Law No. 20/2003) and subsequent ministerial regulations, which emphasize the integration of compulsory national subjects, such as Bahasa Indonesia, Pancasila, and Religious Education, into all curricula. Schools aspiring to international status must comply with accreditation standards, obtain licenses from the Ministry of Education and Culture, and establish cooperation agreements with accredited local schools. These requirements reflect the government's dual commitment: safeguarding national identity and cultural values while simultaneously encouraging institutions to adopt globally recognized frameworks such as the International Baccalaureate (IB) or Cambridge curriculum (Law No. 20/2003; Permendiknas No. 78/2009; PP No. 17/2010). By embedding Indonesian content into international programs, policymakers aim to ensure that students remain rooted in national values while gaining access to global educational opportunities.

For SMP Bhakti Pertiwi Paiton, these policies carry significant implications. The school's aspiration to become an international institution requires not only adopting English as the medium of instruction but also balancing international pedagogical practices with national curriculum obligations. Teachers must demonstrate competence in English communication to meet classroom demands, while also ensuring that lessons remain aligned with Indonesian educational standards. This dual responsibility highlights the importance of designing an English-speaking program that is both globally competitive and locally responsive. Such a program must prepare staff to navigate bilingual interactions, deliver subject matter in English, and uphold the cultural and curricular expectations mandated by Indonesian education policy, thereby positioning the school to achieve its international vision without compromising national identity (Law No. 20/2003; PP No. 17/2010).

As English increasingly becomes a medium of instruction and interaction in educational settings, teachers are expected to communicate effectively with students, colleagues, parents, and external stakeholders. Effective communication requires more than grammatical knowledge; it also involves the ability to use language appropriately and strategically in authentic social contexts, a concept referred to as communicative competence (Canale & Swain, 1980). Consequently, teachers' English-speaking ability plays a crucial role in supporting successful communication and instructional practices (Faisal, 2025; Pristiawati & Triastuti, 2025).

To achieve this goal, the school must design and implement an effective English-speaking class tailored to the needs of its staff. Unlike conventional language programs, such a class should be grounded in adult learning principles, recognizing that staff members are mature learners with specific motivations, prior experiences, and professional responsibilities. Knowles' theory of Andragogy provides a framework for understanding how adults learn best—emphasizing self-direction, relevance, and problem-centered approaches (Knowles, 1968; Knowles et al., 2015). At the same time, McClusky's Margin Theory highlights the importance of balancing the "load" of responsibilities with the "power" of available resources, ensuring that learning activities are feasible within the staff's limited time and energy (McClusky, 1963; Biney, 2022).

Previous studies have highlighted the importance of teachers' communicative competence in supporting effective classroom interaction (Faisal, 2025) and the impact of speaking proficiency on instructional quality in Indonesian schools. Adult learning literature also emphasizes the relevance of Knowles' andragogical principles in designing educational programs that address the characteristics and needs of mature learners (Knowles, 1980; Knowles et al., 2015). In addition, McClusky's Margin Theory has been recognized as a valuable framework for understanding the balance between learners' workload (load) and available resources (power) in adult education and professional learning contexts (Biney, 2022). However, while previous studies have examined teachers' communicative competence and adult learning principles separately, little research has integrated Knowles' Andragogy and McClusky's Margin Theory to design an English-speaking program specifically for non-English subject teachers preparing for school internationalization. This study addresses that gap by proposing a theoretically integrated program model that combines both perspectives to support SMP Bhakti Pertiwi Paiton's aspiration to become an International School.

The research questions raised in this article are: (1) what are the English-speaking needs of teachers at SMP Bhakti Pertiwi Paiton, and (2) how can these needs be addressed through a speaking program designed based on Knowles' Andragogy and McClusky's Margin Theory?

