

English Language (English) Learning of Diploma Students at Tant Kyi Taung College in Mandalay City, Myanmar

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Abstract

This study entitled “English Language Learning of Diploma Students at Tant Kyi Taung College in Mandalay City, Myanmar” involves two objectives: 1) to study the English language learning of Diploma Students at Tant Kyi Taung College in Mandalay City, Myanmar, 2) To find out the solutions to English language learning of diploma students at the Tant Kyi Taung College in Mandalay City, Myanmar. The research method for the study was both qualitative and quantitative research. The sample group of the study was 85 students who are studying diploma of Art at Tant Kyi Taung College in Mandalay City, Myanmar. Selected as the samples for this research tools for this study were the 85 items from the questionnaires and 5 questions from the open-ended interview. Frequency, percentage, mean, standard deviation, and content analysis writing method were used for evaluation for the findings of the results.

The results of the study were found follows: The findings result of show that the researcher was analyzed with IBM SPSS statistics (version 22) for frequency, percentage, mean and standard deviation which were analyzed the findings of research in this study. Open-ended interview and additional comments results are learning English with these two Question 1) What are the problems of English language learning of diploma students at the Tant Kyi Tanung College in Mandalay City, Myanmar? 2) What are the solutions of English language learning of Diploma students at the Tant Kyi Taung College in Mandalay City, Myanmar? Based on the finding, most of participants respond that they desired to learn English language in order to communicate with people of another culture who speak English and they also interested in other culture associated with English language. Some of them more admired well-known monks who speak English around the world and the wanted to be like them. They also had the wish to share the Buddha's teachings, to get more knowledges, to make research, to promote abilities. At last, some respondents expressed about their feeling which is more confident to choose Diploma Students at Tant Kyi Taung College in Mandalay City, Myanmar because it is a well-known English Language Learning of Diploma Students at Tant Kyi Taung College is attractive. Therefore, it can be concluded that

A Study of English Language Learning of Diploma Students at Tant Kyi Taung College in Mandalay City, Myanmar is an English learning.

Keyword: English Language Learning, of Diploma, Students, of Tant kyi Taung College.

Introduction

English language is the better language of the world that is an international language, and it is the language of international politics, trade, commerce and industry. The world is a village, or the globe is a village. In the present condition, all current knowledge of the world in science and technology is published in the English language; we get each and every piece of update information through the English language. As Ketumati University said, the power of expression in a language is a matter of skill rather than of knowledge. It is a power that grows by exercise, not by merely knowing meanings or rules. (Ganawonsa, 2023) Many students fail in this subject. The teaching of English is not satisfactory in our schools. As English is taught as a second language in most of the schools, it does not receive the proper attention; the failure in English has an impact on the overall results. In many good schools a large majority of students fail in school. (Shyamsundar Bairagya, 2021) The goals of teaching the mother tongue or the first language are different from those of teaching a foreign language or a second language. In a sense, the first language is not taught but caught. This means that the first language is learned by the child naturally; he picks it up from the speakers around him. Any normal child must learn how to listen and understand and speak the language used in his or her social environment. Thus, for English as a second language, English is a foreign language. Therefore, it is taught in school or anywhere on the college. Strategy refers to general and specific techniques, processes, approaches, and skills that learners use to achieve their objectives and goals. It also combines learning, thinking, and problem-solving skills.

