

An Effective Approach to Teaching English Skills by English teachers at Government High Schools in War Ba Lauk Thauk Village, Yangon, Myanmar

¹Ven. Obhisa, Veerakarn Kanokkamalade, Methaphan Phothitheerarot

¹Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Thailand

Corresponding Author's Email : Obhsaashin3@gmail.com

Abstract

Evaluating the effectiveness of English teaching skills among English teachers is essential for enhancing English language instruction and improving learning outcomes among high school students. This study examined the effectiveness of teaching practices used by English teachers at government high schools in War Ba Lauk Thauk Village, Yangon, with the aim of understanding their perceptions, classroom strategies, and areas needing improvement. The objectives included assessing current teaching skills, identifying appropriate teaching models and techniques, and evaluating their impact on student learning.

A mixed-methods approach was employed, combining documentary analysis and qualitative methods. Interviews were conducted with 10 English teachers randomly selected from a total of 45 at the high school in War Ba Lauk Thauk Village to capture diverse perspectives.

Data analysis indicated moderately high effectiveness across various aspects of English teaching, with average ratings between 4.3 and 4.7. English teachers demonstrated a willingness to adopt innovative teaching models, integrate technology, and implement modern teaching techniques to better support their students.

The assessment of teaching effectiveness showed consistently high ratings, ranging from 4.0 to 4.8, in areas such as the use of assessment tools, delivery of constructive feedback, and promotion of student engagement. Classroom observations provided additional insights into teaching practices, student behavior, and classroom dynamics, all of which are critical for improving the learning experiences of high school students.

Survey results revealed that 80% of the English teachers reported strong confidence in their teaching abilities, and 100% actively participated in classroom instruction and professional responsibilities. While many strengths were noted, areas such as the use of varied assessment methods (60%) and access to teaching resources were identified as opportunities for further development.

Overall, the findings confirmed that English teachers showed strong commitment to improving their teaching effectiveness and supporting high school students' language learning. Through effective use of assessment, responsive feedback, and learner-centered

strategies, English teachers aimed to create engaging and meaningful English learning experiences within the context of Myanmar's high school education system.

Key Words: English Teaching Skills, Effective Approach, High School Students, War Ba Lauk Thauk Village, Yangon.

Introduction

Language mastery continues to be a fundamental competency in education, underpinning cognitive growth, academic success, and the capacity for lifelong learning. In the context of Myanmar's multilingual society, the English language plays a particularly significant role as a gateway to global communication, cross-cultural understanding, and participation in international economic systems. Given the increasing influence of globalization and rapid technological advancement, proficiency in English has become indispensable for high school students, who must be equipped to engage in a world that is increasingly interconnected and competitive.

To meet this demand, English teachers at the high school level are entrusted with a critical responsibility. They are not only expected to possess a strong command of the English language but must also demonstrate pedagogical expertise in effectively delivering language instruction. The quality of English education depends heavily on the teachers' ability to design communicative and learner-centered lessons, assess students' linguistic progress accurately, and foster an environment that supports the practical use of English in real-world contexts. Equipping English teachers with both linguistic proficiency and instructional skills is therefore essential to ensure the successful transmission of this vital 21st-century competency to Myanmar's high school students.

English plays a crucial role in daily life, not only because it is the medium of communication in many international gatherings—such as the World Economic Forum, the World Religious Conference, and the International World Peace Summit—but also because it is the dominant language in global media. Moreover, English serves as the primary language for academic research, international business, aviation, tourism, and digital communication. Many scientific journals, online courses, and technological resources are available mainly in English, enabling access to global knowledge and innovations. In professional and personal contexts alike, proficiency in English opens the door to broader opportunities, cross-cultural understanding, and active participation in the global community. Therefore, "The social-cultural explanation books at the way people all over the world, in many walks of life, have come to depend on English for economic and social well-being. (Crystal, David, 2013) If a person does not have good skills in the English language may not get a higher position in a company because most of the companies in the region have to contact international

companies. That is why; many countries especially in the Asian region have to study English as a compulsory subject in government schools now.

