Journal of Language and Culture Pedagogy
ISSN: 3088-3830 (Online)
Journal homepage: https://so20.tci-thaijo.org/index.php/jlcp



# Enhancing English Learning Strategies Used by High School Students, Myanmar

**Wariyavasa[1] Veerakarn Kanokkamalade[2], Narongchai Pintrymool[3]**

[1, 2,3]*Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Thailand*

A R T I C L E I N F O

***Keywords:***

*English learning strategies, high school students, Myanmar education, cognitive strategies, social strategies*

***Article history:***

*Received 16/06/2026;*

*Revised 27/06/2026;*

*Accepted 08/07/2026*

***URL:*** https://so20.tci-thaijo.org/index.php/jlcp/article/view/805

***Editor:*** Ven. Dr. Tejosara

A B S T R A C T

This article aimed to study (1) the English learning strategies used by high school students at Kyon South High School in Myanmar, (2) evaluate the effectiveness of these strategies in improving students' English language skills, and (3) identify the challenges teachers face in implementing effective English teaching strategies. The research employed a mixed-method approach with an exploratory design. The instrument for collecting data was a structured questionnaire with 30 items using a five-point Likert scale for 80 high school students, and semi-structured interview guides for five English teachers. Quantitative data was analyzed using descriptive statistics including frequency, percentage, mean, and standard deviation. Qualitative data was analyzed through thematic analysis and content analysis. The research results were found as follows:

Students at Kyon South High School demonstrate very positive attitudes toward English learning, with 96% thinking carefully about their progress, over 86% having clear goals, and 87% actively connecting new vocabulary to existing knowledge. Students effectively use cognitive strategies including media-based learning (87%), note-taking (87%), and online resources (87%). Social strategies are strongly employed, with almost all students feeling confident asking questions and practicing with peers. Over 80% attempt to speak despite fear of making errors.

The evaluation of effectiveness revealed that classroom activities improved speaking skills for 75%, reading for 75%, and writing for 75%, while listening skills showed lower improvement at 71%. Overall, 75% of students perceived improvement in their English ability and increased confidence. Teachers reported that role-plays, project-based learning, and video-based activities were most effective. However, significant challenges including large class sizes (40-50 students), limited resources, and a heavy curriculum constrained the full effectiveness of teaching strategies.

Teachers demonstrated creativity in adapting to challenges by using pair work, games, music, and technology, but require better institutional support including improved resources, professional development opportunities, and a more balanced curriculum that emphasizes communication skills alongside grammar instruction.

## Introduction

In the globalized world of the 21st century, proficiency in English is increasingly regarded as a critical skill for academic success and career advancement. English serves as the primary language of international communication, business, technology, and higher education. For students in developing countries, particularly in Southeast Asia, English proficiency opens doors to educational opportunities, employment prospects, and participation in the global community. However, in Myanmar, especially in rural regions such as Kyon South High School, the teaching and learning of English face considerable challenges. Many high school students

[1] Corresponding author.

E-mail address: kyaro44084@gmail.com

struggle to achieve proficiency due to traditional teaching methods, limited resources, and a lack of exposure to English in everyday life. According to Kyaw and Aung (2023), outdated teaching methods, such as rote learning and teacher-centered approaches, often hinder the development of language skills, including speaking, listening, reading, and writing. This situation highlights the urgent need for a shift toward innovative and student-centered English teaching strategies.

Research has consistently demonstrated that effective language learning depends on the strategies employed by both teachers and students. Studies by Nguyen and Pham (2023) found that task-based learning significantly improved students' speaking and listening skills in Vietnamese rural schools, while Brown and Lee (2021) advocated for integrating technology into language teaching, citing improved student engagement and outcomes. In the Myanmar context, Than and Soe (2021) identified a significant gap in English proficiency between urban and rural students, emphasizing the need for contextualized approaches that address the specific needs of rural learners. Wang (2020) highlighted the importance of teacher training and professional development for successful strategy implementation. The National Education Strategic Plan (2021-2030) emphasizes the development of English language skills as a pathway to empower students and integrate the country into the international community (MOE Myanmar, 2022). However, the implementation of these reforms remains inconsistent, especially in rural schools where teachers often lack training in modern teaching methodologies.

