An Analytical Study of English Teaching Skills of Teachers in Government High Schools in Myanmar

Ven.Suriya

A Thesis Submitted in Partial Fulfillment of

the Requirements for the Degree of

Master of Arts

English (International Program)

Graduate School

Mahachulalongkornrajavidyalaya University
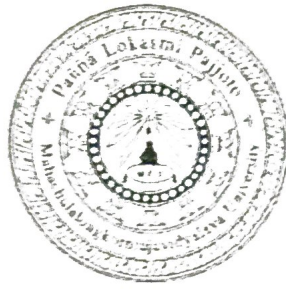
Ayutthaya, Thailand

C.E. 2019

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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "An Analytical Study of English Teaching Skills of Teachers in Government High Schools in Myanmar" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

This research is documentary and qualitative research. The main has two objectives; 1) to study the English teaching problems of teachers in government high schools in Myanmar, 2) to analyze the solution of the problems in teaching English of the teachers in government high schools in Myanmar. Sample group consists of 20 teachers from five governments high school. The tools used in this study are documents, interview and focus group discussion. Analysis of data would use statistics, frequency, percentage, mean, Standard Deviation (S.D.), pre-test and post-test.

The result finding of research study was found that the numerous problems of the government high schools in Myanmar. These problems are lacking the quality of English teachers, weakness English syllabus managements, lack of the usage of educational tools and poor management of government scholarship, misunderstanding of the traditional English language teaching methods. And also, the studying pointed out the problems of high teachers who were facing in daily life in educating their students. Thus, a study about these matters are very relevant to present situation of the academic field in government high schools in Myanmar.

According to the analysis, the teachers' attitude and students' attitude are related to the learning process in the classrooms and educational system. Therefore, the result of solution of the problems have many ways to improve the academic qualification for English teachers such as knowledge, skills, good experience, knowledgeable of education skill, teaching material technology, teaching effectiveness and using of multimedia technology and index interviews with the high school

teachers. And then, the researcher described the list of teachers and students, numbers of school, grade, gander and percent of teachers' teaching in five government high schools in Bago division.

Acknowledgement

List of Tables and Charts

List of Abbreviations

Etc.:	: Et cetera/ so on
Ibid	: Ibidem/ in the same place
P(p)	: Page(s)
Vol(s)	: Volume(s)
UNESCO	: United Nations Education, Scientific and Cultural Organization
ISCED	: International Standard Classification of Education
NEC	: National Education Committee
DTED	: Diploma in Teacher Education
EC	: Education College
PRESET	: Pre-service Education and Training of Teachers
INSET	: In-service Education and Teachers
IOE	: Institute of Education
UNICEF	: United Nations Children's Education Fund
OECD	: Organization for Economic and Cooperative Development
SBA	: School Based Assessment
EFECT	: English for Education College Trainer
ITC	: Information and communication Technology
CLT	: Communicative Language Teaching
ISTE	: International Society for Technology in Education
ELL	: English Language Learner
ESL	: English Second Language

Table of contents

Chapter I

Introduction

1.1 Background and Significance of the Problems

Language is very important for effective communication in social, political, economic, educational and religious affairs. Human beings can merely understand the emotion, belief, and ideas of each other through languages. Effective communication and mutual understanding of people in daily activities could not attains without language. There are many languages in the world but only a few languages such as English, Chinese, Russia, Italian and Spanish are talked by the people as a global language in international forum. Among them, English language becomes more popular than other languages in global communication in the modern day. For, over 60 nations in the world use English as an official language, and have a dominant place in the future 20. It is also dominant in all six continents.[1] Many books, newspapers, academic forum, science, airports and air-traffic control, technology, medicine, diplomacy, international competition, music and advertisement in around the world use English language widely. Furthermore, over two-thirds of the world's scientists and three-quarter of the world's mail write in English language and all the information in the world's electronic retrieval systems 80%is stored in English.[2]

In addition, many international meetings such as world economic forum, world religious conference and international world peace summit that hold in the region also use only English medium during the conferences. Many of the world famous broadcasts such as BBC, VOA, RFA and CNN also announce the world news in English language. So, only a man who can understand English can know the current affairs of the world and well understand what is happening in the world. Therefore, "The social cultural explanation books at the way people all over the world, in many walks of life, have come

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[1]Thuy Nga, Nguyen. "English-global language and its implications for students." **VNU journal of science, foreign language**. Vol.24, (online), Resource; hhp:// www.google.co.th/ search?q=English+a+global+language+and+its+implications+for+students&q=>,(2008), p. 261.

[2]Ibid, p. 262.

to depend on English for economic and social well-beings.[3] If a person does not have good skills in English language may not get a higher position in a company because most of the companies in the region have to contact with international companies. That is why; many countries especially in the Asian region have to study English as a compulsory subject in the government schools now.

Among the Asian, Myanmar, abandoned by international communities for many decades due to the political instability, is a member of Asian economic community. Now, her nation is moving to the transitional period last few years ago and some international business companies also are coming for the investment in Myanmar. As a result, English language would become a challenge for Myanmar new generation in the near future if they do not prepare for their English proficiency. Knowing the requirement of English language proficiency in the region, Myanmar government made decision to reform the English language pedagogy and its training implications for the improvement of national education system.[4] Myanmar 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. In this monolingual country people could do almost everything in Myanmar, thus not using English in real life communication, they started facing problems when they required to communicate in English. Myanmar is basically a monolingual country. All though its education policy and curriculum mandate English as a compulsory second language because of its global nature, Ministry of Education, Myanmar.[5]

Thus, the students who study at least to graduation 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.[6]

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[3]Crystal, David, **English as a global language**, (New York: Cambridge University press. 2013), pp. 29-30.

[4]Thandar Soe, "A study of Contemporary Trends and Challenges of English Language Teaching in Myanmar", **International Conference on B/Myanmar studies,** Chaing Mai University, (Thailand, July 24-25-2015), p. 1.

[5]Ministry of Education, Myanmar, **National Education Policy, Retrieved** (4.10.2017), Online Research. http:/www.gov.bd/

[6]S.J, Savignon, S.J., **Teaching English as Communication**: A Global Perspective, World English, And Vol. 22, (2003) pp. 55-66.

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 of teachers themselves lack proficiency in spoken English and most of the teachers have no training in English language teaching. The effect of using the traditional teaching methods has proved to be counterproductive, encouraging rote learning. The teacher English skill of teacher as a required projects, work hard to memories 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.[7]

In Myanmar, schools belong to both government and private sectors. English is taught in the beginning classes at the government institutions but they have English teaching method problem 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 better chances of getting foreign schools for higher studies. For this reason, the majority of the teachers cannot be ensured the policy of giving equal opportunity to everyone in Myanmar society.

This research will examine about the English teaching skill of English teacher in government high schools in Myanmar.

1.2 Objectives of the Study

The objectives of the study are as follows:

1.2.1 To study the English teaching problems of teachers in government high schools in Myanmar.

1.2.2 To analyze the solution of the problems in teaching English of the teachers in government high schools in Myanmar.

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[7]Mollah Mohammed Haroon-Ar Rasheed, "Learning English Language in Myanmar: CLT and Beyond", Government Teachers Training College, **Myanmar Critical Literacy: Theories and Practices,** No.8/2/4(2011) p. 31.

1.3 Statement of the Research Questions

This study addresses two research following questions:

1.3.1 What are the English teaching problems of English teacher in government high schools in Myanmar?

1.3.2 What are the solutions of teaching English problems of the teachers in government high schools in Myanmar?

1.4 Scope of the Study

The research is divided into four scopes as follows:

1.4.1 Scope of Content: This thesis is aimed to examine the English teaching problems and solutions of English faced by the teachers in government high schools in Myanmar, studying and analyzing thematic documents and interviewing teachers and find out of the solution ways.

1.4.2 Scope of Population: 20 teachers from five government high will be selected for this research study.

14.3 Scope of Area: Therefore, the scope of the study will focus on five government high schools which are very famous in Bago Division, Myanmar.

1.4.4 Scope of Time: Period of the study will start from October 2017 to February 2018.

1.5 Definition of the Terms Used in the Research

The terms related to the study are defined as follows:

1.5.1 English Teaching Skill- the problems concerning the teaching skill and its suitability and compliance with the teacher's needs and expectations; problems in speaking (versus grammar); institutional problems (government and high educational institutions); teaching material and teacher understanding and motivation to study English skill.

1.5.2 Government High School- Government funded schools throughout Myanmar. These studies mostly being from standard or Grade 9 to 10, conducting one final exam. All government high schools follow the National Board Curriculum.

1.5.3 Myanmar-officially the Republic of the Union of Myanmar and also known as Burma, is a sovereign state located in the Southeast Asian region. And then, this country is trying to be better than early time. Such as: education, economic and political issues. Here, the researcher will mention about high school education in Myanmar.

1.6 Expected Benefits

The expected benefits to be obtained from this research are:

1.6.1 Knowing the situation of English teaching problems in government High schools in Myanmar.

1.6.2 Understanding the solutions in teaching English problems of the teachers in Government high schools in Myanmar.

Chapter II

Literature Reviews and Research Works Concerned

This research is to study English teaching skills of teachers in government high schools in Myanmar. So, this second chapter will present the related literature review of English teaching problems and research works concerned as follows:

2.1 Overview of Educational System in Myanmar in Past and Present Days

2.2 First and Second Language

2.3 Syllabus Contents of English

2.4 Traditional English Language Teaching Methods in Government High

　　school in Myanmar.

2.5 Assessment and Testing System

2.6 The use of Multimedia Technology

2.7 High School English Teacher Academic Qualification

2.8 The teacher training system for high school

2.9 Overview of to the main English teaching problems in four skills in

Government high schools in Myanmar.

2.1 Overview of Educational System in Myanmar in Past and Present Days

Myanmar society has traditionally valued and stressed by the importance of education. In villages, secular schooling often took place in monasteries, Secondary and tertiary education takes place at government schools. After Myanmar achieved independence in 1948, its schools were regarded as among the best in Asia. Myanmar missed many advances during 50 years of being shut off from the world by the military junta and has been struggling to catch up since an elected government came to power in 2011. Few people in Myanmar know, for example, that a man walked on the moon.

In the early years after independence, Myanmar had an extensive network of missionary schools that employed foreign teachers. In the 1960s, Ne Win decreed that English was the language of colonizers and should no longer be taught in schools. Foreign teachers were kicked out of the country.[1]

Today, Myanmar lags far behind the developed world in terms of educational standards. Once at its zenith in the region, Myanmar today has unqualified teachers, very little resources, and aging materials. Many universities have been built and scattered throughout cities to prevent students from potential unrest. One exiled Burmese editor told Newsweek, "Knowledge in paralyzed. The most highly educated young people are the children of the military elite who in some cases have attended universities in the United States, Japan, Europe and Australia.

Aung San Suu Kyi said, "The education system event at the school level is so terrible because the teachers are so badly paid. There is no proper equipment in the schools. They will put up a show room of computers while there are children who cannot even afford textbooks and there are adequate textbooks for all the schools in Burma." Education expenditures: 0.8 percent of GDP (2011), country comparison to the world: 172. This one of the lowest rates in the world. Myanmar spends five times more on the military than it does on education and health care combined. In the 1990s, it spent only 28 cents per child on education. Perhaps one reason why government spending on education is so low is that Buddhist monasteries have traditionally educated children.[2]

Table 1: Grown Rate

Year	2011	2012	2013	2014	2015	2016	2017	2018
Grown Rate	0.8%	6.7%	6.5%	8.7%	7.0%	8.6%	7.7%	7.8%

Moreover, Literacy (age 15 and over can read and write): total population: 89.9 percent; male: 93.9 percent; female: 86.4 percent (2006 est.). The literacy figures are based on UNESCO Institute of Statistics figures base on government statistics. There is dispute over the accuracy of the provided literacy rates. In the 1970s Myanmar was given an award

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[1]Donald M. Seekins, **Historical Dictionary of Burma (Myanmar**, Maryland, London,2017, p. 1.

[2]**Education in Myanmar** Online Research, (3.6.2018), www. Myanmar education. edu.mm.

by UNESCO for its literacy campaign. Burma's high literacy rate almost kept the country from getting "least developed country" aid in the 1980s. Myanmar's high literacy rate of 80 percent is partly due to high regard for literacy by socialism and Buddhism.[3]

The geographical of Myanmar with the areas of 676,553 square kilometers is the largest country in mainland Southeast Asia (in terms of land area). It is bordered by Bangladesh, China, India, Laos and Thailand. It has a population of 47. 25 million. Its history and culture are greatly influenced by its Neighbors-India and China-which represent two of the world's great civilizations and also two of the world's most populous nations. Myanmar is a Union of fourteen administrative areas-seven states and seven divisions. The seven states are represented by the seven major ethnic Groups-Chin, Kachin, Kayah, Kayin, Mon, Rakhine and Shan. The largest ethnic group is the Burma. They are spread among the seven divisions. There are also other smaller ethnic groupings-as many as one hundred and thirty-five groups have been identified. In modern Myanmar, there is a diffusion of races across all seven states and seven divisions.[4]

Out of the total population of 4725 million, only 26.6% of the population lives in urban areas. Agriculture, which accounts for over 50% of Myanmar's Gross Domestic Product, is still the main sector of the economy.[5]However, it is a country which is rich in renewable as well as non-renewable energy resources. It is also a country in transition. Since 1988, a more liberalized economic policy based on a market-oriented system has replaced its largely discredited centrally planned economy. As a result, Myanmar has liberalized domestic and external trade, redefined the role of the private sector and opened itself to foreign investment. With the changes in the economic system and the emergence of economic enterprises, the need for a better trained workforce is evident and more job opportunities for better educated and better trained persons have emerged.[6]

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[3]**Education in Myanmar** Online Research, (5.6.2018), factsanddetails.com › Southeast Asia › Myanmar - Government, Infrastructure.