There are many studies on the definition of language learning strategies, which are delineated in various ways by researchers and specialists. This study chose some interesting definitions to describe language learning strategies. There are various definitions of language learning strategies detailed by many researchers. In the beginning, language learning strategies were defined as the techniques learners use to obtain knowledge. (Bootsarin phusuma, 2023)

The purpose of this study is to investigate the English language learning experience of Diploma Students at Tant kyi Taung college in Mandalay. The study aims to explore the challenges faced by these students, their attitudes towards learning English, and

the effectiveness of the current teaching methods and resources. (Paw Maung, 2023) Moreover, English has significant for Buddhist monks, because English is the world's universal language. (Goddard, Cliff, 2025) Obviously, it will be helpful to the monks in spreading Buddha's teachings. People spend much more time on speaking than reading and writing in their daily lives. (Kundalabhivamsa, 2025) They consider the ability to study as crucial to learning. They need to be confident and proficient in learning in order to communication effectively. Problems in communication may arise when speakers lack learning skills. (Kundalabhivamsa, 2025)

According to this reason, boosting in learning skills is proved to be very important. Lacking in the ability and experiences can be result in meditation masters having an ineffective communication toward the foreigners or may not be able to communicate at all. (Aung Thu win, 1995) This issue has been prevented many of the foreigners who are interested in Buddhism to understand better in Buddha's teaching. Moreover, language learning strategy has also the important contribution to the language learning. Effective language learners generally use proper learning strategies, and the use of learning strategies help the students' learning result. The importance of beliefs and strategies in language learning indicates that it is important for the teacher to know what beliefs and strategies of the students in learning language and the correlation of them. (Maung Myint, 1981) The participants of the study will be selected from the Diploma Students studying at Tant kyī Taung college.

A mixed-method approach will be employed, utilizing both qualitative and quantitative research methods. Surveys will be distributed to gather data on students' attitudes towards learning English, the resources they utilize, and their perceived level of proficiency. Additionally, semi-structured interviews will be conducted to gain deeper insights into the challenges faced by these students and their opinions on the current teaching methods.

The data collected from the surveys will be analyzed using quantitative methods such as descriptive statistics. The qualitative data from the interviews will be transcribed and analyzed thematically to identify common themes and patterns. The findings from both the quantitative and qualitative analysis will be triangulated to provide a comprehensive understanding of the English language learning experience of Diploma Students at Tant kyī Taung college.

The study hopes to provide valuable insights for the college administration and English language instructors to improve the English language learning environment at Tant kyī Taung college. The findings will help identify areas of improvement in teaching, resources,

and support systems for the students. In turn, this will facilitate a more effective and efficient English language learning experience for Diploma Students, leading to improved language proficiency and increased opportunities for future employment and higher education.

This research article The primary objective of this study is to assess the current level of English language proficiency among diploma students at Tant Kyi Taung College in Mandalay City, Myanmar. It aims to identify the challenges faced by students in learning English, including limited exposure, inadequate resources, and teaching methods that may not effectively develop communicative skills. Additionally, the study seeks to evaluate the effectiveness of current instructional approaches and propose practical strategies for enhancing English language education within the college.

Several key issues hinder effective English learning among students. These include a lack of sufficient practice opportunities outside the classroom, outdated or limited teaching materials, and a reliance on traditional, grammar-focused teaching methods that may not foster fluency or confidence. Furthermore, motivation and language exposure are often inadequate, compounded by varying levels of teacher qualification and training, which impact the overall quality of instruction and student engagement.

Improving English language skills among students at Tant Kyi Taung College can bring significant benefits to both the academic community and society. Enhanced proficiency will empower students to perform better academically, participate confidently in international communication, and increase their employability in a competitive job market. Moreover, fostering strong English skills contributes to societal development by promoting cultural exchange, international cooperation, and the nation's overall progress in a globalized world.

Objectives

- 1) To Study of English Language Learning of Diploma Students at Tant Kyi Taung College in Mandalay City, Myanmar
- 2) To find out the solutions of English language learning of Diploma students at the Tant Kyi Taung College, Mandalay City, in Myanmar

Research Methodology

This study mixed-method was qualitative and quantitative research.

Quantitative data was to provide the respondents' attitudes towards the pronunciation problems. The information collected from the questionnaires and analyzed by mean ($\bar{X}$) and standard deviation (S. D.), and then it was interpreted.

Qualitative data was to determine the improvement of key informant' s attitudes pronunciation skills and teaching ability, interview and discussion.

