



A STUDY OF ENGLISH INSTRUCTIONS OF SHAN TEACHERS AT SCHOOL  
FOR YOUTH IMPROVEMENT, KENG TUNG PROVINCE IN SHAN STATE OF  
MYANMAR

Ven. Tejavamsa

A Thesis Submitted in Partial Fulfillment of  
the Requirements for the Degree of  
Master of Arts  
English (International Program)

Graduate School  
Mahachulalongkornrajavidyalaya University

C. E. 2018



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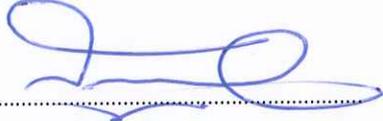
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Mahachulalongkornrajavidyalaya University

C. E. 2018

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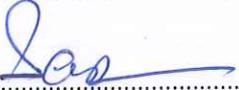
  
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### **Abstract**

This thesis is submitted in a partial fulfillment of the requirements of the Master of Arts in English (International Program), Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wang Noi, Ayutthaya, Thailand.

The main purpose of this research is 1) to study English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar and 2) to analyze English instructions of Shan teachers at School for Youth Improvement, Keng Tung Province in Shan State of Myanmar. A number of the respondent are consisted of 35 persons including 5 teachers. The instrument used in this study is both qualitative and quantitative method. The tools used for collecting the data are questionnaire and interview to survey English instructions of Shan teachers and the information was analyzed by using SPSS program, such as means and Standard Deviation.

#### **The results of research have been founded as follows:**

After doing this research, the level of English instructions of Shan teachers at School for Youth Improvement (SYI) has been found that most of students having satisfied and proud of being students at School for Youth Improvement. Most of them have been improved four skills of English after having finished their studied.

**Listening skills**, when considering each item, it was found that the highest average score is student who would like to improve listening skill, needs to listen from

any kind of listening materials, like daily conversation, English music or radio in every day (mean = 4.57, S.D. = .679) average.

**Speaking skills**, when considering each item, it was found that all most of the scores were at the agreed level. The highest average score was to improve speaking skills, students should try to speak in any situations in daily life (mean = 4.77, S.D. = .430) average.

**Reading skills**, when considering each item, it was found that all most of the scores were at the agreed level. The highest average score was the more we read, the more we can write a language (mean = 4.40, S.D. = .675) average.

**Writing skills**, when considering each item, it was found that all most of the scores were at the agreed level. The highest average score was understanding the rules of grammar was an essential in writing skills (mean = 4.50, S.D. = .630) average.

The researcher can say that most of teaching methods and teaching materials that teachers used at School for Youth Improvement are the students center and it depends on students. Most of teachers said that the main problems in teaching English to develop students' language skills are as 1) they need more English lesson books and learning books for teachers and students, 2) they need more professional teachers to develop procedures and curriculums of school, 3) they need more teachers who love teaching and shared their ideas for students, 4) they need more teaching materials in classroom and good librarian for students.

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Thirdly, I also would like to give grateful thanks and respect to all lecturers of my Master's Degree, International English Program, Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University for what they taught me, and very thankful to all of SYI's teachers and students who allowed me to collect my data from an interview and give the answer my questions as well.

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Ven. Tejavamsa

March 18, 2019

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## Lists of Abbreviations and Symbols

s'	=	Singular
's	=	Plural
,	=	Comma
" "	=	Quotation
:	=	Colon
;	=	Semicolon
.	=	Period Full Stop
-	=	Dash or hyphen
?	=	Question Mark
( )	=	Parenthesis
%	=	Percent
ALM	=	Audio – Lingual Method
DM	=	Direct Method
etc.	=	Et cetera / so on
ed(s)	=	Editor(s)
ESL	=	English as a Second Language
ELLs	=	English Language Learners
GTM	=	Grammar Translation Method
Ibid.	=	In the same place
i.e.	=	For example
L1	=	First Language (Mother Tongue)
L2	=	Second Language
S.D.	=	Standard Deviation
SPSS	=	Statistical Package for Social Sciences
SW	=	Silent Way
SYI	=	School for Youth Improvement