[4]Martin Smith, **report Burma Myanmar: The Time for Change**, London,2001, p. 6

[5]Department of Population Ministry of Labour, Immigration and Population, The 2014 Myanmar Population and Housing Census, **Thematic Report on Migration and Urbanization,** Census Report Volume 4-D, December 2016, p. 7.

[6]U HAN TIN**. Myanmar Education: Status, Issues and Challenges,** Journal of Southeast Asian Education 2000, Vol. 1, N0. 1, pp. 134- 162.

The education in Myanmar has long been regarded as important and significant. Traditionally, boys studied at monastery schools, where they would learn Burmese and basic arithmetic skills. In the past, all boys eight to ten years of age would begin attending school in a nearby Buddhist monastery, where they would learn about Buddhism and be taught to read and write. Those schools gradually gave way to public schools, but many young men continue to receive some education in monasteries. Under that system, few women were educated; their education took place mainly at home as they learned how to perform domestic tasks.

Modern education began under King Mindon (1853–1878), who built a school for an Anglican missionary. British colonial rule caused a shift towards a Westernized education system. Christian missionary schools in Yangon, Mandalay and other major cities served as preparatory schools for the upper classes. During these period Burmese universities were thought to be the most prestigious in Southeast Asia.

2.2 First and Second Language

Language is a method of human communication in both spoken and written, consisting of the use of vocabularies in structured as well conventional way. It is also system of communication used by a particular community or country. So, Myanmar is considered as language diversity country. There are 135 languages that people usually speak every day in their daily practical life. Among of these languages there are two languages that most of the people use in terms of communication in Myanmar. These languages are such; Burmese and English language. The prime language is Burmese which is considered as official language in Myanmar. The second language is English that most of people use in their life.

In Myanmar officially, used Burmese language. on the other hand, under the British, secular education spread and the country achieved a relatively high level of education. During British colonial rule, educational access for women improved tremendously. In the pre-colonial era, male education was emphasized in the traditional Buddhist monastic education system. The number of female students enrolled in school rose 61 percent (by 45,000 students) from 1911-1921, and another 82 percent (100,000 students) from 1921 to 1931 with expansion of the colonial and private education system, primarily in the form of all-girls schools. This was mirrored by an increase in female

employment. From 1921 to 1931, there was a 33 percent increase in employment of women in public administration, law, medicine (96 percent increase), education (64 percent increase), and journalism sectors.[7] In the 1950s, Myanmar was one of the richest countries in Asia. It had a high literacy rate. When Myanmar gained independence in 1948, the government sought to create a literate and educated population, and Myanmar was believed to be on its way to become the first Asian Tiger in the region. However, 1962 coup d'état isolated and impoverished Myanmar. All schools were nationalized and educational standards began to fall. Myanmar replaced English as the medium of instruction at Myanmar universities in 1965, with the passing of the New University Education Law a year earlier. This led to a rapid decline in English proficiency among the Myanmar. English was reintroduced as a medium of instruction in 1982. In 1977, the 2-year regional college system was introduced by the Myanmar government, as a way to disperse college students until they were about to graduate (the third and fourth years were spent at a traditional university), a system that was ended in 1981.[8]

Steven Pinker states that language is so tightly woven into human experience that it is scarcely possible to imagine life without it. Chances are that if you find two or more people together anywhere on earth, they will soon be exchanging words. When there is no one to talk with, people talk to themselves, to their dogs, even to their plants. In our social relations, the race is not the swift but to the verbal-the spellbinding orator, the silver-tongued seducer, the persuasive child who wins the battle of wills against a brawnier parent. Aphasia, the loss of language following brain injury, is devastating, and in severe case family members may feel that the whole person is lost forever. [9]

Burmese, the official language of Myanmar (Burma), spoken by about 65% of the population is also the language of instruction. The other languages, dialects and varieties are spoken mainly by ethnic minorities in various parts of the country. Burmese language uses in academically during teachers are taught to students in classroom of Myanmar. English is the primary language is several countries Australia, Canada, New

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[7]**Largest Ethnic Groups in Myanmar** online Research, (6.7.2018), worldatlas. Com/ what-languages-are-spoken-in-myanmar-burma.html.

[8]Thein Lwin, **Education in Burma,** online research, (6.62018), http:// Burmalibrary.org/docs/Education in Burma (1945-2000).htm

[9]Steven Pinker, **The Language Instinct: How the Mind Creates Language**, (US: New York Press, 1994), p. 17.

Zealand, the United Kingdom, and the United States and English language uses officially in a number of multilingual countries such as India, Singapore, and the Philippines. English is one of the most widely spoken languages that is common to people who have a first language other than English. But, English language uses in several countries as a second language. So, English is a second language in Myanmar. English taught by teacher in academic institutes. English subject is a compulsory in Myanmar that students have to studies English from beginning of grade. It's very huge helpful for students of Myanmar to learn English in their daily practical life. It is also can contributes to student facilities to work at multinational companies. By studying English through a respected English school, you can expect to be able to conduct business, work at international organizations. This is why English language is important for non-native people learn English.

Albert C. stated that the English language of today reflects many centuries of development; the political and social events that have in the course of English history so profoundly affected the English people in their national life have generally had a recognizable effect on their language. The Roman Christianizing of Britain in 597 brought England contact with Latin civilization and made significant additions to our vocabulary. The Scandinavian invasions resulted in a considerable mixture of the two peoples and their languages. The Norman Conquest made English for two centuries the language mainly of the lower class while the nobles and those associated with them used French on almost all occasions. And when English once more regained supremacy as the language of all elements of the population, it as English greatly changed in both form and vocabulary from what it had been in 1066.[10]

2.3 Syllabus Contents of English

The current basic education system at the time of the 2014 Census comprised five years of Primary School, four years of Lower Secondary (Middle school) and two years of Upper Secondary School (High school), totaling 11 years. The ages of children and school grades relating to these levels of education, together with the equivalent levels of education as classified by UNESCO's International Standard Classification of Education (ISCED) are as follows:

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[10]C, Albert, Baugh, **Thomas Cable, A History of the English Language,** (UK: Pearson Education, Inc., 1993), p. 2.

Table 2: International Standard Classification of Education

Pre-school	Age 4-5		ISCED level 0
Primary school	Age 5-9	Grade 1-5	ISCED level 1
Lower Secondary/ Middle School	Age 10-13	Grade 6-9	ISCED level 2
Upper Secondary/ High School	Age 14-15	Grade 10-11	ISCED level 3
Higher education	Over 15		ISCED levels 4,5A, 5B and 6

Internationally, 'basic education' means primary and lower secondary school. These levels are often compulsory. However, the terminology used by the Ministry of Education (MoE) in Myanmar will be followed in this report. Thus, for the purposes of the analyses of the 2014 Census data, 'basic education' comprises primary, lower secondary (Middle school) and upper secondary (High school). The current structure of basic education is: primary level (from Grade 1 to Grade 5); lower secondary level (from Grade 6 to Grade 9); and upper secondary level (from Grade 10 to Grade 11). Thus, the basic education system may be described as a 5-4-2 system. All children aged five years have the opportunity to enroll in Grade 1 (although the Census has shown that not all do so). The Census Enumerator's codebook (Department of Population, 2014), showed a conversion table between the former and current education systems.[11]

There were almost 11 million children of basic school age enumerated in the 2014 Myanmar Census while the Department of Education Planning and Training (2015) reported there were 8.6 million students in the country's education system, corresponding to about 78 per cent of the school-age population. The total number of schools was 41,800 (4,600 in urban3 areas and 37,200 in rural areas), employing some 311 thousand teachers (82,000 in urban areas and 224,000 in rural areas). These figures clearly show that the education system in Myanmar is large, and reflects the distribution of the population more generally between urban and rural areas.

[11]H.E UThein Swe, **Thematic Report on Education,** Minister for labour, Immigration and Population, The Republic of Union Myanmar, 2014, p. 1.

The education system of Myanmar is operated by the Ministry of Education. Lower Secondary and Upper Secondary Schools in Burma are under the Department of Basic Education. Universities and professional institutes from upper Myanmar and lower Myanmar are run by two separate entities, the Departments of Higher Learning 1 and 2, whose offices are based in Mandalay and Yangon respectively. The education system is based on the United Kingdom's system, due to nearly a century of British presence in Myanmar. Nearly all schools are government-operated, but recently, there has been an increase in privately funded schools (which specialize in English). Schooling is compulsory until the end of elementary school.[12] Thu Hein Kyaw of Accent Learning wrote: "There are still many challenges in Myanmar to have a better educational environment. When United Nations Millennium Declaration set eight Millennium Development Goals (MDGs) in 2000, every country has to ensure that children everywhere will be able to complete a full course of primary education by 2015. As Myanmar is a member of the international community, it is obliged to fulfill this MDG goal. Meanwhile, the Myanmar population is growing gradually each year and as a consequence we could expect that there would be more children in primary schools. In order to meet this MDG goal, full access to and the quality of primary education in Myanmar, there will be more demand on expenditure for education from the State budget, training and recruitment of teachers, a better education standard, the number of schools and its facilities.[13]

The higher education sector in Myanmar generally refers to tertiary level education, encompassing all state-run universities, degree-colleges and other colleges. But there are many changes and reforms happening in the education sector, particularly in higher education. Currently there are, altogether, some 168 institutes managed by 13 different ministries. Currently, some universities managed by the respective ministries have been returned to the Ministry of Education. For example, the universities of medicines have been transferred from the Ministry of Health (MoH) to the MoE. Furthermore, the two departments for higher education; Department of Higher Education (Upper Myanmar) and Department of Higher Education (Lower Myanmar) have recently been reformed as

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[12]**Myanmarventur e.com,** online research, (3.6.2018), ipcoor. com/ www/ Myanmar venture.com

[13]Thu Hein Kyaw, **Primary Education in Myanmar**, ELTO Intake 35, explains the current state of primary education in Myanmar, online research, (23.6.2018), accent.ac.nz/elto/articles/Primary-Education-Myanmar.

the Department of Higher Education. The new department takes responsibility for the administration and coordination of higher education institutions under the MoE and the National Centre for Human Resource Development, which conducts training and skills development.[14]

The University Education Law was enacted in 1964, but was replaced by new legislation in 1973 which was further amended in 1983, 1989 and 1998. Further education reform, especially for higher education, started in 2011. The higher education development plan is part of the Thirty-Year Long-Term Education Development Plan.[15]

For Myanmar's education sector, the National Education Committee (NEC) is the highest decision-making body in Myanmar. For higher education, the Universities' Central Council and Council of University Academic Bodies are the main bodies supporting the NEC, particularly for higher education sector improvement. The Universities' Central Council is responsible for the framing of broad policy and co-ordination of administrative work, and the Council of University Academic Bodies is responsible for academic regulations and co-ordination of academic work.

Higher education institutes such as technical institutes, computer science universities, arts and science colleges and universities are established in respective States/Regions for higher education. In addition to the conventional universities, two 'distance learning' universities serve more than half of students who enroll in higher level education, such as those who are not able to attend conventional universities.

Currently, the state-run universities offer various diplomas, bachelor degrees, master's and doctorate degrees. Many state-run universities provide short-term courses in some areas such as management and administration, computer science, and information technology, among others. In some universities, part-time master's degree courses are jointly implemented with affiliated universities abroad. Similarly, in the private sector, there are a number of education centers, often referred to as colleges/institutes, which provide higher national diplomas and channel their students to join affiliated colleges abroad.

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[14]Ministry of Education, **Department of Higher Education**, online research, (5.6.2018), http://www.Myanmar education. edu.mm.

[15]Ministry of Education, **National Plan of for higher education,** Myanmar, 2001, p. 16.

Moreover, the most important requirement to work as an English teacher in Myanmar is to have a relevant Bachelor's in education in English. Most school will only accept educators who have received the proper qualifications. It's also vital to undertake a practical period, whereby you work with a more experienced pedagogue to learn the ropes and understand how best to handle a class. In same way, most employers require relevant post graduate degree but some employers might require you to hold a high level degree in English. Past experience is always beneficial for a teaching job but depending on the employer, people with no experience can also get the job. Good oral skills are a must, though if that is a point where you lack, we highly recommend you check our other jobs in the writing and editing category on ever jobs. To be an English teacher should have to have excellent teaching qualification in four skills such; writing, reading, speaking and listening. If a teacher is having qualification within four skills, it will be easy to deal with the students and make it clearly to under of English teaching.

Most university degree in education in Myanmar had a dedicated practical assessment to get some excellent hands-experience. If any teachers don't have the necessary practical experience to be a lecturer, it might be a good idea to apply for a role as a teaching assistant. These kinds of opportunities offer the applicant an excellent chance to learn how to teach without the responsibility of an entire class. Sometimes experts in their field had to into teaching after a long career in their specialty. Whatever qualifications you have, you needed to possess patience and be able to work well with children. Public schools are not only on the lookout for new educators, they are also in need of administrative staff. Often times in order to work in admin, you only need a high school diploma, however, it doesn't hurt to have some kind of university qualification or training as well. Most teaching opportunities in Myanmar found in public[16]

2.4 Traditional English Language Teaching Methods in Government High School in Myanmar

This research mainly presents the method of teaching that is associated with traditional English language learning and teaching practices as well-defined earlier in Myanmar. This section takes to the journey to the current traditional classroom practices

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[16]Thein Lwin, **Education in Burma,** Online research, (2.5.2018), http://burmalibrary. org/docs/ Education in Burma (1945-2000).htm

and teaching skills perceived by the students are reported. And the students' attitudes towards traditional practices are described in details and furthermore the students' beliefs about traditional English language learning are presented.