Percentages, average mean ($\bar{x}$), and standard deviation (S. D.) are employed to provide the level and extent in studying The English Pronunciation Skills of Bachelor of Arts Students at Faculty of Humanities, Mahachulalongkorn rajavidyalaya University Khon Kaen Campus. Therefore, research design was the most important of data collection.

Population and Key Informants

1. There were total 85 students in Diploma Students in Thant Kyi Taung college in Mandalay City, Myanmar.

2. There were 15 key informants including with 10 students who were studying and 5 teachers who are teaching at Thant Kyi Taung college in Mandalay City, Myanmar., selected as in- depth interviewed for a qualitative research.

Instruments

This study consists of a questionnaire and interview. They are the main tolls of doing research. The tools for collecting data in this study with questionnaire, the researcher uses instruments of questionnaire include 5 main parts as follows:

Pronunciation.

Part I: General background information.

Part II: Students' attitudes to the English Learning.

Part III: Students' methods of learning the English Learning. Part IV: Students' difficulties in learning the English.

Part V: Teachers' roles of developing the English learning.

The five points like the scale are used in this questionnaire with the following criteria as (1) Strongly agree, (2) Agree, (3) Neutral, (4) Strongly disagree, and (5) Disagree to examine the diploma students and monks of the ways of English teaching for learning the English language at Tant Kyi Taung College, in Mandalay City, Myanmar.

For the collecting qualitative data had to take In-depth interview was collected information from the teacher and students, about their opinions and suggestions on solving problems of English Learning.

Data Collection

The researcher in this data collection used two methods, which are primary data and secondary data. At the primary, the researcher collected questionnaires and in-depth interview questions for data collection. Therefore, all those were sent to the supervisor for correction of some mistakes. After completion of the correction from the supervisor, the questionnaires were distributed to the 100 diploma students and monks who are attending Tant Kyi Taung College, in Mandalay City, Myanmar.

Second, 5 teachers were interviewed by the researcher in this study. This interview section concerned the opinions, abilities, feelings, and beliefs of the ways of English teaching as regards to their college school. The researcher took a record of interview data during the interview. Each of the participants was interviewed by the researcher, and both English and Burmese languages were used during this interview time. The secondary data was collected from documentary surveys, such as academic essay books, academic articles, academic journals, thesis essay books, and online courses. These things were used for supporting information in this research.

Data Analysis

This research study used both quantitative data and qualitative data that were questionnaires and interviews. After collecting the questionnaire data from the 100 participants questionnaires in this quantitative data, the researcher analyzed it with IBM SPSS statistics for frequency, percentage, mean, and standard deviation, which were analyzed as the findings of research in this study. In the analysis process, the data of the interviewees from 5 key teachers who are teaching the English language at Thant Kyi Taung College, in Mandalay City, Myanmar, who responded to the difficulties of students with English language learning, were translated into English, and the results were summarized with a similar view in this qualitative data. After that, all responses were analyzed in terms of English teaching ways that were related to the research problems and the objectives of this study.

Results of Research

Findings were presented in response to the research questions as follows.

Finding Results of Students' Adversities to Study English Language for the Ways of English Teaching College Schools.

Statement 1							
English subject is more difficult than other subject when I study in the classroom.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						Moderate level	
19 (19.0%)	21 (21.0%)	45 (45.0%)	15 (15.0%)	0	100 (100.0%)	2.56	.967

Therefore, this statement one considered the moderate level mean score of 2.56 and (S.D.=967.)

Statement 2							
2. English language is more difficult than other language for my studying							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						Moderate level	
11 (11.0%)	45 (45.0%)	19 (19.0%)	25 (25.0%)	0	100 (100.0%)	2.58	.986

Therefore, the result of average showed Mean 2.58 and S.D.=986. The opinions of respondents were at the moderate level in this statement.