Adult learning theory, particularly Knowles' concept of Andragogy, provides a foundation for understanding how teachers approach professional development. Knowles emphasizes that adult learners are self-directed, motivated by relevance, and prefer learning experiences that are problem-

centered rather than content-centered (Knowles, 1980; Knowles et al., 2015). In teacher training contexts, this means that English-speaking programs must connect directly to classroom realities, such as explaining subject matter in English, managing bilingual interactions, and responding to students' questions. Studies in teacher education suggest that professional learning is more effective when it is connected to authentic teaching tasks and teachers' classroom realities rather than isolated language instruction (Borg, 2006; Richards, 2017).

Teacher participation in professional development is often influenced by contextual and organizational factors, including time availability, workload, and access to learning opportunities (Desimone, 2009). Without flexible scheduling and institutional support, and adequate recognition, participation in training programs tends to decline even when motivation is high. Thus, workload management, supportive facilities and policy-driven incentives are critical factors in sustaining teacher involvement.

Previous initiatives in English language teaching for teachers have demonstrated the importance of integrating linguistic competence with authentic communicative practice. Programs that emphasize vocabulary development, communicative fluency, and professional relevance are generally more effective than approaches that focus primarily on isolated grammatical knowledge (Richards, 2017; Thornbury, 2005). Moreover, integrating technology—such as mobile practice applications, recorded speaking activities, and blended learning platforms—can increase accessibility, reduce time constraints, and promote learner autonomy in language learning (Godwin-Jones, 2011; Melvina et al., 2021). These findings align with both Andragogy's principle of self-directed learning and Margin Theory's emphasis on increasing power factors (resources, support, flexibility) to balance a heavy teaching load.

It is essential to identify the communicative demands staff face, the challenges they encounter, and the support they require. Therefore, the objective of this study is to evaluate the English-speaking needs of school staff and to propose a program design that is both theoretically grounded and practically responsive. Specifically, the study aims to (1) analyze the communicative situations in which staff members are required to use English, (2) examine their current level of competence and perceived challenges, and (3) recommend instructional strategies that align with adult learning principles and the realities of professional responsibilities. The findings are expected to inform the development of an English-speaking class that supports SMP Bhakti Pertiwi Paiton's aspiration to become an International School while respecting the unique characteristics of adult learners in an educational workplace.

METHODS

This study employs a qualitative research method. A digital questionnaire was utilized as the primary instrument for data collection. It was administered to teachers to identify their English-speaking needs and challenges. The data will be analyzed to inform the design of a tailored English-speaking program that aligns with adult learning principles and considers the balance of responsibilities and resources as described by McClusky's Margin Theory.

The participants consisted of seventeen teachers who teach subjects other than English. Purposive sampling was used to ensure that the study focused on educators who, despite not being formally trained in English, encounter communicative demands requiring its use. The sample included both full-time and part-time teachers, representing varied age groups, marital statuses, and teaching experiences. This diversity allowed for the inclusion of perspectives from novice educators as well as senior staff, thereby strengthening the applicability of the findings to the broader teaching community.

The primary instrument used in this study was a digital questionnaire administered electronically to all participants. The questionnaire consisted of both close-ended and open-ended items designed to explore teachers' English-speaking needs, perceived challenges, motivations, workload-related constraints, and expectations regarding professional development. The close-ended items employed a five-point Likert scale to measure the degree of participants' agreement with statements related to English use, confidence, learning preferences, and program participation. Meanwhile, the open-ended questions provided opportunities for participants to elaborate on their experiences, perceived difficulties, and suggestions for the design of an English-speaking program. Together, these items offered both quantitative and qualitative insights into teachers' professional learning needs and informed the development of a contextually relevant speaking program.

Data collection proceeded sequentially. The digital questionnaire in the form of Google Forms was privately distributed first to all participants via WhatsApp, asking their favour to fill out the questionnaire. Ethical protocols were observed throughout the process. Informed consent was obtained, confidentiality was assured, and participation was voluntary.