Among the Asians, Myanmar, abandoned by international communities for many decades due to political instability, is a member of the Asian economic community. Now, her our nation her? Who? is moving to the transitional period last few years ago and some international business companies also are coming for investment in Myanmar. As a result, the English language would become a challenge for Myanmar's new generation soon if they do not prepare for their English proficiency Knowing the requirement for English language proficiency in the region, the Myanmar government decided to reform the English language pedagogy and its training implications for the improvement of the national education system. (Thandar Soe, 2015) Myanmar High School Students have to study English as a compulsory subject in government schools. English is being introduced to ever younger children. The educated or even fairly educated people had to use English for official, professional, educational, and other purposes. Its education policy and curriculum mandate English as a compulsory second language because of its global nature, Ministry of Education. Myanmar people are generally able to manage most aspects of daily life using the Myanmar language, which often results in limited use of English in real-life communication. However, this creates challenges when individuals are required to communicate in English, particularly in academic, professional, or international settings. Recognizing the global importance of English, the Ministry of Education in Myanmar has included it as a compulsory second language in the national education policy and curriculum. This policy aims to equip High School Students with the necessary language skills to engage with global affairs, pursue higher education, and access broader career opportunities. (Ministry of Education, 2017)

Thus, for students who study at least to graduate level, English is taught as an essential subject for more than sixteen years of their educational life. CLT has the reputation of being one of the best approaches for second or foreign language learning. (Savignon, S.J., 2003) For nearly two decades, the Communicate Language Teaching approach has been used to teach and learn English in Myanmar.

The teachers in Myanmar's public schools come from a wide variety of economic and educational backgrounds. Myanmar teachers themselves many of them lack proficiency in spoken English and most of the teachers have no training in English language teaching. The effect of using traditional teaching methods has proved to be counterproductive, encouraging rote learning. The teacher English skill of teacher as a required project, work hard to memorize who? Students or teacher or both of them? the textbook contents and language forms and get high marks in their exams, yet the majority are unable to acquire even a minimum competence in the language needed for effective communication. As a result, traditional teaching methods—where English teachers often require High School Students to memorize

textbook content and language structures—continue to dominate classrooms. This emphasis on rote memorization prioritizes exam performance over practical language use, leading many High School Students to achieve high test scores without developing the communication skills necessary for real-world English proficiency. (Mollah Mohammed Haroon-Ar Rasheed, 2011)

In Myanmar, schools belong to both government and private sectors. English is taught in the early grade at the government institutions but they have English teaching method problems and needs of English teachers. Therefore, it is no surprise that many graduates do not speak English at all. So, the teacher of high school will face difficulty with getting a better job and stand a better chance of getting to a foreign school for higher studies. For this reason, the majority of the English teachers cannot ensure the policy of giving equal opportunity to everyone in Myanmar society.

In this study, the development of English teaching skills among English teachers at Government High Schools in the peaceful village of War Ba Lauk Thauk is explored. This village is tucked away in the beautiful surroundings of the Yangon Division in Myanmar. The development of English language education in this area is a reflection of the larger opportunities and difficulties that face educators across the country. Due to its rich cultural legacy and growing global connectedness, Myanmar is at a crossroads when the development of English language fluency becomes both a necessity and an objective.

Objectives of the Research

The objectives of this research are as follows:

1. To study the English Teaching Skills of English teachers in a government high school in War Ba Lauk Thauk village, Yangon division
2. To examine the effectiveness of English teaching skills in government high schools in War Ba Lauk Thauk village, Yangon division
3. To develop effective model and techniques of English teaching skills in government high schools in War Ba Lauk Thauk village, Yangon division

Scope of the Study

Scope of Content: This thesis aimed to examine the English language teaching skills and techniques of English employed by the English teachers in a government high school in War Ba Lauk Thauk village, Yangon in Myanmar, studying and analyzing thematic documents and interviewing English teachers and finding out the solution ways.

Scope of Population: government high school English teachers at War Ba Lauk Thauk village, Yangon was selected for this research study.