Statement 3							
3. When I study English language, I am more difficult to understand the English pronunciation of our teachers.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
8 (8.0%)	22 (22.0%)	38 (38.0%)	32 (32.0%)	0	100 (100.0%)	2.94	.986

As Table 3 findings, the majority of respondents, 38 (38.0%) neutral, with very difficult to understand the English pronunciations of teachers, and so 32 (32.0%) respondents disagree with it. There were 22 (22.0%), agree, and 8 (8.0%) strongly disagree in this statement. The score of mean was 2.94, and S.D.= .930. The rest of level of opinions was at moderate level.

Statement 4							
4. When I study English language, I have the difficulty of English grammar for my studying.							
Level of opinions.							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						High level	
0	11 (11.0%)	34 (34.0%)	49 (49.0%)	6 (6.0%)	100 (100.0%)	3.50	.771

Therefore ,the level of opinions was at the high level in this statement because the average of mean was 3.50 (S.D.=.77).

Statement 5							
5. When I study English language, I have difficult to practice English speaking in the classroom.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						Low level	
38 (38.0%)	57 (57.0%)	5 (5.0%)	0	0	100 (100.0%)	1.67	.569

Therefore ,the statement received the mean scores of 1.67 (S.D.=569). The level of respondents' opinions was at the lower level in this statement five.

Statement 6							
6. When I study the English language, I have difficulty practicing English listening in the classroom.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	strongly disagree	Total	Mean	S.D.
Frequency and percentage						low level	
28 (28.0%)	61 (61.0%)	11 (11.0%)	0	0	100 (100.0%)	1.83	.603

Therefore ,the statement received the mean scores of 1.83 (S.D.=603). The levels of respondents' opinions were at the lower level in this statement.

Statement 7							
7. When I study English language, I have difficult to practice English reading in the classroom.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						Moderate level	
4 (4.0%)	52 (52.0%)	26 (26.0%)	18 (18.0%)	0	100. (100.0%)	2.58	.830

Therefore, this statement got the moderate mean scores of 2.58 (S.D.=830). The level of respondents' opinion was at the moderate level.

Statement 8							
8. When I study English language, I have difficult to practice English writing in the classroom.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						High level	
0	17 (17%)	13 (13.0%)	55 (55.0%)	15 (15.0%)	100 (100.0%)	3.68	.930

Therefore, the statement received the mean scores of 3.68 (S.D.=930). The high of respondents' opinions were at the high level in this statement.

Statement 9							
9. It is difficult for students to write English essay in the classroom, when the teacher teaching English subject.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						High level	
0	16 (16.0%)	34 (34.0%)	47 (47.0%)	3 (3.0%)	100 (100.0%)	3.37	.786

Therefore, the statement received the mean scores of 3.37 (S.D.=786). The levels of respondents' opinions were at the high level in this statement.

Statement 10							
10. When I study English language, I have limited vocabulary of English for me.							
Level of opinions							
Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total	Mean	S.D.
Frequency and percentage						High level	
0	17 (17.0%)	12 (12.0%)	65 (65.0%)	6 (6.0%)	100 (100.0%)	3.57	.843

As the table 10, results, the majority of respondents, 65 (65.0%) disagree with studying English that is limited vocabulary of English for me, and so 6 (6.0%) respondents strongly disagree with it. There were 12 (12.0%), neutral and 17 (17.0%) agree in this statement. The score of mean was 3.57, and S.D.= 843. The rest of level of opinions was at high level.

In-depth interviews with 5 teachers provided additional insights into the English teaching methodologies and challenges faced by students:

a. Teaching Approaches: Teachers emphasized the need for interactive and student-centered teaching methods to enhance engagement. There was a consensus on the effectiveness of incorporating multimedia tools to support different learning styles.

b. Challenges in Teaching: Teachers reported that students often lack confidence in speaking, which is a significant barrier to their overall language proficiency. Limited access to updated teaching materials and resources was frequently mentioned as a hindrance to effective teaching.

c. Teacher Perspectives on Student Challenges: Many students struggle with vocabulary retention and application in real-life contexts. Teachers noted that students often express anxiety during oral assessments, impacting their performance.

e. Recommendations for Improvement: Increased emphasis on speaking practice in the curriculum. Incorporation of more collaborative projects to build confidence and teamwork skills. Provision of additional resources, such as language labs and access to online learning platforms.