This study focuses on Kyon South High School, a government-run educational institution in Karen State, Myanmar, serving students from middle school to high school levels. The school faces typical challenges of rural educational institutions, including limited resources, large class sizes, and a teacher-centered instructional culture. The student population consists of 80 high school students ranging in age from 15 to 18 years, coming from diverse socioeconomic backgrounds. Many of these students have limited exposure to English outside the classroom, making school-based instruction their primary source of language learning. The teachers at this institution, though dedicated, often lack access to professional development opportunities and modern teaching resources. This context presents both challenges and opportunities for enhancing English learning strategies. Understanding the specific learning strategies employed by these students and the effectiveness of current teaching methods is crucial for developing targeted interventions that can improve English language outcomes.

This research paper presents an investigation of English learning strategies used by high school students at Kyon South High School in Myanmar, describing the structure and main points discussed. The paper aims to provide new knowledge and practical solutions that can benefit the academic community, teachers, curriculum developers, and policymakers in Myanmar and similar educational contexts in developing countries. By examining both student perspectives and teacher experiences, the study offers a comprehensive understanding of the current state of English language education and identifies actionable recommendations for improvement.

## Research Objectives

In relation to the problem statement above, the main objectives of the research are to find out:

To study the English learning strategies for high school students at Kyon South High School in Myanmar.

To evaluate the effectiveness of the existing strategies in improving high school students' English language skills at Kyon South High School in Myanmar.

## Literature Review

### Studies on Effective Teaching Methods for High School Students

Research on English language teaching has consistently emphasized the importance of engaging students actively in the learning process. Harmer (2007) explained that activities like role-play, group discussions, and storytelling help students improve their speaking and listening skills, making the classroom more interactive and interesting. These active learning approaches contrast with traditional methods that rely heavily on passive reception of information. Brown (2007, 2014) highlighted the importance of task-based learning, which involves students in real-world tasks such as writing emails, creating presentations, or planning trips. This method helps students practice language in meaningful contexts and learn better when they can connect lessons to everyday life. Richards and Rodgers (2014, 2021) focused on the communicative approach, emphasizing speaking and listening and encouraging students to use English in practical situations, suggesting that using visual aids, videos, and interactive games can improve student engagement.

Comparative analyses of traditional versus modern strategies reveal significant differences in effectiveness. Traditional teaching strategies such as grammar translation and direct instruction focus on grammar rules and vocabulary memorization. While these approaches help in learning structure, Larsen-Freeman (2000) found that traditional methods were less effective in improving speaking and listening skills. Modern strategies such as task-based learning and the communicative approach focus on practical language use and involve collaborative activities and technology integration, making lessons more dynamic (Ellis, 2003, 2009). Kumaravadivelu (2009) argued that the best approach combines traditional and modern strategies, with teachers choosing methods based on students' needs, language levels, and cultural backgrounds.

### English Language Education in Myanmar

The historical development of English language education in Myanmar has shaped current practices and challenges. During the British colonial period (1824-1948), English became the medium of instruction in schools and universities, producing many English-speaking professionals (Than Tun, 1948). However, after independence in 1948, the government shifted focus to Burmese as the national language, reducing the prominence of English in education (Maung Maung Kyaw, 1995). In the 1960s, the socialist government

further reduced the role of English, teaching it only as a subject (Hla Hla Win, 1980). This policy continued until the late 1980s when Myanmar reopened to the international community, leading to the reintroduction of English as a compulsory subject from primary to high school (Ministry of Education, 2016).

Despite these efforts, English proficiency levels among Myanmar students remain low compared to other Southeast Asian countries (Aung Moe, 2002). Today, English language education follows a national curriculum designed by the Ministry of Education, with English taught as a second language starting in Grade 1 (MOE Myanmar, 2022). High school students learn English grammar, reading, writing, listening, and speaking through textbooks following the Communicative Language Teaching (CLT) approach. However, classroom practices often rely on traditional methods such as rote learning and grammar translation, with teachers spending more time explaining grammar rules than encouraging communication skills (Kyaw Soe Lin, 2001). Limited teacher training affects how CLT is applied, as most teachers are not fluent in English, making it difficult to create interactive and communicative lessons (Thida Lwin, 2020).