Scope of Area: Therefore, the scope of the study was focused on government high schools which are very famous in War Ba Lauk Thauk village, in Myanmar.

Scope of Time: The period of the study was started from October 2022 to February 2024.

Research Design

This research adopted a mixed-methods approach that combines documentary research and qualitative research methodologies to comprehensively investigate the research subject. The study involves conducting interviews with English teachers and collecting data for subsequent analysis.

Research Tools

The methods used to collect data are the documentation and interviews with English teachers and focus on school discussions. The main methods used in this study include; (1) English teachers' survey, (2) interviews with English teachers, and (3) high school observation.

Sample Participants

The 10 English teachers were selected for the sample represent a diverse group in terms of experiences, attitudes, and backgrounds. While the English teachers all originate from the government high school in War Ba Lauk Thauk village, their experiences and perspectives may vary due to factors such as their years of teaching, specific subjects taught, and individual teaching philosophies.

Finding Results of the Study

In this research, we delved into the heart of our research study, "The Development of English Teaching Skills of English teachers in Government High Schools, War Ba Lauk Thauk Village, Yangon." The primary aim of this chapter was to present the analysis of data gathered during the research process and to provide findings that shed light on the current state of English teaching skills in government high schools within the context of War Ba Lauk Thauk Village, Yangon Division.

English Teaching Skills Assessment

Question	Average Rating (1-5)	Standard Deviation (SD)	Mean	Frequency	Percentage Interpretation
1	4	0.05	3.0	8	Moderately confident (80%)
2	5	0.70	2.6	10	Actively engaged (100%)
3	4	0.99		8	Identified strengths (80%)
4	3	0.42	2.9	6	Room for improvement (60%)

5	4	0.67	4.2	8	Varied assessment methods (80%)
6	5	0.67	2.7	10	Proactive in overcoming challenges (100%)
7	4	0.47	4.0	8	Need for additional resources (80%)
8	5	0.84	3.4	10	Effective student engagement (100%)
9	4	0.79	2.8	8	Successful implementation of innovative techniques (80%)
10	4	0.32	4.1	8	Desire for improvements in teaching environment (80%)

A survey conducted among 10 English teachers in Wa Ba Lauk Thauk village, Myanmar, aimed to assess English teaching skills and gather insights. Most English teachers were moderately confident in their abilities (80%). All English teachers participated in professional development activities. Strengths included communication focus and interactive lessons (80% agreement), while areas for improvement included technology integration and individualized attention (60%). Varied assessment methods were used (80%), and English teachers actively worked to overcome challenges (100%). Additional resources were desired (80%). Student engagement strategies were effective (100%), and innovative techniques were successfully implemented (80%). The desire for a better teaching environment was expressed (80%). These findings offer insights for enhancing English teaching practices in the local education system.

Developing English Teaching Skills in Government High Schools

Question	Average Rating (1-5)	Standard Deviation	Mean	Frequency	Percentage Interpretation
1	4.3	0.99	3.1	10	Moderately high (100%)
2	4.3	0.99	3.1	10	Moderately high (100%)

3	4.3	0.63	3.8	10	Moderately high (100%)
4	4.6	0.63	3.8	10	High (100%)
5	4.6	0.63	3.8	10	High (100%)
6	4.4	0.48	4.3	10	Moderately high (100%)
7	4.3	0.42	4.2	10	Moderately high (100%)
8	4.7	0.42	4.2	10	High (100%)
9	4.3	0.42	4.2	10	Moderately high (100%)
10	4.6	0.42	4.2	10	High (100%)

The data analysis from the survey of English teaching skills among English teachers in government high schools in War Ba Lauk Thauk village, Yangon, reveals several key findings:

Questions 1, 2, and 3: Average rating: 4.3, with a standard deviation of 0.5. Indicates a high level of agreement among respondents.

English teachers are open to new teaching models and techniques (Q1), receive training on innovative methods (Q2), and use technology in teaching (Q3).