The English language was used in the most classrooms, there was, however, a group of teachers who keep on speaking mostly in Myanmar. Some teachers continue to use Myanmar language. Most of the time, English lessons are to explain the answer and the lesson related to questions. Traditional English language teaching and learning high school in Myanmar focus on the textbooks to get good in the examination.

2.4.1 Method Used Currently

In the present time, English teaching method has been changed by law of education in Myanmar. Myanmar government set up the new educational system in order to teach in high school in the country of Myanmar. Ei kalayar Kyaw described the new system of teaching method in high school that Traditional English language teaching and learning in Myanmar especially focus on teacher-centered and book-centered, using grammar translation method and focusing on the textbooks to get good grade in examination. Such teaching strategies can be found in some Asian countries. English foreign language teachers and some specialists also accepted these methods as the effect of traditional methods in learning. As regard to the traditional English language teaching in Myanmar, there are many strategies. But, it is lack of practice in real situation. Teacher pointed out that, only the teacher used to explain the text and all students need to do along with the class time, just listening and waiting for the correct answers from their teachers and receiving information without affording on their own.[17]

Teacher-centered teaching and learning adheres to the sentiment that learning should be the responsibility of the students, and they need opportunities to take control of their learning and develop critical thinking skills.[18] It is believed that most of the methods developed over the centuries have been still in use in various countries. It

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[17]Kantatip Sinhaneti, Ei Kalayar Kyaw, A study of the Role Learning in Vocabulary Learning Strategies of Burmese Students**, M.A. Dissertation**, Shinawatra International University, Bankok, Thailand, 2012, p. 990.

[18]Sayre, Elaine, Integrating Student-Centered Learning to Promote Critical Thinking in High school Social Studies Class rooms, **M.A. Dissertation**, University of Central Florida Orlando, Florida. 2013, p. 1.

includes building of different sentence types, word order, compound sentences, word classes etc., and teachers continue to use grammar translation method through course books.[19]

Grammar-translation method is also a main traditional teaching method both state schools and private schools in Myanmar. The teachers have to analyze the grammatical rules and look at the single meaning of the terms in detail before translation. Myanmar students are familiar with this teaching method since the government primary school and high school also widely use this method especially in reading class. That was why, most of Myanmar students are good at in reading and translation but they are weak in speaking in English. According to Harmer, Grammar-translation was applied by scholars and academic language learners before the nineteenth century and they especially concentrated on grammatical rules and lists of vocabulary. This grammar-translation approach became a strategy that brought foreign language learning into school curriculums. The instructors gave the sentence that exemplified accurate grammar rules to learners and then teachers explained it in details. The sentence was translated from the first language into the target language and vice-versa. Furthermore, Harmer states that the Grammar-translation approach taught language little by little and lacked training of communicative skills and just focused on more accuracy than fluency.[20]

Grammar-translation was later changed into the direct method, and translation was leaved. Students and teacher begin to cooperate in speaking and used tools such as objects and pictures relating to grammatical forms in order to understand them. This method is useful for understanding both grammar and the way of speaking. The system of Grammar-translation and the direct method, traditional ways of teaching a second language mainly focus on practicing accuracy through controlled activities. Nowadays, Hestiwifaya states that many teachers instead approach the teaching of the target language with collaborative activities such as role-play, group activities and pair work.[21]

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[19]Mohammad Zohrabi 1, Mohammad Ali Torabi 1 & Privash Baypourdiani1, **Teacher-centered and /or Student-centered Learning: English Language in Lran**, Canadian Center of Science and Education, Vol, 2, No. 3; (13 January 2012), pp. 19-20.

[20]Larsson, Alexande and Borg, Michelle, "A field based study at PhaungDawOo Monastic High School, Mandalay," **M.A. Dissertation**, Halmstad university, 2016, pp. 11-12

[21]Ibid., pp. 11-12.

With these teaching method teachers and learners can have applied in real situations both classrooms and outside.

Vocabulary power is the most important in English language learning. One cannot communicate without knowing the words although one can understand grammar rules very well. Traditionally, rote learning is one of vocabulary acquisition method for English learners in Myanmar. Alexander Larsson and Michelle Borg dida study about Learning and Teaching English at Phaung Daw Oo Monastic High school in Mandalay, in Myanmar. They stated "We found that the local English teachers at PDO commonly use one teaching strategy to activate their pupils" communicative skills. The strategy is based on memorization, and is a modification of the rote learning approach. The teachers we worked with and observed mimicking where pupils both repeated written and spoken English aloud. We experienced few situations where the pupils were provided with opportunities to improve their spoken English." [22]

Moreover, Linda Balsiger argues that rote learning helps with accuracy of from in the early stages of learning. It begins in kindergarten with memorization of the alphabet and the sounds of letters. Learners are encouraged to develop their rote memory ability in a variety of subject are as in order to, for example, memorize lists of important names, multiplication tables and vocabulary in a foreign language. Balsiger argues that the ability to memorize and to store information is an essential component in all aspects of learning. Additionally, she states that visual pictures and images can aid the process of acquiring rote information.[23]

Concerning about these kind of memorization, Biggs claimed "Learning the thousands of characters in common use obviously requires a good deal more repetitive learning than learning an alphabet system. However, this cannot be mindless rote because understanding is assuredly involved. Characters are traditionally learned by the two principles. The first principle involves using the five organs: the eyes to see the shape, the ears to hear the sound, the hand to write the shape, the mouth to speak the sound, and the mind to think about the meaning. The second principle is to contextualize each character, as it is learned and formed with another into a word and each word is formed

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[22]Ibid., pp. 11-13.

[23]Larsson, Alexande and Borg, Michelle, A field based study at Phaung Daw Oo Monastic High School, Myandalay, **M.A. Dissertation**, Halmstad University, 2016, p. 13.

into a sentence. Repetitive certainly, it is also embedded in meaning with much use of learner activity in widely different modes."[24]

2.4.2 Method Used in Early Decade

The rote learning method is an essential method to memorize the new vocabularies and is effective in developing learners' memory skills as well. Balsiger said that this method is suitable for early stages of learning English because it provides English learners in acquisition the vocabulary, which is the most important for developing language skills. Moreover, Harmer states that as the students repeat vocabularies, it is more helpful for them to remember the words what they are learning.[25] Alexander Larsson, Michelle Borg said "We argue that rote-learning strategies are useful in early stages of language learning to develop a broad vocabulary, basic language structure and grammatical rules. However, we agree with Harmer's statement that repetition is often not useful. Instead the repetition needs to be contextualized to develop language skills.

Furthermore, we believe the target language needs to be approached with different strategies to further develop the pupils' understanding and use of the language. Like Harmer, we argue that repeating knowledge can improve language skills as the learners have a chance to reformulate and reuse forms and grammar. We found that some of the teachers used body language to help their pupils to understand. Pinter states in order to ease the learning process, teachers can use gestures and facial expressions to support the new educational system"[26]

2.5 Assessment and Testing System

According to academic field of Bago, In Myanmar most of the English teachers and head teachers thought that the existing assessment system was appropriate for evaluating students' learning outcome of English language. Not only that but also a number of the teachers thought that the assessment was not totally appropriate.

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[24]Kantatip Sinhaneti and Ei Kalayar Kyaw, A study of the Role of Rote Learning in Vocabulary Learning Strategies of Burmese Students, **M.A. Dissertation**, Shinawatra International University, Bangkok, Thailand, 2012, p. 990.

[25]Larsson, Alexande and Borg, Michelle, "A field based study at Phaung Daw Oo Monastic High School, Myandalay", **M.A. Dissertation**, Halmstad University, 2016, p. 34.

[26]Ibid., p. 34.

According viewpoints of most of the teachers the assessment should include listening and speaking skills test. Furthermore, the teachers also mentioned that the existing examination system was good enough. Teachers delivered three terminal examinations along with class tests when it was necessary. Teachers and Head Teachers had very positive view s about the School Based Assessment (SBA) system. Some negative sides of SBA were also mentioned by the students. One quotation from a teacher is given here regarding SBA: At present SBA is going on where students are assessed with respect to six activities. These activities are useful to the students but they also become bore with huge workload.[27]

New Testing system and assessment system did not recognize the group work and pair work activities in the classroom. They thought that more weight should be given to these activities.

Table 3: Sampling of the Study

Research Tool	Respondents Total	Number Sampling	Procedure
Interview schedule For Head Teacher	Head Teachers	10	Purposive
Interview schedule For English Teacher	English Teacher	10	Purposive
Classroom Observation Schedule	English class Observation	20 (2 classes of each English teacher)	Purposive

Assessment in English language teaching and learning in school course two types of assessments are mainly practiced. One is formative assessment and another is summative assessment. Formative assessment practiced in the English classroom context was the main concern of this study. When students were asked whether they could answer teachers' questions easily or they faced difficulties regarded this the majority of the respondents reported that they could answer most of the question easily but some of the questions were difficult for them. In this case students tried to answer each questions in one or two words. From classroom observations it was seen that teachers did not provide any feedback after such types of responses.

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[27]S, Ahsan, **Classroom Assessment Culture in Secondary Schools of Myanmar,** Teacher's World Journal of Education and Research, 2009, pp. 33-34., 231-244.

2.6 The Use of Multimedia Technology

Technology is the main tool to the teaching in four skills. Technology could be used in the classroom. Multimedia material is generally defined as the use of a combination of media forms, such as pictures and words, or animation and sound. These combinations can include as many forms as possible but must contain at least two to be called multimedia. A set of learning principles apply to the use of multimedia material and these should be considered to ensure that best practice procedure is followed. These principles may be coupled with the instructor and student requirements to determine a set of design goals to refer to before proceeding with the introduction of multimedia material into the training environment. We found that words and pictures placed close to each other on a page are more effective than when presented alone, away from each other or sequentially.

This personalization principle applies to any type of multimedia material. Too much material, excessive combinations of media and the inclusion of irrelevant material should be avoided where possible. This finding supports the redundancy principle. While there are many forms of multimedia material available such as presentation slides, videos, online tutorials and interactive web pages; we found that the most effective forms of multimedia material are computer based. Students prefer to use e-books rather than printed books. Online courseware is superior to paper copies and students prefer it if the instructor has prepared the material. Computer networks, learning management systems and individual tutor prepared websites are currently the main platforms of delivery and preferred by both students and instructors. One anomaly that does occur is students prefer to have material emailed to them directly which instructors do not favor. Instructors on the other hand prefer using learning management systems. Our study found that social networking platforms are not considered beneficial by either students or instructors. Many factors inhibit the use of multimedia material in the training environment and these include a lack of finance, lack of time and insufficient resources and skills.

While the focus of this study is on multimedia use in the class room for adult learners it seems that these findings can be applied to the wide environment and are

relevant to many types of courses. The lessons learned in this research can also be applied to all levels of education and all age groups and not just confined to adult education.[28]

On the other hand, visuals system: The students that were interviewed often referred to the visuals used in the English lessons, which they liked. These included posters, pictures and computers. Such visuals are often considered invaluable language learning materials, and the ones mentioned here were provided by EIA. The selected 'quotes' below show the students' preference for the visuals. I like singing songs, reciting poems, using posters or computer. I like to learn English with posters and computers. The pictures of posters are very attractive. Computer, posters and pictures are generally linked with communicative activities. The student attitudes being positive towards such educational artefacts indicate a positive impact of the project.

2.7 High School English Teacher Academic Qualification

The high school teachers must evaluate and track the performance of their students regularly, meeting parents and other school staff to discuss their progress in details. Encourage your students in extracurricular activities; if possible, provide extra tutoring and assistance after school hours. In addition, you may have to organize field trips for the students. Entry qualifications The majority of students interviewed on the DTEd had entered the programme straight from school and EC staff reported they came from family backgrounds where the cultural and academic capital they bring with them to the training experience is constrained. Many are from households with low levels of parental education and non-professional livelihoods.

Moreover, comparison with high achieving countries like Japan, Singapore and South Korea where teaching is all graduate profession, the academic level of many of the entrants on the Certificate and Diploma was weak, equivalent to a lower secondary school education in many high income countries. It is therefore deemed necessary to upgrade student subject knowledge through the teaching of academic subjects that in many systems would be taught in upper secondary school.

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[28]Kee-Yung Nam, Developing **Myanmar's Information and Communication Technology Sector Toward Inclusive Growth**, November 2015, p. 7.

Models of teaching and learning as discussed in the literature review, because of their own experiences of being taught in primary and secondary school, trainee teachers usually have strongly formed images of primary teachers prior to starting their training.[29] Often these models are essentially transmission-based which stress hierarchical learning of knowledge and conventional teacher-centred classroom organization. These images can be contrasted with those found in much teacher development literature which promotes more reflective and dialogic (rather than knowledge-centred) methods of teaching.[30]

The images and beliefs of trainees about teaching and teachers should constitute a starting point for training and their qualities and diversity need to be appreciated and incorporated into the curriculum development process. As discussed earlier, international research also suggests that a concentration on pedagogic content knowledge (i.e. the knowledge skills and attitudes that are needed to teach subjects effectively) should therefore be central to teacher training curricula both at the PRESET and INSET stages with the goal of giving teachers skills in creating the conditions under which learning can take place.[31] Training that move trainees between principles to practice and back again is more powerful in translating ideas into classroom competencies than lectures which precede practice with no subsequent feedback.[32] While the colleges in their policy and curriculum documents suggest that a reflective practitioner teacher education model is envisaged, the design and delivery of the curriculum did not appear to be in line with this stated aims.