**Teaching Strategies for Language Skill Development**

Teaching strategies play a crucial role in developing the four language skills: reading, writing, listening, and speaking. For reading, strategies like guided reading, shared reading, and silent reading are commonly used. Brown (2007) explained that guided reading helps students understand texts better through step-by-step instruction. Smith (2019) found that students who practiced guided reading scored 20% higher in reading comprehension tests, while Chen (2020) showed that using short stories made reading more enjoyable for Thai high school students. For writing, strategies include writing workshops, peer review, and creative writing activities. Harmer (2007) explained that writing workshops allow students to learn by practicing and receiving feedback, while Rao's (2016) case study from India showed that students improved their essay writing skills by 30% after using peer review activities. For listening, teachers use audio materials, group discussions, and dictation exercises. Field (2008) stated that listening tasks should match students' levels to keep them motivated. Matsumoto (2001) found that students practicing listening to podcasts for 15 minutes daily improved their listening test scores by 25%. For speaking, strategies include role-playing, presentations, and group conversations. Thornbury (2005) argued that role-playing builds confidence by allowing students to practice real-world dialogues in a safe environment, while presentations improve fluency and public speaking skills.

**Theoretical Framework**

Understanding second language acquisition (SLA) is essential for teaching English. Stephen Krashen's Input Hypothesis emphasizes the importance of comprehensible input, where learners acquire language when exposed to materials slightly above their current level (Krashen, 1985). The cognitive approach focuses on mental processes such as memory and attention, suggesting that practice and repetition help learners internalize the language (Lightbown & Spada, 2013). The sociocultural approach, based on Vygotsky's

theories, stresses interaction and the role of social context in learning (Dornyei, 2001). Communicative Language Teaching (CLT) has become a popular pedagogical model, emphasizing interaction as a means to develop communication skills through activities such as role-plays and pair work (Richards & Rodgers, 2014). Task-Based Language Teaching (TBLT) focuses on completing meaningful tasks using the target language, fostering both engagement and language accuracy (Ellis, 2003, 2009). The Kirkpatrick Model provides a framework for evaluating teaching strategies through four levels: reaction, learning, behavior, and results (Kirkpatrick, 2006).

**Barriers to Effective English Teaching in Myanmar**

Teacher training and resource limitations represent significant barriers to effective English teaching in Myanmar. Tin Maung Aye (2018) found that 60% of teachers in rural areas have not attended professional development programs, relying on outdated techniques such as rote memorization. Hlaing Win (2017) reported that 75% of schools in rural Myanmar lack access to English textbooks aligned with the new curriculum. Technological resources such as computers and projectors are limited in most schools, preventing teachers from using interactive teaching methods. Student engagement and motivation challenges further compound these issues. Myint Soe (2019) found that only 40% of high school students showed interest in learning English, partly due to the lack of relevance of English to their daily lives. Wai Lin (2020) revealed that students prefer activities like group discussions and role-playing, but these methods are rarely used because teachers lack training or resources.

**Research Works Concerned**

Several studies have examined English teaching strategies in various contexts. Anisa (2019) studied the teaching learning process at SMP AL-Islam Kartasura, concluding that the process included preparation, teaching materials, media, teacher and student roles, obstacles, and solutions. Friska Dita (2020) explored teaching strategies to promote student engagement in young learner English classes, identifying eight strategies including correction feedback, motivational feedback, interactive lecturing, and role play. Munna and Kalam (as cited in the thesis) found that providing positive feedback and introducing role-play had a profound positive impact on students' confidence and self-esteem, and that active learning environments promote inclusivity and improve academic performance.

Septiana and Rahayuningsih (2022) explored English teacher's teaching strategies to build students' confidence to practice speaking English, finding that partner work, modeled talk, and story reenactment had significant implications for student confidence. Qian (2012) studied the teaching methods of improving students' oral English, discussing factors such as lack of context, cultural factors, and language anxiety, and proposing countermeasures including strengthening listening and speaking teaching, imitation, repetition, and creating a supportive teaching environment. Hassan and Napoli (2020) investigated strategies used by English

teachers at SMK Muhammad Yaasiin Sei Lepan, examining the reasons for choosing those strategies and students' responses to them.