# Chapter I

## Introduction

### 1.1 Background and Significance of Problems

In 21<sup>st</sup> century, English is a global language as second language in the world. In addition, English has become the most important language to communicate each other in many parts of the modern world and widely used in communication around the world. The person who can speak English in fluently, he has more opportunities than a person who cannot speak English such as finding a job etc. Because English is dominant business language and it has become almost necessity for people to speak English if they enter a global workforce. In other words, people communicate and share their information in English language more than in the past time. The importance of English has also made a growing interested in the teaching as a second language.

For this reason, so many nations are eager to educate and cultivate English language of their citizen, so that citizens are able to use English efficiently as a global language to share more information, receive update news from global. That is why most of the developed countries had been used English language as a second language to connect with another people across the world. At the same time, most of the developed countries' universities are attempt to develop a good English curriculum which concerning on four skills: listening, speaking, reading and writing skills that enable all students to study English from university.

Furthermore, they had been promoted the qualities and the abilities of English teacher and students at government school and private school. Because English teaching and learning techniques are so extremely important for a second language learner, both of them must be able to stand on the right ways of second language teaching and learning. "Second language means any language which learners learn

other than first language".<sup>1</sup> In other words, as the Oxford Advanced Learner's Dictionary stated the definitions of the word "second" means another after the first and "language" means a system of sounds, words and structures applied by humans to transfer their thoughts and feelings.<sup>2</sup> So, second language is a language that learners learn after mother tongue language. In other words, second language has always tended to follow footsteps of first language.

**Angela Scarino and Anthony J Liddicoat** define English as the heart of language for teaching and learning and teachers need to constantly reflect on what language is. This is because our understanding of language affects the ways we teach languages.<sup>3</sup> Therefore, we need to choose the best techniques in order to teach English language to become more effectively for second language learners or having more benefits for second language learners.

As **Ven. Korunananda Sramon** said that "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."<sup>4</sup> Therefore, a teacher must have enough knowledge and the experiences of teaching in English as a second language.

As mentioned to the teaching, **Jack C, Richards** stated that reflective teaching is an approach to teaching which is based on a belief that teachers can improve their understanding of teaching and the quality of their own teaching by

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<sup>1</sup> Phramaha Ric Pemiko (Perin), "English Skill Improvement through Reading Supplemently Materials: A Case Study of Students Ninth Grades at Mahavajiralongkorn Buddhist Collage", **Master's Degree Thesis**, (Bangkok: Mahachulalongkornrajavidyalaya University, 2016), p. 11.

<sup>2</sup> Hornby, A. S. Oxford **Advanced Learner's Dictionary of Current English**, (New York: Oxford University Press. 1995), p. 662.

<sup>3</sup> Scarino, Angela and J, Liddicoat, Anthony, **Teaching and Learning Languages, A Guide**, (Australia: Department of Education, Employment and Workplace Relations, 2009). p. 16.

<sup>4</sup> Ven. Korunananda Sramon, "A study of English Teaching Problems and Needs of English Teachers in Government Primary Schools in Chittagong, Bangladesh", **Master's Degree Thesis**, (Bangkok: Mahachulalongkornrajavidyalaya University, 2016), p. 54.

reflecting critically on their teaching experiences.<sup>5</sup> It is showing that teachers should improve their abilities and their experiences in teaching every day. Furthermore, the amount of material should be that students can learn to use it quickly and easily or as soon as possible. Because of knowing a second language can change the ways of people thinking in daily life.

As **John Haycraft** stated that "learning a language usually has a practical aim- to enable students to communicate in that language. It is essential therefore that every minute of classes is directed to equipping students with the language skills they really need."<sup>6</sup> It means that the purpose of learning a language should be able to communicate with each other and language teachers must know the background of each student that concern with language knowledge.