Effective teaching and learning should also be closely linked to assessment approaches as research suggests teachers must integrate their knowledge about the

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[29]Stigler, J.W. & Hiebert, J. **The teaching gap: best ideas from the world's teachers for improving education in the classroom.** (New York: The Free Press, 2007), p. 11.

[30]Hardman, F & Abd-Kadir, J**. The international Handbook of English Language and literacy,** (London, Routledge. Taylor and Francis, 2010), pp. 254-264.

[31]Akyeampong, K, Pryor, J, Westbrook, J. & Lussier, **Teacher Preparation and Continuing Professional development in Africa,** (Centre for International Education, University of Sussex, UK, 2011), p. 34.

[32]Lewin, K. M. & Stuart J.S. Researching Teacher Education: **New Perspectives on Practice Performance and Policy**, (Multi-Site Teacher Education Research Project (MUSTER). Synthesis Report. DFID. London. 2003), p. 80.

curriculum, and about how to teach it effectively and how to assess whether students have learned.[33] Teachers need knowledge and skills in formative as well as summative forms of assessment to help identify what students know and can do so as to inform future planning and teaching.[34] Such knowledge of assessment can only be developed alongside teacher pedagogical content knowledge. Teachers therefore need training in a variety of ways to assessing student progress that go beyond the end-of-unit teacher tests now dominant in many Myanmar primary schools and exerting a powerful influence on instruction because of the focus on memorization and factual recall from the text books, leading to transmission forms of teaching. Such training should include systematic analysis of student work, classroom observation and interviews with students to supplement the current normative evaluation so that teachers have a thorough understanding of formative and competency-based assessment.

The lack of teaching experience, particularly amongst academic tutors, was identified as a major problem for enhancing the scholarship of teaching. Assistant lecturers and tutors stated that they would welcome the introduction of a recognized academic qualification for teacher educators, particularly the tutors who had often come straight from university with no experience of teaching in schools.

2.8 The Teacher Training System for High School

The training system for high school in Myanmar based on 21st century which has seen the development of knowledge driven on education, economies, rapid information exchanges and fast-moving communication technologies which have created new demands on education systems worldwide. In this changing landscape, education must focus on nurturing the whole child—morally, intellectually, physically, socially and aesthetically.

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[33]Timperley, H. **Teacher professional learning and development**, (Brussels: International Academy of Education, UNESCO, 2008), p. 45.

[34]Timperley, H**. Using assessment of professional learning: focusing on students' outcomes to identify teacher's needs,** (Melbourne: Department of Education an Early Childhood Development, State Government of Victoria, Australia, 20111), p. 57.

2.8.1. Training System

Students need to acquire new knowledge, skills and dispositions to ensure their survival and success as individuals, as members of the community, and as citizens of the Myanmar nation. To achieve this, institutional-based PRESET in Myanmar must develop teachers who are able to undertake greater responsibilities as they are at the forefront of educating its youth.[35]

It is now universally accepted that the quality of the teaching force determines the quality of education. As Myanmar raises the quality of its basic education it will need teachers with the right values, skills and knowledge to be effective practitioners who will bring about the desired outcomes of education. To achieve this objective, Myanmar needs strong institutional-based PRESET program that will provide the theoretical foundation for producing 'thinking teachers' whilst concurrently having strong partnerships with key stakeholders at the national and sub-national levels and schools to ensure strong practical application and to inject the reality of professionalism in teacher development.[36]

This will come about by ensuring ECs provide a strong base in subject matter and pedagogical content knowledge, as well as a strong connection to educational research. In order for teaching to become a highly regarded profession capable of attracting the best calibre of student, requires the award of a degree as a pre-requisite for joining the profession. For this to happen, ECs will need to be upgraded to IoEs with their own degree awarding powers and the development of specialist pathways in early years, primary, middle school and secondary through the B.Ed degree. An example of what such a B.Ed degree programme with specialist pathways could look like to develop knowledge for teaching. Such a degree programme could cover subject matter content knowledge, general pedagogical knowledge, pedagogical content knowledge, curricular knowledge, knowledge of learners and their contexts and other professional knowledge. A 1-year

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[35]Dr Wan Aung, Professor Frank Hardman, Dr Daw Aye Aye Myint, **Development of a Teacher Education Strategy Framework Linked to Pre-and in-Service Teacher Training in Myanmar**, Unicef, December 2013, p. 22.

[36]O' Sullivan, M. C. Educating the teacher educator- A Ugandan case study. **International Journal of Educational Development**, 2010, pp. 30, 5, 377-387.

teaching diploma for university graduates could also be designed building on modules from the third and fourth year of the B.Ed degree.

None of the colleges had strong professional links with schools. It plaid little role in curriculum development and implementation at school level, and seldom provide resources for INSET. With a different mandate, managerial commitment, and appropriate resources ECs could become developmental institutions with a substantial outreach to schools at both the PRESET and INSET stages. Their staff could acquire responsibilities to improve learning and teaching at school level directly as well as through the training of teachers. In developing a teacher education strategy framework that is linked to PRESET and INSET in Myanmar it is recommended that an enhanced partnership model is developed characterized by the tripartite relationship between the MoE, ECs and schools. This model suggests that PRESET needs to be a joint enterprise allowing each partner to exert a certain level over the teacher education agenda while emphasizing their needs to be a much closer collaboration between ECs and schools than currently exists, in order to strengthen the theory-practice nexus. It also suggests there needs to be an increasing decentralization of PRESET to townships, school clusters and schools and provides for clearly defined accountabilities for each partner, which may be more prominently weighted at different points in the teacher education continuum, starting with EC-based delivery in the early stages of a teacher's career and moving towards school-based further into their professional development.

2.8.2 The Important of Teacher Education

Teacher education as the term denotes is educating prospective student teacher so as to enrich his knowledge and experience, to improve his skills and to inculcate in him the correct attitudes. It covers the whole range of activities, from teacher preparation to the training of the teachers already in service. It contributes the preparation for and improvement of members of the teaching profession.

It cannot be denied that "one of the basic truth in education is that the quality of education depends largely upon the quality of the teachers." [37]There can be seen many reforms in education, but the fact that cannot be neglected is that "no reform can

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[37]Gimeno Jose, Balt and Rechard, Marin Ibanz, **The education of Primary and secondary Schools Teachers,** Unesco, 1981, p. 243.

be expected to succeed unless it is fully understood, fully embraced and effectively implement by the teachers,"[38]

The full involvement of teachers and their professional organization in the conception the planning and administration of innovation is a practical necessity. As there has been schooling population explosion, more schools are needed to meet the upraising population. A rapid increase in enrolment in school leads to poor standard of teaching. To help alleviate these problems, the expansion and improvement of teacher education is considered essential. In terms of quantity, an increase in the number of trained teachers would be required for staffing new schools and for replacement of loss owing to death, retirement and transfers to other professions, in terms of quality, the expansions of the teaching force would make possible a reduction in class size. Moreover, better trained teachers in sufficient numbers would help improve of education, which in turn may contribute towards lessening the quality of social problems.

Thus, teacher education may be correctly regarded as an effective problem solving in an age of rapid social change. Therefore, teacher education is the key to succeed in changing and in improving the educational system. It is the critical point which needs reform if nation is to secure the best possible education for its people.[39]

2.9. Overview of the main English Teaching Problems in four Skills in Government High Schools in Myanmar.

2.9.1 Listening

In English teaching, there are four skills to learn such as listening, speaking, reading and writing. "In the last twenty years, English studied as a second language. English has gained a significant space as the medium of education at tertiary level".[40]The rapid growth of English medium schools and colleges also contributed to the enormous usage

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[38]Goble, Morman M, and Jame F Porter: **The Changing Role of the Teachers,** Unesco,1977, p. 234.

[39]Institute of Education Yangon, "An analytical study of the current curricula for primary, middle and high school teacher training courses in Burma" **M.Ed. Dissertation,** Yangon University, 1989, p. 2.

[40]Ben Fenton-Smith, Pamela Humphreys, Ian Walkinshaw, **English Medium instruction in Higher Education in Asia- Pacific,** Griffith University, Australia, 2017, p. 28.

of English both in and out of classroom. Nevertheless, little consideration is given to teaching listening as most of the classes lack logistic facilities. In order to learn a language communication is needed. But this communication cannot get fulfillment without listening skill. If the students don't able to understand what the teachers are speaking, then there is no valid communication. "To become a fluent speaker in English, learners need to be good listener first. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress."[41] It can be said that, students should be provided enough listening tasks so that they would get chances for themselves to familiar with different linguistic patterns, accents and phrase patterns of English.

Moreover, there are many reasons to focus learning of listening. The students should listen to understand which words and phrases are comprehensible in a given context. To be able to do so they must have good knowledge of English vocabulary. It has been observed among the students of Myanmar that, lack of enough vocabulary is one of the main weaknesses of learning listening. If the students are not familiar with the meaning of the word or phrase pronounced, then how can they be able to understand the message transmitted? So learning vocabulary is of most vital important to learn listening inaccurately. Understanding and familiarizing with new manner of pronunciations is one of the goals of learning listening.

2.9.2 Speaking

English language is widely used in Myanmar. Not only that but also it has become to second official language of Myanmar. The teachers, students and school administration encounter several problems due to lack of skilled teachers, proper teacher training, using proper teaching methods and materials, physical facilities and so on. As a result, English curriculum implementation at the primary level in Myanmar is becoming unsuccessful in most of the schools; however, there are several adequately designed buildings with well trained teachers along with proper educational materials.[42]

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[41]UNICEF Myanmar, **Improving Learning Environment for Primary School Children in Myanmar,** 15 July 2013. p. 23.

[42]Drinan, H., Phase 2**: Reform of the English Language Curriculum in Basic Education,** Comprehensive Education Sector Review, Supported by the British Council2013. p. 45.

2.9.3 Reading

In Myanmar, the environment of learning English is very critical study. Because it seen that person interested in learning English is normally laughed and criticized severely and ignorantly by people around the learners because of the mistakes he or she commits while learning which involves conscious endeavor. Such ruthless criticism prevents a learner of English from exercising in it and it ultimately results in failure. It feels uncomfortable to read. It really shows how good the teachers and facilities are. It does not matter how well-or how often-that material ant it taught or ret aught by teachers, parents, or tutors.[43]

On the other hand, if a student is struggling to read, the root of the problem probably is not student's school, curriculum, or teacher. The main problem probably isn't even how hard your child is trying. This is because the majority of reading struggles are caused by weaknesses in one or more skills related to hearing process. And auditory processing skills are what the brain uses to hear, recognize, division, and blend sounds. In fact, auditory processing skills are so critical to reading that 85% of struggling readers have weaknesses in this area.[44]But the reading struggles do not have to signify a lifetime of limited opportunities, especially when it is possible to use cognitive training to strengthen underlying weaknesses.

2.9.4 Writing

Writing is a big part of every high in Myanmar".[45] In fact, students write more than ever before-from school research papers to essays on standardized tests to texting their friends. Yet writing problems abound. While these results are disappointing, the overall effect on student achievement is a larger concern: writing problems can greatly hinder college and career success. The good news is that with hard work, patience, and targeted help, high school writing problems to overcome. "Understanding high school writing proficiency standards, parents can be more effective in helping their children meet

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[43]Hardman, F., Aung, W., Myint, A. A., **Development of a Teacher Education Strategy Framework Linked to Pre- and In-Service Teacher Training in Myanmar**, UNICEF, 2013, p. 99.

[44]Hardman, F., Stoff, C.,Aung, W., Elliott,L., Developing pedagogical practices in Myanmar primary schools: possibilities and constraints, **Asia Pacific Journal of Education**, 2014, p. 33.

[45]Hayden, M and Martin, R., Recovery of the Education System in Myanmar**, Journal of International and Comparative Education,** Vol 2 Issue 2, 2013, p. 22.

grade level expectations. At the proficient level or above, high school students are able to plan, draft, and complete error-free essays of upwards of 1,500 words or more".[46]

High school students should know how to select the appropriate form of writing for various audiences and purposes, including narrative, expository, persuasive, descriptive, business, and literary forms. Students should exhibit and increasing facility with complex sentence structures, more sophisticated vocabulary, and an evolving individual writing style. When revising selected drafts, students are expected to improve the development of a central theme, the logical organization of content, and the creation of meaningful relationships among ideas.

2.9.5 Other Problems

Generally, Myanmar learners and many parts of the country face a great deal of problems on their way to learn English. We know that a classroom is nowadays only the place where learners have appropriate atmosphere to practice English. But they can hardly any opportunity to practice it. Where the teachers would encourage them to communicate in English. But that's not enough for them. In order to make them to learn English well, they keep practicing English outside the classroom. But the situation is completely opposite here because as soon as the learners come out of the educational organizations, they hard find any interest in speaking English.

On the other hand, the qualitative English learning resources are not accessible here. In order to attain good or sound of knowledge of English, a learner needs to be complete with quality materials which can assist them to make a good start because we know that a good start is half-done. Learns are willing to purchase cheap books and other reading materials written by some reasonable price writers and those copies are supplied with many a mistake and wrong ideas. Further some teachers who are directly complex in preparing book lists for the students found to be very careless because of that most of the cases the teachers influenced by a group of unwholesome book businesspersons such as coming the students are poor of good books and guiding principle. There are number

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[46]Lall, M., Child Centred **Learning and Teaching Approaches in Myanmar**; Commissioned by Pyoe Pin, DFID Myanmar, 2010, p. 53.

of teachers who neither teach the learners appropriately nor inspire them to acquire a language skill. [47]

On the other hand, Lack of enthusiasm creates a mist of obstructions in them. They are finding English a hard discipline tries to out some shortcut ways and methods to pass English in public examinations because they find hardly interested in it. And it is really true that if you find no interest in a piece of work, which force them to make any improvements in it. Just to withdraw the students with the concentrated benefit in an atmosphere where English is a foreign language, so the teacher should include them in a variety of accomplishments as pair work, role-play, question-answer, consultations, projects and the rest given in the textbook and also prepared by themselves. Students' contribution should be given priority over teacher participation as the basic skills of language. Which can be the best appropriate to the learners' life and atmosphere. [48]

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[47]Lall, M., **Teachers' Voice**, what education reforms does Myanmar Need? Myanmar Egress, 2013, p. 33.