First thing, they need to practice to read aloud, because to read aloud can improve their voice or accent by using the phonetics symbol for checking and correct English learning. Second, they need to motivate themselves. To have the encouragement to show and able to speak or practice their English learning without feeling embarrassed. Third, students should encourage themselves to practice by using social media e.g. watching the VDO or listen to English songs. To using electronics dictionary is another way that can help them to pronounce the word correctly.

Conclusion and Discussion

In the field of English language learning of diploma Students at the Tant kyi Taung college, in Mandalay. The study of English language learning of diploma Students usage by in this research had collected the research concerned in the useful of the study of the following.

Min Tin Mon (2004) investigated the attitudes of Myanmar staff toward English learning at work. This study also examined the problems faced by the staff in three situations: In meetings, in face-to-face conversations, and while making presentations. A questionnaire was used as instrument to collect data. The results indicated that the staff seemed to have positive attitudes toward the importance of English language learning of diploma students in order to communication effectively in their workplace, as they were motivated by the prospect of advancement or future employment opportunities.

Ven Sobita (2012) conducted a study entitled, “Factors Effecting Entering Students’ Ability to Speak English at Dammaduta College of Myanmar.” Fifty students participated in this study. The instruments used in this study were questionnaire, the interview, and the recording. The findings showed that only 2% of them had an excellent leaning English ability. The results of the study indicated that most of the students had a weakness in learning English, despite the fact that they had received good grades in English from their previous schools. Moreover, the results also revealed that they lacked any sufficient learning activities outside class to develop their English language of diploma.

Thein Lwin (2024) ted a study to investigate anxiety regarding the English leaning system in diploma education of Tant kyi Taung college, in Mandalay skills of students at University in Myanmar, and questionnaire was used to collect data. The findings showed that students were suffering from anxiety in the classroom. The students reported that the main impediment to their progress in English language learning of Diploma students was anxiety.

In conclusion, it could be argued that instrumental motivation was more influential than integrative motivation. The problems that the staff reported with their writing included limited vocabulary, grammar errors, embarrassment, low self-confidence and fear of making mistakes. The staff considered these to be their main problems, while poor writing and a poor accent were considered to be only moderate problems, and lack of excitement was indicated as the least significant problem.

Suggestions

Suggestion for further education

According to this research, it had been conducted from the respondents and the teachers at English Language (English) Learning of Diploma Students at Tant kyī Taung College in Mandalay City, Myanmar and found the best information of suggestion which was concerned with this research as follows:

1. Making understanding with the people, not just laughing but motivate them, and students also should have to motivate themselves to practice English Language (English) Learning of Diploma Students. They must dare to show and practice in the public space.
2. Students have to practice themselves e.g. practice to do, speak alone in front of the mirror or try to make a conversation with their friends or teachers.
3. Lecturers should have to encourage the students to practice their English Language (English) Learning of Diploma Students with Phonetics Symbol that is the best way to improve their English Language (English) Learning skill. Furthermore, encourage them to practice through social media e.g. watching VDO of native speakers on Youtube and try to improve by listen to the English songs.

Suggestions for the further studies

According to this research, it had been conducted from the respondents and the teachers at English Language (English) Learning of Diploma Students at Tant kyī Taung College in Mandalay City, Myanmar, and it found the best information of suggestion for the future studies, which were concerned with this research as follows:

1. It should be a research on the importance of English Language (English) Learning.
2. It should be a research on the efficiency of using entertainment media such as games, movies, music to practice English Language (English) Learning.
3. It should be a focus of using phonetic symbols to practice English Language (English) Learning.

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