According to the studies, the instructions of English as a second language are really important for second language learners and both of teachers and students or learners should know the best ways of teaching and learning English as a second language. However, there are many ways of English instructions in English as a second language. So, in this research, the researcher attempts to provide English instructions which concerning teaching English as a second language in order to improve language skills of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

## 1.2 Objectives of the Research

1.2.1 To study English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

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<sup>5</sup> Jack, C, Richards, **Theories of Teaching in Language Teaching**, Faculty of Education, The University of Sydney (Jun 17, 2015): 43, Retrieved on (August 28, 2018), [Online]: [https://www.researchgate.net/publication/265199592\\_Theories\\_of\\_Teaching\\_in\\_Language\\_Teaching.pdf](https://www.researchgate.net/publication/265199592_Theories_of_Teaching_in_Language_Teaching.pdf)

<sup>6</sup> Haycraft, John, **An Introduction to English Language Teaching**, Revised Impression 1986, (London: Longman, 1978), p. 18.

1.2.2 To analyze English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

### **1.3 Statement of the Research Questions**

1.3.1 What are English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar?

1.3.2 How are English instructions of Shan teachers used at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar?

### **1.4 Scope of the Research**

This research is aimed to study English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar by surveying and analyzing thematic documents, journal, article, English Newspaper and interviewing teachers and analyzing the results.

#### **1.4.1 Content of the Research**

This research is both qualitative and quantitative research which is to study English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

#### **1.4.2 Population of the Research**

For the population of this research, researcher will select Shan students and teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar which consists of 35 persons: Male for 20 persons and female for 10 persons including 5 teachers.

#### **1.4.3 Area of the Research**

The area of this research is School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

#### **1.4.4 Time of the Research**

The time of doing this research in collecting the data is five months that will start from October 2018 - February 2019.

### **1.5 Definition of Terms Used in the Research**

**1.5.1 English Instructions** refers to a special way of teaching English of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

**1.5.2 Shan Teachers** refers to the instructors who teach Shan students at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

**1.5.3 SYI** refers to School for Youth Improvement, Keng Tung Province in Shan State of Myanmar.

**1.5.4 Teaching** refers to the process of providing knowledge to students by Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

**1.5.5 Learning** refers to the process of giving knowledge by teachers about English to Shan students at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

### **1.6 Expected of Benefits of the Research**

1.6.1 Knowing English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

1.6.2 Understanding the problems of English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

## Chapter II

### Literature Review and Research Work Concerned

This research is relevant to study the instructions of Shan teachers in teaching English language skills at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar. The major sources of information consist of Text books, Relevant Research, English Journals, Article, dissertation, thesis and many of information on techniques to study the theories of teaching English that involve in this study. The study of Teaching theories and the techniques of Teaching English, and research works concerned can be divided into four parts as follows:

- 2.1 The Theory of Teaching English as a Second Language
- 2.2 The Instructions of English as a Second Language
- 2.3 Overview Teaching Methods and Principles in English as a Second Language
- 2.4 The Introduction backgrounds of School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar

These following theories and research works concerned are all related to the techniques of teaching English as a Second Language Skills. Researcher tried to observe theories that concerned with this research and the process of theories in teaching English as a second language in order to improve English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar. However, the researcher would like to discuss about the theory of teaching English as a second language, to support Shan teachers in order to promote their teaching skills at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

## 2.1 The Theory of Teaching English as a Second Language

There are a lot of theories in teaching English as a second language and many ways of teaching methodology. Once language lecture and language learner, they taught and learnt through their experience as well. However, in this research study, the researcher will carry out a little of theory of teaching English as a second languages. The theories of teaching English as a second language are concerned with science of teaching including both teaching theory and educational practice. Therefore, in this section, researcher will considered the theory of teaching that related to in language teaching as follows:

### 2.1.1 The Theory of Constructivism

Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.<sup>1</sup>

When we encounter something new, we have to deal it with our previous knowledge and experience, and sometime new things may be change our believable, and changing new information as irrelevant. In any case, to do this, we have to ask a lot of questions, explore, and assess about what we know. In the classroom, the constructivist view of learning, the teacher can point towards a number difference teaching practice. It means to create more knowledge for students the teacher should encourage students to use active techniques.