[48]Lorch, J., Myanmar's Civil Society –a Patch for the National Education System**? The Emergence of Civil Society in Areas of State Weakness**, (Suedostasien aktuell, 3/2007), p. 55.

Chapter III

Research Methodology

3.1 Research Design

This thesis is concerned with documentary research and qualitative research that have been used for study. Researcher conducts the interviews with teachers and also collects the data obtained for an analysis. To design the qualitative data, researcher uses the tables of remarks concerning with the interviews sections. However, the tables in remarks calculator ranges are problems and solutions based on high school. Also to measure the participant's personal opinions about the quality in English using, researcher use table of remarks calculator regarding with the problems and solutions of teachers in the high school in Bago division in Myanmar.

3.2 Population and Focus Group

The participants were randomly chosen from high schools of government. The schools were chosen from different parts of Bago division and Bago city. The participants did vary in their experiences and attitudes. For example, there were the participants from different schools. On the other hand, all the high school participants were from their educations. The schools had a co-education system of problems and solutions. However, the total numbers of these participants were from Bago division. From Bago city, there were 20 teachers where it was learning in Bago division in Myanmar. On the hand, I had observed all classes from high schools to collect the research data. The number of the teachers in classroom were difference problems and solutions. When I observed the interview the average remarks teachers were almost 20. Indeed, the teachers were very helpful to collect the survey of data successfully.

3.3 Research Tools

The methods used to collect data were the documentations and interview with teachers and focus group discussions. The main methods used in this study include; (1)

Teachers' survey, (2) focus group discussions, (3) interview with teachers and (4) high school observation.

3.4 Focus School Discussion

To get the qualitative data the researcher conducted two focus school discussions of teachers in high school. There were number of twenty teachers who learned in the famous five high schools in Bago division. Researcher made an interview which positive attitude based on the English teachings skill of teachers in government high school in Myanmar. However, researcher concentrated to drag the problems and solutions of the teachers.

3.5 Interviews with Teachers

The number of teachers' interviews that researcher had taken were 20 teachers from the famous 5 school of the government high school. The researcher asked the teachers to know about the English teachings skill of the teachers that the researcher will ask the questions or interview with the conversation of teachers. Except the high school teacher, to take the English teaching skill in their class room. So, the researcher to choose English language and the researcher preferred English though in some of cases that problems and solutions of teachings skill. However, all of the teachers are males and females from the 5 high school. Researcher conducted the interview with the female teacher at school requesting a personal time from the interviews were conversation in the high schools. The duration of the interviews was about 30 minutes per each. The total number of the focused questions for the interview was 20. Moreover, the researcher confined the scope of area in the famous five schools in Bago division in Myanmar. But, the researcher tried to observes and negotiations with teachers in the interview sections.

3.6 Data Analysis

This survey data was obtained the documentations and qualitative research. Regarding with the data analysis, the researcher presents the English teaching problems and solution of the interviewers. Moreover, the researcher has to draw the table of the statistics, frequency, percentage, experience, knowledgeable of education skill, teaching material technology and significances.

Chapter IV

Results

The study entitled "An Analytical Study of English Teaching Skills of Teachers in Government High Schools in Myanmar" aims to analyze the solutions of teaching English skill of the teachers in government high schools in Myanmar. This chapter will analyze and synthesize data collected from samples and key informants in the following points:

4.1 Teacher Survey

4.2 The Focus Five School Discussion

4.3 General Information of Teachers

4.4 High School Observation

4.5 The Teacher's Attitude and Student's Attitude Related to the learnings Process

4.6 Solution for Other Problems

4.7 Possible Solutions to Financial Problems

4.8 Conclude Results from Interviewing Teachers

4.1 Teacher survey

Teaching is a comprehensive profession requiring practitioners to take on a variety of roles. Teaching qualifications typically involve subject matter expertise, psychological awareness and classroom management. Qualification details can vary depending on location, but there are core requirements to expect across the board. In this sections intended to the development and qualification of the teachers of the high school in Bago division in Myanmar. Whatever, the researcher mentions about the teacher survey necessaries for the education as a foundation of the educational field. Therefore, although there are so many survey of the high school teacher, the researcher will mention tow points of sections; the qualification of the high school English teacher in Bago in Myanmar and the improvement of the High school teacher in Bago in Myanmar.

4.1.1 The Qualification of the High School Teacher in Bago in Myanmar

The high school teachers are also known as secondary school teachers. As a high school teacher, you would have to teach in a public or private school and prepare children for a brighter future. Teaching in a high school required to be organized, decisive, motivated, hardworking, trustworthy and capable of coping with tension.

One of the most respectable jobs in today's world is that of high school teachers. There can be various perceptual experiences – inspired by great teachers or simply by your passion for learning – leading to a career in teaching. High school teaching is an excellent opportunity to share your knowledge and love with children. For high school teachers it is important to be tolerant to different religions, ethnicities, races and cultures because students come from different backgrounds. Being a high school teacher, you should generate genuine interest for academics among them, apart from endeavoring for their overall personality development. Prepare your students for the professional world. It is crucial that you have good communication skills to be able to get through your message across the classroom. The high school teachers must develop lesson plans, conduct tests, allot homework, impose discipline and establish classroom rules in order to teach properly. In order to teach your students in depth and provide detailed knowledge than elementary or middle school, you should use good lectures and presentations. Apart from this, you must also look after the need to supervise after-school activities, which include sports, dances, etc.

4.1.2 The Improvement of High School Teacher

There are many ways to improve the academic qualification for English teachers such as knowledge, skills, experience, comprehension, application, analysis, synthesis and evaluation. Among them, teacher's knowledge and skills are the best way to improve the academic qualification for English teachers. In order to get knowledge and skills teacher must read a lot of book not only concern with subject book but also other knowledge book. Reading a lot of book is the best way to improve knowledge and the knowledge is the best way to improve the academic qualification for English teachers. In addition, teachers need a variety of skills, education and training to become proficient in their careers. They need excellent communication skills so they can explain the material in the

curriculum in diverse ways to students who have different learning styles. They also need superior interpersonal skills, such as patience and the ability to remain calm in stressful situations. Creativity and presentation skills are important when planning lessons to motivate students and hold their interest. It is essential for teachers to have a strong grasp of the material they are teaching. These are the way to improve the academic qualification for English teachers.

4.2 The Focus Group Discussion

The researcher met with the head masters in five government high schools of top-class Bago division in Myanmar, and discussed the list of teachers, students and per cent of the success and will submit as soon as possible in fact-sheet with tables.

This table number 4 will describe with the list of teachers who are the numbers of school, grade, gander and per cent of teaching skills in five government high schools in Bago division.

Table 4: The list of teachers

School Name	Grade	Gander		Total	Teaching Skill
		Male	Female		
Athaka 1	Grade 9	18	20	38	100%
	Grade 10	10	19	29	100%
Athaka 2	Grade 9	21	50	71	100%
	Grade 10	28	49	77	100%
Athaka 3	Grade 9	10	37	47	95%
	Grade 10	11	36	47	100%
Athaka 4	Grade 9	8	18	26	98%
	Grade 10	7	20	27	99%
Athaka 5	Grade 9	12	21	33	100%
	Grade 10	9	16	25	99%

This table number 5 will describe with the list of students who are the numbers of school, grade, gander and per cent of success in five government high schools in Bago division.

Table 5: The list of students

School Name	Grade	Gander		Total	Per cent of Success
		Male	Female		
Athaka 1	Grade 9	122	144	266	72.86%
	Grade 10	107	99	206	29.52%
Athaka 2	Grade 9	237	265	502	74.00%
	Grade 10	240	305	545	25.19%
Athaka 3	Grade 9	160	160	320	74.29%
	Grade 10	102	131	233	50.22%
Athaka 4	Grade 9	101	86	187	85.13%
	Grade 10	91	103	194	50.67%
Athaka 5	Grade 9	124	113	237	89.00%
	Grade 10	83	94	177	45.25%

4.3 General information of teachers

4.3.1 Information on Gender

In this part, it mainly presents the information on status, referring to the population who are teaching at five government high schools Bogo division in Myanmar, Concerning the status, there are 30 males and 70 females.

Table 6: The number of populations and percentages of status

Gender of teachers	Frequency	Percentage
Male	30	30%
Female	70	70%
Total	100	100

4.3.2 Information on Age

In the part, it mainly presents the information on age, referring to the population who are teaching at five government high schools Bago division in Myanmar.

Table 7: The number of age

Age	Number	Percentage
50	20	20%
49 under	80	80%
Total	100	100%

4.3.3 information on Experiences in Teaching English

In this part, it mainly presents the information on experiences, referring to the population those who are teaching at five government high schools Bago division in Myanmar. About age of population, 30% teachers have experience about teaching skills as 10-20 years. Some teachers 70% have experience 1-10 years.

Table 8: The number of experience

Experience	Number	Percentage
10-20 years	30	30%
1-10 years	70	70%
Total	100	100

4.3.4 Information on Teachers Purposes in Teaching English

In the part, it mainly presents the information on student's purposes in teaching English referring to the population who are teaching at five government high schools Bago division in Myanmar.

Table 9: The number of teachers purposes teaching English

Purposes teaching English	Number	Percentages
Educational purposes	95	95%
Communication purposes	5	5%
Total	100	100

4.3.5 Information on the Most Wanted English language Skill

In this part, it mainly presents the information on the most wanted English language skill referring to the population those who are teaching at five government high schools Bago division in Myanmar.

Table 10: The number of the most wanted English language skill

English language skills	Number	Percentage
Speaking skill	15	15%
Reading skill	40	40%
Listening skill	10	10%
Writing skill	35	35%
Total	100	100%

4.4 High school observation

The researcher observed teaching material, method and techniques from five government high schools in Bago division, and assessment and testing system. Most of the teachers taught their students as better than other people. As far as I observed, five government high schools are teaching that their students used the lecture method in most of the time of the teaching-learning process.

4.4.1 Teaching Material Currently Used

Material using was found from the class observation and teachers' interviews that teachers used the Lecture Method most of the time in the teaching-learning process. Along with the lecture method teachers used some other methods like participatory method, demonstration method, question-answer method, etc. Teachers involved students in pair work, group work, and brainstorming and in writing tasks. Students also reported that teachers involved them in those activities. One teacher explained the reasons for using those methods. In the case of the question-answer method a teacher reported:

From the above quotation it was clear that the teacher used individually favorite teaching methods and thought about the assessment techniques simultaneously. So a mutual relationship between teaching methods and assessment techniques was found. Methods, Activities and Materials used in English Class.

Table 11: Methods, Activities and Materials used in English Class

Methods and Techniques	Classroom Dynamics and Activities	Materials
Lecture Method	Group work	Picture, Poster
Participatory Method	Pair work	Chalkboard
Demonstration Method	Brain storming	Chart
Question-answer Techniques	Asking	Model
Give and take	Techniques Writing task	Mobile

4.4.2 Teaching Effectiveness

Through this initiative, interactive multimedia software based on national curriculum of English Class 4 were developed and tested in selected government high schools. The children using information and communication technology (ICT) in education. The teachers do not have the language competence to confidently facilitate English classes using the Communicative Language Teaching (CLT) approach. The results of the project showed that the use of audio-visual content has strong potential for enhancing and promoting interactive language classes. From class observations some general ideas about the nature of English classroom practice were found. From the observation activities such as warm up, greetings, delivering lesson, using materials, group work, pair work, student assessment, teacher's feedback, assigning homework etc were found in classroom practice.

There are two common sayings that "Education is the backbone of a nation" and "A teacher is an architect of a nation". There is a deep connection between the two ideas. In other words, a teacher constructs a nation with the help of his refined knowledge. So as a builder of a nation, a teacher of English must be efficient. But there are many teachers of English who are not proficient enough in English because the sorting out procedures of teachers here are not good and sometimes the appointment of a teacher depends upon money not upon merit. Lack of teachers' training is one of the major problems found in teaching English in Myanmar. Actually, a well-trained teacher can help a student learn better. But there are teachers who receive no training at all to teach

English. So as an untrained teacher, he cannot help release the students' problems and fear of the subject. Even he cannot make the lessons interesting because of the lack of some effectual strategies. If he had received training, he or she could have taught the subject comparatively good. If the situation keeps on going, it will hamper the students' dormant potentialities and it will kill the valuable time the learners too.

4.4.3 The Leads of Open Learning

In this part, it mainly presents the leads of open learning, refers to the students those who are studying at government high schools in Bago division of Myanmar. The leads of open learning system are to expanding education is essential ingredients of any national development policy. However, in Myanmar is failed to offer an education to all sections of people in society at government high school system of the education due to the lack of infrastructural facilities and also some constraints embodied in it. System can play an important role to build up this gap. Furthermore, to allow more students from different background, environments and geographical setting without requiring the uses of scarce on-site space, the leads of open learning system also offers the 2 educational institutions more revenue. That means, the leads open learning system is a cost-effective way of mass education.[1]

On the other hand, in Myanmar, students who cannot go to school due to insolvent economic condition of the parents can have education by earning by themselves. So, the leads of open learning systems have proven themselves a way for people to gain an education. Although the leads of open learning system are the most efficient and appropriate way of education in the developing countries, the great concern yet attracts the attention of educators is the quality of the leads of open learning system program. Still the institutions are struggling with quality issues of their program.