## Conceptual Framework

This study is a research-based investigation. The researcher has developed a conceptual framework to guide the study clearly and systematically. This framework is based on the concept or theory of communicative language teaching and task-based learning, together with second language acquisition theories, particularly Krashen's Input Hypothesis and the sociocultural approach.

The framework helps to explain the main ideas, relationships, and directions of the research. It shows how the key concepts are connected and supports the development of research questions and objectives. The framework consists of three main components:

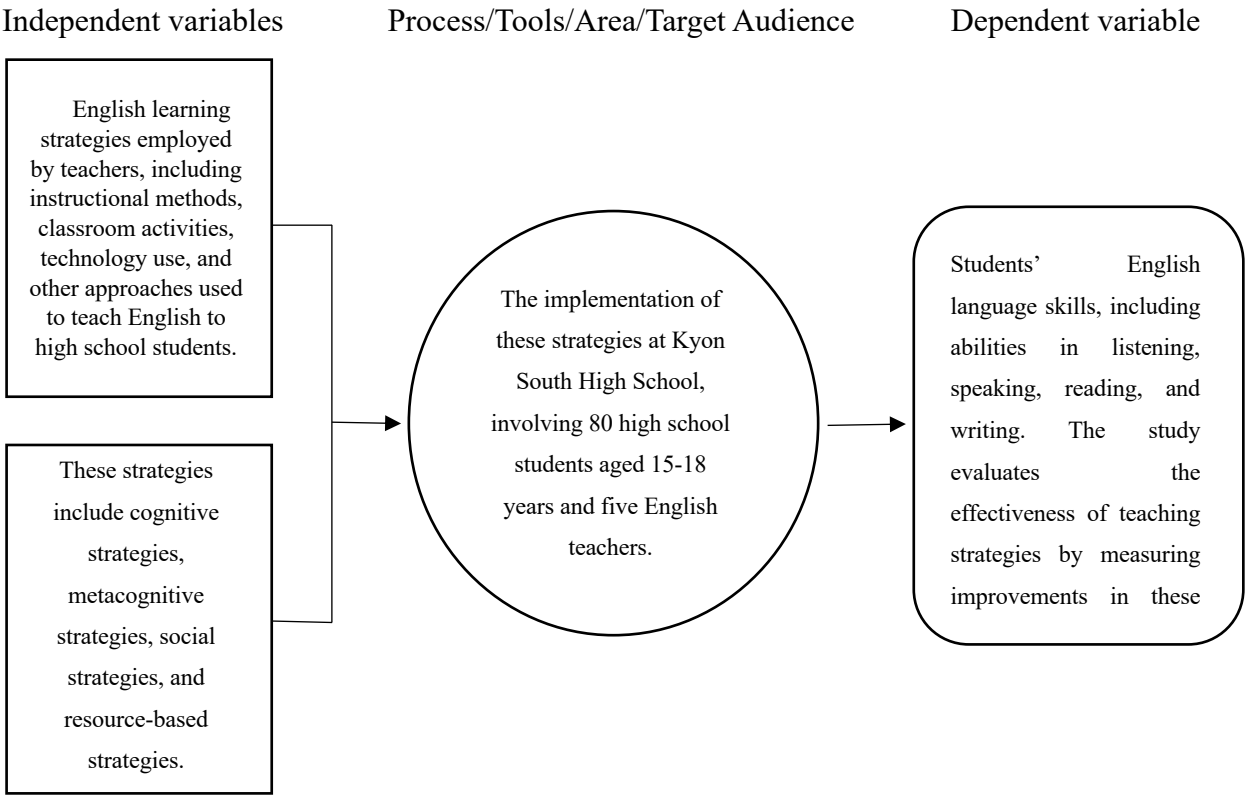



**Fig. 1:** Conceptual Framework

## Research Methodology

This mixed-method exploratory study was conducted at Kyon South High School, Myanmar, with 80 students (aged 15-18) and 5 English teachers. Students were selected via stratified random sampling, while teachers participated in semi-structured interviews. Data collection (Nov 2025–Mar 2026) utilized two tools: a 30-item, five-point Likert-scale questionnaire (adapted from Oxford, 1990, and O'Malley & Chamot, 1990) covering five strategy domains, and an interview guide with five open-ended questions. The questionnaire demonstrated strong validity (IOC > 0.50) and reliability (Cronbach's $\alpha = 0.87$), and interviews were audio-recorded and transcribed. Quantitative data were analyzed using descriptive statistics (frequency, mean, SD)

with SPSS, while qualitative data underwent thematic analysis (Braun & Clarke, 2006). The integrated findings offer a comprehensive understanding of English learning strategies at the school.