Thematic analysis was applied to the qualitative data. Questionnaire responses were summarized using descriptive statistics to identify common patterns. Responses were collected using a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). To analyze the data, two complementary approaches were applied:

1. Percentage Calculation
 - For each item, the number of respondents who selected scores of 4 or 5 (indicating agreement or strong agreement) was counted.
 - This frequency was then divided by the total number of respondents (N=17) to obtain the percentage.
 - Formula: $\text{Percentage} = \frac{\text{Frequency of respondents scoring } \geq 4}{\text{Total respondents}} \times 100$
 - Example: If 11 respondents scored 4 or 5 on "Vocabulary difficulty," the percentage was calculated as: $\frac{11}{17} \times 100 = 64.7\% \approx 65\%$
2. Mean Score Calculation
 - To capture the intensity of responses, mean scores were also computed for each item.
 - Formula: $\text{Mean} = \frac{\text{sum of all Likert scores for an item}}{\text{Number of respondents}}$
 - Example: If the total score for "Pronunciation difficulty" across 17 respondents was 62, the mean score was: $\frac{62}{17} = 3.65$
3. Cross-Tabulation Analysis
 - To explore demographic variations, needs were cross-tabulated by gender, age group, workload, and marital status.
 - Percentages in these tables were calculated using subgroup totals as denominators.
 - Example: If 6 out of 9 female teachers reported pronunciation issues, the percentage was: $\frac{6}{9} \times 100 = 66.6\%$

This dual approach (percentages and mean scores) allowed the study to identify both the prevalence of needs (how many teachers expressed them) and the intensity of those needs (how strongly they were felt).

Responses to the open-ended questionnaire items were analyzed thematically, while close-ended responses were analyzed using descriptive statistics. These categories were refined in relation to the theoretical frameworks guiding the study. Knowles' principles of adult learning informed the interpretation of self-directedness, reliance on prior experience, and relevance of learning. McClusky's Margin Theory provided a lens for understanding how teachers balance professional responsibilities with available resources, highlighting pressures that influence their capacity to engage in English-speaking development.

Anonymity was maintained by assigning codes rather than using names in transcripts and reports. Data were stored securely in password-protected files accessible only to the researcher. Participants were reminded of their right to withdraw at any stage without consequence. These measures ensured that the research was conducted with integrity and respect for participants' rights.

The methodological choices were closely tied to the study's theoretical orientation. Knowles andragogical principles shaped the design of instruments, ensuring that questions were relevant to adult learners and acknowledged their prior experiences. McClusky's Margin Theory informed both data collection and analysis, emphasizing the importance of understanding how teachers manage competing demands and limited resources. By integrating these frameworks, the study ensured that findings would not only describe challenges but also provide actionable insights for the design of a tailored English-speaking program.

FINDINGS AND DISCUSSION

FINDINGS

Teachers' English-Speaking Needs at SMP Bhakti Pertiwi Paiton

The study involved seventeen non-English subject teachers at SMP Bhakti Pertiwi Paiton. The participants represented diverse demographic backgrounds in terms of age, teaching experience, workload, and marital status. A notable characteristic of the participants was that none had prior experience teaching their respective subjects using English as the medium of instruction. Consequently, English-speaking development was viewed primarily as a professional growth need rather than a refinement of existing English-medium teaching practices. The questionnaire results were analyzed using means and agreement percentages.

Table 1. Summary of Teachers' English-Speaking Needs (N = 17)

No	Item	Mean	Agreement (%)
1	I often use English in teaching activities	3.06	23.5
2	I am motivated to improve my English-speaking ability to support the school's international vision	4.12	70.6
3	English-speaking competence is important for my professionalism as a teacher	4.00	70.6
4	An English-speaking program will help me explain subject content more effectively	4.06	70.6
5	I experience vocabulary difficulties when speaking English	3.29	41.2
6	I experience pronunciation and intonation difficulties	3.29	35.3
7	I experience difficulties constructing English phrases and sentences (grammar)	3.41	47.1
8	I lack confidence when speaking English in front of a class	3.53	41.2
9	I need problem-centered learning activities related to my teaching responsibilities	3.88	58.8
10	An English-speaking program is relevant to my professional duties	3.82	64.7
11	I have sufficient time to attend a weekly speaking class	3.76	64.7
12	My teaching workload limits my opportunity to learn English	2.53	17.6
13	Technological support and flexible materials would help me participate in the program	4.12	76.5
14	A flexible schedule is important for my participation in the program	3.94	70.6

Note: Agreement percentage represents respondents selecting Agree (4) or Strongly Agree (5).