Constructivism represents one of the big ideas in education. Its implications for how teacher teach and learn to teach are enormous. If our efforts in reforming education for all students are to succeed, then we must focus on students. To date, a focus on student – centered learning may well be the most important contribution

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<sup>1</sup> Bereiter, C. **Constructivism, Socioculturalism, and Popper's World 3**, *Journal of Educational Researcher*, Vol. 23 (7). (October 1994): 21-23.

of constructivism.<sup>2</sup> Therefore, constructivism has direct application to education. Furthermore, constructivists suggest that human constructs their knowledge and meaning from their experiences.

According to **Dr. Bada, Steve Olusegun** who explains that constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction". In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is which explains how people might acquire knowledge and learn.<sup>3</sup>

In addition, Constructivism theory focused on how students or language learners construct the meaning of the words. It based on students' understanding, and it should be taught through individual experiences and plan. Nevertheless, the role of the language teacher is to ask students or language learners to learn to construct the meaning of the words, and how to assimilate the students' previous and the new ones.

As **Andang Suhendi and Purwarno** stated that the most important thing in constructivism theory is that in the learning process; the learner should get the emphasis. Learners must actively develop their knowledge, not others. Learners must be responsible for their learning outcomes. Their creativity and liveliness will help them to stand alone in their cognitive life.<sup>4</sup> Based on this point of view, language learner should emphasis on their learning and must develop their language knowledge by themselves every time. The teacher's role should be a facilitator or guide for

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<sup>2</sup> Bada, Dr. Steve Olusegun, **A Paradigm for Teaching and Learning**, Constructivism Learning Theory, Department of Psychology Federal University of Education, Kano, Journal of Research & Method in Education, Vol. 5, Issue 6 Ver. I (Nov. – Dec. 2015): 66 – 70.

<sup>3</sup> ibit., p. 66.

<sup>4</sup> Suhendi, Andang and Purwarno. **Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching**, The 1<sup>st</sup> Annual International Conference on Language and Literature, KnE Social Sciences & Humanities, Vol. 2008: 87 – 95. Retrieved on 12 December 2018, [https://www.researchgate.net/publication/324950046\\_Constructivist\\_Learning\\_Theory\\_The\\_Contribution\\_to\\_Foreign\\_Language\\_Learning\\_and\\_Teaching](https://www.researchgate.net/publication/324950046_Constructivist_Learning_Theory_The_Contribution_to_Foreign_Language_Learning_and_Teaching).

students. However, as **Dr. Veena Kapur** defined that the goal of constructivism is not memorization of information. In a truly constructivist classroom the learners will be more likely to retain and apply information. Students learn more by discovering their own answers as opposed to passively listening to a lecture.<sup>5</sup>

According to **Maureen Tam** described four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist instructional strategies:

1. Knowledge will be shared between teachers and students.
2. Teachers and students will share authority.
3. The teacher's role is one of a facilitator or guide.
4. Learning group will be consists of small numbers of heterogeneous students.<sup>6</sup>

### **Implications of constructivism for teaching and learning**

Central to the target of constructivism is that learning is an active process. Constructivism required a teacher to act as facilitate whose were main functions to help students become active participants in their learning process. Brooks and Brooks summarize a large segment of the literature descriptions of 'constructivist teachers'. They conceive of a constructivist teacher as someone who will:

1. encourage and accept student autonomy and initiative;
2. use a wide variety of materials, including raw data, primary sources, and interactive materials and encourage students to use them;
3. inquire about students' understandings of concepts before sharing his/her own understanding of those concepts;

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<sup>5</sup> Kapur, Veena, Ph. D. **Understanding Constructivism in the Second Language Learning Context**, Scholarly Research Journal of for Humanity Science & English Language, Vol. 5 (January 2018): 7061-7080.