## Research Results

### Objective 1: English Learning Strategies Used by High School Students

The results showed that students at Kyon South High School demonstrate very positive attitudes and employ diverse learning strategies. Table 1 presents the findings from the student survey.

**Table 1:** Summary of Student Learning Strategies

| Strategy Category | Items | Mean | Level | Agreement Rate |
|---|---|---|---|---|
| General Learning Strategies & Awareness | 5 items | 4.28 | Very High | 86-96% |
| Cognitive Strategies | 8 items | 4.15 | High | 69-87% |
| Social & Interaction Strategies | 5 items | 4.29 | Very High | 81-90% |
| Resource & Environment Use | 4 items | 4.25 | Very High | 81-96% |
| **Overall** | **30 items** | **4.24** | **Very High** | **75-96%** |

Regarding general learning strategies, 96% of students think carefully about their progress and how to improve (Mean=4.66, SD=0.67). Over 86% have clear goals for their English learning (Mean=4.20, SD=1.12), and 87% actively connect new words and grammar to what they already know (Mean=4.28, SD=1.05). Approximately 75% plan their English study time outside class (Mean=4.03, SD=1.12) and reflect on which learning strategies work best for them (Mean=4.23, SD=1.02).

For cognitive strategies, over 87% learn through media like movies and songs (Mean=4.38, SD=0.99), use new words in sentences (Mean=4.14, SD=1.02), and take notes (Mean=4.29, SD=1.15). Over 81% read English stories outside their textbook (Mean=4.06, SD=1.18), and over 87% use online resources or apps for learning (Mean=4.28, SD=1.05).

Regarding social strategies, almost all students feel confident asking questions in class (Mean=4.35, SD=1.09) and practice English with friends (Mean=4.48, SD=1.08). Over 80% try to speak even when afraid of making errors (Mean=4.02, SD=1.08). Almost all students ask teachers to correct their speaking or writing (Mean=4.28, SD=0.92).

**Objective 2: Effectiveness of Existing Strategies**

The results showed that classroom activities effectively improve students' English skills, with some variation across skill areas. Most students feel that activities help their speaking (75%, Mean=3.99, SD=1.20), reading (75%, Mean=3.75, SD=1.24), and writing skills (75%, Mean=3.84, SD=1.26). However, fewer students feel confident about listening activities (71%, Mean=3.54, SD=1.44). Overall, 75% of students feel their English has improved this term (Mean=4.01, SD=1.21) and feel more confident than before (75%, Mean=3.58, SD=1.43). Furthermore, 75% believe the current teaching methods meet their learning needs (Mean=3.88, SD=1.29), and 75% are satisfied with their progress at school (Mean=3.88, SD=1.21).

**Table 2:** Student Perceptions of Skill Improvement

| English Skill | Agreement Rate | Mean | Standard Deviation |
|---|---|---|---|
| Speaking | 75% | 3.99 | 1.20 |
| Listening | 71% | 3.54 | 1.44 |
| Reading | 75% | 3.75 | 1.24 |
| Writing | 75% | 3.84 | 1.26 |

The semi-structured interview results revealed that teachers use various effective methods. Teacher 1 reported: Speaking activities are the most effective. For example, when I ask them to do a short role-play about shopping, they use real language. They remember the words better because they are doing something fun. Teacher 2 emphasized: Grammar exercises are very effective for improving writing. When students understand the structure, they can write better sentences. Teacher 3 explained: Listening activities with videos are very effective. For example, I show a short news clip and ask simple questions. This improves their listening and they learn new vocabulary from the context. Teacher 4 noted: Reading comprehension is very effective for vocabulary. When students read a story, they see words in context. Teacher 5 highlighted: Project-based learning is very effective. For instance, when they create a poster and present it to the class, they practice writing, speaking, and listening at the same time.