Despite their limited experience using English in instructional contexts, teachers demonstrated strong awareness of the importance of English-speaking competence. The questionnaire results showed that a majority of respondents agreed that improving English-speaking skills was necessary to support the school's international vision ($M=4.12$). Similarly, most participants considered English-speaking competence important for enhancing their professionalism as teachers ($M=4.00$). Respondents also believed that participation in an English-speaking program would help them explain subject content more effectively ($M=4.06$).

Demographic variations in teachers' needs

Table 2. Speaking Challenges by Gender

Challenge	Male (n = 9)	Female (n = 8)
Grammar difficulty	55.6%	37.5%
Vocabulary difficulty	55.6%	25.0%
Lack of confidence	44.4%	37.5%

Note: Percentages indicate respondents selecting Agree (4) or Strongly Agree (5).

Table 2 presents the distribution of speaking challenges by gender. Male teachers reported higher levels of grammar and vocabulary difficulties than female teachers, with more than half of the male participants indicating challenges in these areas. In contrast, female teachers reported lower levels of linguistic difficulties. However, confidence-related issues were reported by both groups at comparable levels, suggesting that speaking confidence remains a common concern regardless of gender.

Although some variation was observed between male and female teachers, the overall pattern indicates that linguistic and affective challenges are shared across the participant group. Given the relatively small sample size, these differences should be interpreted cautiously and are not sufficient to suggest substantially different training needs between male and female teachers. Rather, the findings suggest that a common English-speaking program addressing grammar, vocabulary, pronunciation, and confidence-building activities would be relevant for both groups.

Table 3. Learning Support Needs by Teaching Workload

Teaching Load	Flexible Schedule Needed	Technology Support Needed
24 periods/week (n = 7)	100.0%	100.0%
Less than 24 periods/week (n = 6)	50.0%	66.7%
More than 24 periods/week (n = 4)	50.0%	50.0%

Note: Percentages indicate respondents selecting Agree (4) or Strongly Agree (5).

Table 3 presents teachers' learning-support needs based on their teaching workload. Overall, respondents across all workload categories expressed a preference for flexible learning arrangements and technological support. These needs were most pronounced among teachers with a teaching load of 24 periods per week, all of whom indicated the importance of both flexible scheduling and technology-assisted learning. Teachers with lighter and heavier workloads also reported similar preferences, although to a lesser extent. This pattern suggests that teachers value learning opportunities that can be integrated into their professional responsibilities without disrupting their existing duties.

The findings support McClusky's Margin Theory, which emphasizes the balance between professional demands (load) and available resources (power). Flexible scheduling and technology-supported learning may function as additional resources that enable teachers to participate in professional development while managing their teaching responsibilities. Although some variation was observed among workload groups, these differences should be interpreted cautiously due to the relatively small number of respondents in each subgroup. Nevertheless, the overall trend indicates that learning-support needs were shared across participants regardless of workload level. Consequently, the proposed English-speaking program should incorporate flexible delivery modes and digital learning resources to maximize participation and accessibility for all teachers.

Implications for the Design of an English-Speaking Program

The findings suggest that an effective English-speaking program for teachers at SMP Bhakti Pertiwi Patiton should address four interrelated categories of needs: linguistic needs, communicative needs, affective needs and learning support needs. Linguistically, the program should focus on improving grammar, vocabulary, and pronunciation through meaningful communicative practice. Communicatively, learning activities should prepare teachers for authentic situations such as explaining subject content, interacting with students, participating in meetings, and communicating with parents or external stakeholders. Affectively, the program should incorporate confidence-building activities and supportive peer interaction to reduce speaking anxiety. Finally, from a learning-support perspective, the program should offer flexible scheduling and technology-enhanced learning opportunities that accommodate teachers' professional responsibilities.

Table 4 presents the alignment between the identified needs, the principles of Andragogy and Margin Theory, and the proposed program components.