<sup>6</sup> Tam, Maureen, **Constructivism, Instructional Design and Technology: Implications for Transforming Distance Learning**, Journal of Educational Technology & Society, Vol. 3 (2), (April 200): 50-60.

4. encourage students to engage in dialogue with the teacher and with the another;
5. encourage students inquiry by asking thoughtful, open-ended questions and encourage students to ask questions to each other and seek elaboration of students' initial responses;
6. engage students in experiences that show contradictions to initial understandings and then encourage discussion;
7. provide time for students to construct relationships and create metaphors;
8. assess students' understanding through application and performance of open-structured tasks.<sup>7</sup>

Due to the implications of constructivism for teaching and learning in classroom, the constructivist theory is the best way to define learning, and then it is more benefits for language teacher in order to promote students learning. Then, creating learning environment is necessary for the learner to the material being studied in language teaching and learning. For main principles of constructivist, as **Muna Aljohani** summarized that main principles of constructivist as follows:

1. Instruction must be concerned with the experiences and contexts that make student willing and able to learn (readiness).
2. Instruction must be structured so that it can be easily grasped by the student (spiral organization).
3. Instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given) by stimulating cognitive skills required for application.<sup>8</sup>

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<sup>7</sup> *ibid.*, 50-60.

<sup>8</sup> Aljohani, Muna, **Principles of constructivism in Foreign Language Teaching**, *Journal of Literature and Art Studies*, Vol. 7, No. 1, (January 2017): 97-107.

## 2.2 The Instructions of English as a Second Language

The instructions of English as a second language are extremely important for second language learner. Therefore, a second language learner should find the best ways or the best techniques which useful with a second language teachers and second language learners. There are many kinds of different techniques in order to teaching and learning English as a second language. It depends on the situations of a country or place of learners. However, to become a successful language teacher, a language teacher must have enough knowledge that concerning language and the experience of language teaching.

According to **Dk Yusimah Pg Hj Amjah** who mentioned that teaching English as a second language is a quite complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers need to have effective teaching strategies in order for students to grasp better in learning English. On the other hand, English language is one of the main languages widely used all over the world. It is very important for teachers to be able to teach and arouse students' interest in following the lesson in the classroom. For some students, learning English as a second language is one of the most difficult subjects they have learnt. Due to the difficulties in learning, English language can make students lose their interest.<sup>9</sup> Thus, language teacher should have an enough knowledge to become perfect teacher in second language teaching and every teacher should have a certificate from second language teacher training.

As **Jerry G. Gebhard** explains that "one rather obvious way we can develop our teaching is to read professional books and journals on teaching and learning

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<sup>9</sup> Dk Yusimah Pg Hj Amjah, **A study of teachers' strategies so develop students' interest towards learning English as a second language**, *Procedia-Social and Behavioral Sciences*, 134 (May, 2014): 188-192.

languages, will help you gain knowledge about English as a Second Language (ESL).<sup>10</sup> It is shown for a language teachers always need to find a new knowledge which is concerned with a language in order to develop their language teaching and learning skills all the time.

According to **Anne Burns and Jack C. Richards** who state that "language teachers have a particular role to play in promoting their learners' fuller participation in classroom and communities. From this perspective, language teachers are not only simply teaching language as a neutral vehicle for the expression of meanings and ideas, but should be engaged both in reflecting upon the ideological forces that present in their classrooms, schools, and communities and in empowering their learners with the language knowledge and skills they need to be able to function as moral agents in society."<sup>11</sup> It shows a language teacher should teach language learners as a builder of nations in order to build language the learners have more benefits as moral agents in their society.