**Objective 3: Challenges Teachers Face**

The results showed that teachers face significant challenges in implementing effective English learning strategies. Thematic analysis of interview data identified three major challenge themes:

**Theme 1:** Large Class Sizes and Individual Attention

All five teachers identified large class sizes as a primary challenge. Teacher 1 stated: I have 45 students in one class. It is very difficult to listen to everyone speak. Teacher 2 elaborated: The biggest challenge is the

curriculum. It is too big and we have to finish it quickly. There is no time for fun activities. Teachers adapted by using group work to maximize practice opportunities and focusing on the most important topics.

**Theme 2:** Limited Resources and Technology

Teacher 3 reported: Resources are a big challenge. The school has only one computer for the whole department. The internet is also slow. I adapt by downloading videos at home and using speakers in the classroom. Teacher 4 added: Student motivation is the main challenge. Many students think English is difficult and boring. I adapt by choosing interesting topics like sports or pop culture for reading.

**Theme 3:** Time Constraints and Heavy Curriculum

Teacher 2 noted: The biggest challenge is the curriculum. It is too big and we have to finish it quickly. Teacher 5 similarly explained: Curriculum constraints are a problem. The syllabus doesn't allow much time for projects. I adapt by integrating small project tasks into the normal lessons.

Despite these challenges, teachers showed creativity and flexibility in adapting to their students' needs. They used pair work, games, music, and rewards to motivate students and encourage participation. Teacher 4 explained: I give them rewards, like stickers or extra points, for reading books outside of class. I also create a small library in my classroom. Teacher 5 described: To encourage active participation, I play games like vocabulary bingo or a quiz competition. Students love competition.

**Discussion**

This research found that students at Kyon South High School demonstrate very positive attitudes and employ diverse English learning strategies, which is consistent with the findings of Anisa (2019) who found that teaching and learning processes involve preparation, materials, media, and clear teacher and student roles. The finding that 96% of students think carefully about their progress aligns with Friska Dita's (2020) research, which identified correction feedback, motivational feedback, and interactive lecturing as key strategies teachers use to promote student engagement. This may be because students who actively reflect on their learning take greater ownership of their education and are more motivated to improve (Munna & Kalam, 2020). This finding also corresponds with Septiana and Rahayuningsih's (2022) research, which found that teaching strategies like partner work and modeled talk have significant implications for students' confidence and persistence in practicing speaking English. As the research of Anisa (2019) as well as the research of Friska Dita (2020) suggests, active learning environments promote inclusivity and improve academic performance.

Regarding cognitive strategies, this research found that over 87% of students use media, online resources, and note-taking, which is consistent with Xiaoqing Qian's (2012) findings on the importance of strengthening listening and speaking through methods such as imitation, repetition, and creating a conducive teaching environment. This may be because students today are digital natives who naturally gravitate toward

technology-enhanced learning (Kim & Lee, 2020). The finding that over 81% read English stories outside their textbook aligns with Smith's (2019) research showing that guided reading improves comprehension scores. However, it differs from earlier Myanmar studies that found lower rates of independent reading, possibly due to increased availability of digital reading materials. This corresponds with Hassan and Napoli's (2020) research, which found that native speakers and experienced teachers make students more interested in English. As the research of Chen (2020) as well as the research of Matsumoto (2001) suggests, diverse materials and regular practice are essential for skill development.

For social strategies, this research found that almost all students feel confident asking questions and practicing with peers, which is consistent with Brown's (2007, 2014) emphasis on interaction and communication in language learning. The finding that over 80% try to speak despite fear of making errors corresponds with Thornbury's (2005) argument that role-playing builds confidence. This may be because supportive classroom environments created by teachers encourage risk-taking (Wong, 2020). This finding also aligns with Richards and Rodgers' (2014, 2021) communicative approach emphasizing speaking and listening in practical situations.