Questions 4, 5, 8, and 10: Average rating: 4.6 to 4.7, with a standard deviation of 0.5.

Strong agreement on student-centered learning (Q4), effective teaching components (Q5), technology integration (Q8), and long-term teaching goals (Q10).

Questions 6, 7, and 9: Average rating: 4.3 to 4.4, with a standard deviation of 0.5. Slightly lower scores suggest variability.

Interest in collaborative teaching (Q6), need for resources (Q7), and challenges in adopting new methods (Q9).

The survey indicates a positive outlook among English teachers, with a willingness to embrace innovative methods, use technology, prioritize student-centered learning, and collaborate. However, there's recognition of the need for resources and support to implement new methods effectively. These insights can guide interventions to improve English education in the region.

The effectiveness of English teaching skills

Question	Average Rating (1-5)	Standard Deviation	Mean	Frequency	Percentage Interpretation
1	4.1	0.42	4.2	10	Moderately high (100%)
2	4.6	0.5	3.1	10	High (100%)
3	4.0	0.63	3.8	10	Moderately high (100%)
4	4.7	0.63	3.8	10	High (100%)
5	4.7	0.52	4.4	10	High (100%)
6	4.2	0.57	3.9	10	Moderately high (100%)
7	4.1	0.67	4.0	10	Moderately high (100%)
8	4.8	0.42	4.2	10	High (100%)
9	4.1	0.42	4.2	10	Moderately high (100%)
10	4.7	0.52	4.4	10	High (100%)

The data analysis provides an overview of English teaching effectiveness among educators in government high schools in War Ba Lauk Thauk village, Yangon, based on survey results.

Question 1: Average rating of 4.1 with a standard deviation of 0.6 indicates moderately high effectiveness, with all 10 English teachers in agreement.

Question 2: Average rating of 4.6 with a standard deviation of 0.5 shows high agreement on assessment practices, with unanimous acknowledgment from all English teachers.

Question 3: Average rating of 4.0 with a standard deviation of 0.6 signifies moderately high effectiveness in collecting feedback, with all English teachers aligned on its importance.

Questions 4, 5, 8, and 10: Received high average ratings ranging from 4.7 to 4.8, with low standard deviations, indicating strong agreement on positive indicators of teaching effectiveness among all English teachers.

Questions 6 and 7: Average ratings of 4.2 and 4.1 respectively, with standard deviations indicating some variability, still reflect moderately high effectiveness in teaching adaptability and improvement strategies among all English teachers.

Question 9: Average rating of 4.1 with a standard deviation of 0.6 suggests moderately high effectiveness in envisioning and tracking long-term impacts, with all English teachers in agreement.

Overall, the survey shows consistent perceptions of moderately high to high effectiveness in various aspects of English teaching skills among educators. The findings highlight the importance of assessment practices, feedback mechanisms, adaptability, and long-term impact tracking for continuous improvement in English language education. These insights can guide interventions and professional development initiatives to further enhance teaching effectiveness and student outcomes in the region.

English teachers' Interview Results

The interviews conducted with 10 English teachers in Myanmar shed light on various aspects of English language teaching within government high schools. These insights are crucial for understanding teaching quality and student outcomes. The analysis of the interviews revealed the following key points:

Component I: English Teaching Skills Assessment

Confidence in Teaching Skills (Question 1): English teachers rated their confidence at 4.2, showing a moderately high level.

Professional Development Attendance (Question 2): English teachers rated their attendance at workshops and training at 4.5, indicating strong commitment.

Key Strengths of Teaching Approach (Question 3): English teachers recognized strengths like interactive learning and real-life scenarios, with an average rating of 4.3.

English teachers acknowledged the need for improvement in technology integration and individualized attention, with an average rating of 4.6.

Various assessment methods were employed, with an average rating of 4.6.

Component II: Developing English Teaching Skills in Government High Schools

English teachers showed openness to new teaching models (Question 1).

Some received training on innovative methods (Question 2).

Technology utilization varied, with one teacher standing out for extensive use (Question 3).

Strong belief in student-centered learning (Question 4).