Table 4. The Needs to Program Mapping

Identified Need	Andragogical Principle	Margin Theory Consideration	Proposed Program Component
Grammar, vocabulary, and pronunciation difficulty	Immediate applicability	Time efficiency	Grammar in Context; Contextual Vocabulary Development through Authentic Communication; Intelligibility-Oriented Pronunciation
Low confidence	Experiential learning	Peer support	Special Conversation Class: Fluency over Accuracy
Need for flexibility	Self-directed learning	Increased power resources	Blended learning modules with AI assistance
Classroom communication	Problem-centered learning	Professional relevance	Authentic Classroom Communication Practice

As shown in Table 4, each identified need can be addressed through specific instructional strategies informed by Knowles' Andragogy and McClusky's Margin Theory.

First, to address the linguistic needs identified in this study, the proposed English-speaking program incorporates three complementary instructional principles: Grammar in Context, Contextual Vocabulary Development through Authentic Communication, and Intelligibility-Oriented Pronunciation. Rather than teaching grammar as isolated rules, the Grammar in Context approach introduces grammatical structures through authentic classroom communication, enabling teachers to learn and apply grammar while performing meaningful professional tasks. This approach is consistent with Knowles' principle that adult learning should be problem-centered and immediately applicable to learners' professional responsibilities (Knowles et al., 2015). Vocabulary development is similarly contextualized by emphasizing high-frequency classroom expressions and lexical chunks embedded in authentic teaching situations instead of isolated word lists. Such an approach facilitates communicative competence because vocabulary is acquired in meaningful contexts that reflect teachers' daily interactions (Nation, 2013; Thornbury, 2005). Finally, pronunciation instruction adopts the principle of Intelligibility-Oriented Pronunciation, emphasizing clear and comprehensible speech rather than native-like pronunciation. Teachers practice pronunciation through modelling, shadowing, role plays, and AI-assisted feedback using classroom-related expressions, enabling them to communicate effectively with students and colleagues. This approach aligns with the Intelligibility Principle, which argues that the primary goal of pronunciation instruction is to produce speech that listeners can readily understand in authentic communicative situations (Levis, 2005, 2018). Recent research also suggests that pronunciation development is strengthened when learners are encouraged to engage in autonomous, technology-supported practice. Through heutagogical strategies, digital pronunciation applications and AI-assisted learning enable learners to receive immediate feedback and continue practicing independently beyond the classroom, thereby reinforcing pronunciation, vocabulary, and grammar development (Sabat et al., 2026). Collectively, these three principles ensure that linguistic development remains closely connected to teachers' professional communication needs while maintaining the flexibility and practical relevance emphasized by both Andragogy and Margin Theory.

Second, to strengthen teachers' confidence in speaking English, the program incorporates experiential learning and peer-supported activities through a Special Conversation Class that adopts the principle of Fluency over Accuracy. In this class, teachers are encouraged to express their ideas freely using the English they already possess without fear of making grammatical or pronunciation mistakes. The primary objective is to build confidence and communicative fluency by creating a supportive, low-anxiety learning environment in which errors are viewed as a natural part of the learning process. Rather than interrupting communication to correct every mistake, feedback is provided constructively after speaking activities, allowing teachers to prioritize meaningful interaction while gradually improving their language accuracy. This approach is consistent with research indicating that reducing learners' anxiety and fear of negative evaluation enhances their

willingness to communicate and participate in speaking activities (Horwitz et al., 1986; Tercan & Dikilitaş, 2015).

Third, to respond to teachers' need for flexibility, the proposed program provides blended learning modules with AI assistance, allowing participants to continue learning beyond the classroom at their own pace. This component was designed in response to findings that teachers preferred flexible scheduling and technological support to facilitate their participation in an English-speaking program. The blended learning approach combines face-to-face conversation sessions with structured independent learning activities that can be completed outside the classroom according to participants' individual schedules. AI tools such as ChatGPT serve as learning partners by providing opportunities for grammar practice, vocabulary expansion, pronunciation feedback, and simulated conversations without requiring the constant presence of an instructor. This flexibility enables teachers to continue practicing English despite their professional responsibilities, thereby extending learning beyond scheduled classroom meetings. The use of AI-assisted learning is consistent with McClusky's Margin Theory, which suggests that increasing learners' available resources (power) while minimizing constraints (load) enhances their capacity to participate in professional development. Furthermore, providing learners with greater autonomy in determining the time, pace, and frequency of their practice reflects Knowles' principle of self-directed learning, making the program both professionally relevant and responsive to adult learners' needs.