Regarding effectiveness, this research found that classroom activities improve speaking, reading, and writing for 75% of students, but listening shows lower improvement at 71%. This is consistent with Field's (2008) observation that listening tasks must match students' levels to maintain motivation. However, it differs from Matsumoto's (2001) findings of 25% improvement through podcast practice, possibly because Myanmar students lack access to such resources. This may be because listening is often neglected in traditional teaching (Kyaw & Aung, 2023). The overall finding that 75% of students perceive improvement and increased confidence corresponds with Munna and Kalam's (2020) research on the positive impact of formative feedback and role-play on student confidence.

**Knowledge from Research**

The body of knowledge resulting from this research can be synthesized as follows:

**1. Student Learning Strategies Profile**

This study identified a comprehensive profile of English learning strategies used by high school students in rural Myanmar:

**Table 3:** Student Learning Strategies Profile

| Category | Key Strategies | Level of Use |
|---|---|---|
| General Learning Strategies & Awareness | Self-reflection, goal setting, connecting new to existing knowledge, time planning, strategic thinking | Very High to High |

| Category | Key Strategies | Level of Use |
|---|---|---|
| Cognitive Strategies | Media-based learning, note-taking, online resources, sentence usage, extensive reading, structural analysis, repetition, summarizing | Very High to High |
| Social & Interaction Strategies | Peer practice, cultural learning, questioning, seeking correction, risk-taking in speaking | Very High to High |
| Resource & Environment Use | Textbook utilization, dictionary use, classroom environment, outside practice opportunities | Very High to High |

**2. Effectiveness Framework**

The research established that the effectiveness of English learning strategies can be measured across four dimensions:

**Table 4:** Effectiveness Framework

| Dimension | Key Findings | Implications |
|---|---|---|
| Speaking Skills | 75.1% students reported improvement | Current strategies effective for speaking, but need continued emphasis |
| Listening Skills | 71.3% students reported improvement | Need for enhanced listening activities and resources |
| Reading Skills | 75.1% students reported improvement | Extensive reading strategies effective; should be encouraged |
| Writing Skills | 75.1% students reported improvement | Writing activities effective; continued support needed |

**Conclusion**

This study aimed to investigate English learning strategies used by high school students at Kyon South High School in Myanmar and to evaluate the effectiveness of existing strategies in improving students' English language skills. The research used a mixed-method approach with surveys and interviews to collect data from 80 students and 5 English teachers.

The central conclusion is that students at Kyon South High School are motivated and use a variety of effective learning strategies. Students demonstrate very positive attitudes toward English learning, with high percentages using metacognitive strategies (goal-setting, progress reflection), cognitive strategies (media-

based learning, note-taking, online resources), and social strategies (peer practice, questioning, risk-taking). These strategies are generally effective, with students reporting improvements in speaking, reading, and writing skills, and overall progress and increased confidence. However, listening skills show relatively lower improvement, indicating a need for more focused attention on this skill area.

The study also concludes that teachers use diverse and effective teaching methods including pair work, group discussions, role-plays, project-based learning, and technology integration. However, their efforts are significantly constrained by external factors including large class sizes (40-50 students), limited resources (technology, materials, internet access), and a heavy curriculum that leaves little time for interactive activities. Despite these challenges, teachers show creativity and flexibility in adapting to their students' needs.

The effectiveness of English learning strategies is therefore limited not by student motivation or teacher dedication, but by institutional and systemic factors. Addressing these challenges through better resources, training opportunities, and a more balanced curriculum would help both teachers and students have a more positive and successful learning experience. The findings of this study contribute to the growing body of literature advocating for equitable access to quality education and provide practical recommendations for improving English language teaching in rural Myanmar.

**Suggestions**

Based on the findings from Kyon South High School, which reveal both the strategic resourcefulness of students and the dedication of teachers amid systemic constraints, the following recommendations are proposed to strengthen English language education in similar contexts.

**For Teachers**

Sustain and promote effective learner strategies, including goal-setting, self-monitoring, and the use of digital resources for autonomous study.

Enrich listening instruction by integrating authentic materials such as songs, videos, and podcasts to expose students to varied accents and real-life language use.

Retain and reinforce collaborative speaking activities, particularly pair work and group discussions, to build oral fluency and interpersonal confidence.