Identified essential components of effective teaching (Question 5).

Component III: The effectiveness of English teaching skills

Measurement of Teaching Effectiveness (Question 1): English teachers used diverse methods to assess effectiveness.

Use of Assessment Metrics (Question 2): English teachers employed various metrics to evaluate teaching methods.

Collection and Utilization of Feedback (Question 3): Feedback from High School Students and parents was crucial for adjusting teaching approaches.

Positive Indicators of Teaching Impact (Question 4): English teachers identified indicators such as improved test scores and increased student confidence.

Strategies for Addressing Challenges (Question 5): English teachers employed innovative techniques and sought support to overcome challenges.

Overall, the interviews highlighted English teachers' commitment to continuously improving their English teaching skills. They utilized diverse assessment methods, embraced feedback, and employed effective strategies to enhance student learning experiences within the context of English language education in Myanmar.

School Observation

The findings from the school observation provide valuable insights into the current practices and dynamics within English language classrooms at War Ba Lauk Thauk Village High School. These insights can inform efforts to support teacher professional development, enhance teaching effectiveness, and promote student engagement and learning outcomes. Additionally, the observation highlights the strengths and areas for improvement within the school's English language teaching context, guiding future interventions and initiatives aimed at fostering excellence in English language education.

The school observation serves as a crucial component of this research, offering firsthand insights into teaching practices, student behavior, and classroom dynamics within War Ba Lauk Thauk Village High School. By capturing the realities of English language teaching in the school setting, the observation contributes to a deeper understanding of the factors influencing the development of English teaching skills among government high school English teachers in Yangon Division, Myanmar.

Discussion

This section interprets the findings of the study, placing them within the context of existing literature and offering insights into English teaching skills development in government high schools, particularly in War Ba Lauk Thauk Village, Yangon Division, Myanmar.

English teachers demonstrated a moderate to high level of confidence in their teaching skills, aligning with previous research highlighting the importance of teacher confidence.

Areas for improvement, such as technology integration and individualized attention, emphasize the need for tailored professional development initiatives.

English teachers showed openness to new teaching models and utilized technology, echoing literature advocating for innovative pedagogical approaches.

Emphasis on student-centered learning underscores the importance of active participation and critical thinking.

English teachers perceived their teaching as moderately to highly effective, utilizing assessment metrics, feedback mechanisms, and proactive strategies to address challenges.

Positive indicators of teaching impact underscored the transformative role of effective teaching practices in student motivation and success.

Conclusion

In conclusion, the research journey has illuminated the complexities and nuances of English language education in government high schools, offering valuable insights into English teachers' practices, challenges, and innovations. By capturing the voices and experiences of educators, this research contributes to the ongoing discourse on teacher development and educational quality improvement in Myanmar. The findings underscore the importance of continuous professional development, student-centered approaches, and collaborative efforts to foster excellence in English language education and promote positive learning outcomes for all High School Students.

Suggestions for Further Studies

Impact studies can assess teaching practices' direct impact on student outcomes.

Investigating teacher training programs' efficacy and technology integration's impact can inform evidence-based practices.

Exploring community engagement's role in promoting English language education can enhance support for learners.

These suggestions guide future research in deepening our understanding of English teaching skills development in government high schools, contributing to ongoing educational improvement efforts in Myanmar and beyond.

References

Crystal, David. (2013). English as a Global Language. New York: Cambridge University Press.

Mollah Mohammed Haroon-Ar Rasheed. (2011). Learning the English Language in Myanmar: CLT and Beyond. Government English teachers Training College, Myanmar Critical Literacy: Theories and Practices, 24(8), 31.

Ministry of Education. (2017, October 4). National Education Policy. Retrieved from <http://www.gov.bd/>

Savignon, S.J. (2003). Teaching English as Communication: A Global Perspective. World English, 22, 55-66.

Soe, Thandar. (2015). A Study of Contemporary Trends and Challenges of English Language Teaching in Myanmar. In International Conference on B/Myanmar Studies. Chiang Mai University, Thailand, 1.