Finally, to address teachers' classroom communication needs, the proposed program includes Classroom English Practice Sessions that simulate authentic teaching situations. This component was developed in response to the findings that teachers wanted learning activities directly related to their professional responsibilities, such as explaining subject content, giving classroom instructions, interacting with students, and participating in school-related communication. During these sessions, participants engage in role plays, teaching simulations, pair work, and problem-based speaking activities that reflect real classroom scenarios. Rather than practicing English in artificial contexts, teachers use the language to accomplish meaningful professional tasks that they are likely to encounter in their daily work. This approach reflects Knowles' principle of problem-centered and experience-based learning by connecting language practice to authentic workplace situations. At the same time, repeated participation in simulated classroom interactions enables teachers to integrate grammar, vocabulary, pronunciation, and speaking fluency into meaningful communication, thereby strengthening both their communicative competence and their confidence in using English in real instructional settings.

These design implications closely align with Knowles' andragogical principles and McClusky's Margin Theory. Knowles' framework suggests that adult learners benefit most from problem-centered, experience-based, and professionally relevant learning activities. Meanwhile, Margin Theory highlights the importance of maximizing available resources while minimizing barriers to participation. Consequently, a blended and flexible English-speaking program that integrates authentic communication tasks, collaborative learning, and digital support appears particularly suitable for the context of SMP Bhakti Pertiwi Paiton.

DISCUSSION

These findings suggest that teachers perceive English not merely as a language subject but as a professional resource that can contribute to instructional effectiveness and institutional development. This result is consistent with Knowles' (1984) principle that adult learners are motivated when learning is immediately relevant to their professional responsibilities. Similar findings were reported by Borg (2006), who found that teachers participate more actively in professional development when learning activities address authentic classroom needs. Likewise, Richards (2017) argues that teacher language development programs are most effective when they focus on communicative situations encountered in everyday teaching practice rather than isolated language forms.

The questionnaire further revealed several linguistic challenges that hinder teachers' English communication. Difficulties in constructing English phrases and sentences emerged as one of the most prominent concerns ($M=3.41$). Participants also reported limitations in vocabulary knowledge ($M=3.29$) and difficulties related to pronunciation and intonation ($M=3.29$). These findings indicate that teachers require support in developing the linguistic components necessary for effective oral communication.

The linguistic challenges identified in this study are consistent with previous research on language development among non-English teachers. Participants reported difficulties in grammar,

vocabulary, and pronunciation, suggesting that communicative competence remains constrained by limited linguistic resources. These findings support Nation's (2013) assertion that vocabulary knowledge forms a fundamental basis for effective communication. Similarly, Thornbury (2005) emphasizes that spoken fluency depends heavily on accessible lexical and grammatical knowledge. Richards (2008) further argues that insufficient language proficiency frequently reduces teachers' willingness to use English in professional contexts.

In addition to linguistic challenges, confidence emerged as a significant concern. Many participants indicated that they lacked confidence-related difficulties was higher than those related to vocabulary and pronunciation, suggesting that psychological barriers may be as influential as linguistic limitations. This finding indicates that teachers' needs extend beyond language knowledge and include affective factors that influence their willingness to communicate.

The prominence of confidence-related concerns is consistent with previous studies on language anxiety. Horwitz, Horwitz, and Cope (1986) identified foreign language anxiety as a major factor affecting oral communication performance. Similar findings were reported by Tercan and Dikilitas (2015), who found that fear of negative evaluation and concerns about making mistakes were among the major sources of speaking anxiety in EFL contexts. Therefore, an effective speaking program should not only strengthen linguistic competence but also foster confidence through supportive and low-anxiety learning environments.