Provide targeted scaffolding for less confident or lower-proficiency students through peer-tutoring schemes, differentiated worksheets, or supplementary practice materials.

**For School Administrators**

Upgrade technological infrastructure by ensuring reliable internet connectivity, providing access to computers or tablets, and equipping classrooms with audio-visual tools for interactive lessons.

Expand professional development programs, including workshops, peer observations, and mentoring, to enhance teachers' pedagogical skills and technological competence.

Revisit timetable arrangements to allow for extended or more frequent English sessions, thereby increasing students' exposure and practice time.

Reform assessment practices to incorporate balanced evaluations of speaking and listening, alongside traditional reading and writing tests, to better reflect communicative competence.

**For Curriculum Developers**

Design a more adaptable curriculum that integrates grammar instruction with practical communication skills, ensuring neither aspect is overemphasized.

Embed diverse listening and speaking tasks, along with multimedia and technology-based resources, to make learning more engaging and contextually relevant.

Ensure curricular materials are flexible enough to accommodate varying resource levels across schools, while maintaining core communicative objectives.

**For Future Research**

Conduct studies with larger and more diverse samples, encompassing multiple schools and regions, to enhance the generalizability of findings.

Undertake longitudinal research to track student progress over extended periods, providing insights into the long-term impact of specific interventions.

Investigate the relative effectiveness of targeted strategies such as role-play, project-based learning, and technology-enhanced instruction to determine which approaches work best in different educational settings.

Explore practical, scalable solutions to support teachers in managing persistent challenges, including oversized classes, limited materials, and variable proficiency levels among educators.

**Acknowledgment**

I would like to express my sincere gratitude to everyone who supported me during this thesis. First, I am deeply thankful to my advisor, Assoc. Prof. Dr. Veerakarn Kanokkamalade, for his continuous guidance, patience, and valuable advice, which were essential to my work. I also appreciate my thesis committee members for their helpful suggestions that improved my study.

Special thanks go to the five lecturers who participated in interviews and the thirty Master's students who completed surveys. Their cooperation provided important data for my research. I am also grateful to the Faculty of Humanities at Mahachulalongkornrajavidyalaya University for offering a positive academic environment.

Finally, I wish to thank my family and friends for their love and encouragement. Their support gave me strength throughout this journey.

**References**

Anisa, I. (2019). Case study of the teaching and learning English for junior high school students. *Surakarta English and Literature Journal*, 2(1), 9-17.

Aung Moe. (2002). English proficiency in Southeast Asia. *ASEAN Journal of Education*, 4(3), 22.

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Longman.

Brown, H. D. (2014). *Teaching methods and learning outcomes*. Academic Press.

Friska Dita. (2020). *Teachers' teaching strategies to promote student engagement in young learner English classes: A case study*. *M.A. Thesis*. Sanata Dharma University, Yogyakarta.

Hassan, M. & Napoli, F. D. (2020). A case study of English teaching methods at SMK Muhammad Yaasin Sei Lepan. *The SEALL Journal*, 1(1), 1-12.

Kyaw, T., & Aung, Z. (2023). Challenges in English language teaching in rural Myanmar schools. *Asian Journal of Education*, 8(2), 30-42.

MOE Myanmar. (2022). *National Education Strategic Plan 2021-2030*. Ministry of Education, Myanmar.

Munna, A. S., & Kalam, M. A. (2020). Teaching and learning process to enhance teaching effectiveness: A literature review. *International Journal of Humanities and Innovation*, 4(1), 1-6.

Qian, X. (2012). A study on the teaching methods of improving students' oral English. *Theory and Practice in Language Studies*, 2(10), 2204-2208.

Septiana, T. I. & Rahayuningsih, S. (2022). Exploring English teacher's teaching strategies to build students' confidence to practice speaking English. *Journal of Academia in English Education*, 3(1), 51-70.

Septiana, T. I., & Rahayuningsih, S. (2022). Exploring English teacher's teaching strategies to build students' confidence to practice speaking English. Journal of Academia in English Education, 3(1), 51-70.

Xiaoqing Qian. (2012). A study on the teaching methods of improving students' oral English. *Theory and Practice in Language Studies*, 2(10), 2204-2208.