4.4.4 The Use of Multimedia Technology

In this part, it mainly explains the use of multimedia technology, referring to the students those who are studying at government high schools in Bogo division of Myanmar. The use of multimedia technology of teacher's uses it during teaching English to students in the classroom at government high school in Bago.

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[1]UNICFE Myanmar, **Myanmar Quality Basic Education Programme,** July 2012 to July 2016 final report, September 2016, p. 6.

Nowadays, technology of the world is used in every sphere of life. Education system is not out of this circle, for the purpose of teaching English. The source has found that to the international Society for Technology in Education (ISTE) of U.S. Department of Education: "Curriculum integration with the use of technology involves infusion of technology as a tool to enhance the learning in a content area. The technology should become an integral part of how the classroom functions-as accessible as all other classroom tools.[2]

In Myanmar, the National Education Policy, 2010 has brought changes in the English curriculum. The National Education Policy, 2010 focuses the need for teaching English for communicative purposes. "Therefore, the curriculum focuses on teaching English as a skill-based subject so that learners can use English in their real-life situations by acquiring necessary language skills as well as knowledge, learning about cultures and values, developing positive attitudes, pursuing higher education and having better access to local and global employment. However, in this modern era, use of technology in language classroom can play an important role to implement this new curriculum. The aim of this research is to find out the teacher's responses towards teaching in technologically advanced classroom.[3]

In similar way, multimedia Technology is also considered as an important tool for teaching English in Myanmar. In developed country, it is very common feature of using different technologies and internet in classrooms. They are benefitted of using them in classrooms. In recent times, government starts to set up computer and internet in schools and colleges throughout the country, but 2 technologically advanced classrooms have not yet become available everywhere.

Moreover, multimedia technology should be part of classroom utility as like other teaching tools or aids. It can be essential combination with other teaching resources. The purpose of using technology should be assist and enhance in both of teaching English and learning. Recently, teachers are integrating different varieties of technology to assist their teaching, involve students in learning process, provide authentic examples of the

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[2]ISTE, **International Society for Technology in Education**, (Chief Executive Officer Position Profile, March, 2012), p. 16.

[3]Kayoko Hashimoto, **Van-Trao Nguyen, Professional Development of English Language Teachers in Asia:** Lessons from Japan and Vietnam, (New York, Routledge, 2018), p. 4.

target culture, and connect their classrooms. Some technology tools permit teachers to make a distinction in teaching and classroom activities and also homework or assignments.

In addition, technology has an importance as a tool to support teachers of foreign languages in facilitating language learning for their students. Technology can play an important role in assisting and improving language learning, the efficiency of any technological tool depends on the knowledge and expertise of the qualified language teacher who runs the classes. Technology-enhanced language learning suggests to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method 5 language teachers. Multimedia technology is not a teaching method but rather an approach that can be used alongside teaching method to help teach. Although technology is usually viewed as a delivery and instructional tool, many instructors struggle to support their students to learn form, and about technology, but ignore the most important aspect learning with technology. Students learn meaningfully when they learn with computers, technology is viewed as a resource to help them develop, among other things, higher order thinking, creativity, and research skills.[4]

Furthermore, the use of multimedia technology in second-and foreign-language teaching is characterized by the use of multimedia and the internet. Because of multimedia is a combination of text, audio, still images, animation, video or interactivity content forms. It is usually recorded and played, displayed or accessed by information content processing devices such as computerized and electronic media devices but also be part of a live performance. Multimedia is being used for information in form of texts, graphics, pictures, audio and video. When both images and sounds are presented together then it is more appealing to its audiences. That is why use of multimedia is becoming popular day by day to teachers as well as students. It is not enough to use multimedia in 6 classrooms to motivate students. But also it requires to "use combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. One more thing that multimedia cannot be substitute for teachers because she or he always works as facilitator in classroom. A good teacher knows well how she or he can make his classroom or lesson better by using technology. The use of technology in language classroom in both teaching and learning English language has become changed.

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[4]KLKumar, **Educational Technology,** (New Delhi, New Age International, 1996), p. 3.

Nowadays, it is proved that technology enhanced teaching environment is more fruitful than lecture based classroom.

Teachers need to seek ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert. The use of technology has remarkably changed the English teaching techniques. Technology provides so many options as marking teaching interesting and also making teaching more productive in terms of improvement. In traditional classrooms teachers usually stand in front of students and give lecture and also give explanation and instruction by using blackboard or whiteboard.[5]

These technique needs slightly to be modified regarding with the development of the technology. The use of multimedia texts in classroom helps student to become increasingly familiar with academic vocabulary and language structure. The use of multimedia described here makes use of print text; film and internet give students opportunity to gather information and introduce them to various materials for analysis and interpretation of both language and contexts. Internet presents students a wide range of collection of English language texts in many discipline departments. Use of internet can make the benefit of increased student motivation. In addition, use of film in teaching can help students to understand the topic with enthusiasm and develop their knowledge. Sometimes teachers try to support their students to learn from and about technology, but ignore the most important aspect learning with technology. Students can learn meaningfully when technology is used in the process of learning through use of computer, internet etc. When students learn with technology, it helps them to develop higher order of thinking and research skills.

Therefore, proper combination of multimedia and teaching methodology is appropriate to attract student's attention towards English language learning. English language as a Second language and English as a foreign language is using most of the countries in the world. The numbers of non-native speakers are increasing day by day and one of the main reasons of using English is internet.[6] Not only internet but also rapid

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[5]KL Kumar, **Educational Technology,** (New Delhi, New Age International, 1996), p. 9.

[6]Mary Hayden, **Introduction to International Education: International Schools and their Communities,** (London, 2006), p. 2.

development of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform 8 and exploration on English teaching model in the new era. Education experts found that technologies in language classroom have positive impact to promote communication skills. Multimedia technological innovations have gone hand-in-hand with the growth or English and are changing the way in which we communicate. So, it is very reasonable to say that wide spread of internet as well as availability of computer facilitated the growth of internet.

4.4.5 The Benefit of Multimedia Technology

The appropriate English teaching method is crucial in getting the maximum benefit from the materials. The Communicative Language teaching has been introduced in Myanmar as an effective approach to develop learners' communicative competence in English. This method enables the learners to interact meaningfully in real life situations. There are several problems associated with teaching material in Myanmar due to lack of technologies, biggest classroom, and teachers.

In spite of that, to find out the solution to the problems that government of Myanmar should provide facilities to English teachers to contribute them proper professional teachers training. Approximately 24% of Government High school and Registered Non-Government High School teachers are untrained and important resource like trained teachers communicative teaching materials; and financial, infrastructural and management facilities are not equally available or favorable in all the educational institutions in Myanmar. As far as English teaching is concerned, it has been repeated mentioned that single biggest obstacle to English teaching in Myanmar is the lack of competent teachers at all levels. In the issue of qualification, most of the teachers at primary level are either SSC or HSC qualified and many of them are not properly trained in teaching English. Besides, English being a compulsory subject with the same weight age as that of vernacular subject is one of the reasons of high dropout rate and the poor of quality education. To reduce dropout rate as well as the burden of English, it would be better to introduce English from class 3 where more qualified and trained English teachers can be engaged and then learning output will perhaps be better. Many countries like Indonesia, Vietnam, Russia and Thailand have introduced English at the secondary schools. And are gaining better results. One the other hand, recently some other countries like

china. South Korea, Malaysia and some provinces of India have introduced English in High schools.[7]

Generally, in Myanmar the traditional and dominant way of teaching in most schools tends to focus on memorizing facts with little emphasis on developing analytical, practical or vocational skills, teachers follow the grammar explanation, lecture based, and memorization-oriented, pedagogy, classroom instructions focus on mere skill-drill with substantial memorization, repeated practice, instead of connecting bridge between the oral language experiences to the written or visual world of literacy. This is why teachers cannot give individual attention to each learner as teacher and student ratio at the government high schools level in Bago division of Myanmar.[8]

Moreover, teachers are the main sources for improving the quality of learning of the children as they are the main responsible persons to disseminate curriculum and contents to learners in the classroom. So, developing skills and potentials of the teachers is one of the preconditions of quality education. Teaching language is not an easy task and it needs to be interesting enough. Teachers who have adequate to understanding on curriculum and content, they can show better performance in classroom. Though high school teachers in Myanmar receive basic and in-service training that improves their skill to demonstrate their lessons in classrooms, still they face several difficulties in teaching English which affects the students' competence. Therefore, to overcome of the problems the governments of Myanmar have to provide teachers full potential professional training.

Furthermore, multimedia technology is immensely important in terms of both teaching English and learning. As I mentioned earlier above, multimedia technology is key vital role of teaching English to students. But, in Myanmar still lack of multimedia technology to use it in classroom. So, the government of Myanmar and ministry of education board should consider distributing huge potential technologist in the classroom that teachers can teach students easily. On the other hand, in Myanmar the classrooms

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[7]The Government of the Republic of the Union of Myanmar, Ministry of Education **Education for All: Access to and Quality of Education in Myanmar,** Conference on Development Policy Options with Special Reference to Education and Health in Myanmar, Nay Pyi Taw, Myanmar, 13-16 February, 2012, pp.18-19.

[8]UNDP**, The state of local governance:** Trends in Bago, Myanmar, 2014, p. 4.

are very biggest and many students attend the class at government high school in Bago division. Instead of this fact, they are no micro speakers for teachers to use during teaching students. So, it is difficult to teach students comfortable and make understand them clearly due to large class of students.

4.5 The Teacher's Attitude and Student's Attitude Related to the Learnings Process

Attitudes are often shaped by the social context, "develop early in childhood and are the result of parents and peers' attitudes" as well as contact with others from different cultures. Attitudes towards a language and its literature often begin at home. Social context also determines provision and practice for second or foreign language.

4.5.1 Teacher's Attitude

It's common that the teachers teaching and students learning in the academic field but one that sums up what everyone hopes is become obvious in classrooms. That hope for the English language learner student is indivisibly tied to and dependent upon the teacher doing exactly that teaching. For the classroom teacher with English language learners' students that can be, at best, a challenge of teaching skills in order to facilitate learning or, at worst, an exhausting and frustrating experience with little or no expectations for learning stated the what is needed is for teachers to think of themselves as teachers of English Language Learners instead of as teachers who have English Language Learner students in class. Teacher needs to show are provide equality the frameworks and facilitate all the necessary materials, advices and instructions to lead the students to achieve their goals.

When we look at the attitudes related ideas and perspective we see that the motivation of studying a language can be divided into two main categories; integrative and instrumental motives. Where the integrative motives refer to situations through which a person learns and master a second language in order to participate in the target language group's cultural activities. But on the other hand the instrumental motives refer to practical purposes of learning a language. By using that particular skills, a person achieves his or her dream target in life to get a better job or to pass examinations. But a country like Myanmar, where majority of the students who have been learning English have this instrumental motive of ensuring economic solvency.

When queried further, 75% of respondents registered agreement that English Language Learner students should not be admitted to mainstream classrooms until a minimum level of English Language proficiency had been attained. Finally, 70% of the teachers expressed the attitude that there was not enough time to deal with the needs of English Language Learner students suggested that the difference between the positive general attitudes of inclusion and the negative attitudes about specific inclusion are the result of teachers' lack of confidence and training to teach English Language Learner students especially those at planning and early production stages of language acquisition. Most of the teachers believes that the common practice of low incidence ELL schools which is to place English Language Learner students at all proficiency levels into mainstream classrooms with teachers who continue to lack sufficient training and skills to address the specific needs of these students will continue to fuel the discrepancy in inclusion attitudes.[9]

The teachers in the academic field tried to provide equal opportunity to education, what resulted, in practice, were inequities in learning. The teachers were committed to teaching the English language learners were unable to instruct and to adjust for the varying proficiency levels of the students. The frustration and resentment experienced by classroom teachers can be further exacerbated by attitudes that other students will be negatively impacted by the inclusion of English language learners in the mainstream classroom. Without appropriate and timely training for instruction of English Language Learners, teachers will feel classroom time must be divided between ELL and non-ELL students.

There are students who lacked that level of fluency struggled to learn and the teachers struggled to teach because suitable etymological accommodations and alterations were not being used to support English Language Learner students' access to the core syllabus. First, normal teachers have the misconception that adequate and intensive professional development for teaching English Language Learners fall to the staff directly elaborate with teaching English such as the English as a Second Language teacher. The primary responsibility for teaching English proficiency is mistakenly viewed as the

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[9]J. Reeves, Secondary teacher attitudes toward including English-Language Learners in mainstream classrooms, **Journal of Education Research**, (2006), pp, 99 (3), 131-142.

domain of the English second Language (ESL) teacher and not in the realm of the mainstream education classrooms.

In this manner, ordinary teachers do not view the nature of the professional development designed to address the challenges of teaching English Language Learner students as addressing the environment of the mainstream classroom. Second, the quality and the sustainability of professional development could be questionable. Teachers who have had experience to proficient expansion that is one time in nature with very little or no follow up putting into practice do not feel the need to spend added time in professional development of the nature. Teachers know that professional development is essential to continue to improve teaching skills and knowledge base, but it the professional development is not designed to sustain real change then it becomes problematic. The same group of English language Learner students were observed to be silent and disengaged in the classrooms where English Language learner students were not recognized nor encouraged to be contributors to the social environment of the classroom. The first finding of the study indicated that the interactive processes of the English Language Learner student can be enhanced in the classroom if the instructor has a good knowledge of the cultural and social needs of the students and understands how to respond to the students' needs. The second finding was that how teachers viewed their own positions in regard to English Language Learner students became a critical factor in influencing the participation and the interaction of learning for English Language Learner students.