As **Jerry G. Gebhard** stated that the developmental stages of a teacher include going from being dependent on outside sources (such as supervisors and the textbook) and concerned with self-survival (What do I do tomorrow in class?) and with what kinds of techniques to use, to being concerned with student learning and able to make informed teaching decisions.<sup>12</sup> It shown once language teacher should be able to learn every time as well as to improve themselves and should draw teaching plan before they went to classroom. In fact, the reality of educational context being what they are, language teachers must not only attempt to students' learning needs, but

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<sup>10</sup> Jerry, G. Gebhard, **Teaching English as a Foreign or Second Language**, A Self-Development and Methodology Guide, Exploration of Teaching, 2nd Ed, Michigan Teacher Training, (Michigan University Press, 2009), p. 15.

<sup>11</sup> Anne Burns and Jack, C. Richards, **Second Language Teacher Education**, 1st Ed, (Cambridge University Press, 2009), p. 7.

<sup>12</sup> Jerry, G. Gebhard, **Teaching English as a Foreign or Second Language**, A Self-Development and Methodology Guide, Exploration of Teaching, 2nd Ed, Michigan Teacher Training, (Michigan University Press, 2009), p. 9.

they must also juggle other competing demands on their time and attention.<sup>13</sup> From this point of view, even teachers know students' learning needs, if there is no more time and attention for students, the classes cannot become successful class for students. However, to become successful instructor or teacher, it depends on their teaching experiences and the limits of the time from school where they taught. Similarly, to become an excellent student in any second language school and outside of school, it also depends on their experiences and knowledge of a language.

### 2.2.1 The Instructions of English Listening Skills

Listening is extremely important for second language (L2), and listening is a heart of speaking skill, because without understanding what others said, conversation between two people cannot begin.

Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills. According to **Lisa J. Downs** stated that Self-Awareness plays an important role in being a good listener.<sup>14</sup>

Listening is the natural precursor to speaking; the early stages of language development in a person's first language are dependent on listening. And the aim of learning a language was to speak, and language was viewed as a type of behavior.<sup>15</sup> It seems to be that listening is a foundation of speaking skill in (L2) learning. And speaking in fluently was the aim of (L2) learning. However, most of language scholar expressed

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<sup>13</sup> Larsen-Freeman, Diane and Anderson, Marti, **Techniques and Principles in Language Teaching**, 3<sup>rd</sup> Ed., (Oxford: Oxford University Press, 2013), p. 9.

<sup>14</sup> Downs, J. Lisa, **Listening Skill Training**, What is Listening?, (USA: American Society for Training and Development Press, 2008), p. 1.

<sup>15</sup> Nation, I.S.P., and Newton J., **Teaching ESL/EFL Listening and Speaking**, Listening, (New York: Routledge, Taylor & Francis Press, 2009), p. 32.

that speaking and writing are the productive skill and listening and writing skills are receptive skills.

Listening is an active, purposeful process of making sense of what we hear. Language skills are often categorized as receptive or productive. Speaking and writing are the productive skill. Listening, along with reading, is a receptive skill.<sup>16</sup>

### The difference between hearing and listening

According to **John A. Kline** who pointed out the difference between hearing and listening that hearing is the reception of sound, and listening is the attachment of meaning to the sound. Hearing is passive, listening is active. Having good hearing do not facilitate one's perception of sound; but good listeners do not simply hear words – they focus on the meaning. Understanding the difference between hearing and listening is an important prerequisite for listening effectively.<sup>17</sup> It is clear that a good hearing cannot be a good listener and a good listener can catch the meaning of the word what the others said to him.

### Types of listening skills

According to **Newton, J**, he expressed that the types of listening as 1) One way listening – typically associated with the transfer of information (Transactional listening), and 2) Two way listening – typically associate with maintaining social relations (Interactional listening).<sup>18</sup>

## 2.2.2 The Instructions of English Speaking Skills

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<sup>16</sup> Helgesen, Marc, **Practical English Language Teaching**, Listening, Nunan, David, (E.d), 1<sup>st</sup> E.d, (Singapore: McGraw Hill Education, 2003), p. 25.