Another important finding concerns teachers' preferences regarding learning design. The questionnaire indicated that respondents preferred learning activities that were closely related to their professional responsibilities ($M=3.88$). Participants also agreed that an English-speaking program should be directly relevant to their daily teaching duties ($M=3.82$). Responses to the open-ended questions reinforced this preference, with many participants expressing the need to improve communication with students, explain lesson content more effectively, expand vocabulary, and develop greater speaking fluency.

The findings also provide important insights into teachers' learning capacity and participation constraints. Most respondents indicated they could allocate time to participate in a weekly English-speaking program ($M = 3.76$). At the same time, they emphasized the importance of flexible scheduling ($M = 3.94$) and technological support ($M = 4.12$) to facilitate participation. Conversely, teaching workload received a relatively lower mean score as a barrier to learning English ($M = 2.53$).

Although workload was not perceived as a major obstacle, the consistent preference for flexible learning arrangements suggests that teachers value professional development opportunities that accommodate their existing responsibilities. This finding can be interpreted through McClusky's (1963) Margin Theory, which proposes that adult participation in learning depends on the balance between life demands (load) and available resources (power). While teachers appear to possess strong motivation to improve their English, participation is likely to increase when supportive resources such as flexible scheduling, technology-assisted learning, and institutional support expand their available margin. Similar observations were reported by Cercone (2008), who found that adult learners are more likely to engage in professional development when programs provide flexibility, learner autonomy, and accessible learning resources.

CONCLUSION

This study aimed to identify the English-speaking needs of non-English subject teachers at SMP Bhakti Pertiwi Paiton and to explore how those needs can be addressed through an English-speaking program designed based on Knowles' Andragogy and McClusky's Margin Theory. The findings revealed that teachers perceive English-speaking competence as an important professional skill that can support instructional effectiveness, enhance teacher professionalism, and contribute to the school's international vision. Although participants had no prior experience using English as the medium of instruction in their respective subjects, they demonstrated strong motivation to improve their speaking abilities and recognized the relevance of English communication to their professional roles.

The study further identified several interrelated needs that should be considered in program development. Linguistically, teachers require support in grammar, vocabulary, and pronunciation. Communicatively, they need opportunities to practice English in authentic school-related situations, such as explaining subject content, interacting with students, participating in meetings, and communicating with educational stakeholders. The findings also highlighted affective needs, particularly the need to build confidence and reduce anxiety when speaking English. In addition,

teachers expressed the need for flexible and technology-supported learning arrangements that can accommodate their professional responsibilities.

The synthesis of the findings suggests that effective English-speaking development for teachers cannot be limited to language instruction alone. Rather, it should integrate authentic communicative practice with learning experiences that are directly connected to teachers' professional contexts. This conclusion supports Knowles' view that adult learners are motivated when learning is relevant, problem-centered, and immediately applicable to their work. At the same time, the findings reinforce McClusky's Margin Theory by demonstrating that teachers' participation in professional development is influenced by the balance between workplace demands and the resources available to support learning. Therefore, English-speaking programs for teachers should be designed to maximize relevance, flexibility, and accessibility while addressing both linguistic and psychological aspects of communication.

The study contributes to the growing body of research on teachers' professional development by demonstrating how the integration of Andragogy and Margin Theory can inform the design of context-sensitive language programs for non-English subject teachers. The findings provide empirical support for the development of English-speaking programs that are tailored to adult learners' professional needs and workplace realities.

Practically, schools seeking to strengthen teachers' English-speaking competence should consider implementing blended and flexible training programs that emphasize authentic communication tasks, collaborative learning, and technology-enhanced practice. Institutional support in the form of scheduling flexibility, access to learning resources, and opportunities for sustained practice may further enhance teacher participation and learning outcomes.

Future studies may extend this research by implementing and evaluating the proposed English-speaking program to examine its effectiveness in improving teachers' communicative competence. Additional research involving larger participant groups and different educational contexts would also be valuable in determining the broader applicability of the integrated Andragogy-Margin Theory framework for teacher language development programs.

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