The quality of teachers is to think of themselves as teachers of English Language learners instead of as teachers who have English Language Learner students in class. The third finding showed that different instructional approaches do influence how ELL students view their own interactions in the classroom. The English Language Learner students felt more comfortable and had a sense of belonging when the instructional style accommodated cultural difference and enhanced a multicultural approach to teaching. In classroom with a monoculture approach and emphasis was only on substance matter, English Language Learners established a nationalist character and affiliated with other students who were perceived by the teacher and students as problematic or struggling academically. English Language Learner students to learn rather than distance and isolate them further from the learning process within the environment of the classroom. Culture in the Classroom as a teacher stands in front of the classroom and looks at the faces of

the students, each face represents a personality, a family, a history, and cultural influences that have helped shape that individual.

4.5.2 Student's Attitude

Indeed, it was known that the students with positive attitudes will spend more effort to learn the language and literature by using approaches such as asking questions, volunteering information answering question. Attitudes therefore affect the rate of development and the final proficiency achieved in the target language and literature. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using appropriate materials and teaching techniques. Attitudes also improve when learners taste success in their course of learning. Students' attitudes towards second/foreign language learning. From class observations the student's attitudes were very clear when the teachers gave feedback to the students after various types of assessment during the classes but providing feedback was not regular practice.[10] Feedback was given both to the whole class and to the individual student by observing their attitudes closely. As the students from various background have come to join together to learn in one class. Due to that the teachers provided verbal feedback to the students. Teachers used some phrases and words such as "Thank you, very good, okay, your idea is right, my students can answer" etc. for giving feedback. So the students hear them very often and remember them and use them in the school and in the outer atmosphere. From time to time the feedback like "wrong answer". Usually it was seen that teachers asked questions to the students and provided feedback on that responses to bring out the changes among the students. Some example s of such practice are given below: Feedback to Individual Students.

1) Teacher: What is UN?
   Student: an organization
2) T: What about the organization?
   S: Cultural
3) T: Right, thank you (Feedback) Feedback to whole Class
4) T: What can you see in picture two?
   S: An old man sitting under the tree.

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[10]C, Burns, & D. Myhill, Interactive or Inactive, **A Consideration of the Nature of interaction in Whole Class Teaching**. (Cambridge University Press, 2004), pp, 34 (1), 35-49.

5) T: Thank you, your idea is right. (Feedback)

Most of the English teachers in duty spoke to share their personal experiences that the feedback should be given to the students regularly because feedback would inspire students. They also revealed that they classroom observation. The students of most of the school that were under observation also reported that teachers provided feedback sometimes. They point out that feedback helped them to correct their mistakes. One of the teachers reported very positively about feedback. So it was clear that the feedback can bring a great change among the students to change their attitudes of learning to become a successful person and leader for their nation. At the end we see that the education division is usually considered to be mainly disposed to corruption, due to the size of education financial statement and the complex organizational layers that existent between central government and the school level. Parents can often be influenced and tolerate corruption as they struggle to provide the best educational opportunities for their children. In Myanmar, the main systems of corruption identified in the education sector include more obvious forms such as bribery in admissions and in the disbursement of stipends; nepotism in the recruitment of teachers; and corruption in procurement. Less obvious forms include teacher absenteeism; misuse of private tuition by teachers; and sexual exploitation in schools and universities.[11]

Myanmar has been acknowledged worldwide for development made in achieving almost universal access to primary education and achieving gender equity at the primary and secondary levels based on the attitudes of teachers and student. Administrative efforts in the area of governance have led to improvement in the recruitment of teachers and school management. Remarkable non-governmental anti-corruption initiatives in the sector consist of TI-Myanmar's Integrity Pledge which aims to promote people's participation in planning, budgeting, implementation and monitoring in schools.

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[11]Salmi j, **Reconstruction Higher education in Myanmar**, University World News, online research, (3.9.2018), http:// www.universityworldnews.com/ article. php? Story= 201307261442 13232, 2013.

4.6 Solution for Other Problems

There are also various problems but I would like to highlight the important points of problems such as; limited schools, limited accommodation, and transportation considering this fact that in rural area there are a few government high schools, accommodation, and transportation in Bago division of Myanmar. So, the students who are living in remote area they are totally facing huge problems to fulfill their basic deserves. Some of students they do not have opportunity to get education due to lack of schools. Therefore, the way to find out the solution that government of Myanmar should establish the more schools that children can get at least high free education. As this study uses the method of possible solutions of teaching English, it mainly focuses on the four skills. As we well know that Primary level is the most important level for a student for achieving higher education as it prepares the base of the students for their future. In Myanmar, every year a lot of students fail in English in the public exams. For the existing examination system, they pass in the exam by memorizing and without achieving the four basic skills. The primary English materials cover four basic skills of English- listening, speaking, reading, and writing providing opportunities for the learners to practice as per the purpose of teaching English i.e. to help students develop competence in all four language skills in English through meaningful and enjoyable activities.

To improve listening and speaking skills of the learners, Basic English sound recognition, sound differences using minimal pairs, rhythm of speaking, stress, and intonations have been brought into practice in the materials. The learners are instructed to perform these in rhymes and songs with rhymes to make them feel interested in learning. To improve learners' comprehensive skill teachers have been instructed to read aloud and act out dialogues, sounds, and texts. To develop learners' speaking skill, the materials aim to teach some useful linguistic expressions needed for social interaction such as exchanging greetings and farewells, making introductions, giving commands and instructions, asking and answering questions, making requests. Through some authentic and simple conversations, the subject matters of the conversations have been taken from real life situations. The activities like describing pictures, talking about easy events and things, working in pairs and in groups are included for speaking practice.

To improve the reading skills that students have to read material texts understanding, sound, stress, intonation and punctuation is accentuated to develop

learners' reading competence. To improve a good command in writing skill, some fundamental syntactic structure such as formation of words, phrases, statements, questions, commands, requests, instructions. Important grammatical rules are especially pointed out for more practice. The materials also intend to teach technical writing such as letters, paragraphs, short stories, short composition writings, dialogue writing, filling up forms. Four skills are very necessary for students and teachers to develop the English skills that can helpful for them overcome from the problems. In this case, without these four skills a person can't attain the good command English skills so it will be helpful for them in academically and professionally.

4.7 Possible Solutions to Financial Problems

There are two educational sectors in Myanmar these are Government schools and Private schools. The government schools are running and fund by government of Myanmar. The private schools are running and fundraising by school's committees also some national and international organizations. Instead of that Myanmar teachers are do not get salary in time. They have wait for long time until the cost of educational budget approved by government of Myanmar. It is a huge problem of educational department that the teachers lose their concentration to teach students. Sometime it makes cause of problems of teachers financially. It is the bad reputation and harmful for Myanmar educational board. Moreover, with the financial problems that students are do not get full potential basic education due to lack of teacher's salary budget. To feasible find out the solutions that government of Myanmar, educational board, national and international organizations should need to takes responsibility to teachers' salary in times.

After reviewing the related literatures on this topic there are 6 teachers have been interviewed through online Skype and Facebook messenger at government high school's teachers in Bago division, Myanmar. It has been found in this study that teachers face major difficulties teaching for lack of proper training, limited contact hours, class size, inadequate knowledge on pedagogy etc. Some recommendations based on research findings have also been included in this paper to face those difficulties. The easy way to find out solution that government of Myanmar should provide the opportunities to teachers and fulfill their potential deserves. To provide opportunities means to give full potential teachers training, class size, and contact hours. The overall within this chapter the researcher would like to summarize that government high school needs along the

expert in English training teachers to make students aware from the darkness. It will be also helpful for new generation to develop their life. The government of Myanmar should provide huge opportunities to students that they will not face any difficulties go to school and get free education.

Start from 2014 until 2017, the government budget allocations to the health and education sectors have increased significantly over the past few years in Myanmar. When compared to opinion poll data, one can see the budget is in fact more aligned with the needs of the public than it has been in the past. However, spending in health, education and other social sectors is well below the levels of other ASEAN countries. Defense expenditure still remains a significant proportion of government expenditure as well. To become a truly service oriented government, budget will have to significantly increase its stream of revenue. Until this happens, government service delivery is ultimately constrained regardless of budget allocation. This means the composition of government revenues must change. Dependence on SEEs to fill government coffers should wane over time as SEEs are scaled back to make way for a more market-oriented economy in which a wider tax base is used to fund government expenditures.[12]

The researcher identifies that from 2009-2013 the budget is not required to the educational management. The government offered the budget to the other sectors over 75%. In 2017, the budget on education has increased more than other years. The researcher hopefully mentions that the government will offer higher education and develop the budget to the education as levels of other ASEAN countries.

4.8 Conclude the Results from Interviewing Teachers

In this part, it mainly presents the results from interviewing people who involved about ideas, suggestions, and opinions on English teaching skills of the High school teachers Bago division in Myanmar and other points that are related. About the people needed for an interview, it is mainly composed 10 English teachers;

Daw EiEi Thin said that there are so many problems for the English Teachers in Government High School at Bago in Myanmar. Among them, first of all, English is the second language, not mother tongue, in Myanmar. English is used all over the world. It is

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[12]**Overview of the Myanmar Budget**: Action Aid Government Budget Consultation, view August 7th 2018. www.researchgate.net/publication.

a progressive language. We, English teacher have to face problems in everyday because the language policy in school education emerged as a social problem and personal problem. Most of the students are rural students, (80% per) in Myanmar, therefore, in reality rural students' situation is very difficult. They don't have opportunities as city students had, for example, language lab, audio visual aids, vocabulary, and so on. Generally rural students consider English as a subject not as a language. It is the main problems and obstacle of them. Majority of students read English only for the sake of examination. They are not known how to recite poems but they well known how to memory it. Actually rural students have fear on English. On the other hand, many teachers don't have long vision about students' life. They focus only on examination. These are problems for the English teacher.[13]

Daw Kinn Hinn Thitsar. He said that in the past, English skills of Myanmar high school teacher is very good but in the present situation debase English skills because of weak in savvy English teaching skill. And them, in my opinion, there were problems which known poverty, educational open eyes and non-standard educated because of without supporting form government. In present situation, the government is supporting and providing for education but most of the teachers and lectures, they don't have enough qualification and intellectual knowledge. So, there are problems not only past period but also present time, but these problems are not the same based on situation. Until now, educations have been needed to promote and develop by government, teacher and schools.[14]

Daw Soe Nwel Nwel. She said that according to the English teaching, the ways is to improve the academic qualification for English teachers. It must be the English teachers will train English training classes again and again and refit curriculum of English textbook. To train the educational system, to study the academic writing, to explore the academic area, to maintain the basic education law and to teach daily lectures or academic projects. And them, In the first place, the wording of this question implies that current qualifications of English teachers are insufficient. For my secondary teaching degree, I had to become well-versed in grammar, writing/composition, rhetoric (including

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[13]Interview with Daw EiEi Thin, **Athaka 1, Bago high school**, Bago division in Myanmar, 27.11.2018, AM 9;00 to 11;00.

[14]Interview with Daw Khin Hinn Thitsar **Athaka 1, Bago high school,** Bago division in Myanmar, 27.11.2018, PM 1;00 to 2;00.

its history and theory), the history of education epistemological theories, educational psychology, the "classics," literary criticism, historical/literary movements, classroom motivation, management techniques, educational law (including for students with disabilities and accommodations), assessment, and more. Then I had to participate in multiple team-teaching practice in local middle schools, where my teaching was filmed, critiqued, and improved. This was followed by student teaching where I was given three classrooms of students and expected to do everything myself, with the feedback and support of a mentor teacher. And in the end, if I still didn't pass the Praxis II exams for both my content area and for principles of learning and teaching, I would not   have been given my teaching license. Granted, this is only one teacher's experience. I lacked confidence and experience when I began teaching, but not academic qualifications.[15]

Daw Ei Htike Aung. She said that writing is very important because of the only is exam writing on the paper. And them, according to my knowledge, the most important is writing skill concerning with academic filed. Because of, if the students are not except writing skills, they cannot get high grade and pass the exam. Every student has to take an examination in the graduate levels.[16]

Daw Tin Zar Phye. She said that the teachers have to face problems while teaching speaking, the teacher try to solve problems by using particular techniques and strategies in their teaching. The problems faced by the teachers there were as follows ---

(1) In teaching speaking the teachers faced some problems in their class. Some their students had different ability and age. The teachers get problems in giving appropriate topic to their students. For example: some students have low ability in English, some students have high ability in English, and some of students are older than the teachers.

(2) The teachers faced problems of their student in which some of the students were shy and afraid to speak English. For example; when a student was asked by the teacher to speak in front of the class, he/she said that he/she was shy and afraid to speak.

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[15]Interview with Daw Soe New New **Athaka 2, Bago high school**, Bago division in Myanmar, 29.11.2018, AM 10;00 to 11;00.

[16]Interview with Daw EI Htike Aung, **Athaka 2, Bago high school,** Bago division in Myanmar, 27.11.2018, P1M 9;00 to 2;00.

(3) The Teachers get problems in teaching speaking because the educational background of the students was different, for example: students were from senior high school, students were undergraduate students.

(4) The problems that face by the teachers in teaching speaking was the motivation to improve their English speaking, but other students had low motivation in learning English speaking.

I think that some problems for English Teachers are as following ----

English is their second language.

Students find themselves unable to express in English.

Students do not know proper pronunciation, spellings and grammatical rules.

Students never realize the importance of learning English as a language.

Lack the confidence to speak in English.

First reason is that they have been taught English through Grammar-Translation Method.

This method makes them dependent on their mother tongue. Some teachers have good accent, but they do not possess a good command over the language.[17]

U Aung San Oo. He said that there are so many solutions regarding with the method of English teacher but I will mention briefly about it in here. So, in my opinion, the English teacher have to be perfect and expect in the teaching method based on Training the Education Center. Moreover, the English teacher must to learn to the English Subjects with the best attentions and need to practice or activities on the teaching English teacher in Government high school in Myanmar. And then, some teachers have English speaking problem more than other skill such as listening, reading, writing, or grammar. He also said that most teachers have problem in reading skill because English language has different structure from there Mather tongue language so the teachers must practice using the structure of English such words, sentence as well as practice using the language

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[17]Interview with Daw Thin Zar Phye, **Athaka 3, Bago high school,** Bago division in Myanmar, 30.11.2018, AM 9;00 to 11;00.

through four skills: listening, speaking reading and writing, the teacher should have practice pronunciation correctly.[18]

U Aung Soe Htet. He said that the traditional English language teaching methods are lecture method, question and answer method, storytelling method and demonstration method. And them, the traditional English language teachings are the process of teaching method based on by heart (Alootkyat) in government high school in Myanmar. We can call this method as a traditional method but in this method without attention, knowledge, thinking, crated thinking, intelligence and mindfulness. So, this traditional method is not useful and benefit for the student in the educational filed. Moreover, in Myanmar, the education remarks as the level system based on the transcript. Therefore, this traditional English teaching method indicates slows down the abilities of qualities among the education country in the world. Finally, this traditional English language teaching is not the right way to teach or learn the English teachings.[19]

Daw Aye Su Mon. She said that I explain the exercises in the text and the students answer these. They write letter and essay by my help. Chapter end test is held twice a year and first semester and second semester examination is also held in a year. And then, according with my opinion, the assessment and testing system defined the level or position based on the abilities and qualities. But, in the government high school in Bago, the teacher defined writing skill and by heart system without own creations or knowledge. So, this assessment is not the standard on the education concerning with the teaching method. Whatever, we are trying to change the system especially based on the student center and teacher center. These both of center can improve the abilities and qualities of students and teachers to the high level. Therefore, we have to do the new assessment and testing system for the improvement of the educational skills.[20]

Daw Cho Cho Mar. She said that Yes, of course. We need to material really. What I mean this is the supporting easily know or understand to the lessons or subjects.

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[18]Interview with U Aung San Oo, **Athaka 3, Bago high school,** Bago division in Myanmar, 30.11.2018, PM 1;00 to 2;00.

[19]Interview with U Aung Soe Htet, **Athaka 4, Bago high school,** Bago division in Myanmar, 1.12.2018, PM 9;00 to 11;00.

[20]Interview with Daw Aye Su Mon, **Athaka 4, Bago high school,** Bago division in Myanmar, 1.12.2018, PM 1;00 to 2;00.

For example, graphic design, pictures, post card, color pen or pencil and audiovisual aids. So, these are necessary to use in the class room and education method. Normally, we should didn't use this instrument in the class room before but the other county was using this method since the early time. So, conceding with the education, we are late. This is not fault but we have to try to improve the abilities based on the mistake or fault. Finally, we can go the gold goals. Therefore, in my opinion, indeed we need to education instruments in the class room or centers.[21]

   U Zay Yar Phyo He said that I'm a little confused based on this question because I don't know, what is the open learning? But, What I understand the open learning is the interrelated action or method between students and teacher. So, we can call this method student center and teacher center because even the Buddha used the ways of method. The Buddha delivered to directly to the Bhikkhu, these Bhikkhus asked to the Buddha what they want to know or what they should be do? Therefore, this interrelated action and method are most of the useful or benefit to the educational method. And, this open learning, the student can improve or promote their abilities and qualities quickly.[22] Therefore, these open learning method refers to the progression and promoting to the education system and method. And then, as our country is a developing country, we need to try to keep up with developed countries, to do so, education is very important. Myanmar Education System include the program that provides almost everyone to be educated. Open learning is also operated by leading of Ministry of Education to implement the above purpose.

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[21]Interview with Daw Cho Cho Mar, **Athaka 5, Bago high school,** Bago division in Myanmar, 2.12.2018, AM 9;00 to 11;00.

[22]Interview with U Zay Yar Phyo, **Athaka 5, Bago high school,** Bago division in Myanmar, 2.12.2018, PM 2;00 to 3;00.

Chapter V

Conclusion, Discussion, Suggestion

This chapter can be dived into big three points which each one is explained respectively as the following:

5.1 Conclusion

The main objective of this study, entitled "An Analytical Study of English Teaching Skills of Teacher in Government High Schools in Myanmar" was to analyze the English teaching problems of the English teachers in government high schools in Myanmar.

This research was revealed the numerous problem of the government high schools in Myanmar due to the quality of English teachers, English study syllabus managements, lack usage of educational tools and poor management of government scholarship, traditional English language teaching methods. Also, study pointed out the problems of high teachers face in daily life to educate their students. Thus a study into these matters in very relevant to present situation of the academic field in government high schools in Myanmar.

In addition, the researcher has described about to Myanmar educational system, assessment and testing system that used in exam room for the high school, the use of multimedia technology that developed modern study, teaching material currently used that provided the material thing by educational law system of Myanmar and solution for other problems that the research found the solution on the problem of teaching or learning in order to develop the education systematically change. The researcher also stated in the research that the budget process in Myanmar has undergone a significant amount of reform in short time. As such, it is well on its way to becoming more inclusive and able to create a budget in-line with the needs of education while at the same time seeing that national priorities are achieved.

Therefore, the researcher has been presented this research which indicated upon problems and solution of English teacher skill English teachings and in the high school in Bagon, Myanmar.

5.2 Discussion for Overall

According to the chapter four when we take a look overall we see that the study of English teaching problems to improve English skills of high school students and needs of expert English teachers at government high schools in Myanmar. Not only that but also to solve various problems of English teachers in government high schools in Myanmar.

In order to clear the data finding the significant points were discussed in this part including different types of English teaching methodologies to find the possible solution to improve the teaching system for the students. Among the many problems we have taken only four major problems that the students face in their daily life. The primary English materials cover four basic skills of English-(1) Listening, (2) Speaking, (3) Reading and (4) Writing that providing opportunities for the learners to practice as per the purpose of teaching English. Beside the skills we have discussed about the how the lessons have been delivered to the students and the manner and attitudes of particular subject teacher and to find better solution for such kind of difficulties.

All the government and high school in Myanmar, would be more aware of their problems if they come across in their lives to run the academic institutions. On the other hand, the teachers, government responsible people will be acknowledging about their personal duties and responsibilities to educate their students. In order to keep anyway the obstacles and problems of the corruptions from the academic field' school will take action to facilitate the students for their studies ahead.

Parents of the students will get vivid examples and ideas to encourage their kids and support then to finish the schools and become a well-educated person for the society as well as for the nation. Moreover, the government should be aware of their scholarship that they provide for the poor and helpless and talented students. And employing the quality teachers for the particular subject that they teach. So I would like to say that this thesis research work will greatly benefit the high, and secondary education system in Myanmar.

5.3 Suggestion

The following suggestions are made based on the findings mentioned above. These are a kind of general suggestions applicable to all the schools studied. However, some of these may already exist in one or more schools.

1) Attempt should be taken to reduce the number of students per teacher. Thus, the number of teachers should be increased in the schools. This would help improve teaching quality in the classrooms. Provision of proxy teachers should be stopped.

2) One or two good teachers may be appointed in one school. However, a process of developing good teachers should be there in the schools. A post of assistant head teacher many be created in each school aiming to create good head teachers.

3) Democratic attitudes should be adopted in operating the schools and the school management committees. Weekly staff meeting can be introduced in all the schools. The School Management council(SMC) members should visit school regularly.

4) Steps may be taken in order to increase commitment of the teachers in their profession. Professional development of the teachers should be considered as a continuous process. Time has come to think about career path of the teachers.

5) Each school should try to mobilize resources locally. The schools should be encouraged to initiate income-generating activities. The income and expenditure account of the schools be kept in a formal way. All concerned persons should have the right to know about the status of school funds. This should be made transparent.

During this research project much information was obtained about the variable such as efficiency and effectiveness during the survey carrying out but an investigation of these last two variables. The themes subject matters developed for this research had the purpose of assisting interviewees to express their opinions and views in an order and progressive manner. Each of those topics were divided into 5 different sections that are significant for suggestions and further analysis. Entirely the questions included attempt to reveal the awareness and regularity of relations among participants in each school network. This is academic research and research finding process. So, the researcher would like to suggestion to the next academic research to finding the academic research for further academic field. These factors will be useful for further research and academic work, and then, they will be support to the standard educations system and high education method for teachers and students.

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（F）Interviewers

Interview with Daw Khin Hinn Thitsar "Athaka 1, Bago high school", Bago division in Myanmar, 27.11.2018, PM 1;00 to 2;00.

Interview with Daw Soe New New "Athaka 2, Bago high school", Bago division in Myanmar, 29.11.2018, AM 10;00 to 11;00.

Interview with Daw EI Htike Aung, "Athaka 2, Bago high school", Bago division in Myanmar, 27.11.2018, P1M 9;00 to 2;00.

Interview with Daw Thin Zar Phye, "Athaka 3, Bago high school", Bago division in Myanmar, 30.11.2018, AM 9;00 to 11;00.

Interview with U Aung San Oo, "Athaka 3, Bago high school", Bago division in Myanmar, 30.11.2018, PM 1;00 to 2;00.

Interview with U Aung Soe Htet, "Athaka 4, Bago high school", Bago division in Myanmar, 1.12.2018, PM 9;00 to 11;00.

Interview with Daw Aye Su Mon, "Athaka 4, Bago high school", Bago division in M yanmar, 1.12.2018, PM 1;00 to 2;00.

Interview with Daw Cho Cho Mar, "Athaka 5, Bago high school", Bago division in Myanmar, 2.12.2018, AM 9;00 to 11;00.

Interview with U Zay Yar Phyo, "Athaka 5, Bago high school", Bago division in Myanmar, 2.12.2018, PM 2;00 to 3;00.

Appendix

(A)

Subject: Request for taking permission for an interview

Dear Headmaster

I would like to introduce to you that **Ven.Suriya** is an M.A. student in English, (international Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, His research thesis is entitled **"AN ANALYTICAL STUDY OF ENGLISH TEACHING SKILLS OF TEACHER IN GOVERNMENT HIGH SCHOOLS IN MYANMAR."** Which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Assoc. Prof. Dr. Preecha Kanetnog, 2. Dr. Narongchai Pintrymool.

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow **Ven.Suriya** for an interview for the purpose of research work.

I highly hope to have you your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Asst.Prof.Dr. Veerakarn Kanokkamalade)
Director of Master of Arts in English
(International Program)
Mahachulalongkornrajavidyalaya University

(B)

Dear Headmaster

My name is Ven.Suriya and I am a student in the Master of Arts in International Program English Program of the Mahachulalongkornrajavidyalaya University. I am currently working on my dissertation entitled: "**AN ANALYTICAL STUDY OF ENGLISH TEACHING SKILLS OF TEACHER IN GOVERNMENT HIGH SCHOOLS IN MYANMAR.**"

The purpose of this research is to study the English teaching problems of the English teachers in Government High Schools in Bago division in Myanmar. Also the study aims to bring out the teachers own opinion on possible solutions and to find additional ways to solve the problems.

I would be most grateful if you forward the questionnaire to your fellow English High School Teachers in Bago, as I hope for the participation of many teachers as possible in this research.

Your sincerely

Ven. Suriya
Master of Arts M.A. (English)
(International Program)
Mahachulalongkornrajavidyalaya University
Email: nayminthuspsu@gmail.com

(C)

Interview question

According to my Thesis Title "**An Analytical Study of English Teaching Skills of Teachers in Government High Schools in Myanmar**", I would like to know your finding problems and solution regarding with the following question.......

Name…………………………………………………………………….

Position………………………………………………………………

Gender…………………………………………………………………

School Name……………………………………………………

Country………………………………………………………………

1. Part I Problems

1. What are the problems of English Teachers in Government High School at Bago in Myanmar?
   ----

2. What are the problems in the past and present situations of Government High School in Bago, Myanmar?
   ----

3. What is the way to improve the academic qualification for English teachers?
   ----

4. Which one is the most important in four skills used in Government High School in Myanmar? Why?
   ----

5. What do you think? What are the problems faced by the English teachers in High School in Bago, Myanmar?
   ----

2. Part II Solutions

6. What is the solution of problems in teaching English of the teachers in Government High School in Myanmar?
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7. What are the traditional English language teaching methods in Government High School in Myanmar?

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8. What is the assessment and testing system in Government High School in Bago, Myanmar?

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9. Do we need material currently to be used in Government High school in Bago, Myanmar?

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10. What are the leads of open learning in Government High School in Bago, Myanmar?

Thank you very much for your time and help in this research.

Your sincerely

Ven. Suriya
Master of Arts M.A. (English)
(International Program)
Mahachulalongkornrajavidyalaya University
Email: nayminthuspsu@gmail.com

Biography of Researcher

Name	: Ven. Suriya
Date of Birth	: 14.4.1989
Place of Birth	: Nyaung lay bin Township, Bago division.
Nationality	: Myanmar
Novice Ordination	: 25. 4. 2003
Monk Ordination	: 9. Jun. 2009
Educational Qualification:	
2010- 2016	: Graduated Sasanatkkasila Dhammacariya. B.A (Buddhism) State Pariyatti Sasana University (Mandalay) in Myanmar.
2016-2019	: Master of Arts, M.A. (English) Mahachulalongkoenrajavidyalaya University.
Work & Experience	: A Buddhist Missionary Monk for Hill Region, Min Dat Township, Southern Chin State.
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