<sup>17</sup> Kline, A. John, **Listening Effectively**, Listening and Hearing Are the Same, (U.S.A. Air University Press, 2008): 6 – 7.

<sup>18</sup> Nation, I. S. P, and Newton, J. **Teaching ESL/DFL Listening and Speaking**, Listening, (New York: Routledge, Taylor & Francis press, 2009), p. 40.

Speaking skill is the most important in new language learner, and the purpose of a language learner is to be able to communicate with others who speak that language. Moreover, when a language learner went abroad or foreign country, a language learner has to use listening and speaking skill to communicate with foreigner, not reading and writing skill. So, for language learner should be able to speak inside and outside classroom.

As **Lai-Mei Leong** and **Seyedeh Masoumeh Ahmadi** expressed that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speaker should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough speaking ability in order to communicate easily and effectively with other people.<sup>19</sup>

According to **Joanna Baker and Heather Westrup**, they suggested that speaking means that the students repeat sentences or dialogues or chant English words. Repetition is only one useful way of practicing new language. It is important for learners to practice the language they are learning in situation which are similar to life outside the classroom. They need to practice real communication: talking about their life, talking about news, expressing their ideas, and discussing issues etc.<sup>20</sup>

As point of this view, to be able to speak a language in fluently, students not only repeat sentences or chant English words, but also need to practice with real situation in their daily life and outside of classroom. In other words, language teachers are instead of asking language students to repeat sentences, sometimes, teachers should give students to express their ideas, and ask them to say their response. In real life, we do not repeat what other say already. We should make our own sentences

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<sup>19</sup> Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, **An Analysis of Factors Influencing Learners' English Speaking Skill**, International Journal of Research in English Education, Vol. 2. Issue 1(3-2017): 34-47. Retrieved on 17 December 2018 <http://ijreeonline.com/article-1-38-en.pdf>

<sup>20</sup> Baker, Joanna and Westrup, Heather, **Essential Speaking Skills**, A Handbook for English Language Teachers, (London: Continuum, 2003), p. 7.

and dialogues. However, it's depending on where students are learning in the world. Moreover, making a new sentence in the target language, it is easier than to repeat the sentence what others say already. In fact, as **Ms. Kanokporn Suntornsripitak** recommended that speaking is always closed related to listening, therefore for people who learn to speak the English language it is necessary to practice listening skills at the same time. Good listening will be able to help students or learners improve their English speaking more effectively.<sup>21</sup> Therefore, students should understand what others said to them in order to gain successful conversation. That is why she said speaking is closely related to listening.

### 2.2.3 The Instructions of English Reading Skills

Reading skill is also one of the most important in second language teaching. It's one way to improve written skill and spoken skill in the target language (English). Reading skill is not only for written and spoken skill, but also for learning new words or vocabulary and spelling from reading passage. Similarly, as **Andrew P. Johnson** recommended that reading helps students become better writer. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary.<sup>22</sup> In addition, to become reading comprehension, second language (L2) learner should start from easy or low level to upper-intermediate level. So, reading comprehension skill is very important to reader or student.

Reading comprehension is the goal of reading, but it can be more difficult for (L2) learners or English language learners ELLs. However, as **Mujibul Hasan Siddiqui** expressed that language teachers should be able to find the ways to help students to

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<sup>21</sup> Suntornsripitak, Kanokporn, Ms., "Perceived Obstacles to Fluency in Speaking English among MA students in Bangkok", **Master's Degree Thesis**, (Language Institute: Thammasat University, 2015), p. 9.

<sup>22</sup> Johnson, Andrew P. **Teaching Reading and Writing**, A Guide Book for Tutoring and Remediating Students, (New York: Rowman and Littlefield Education Press, 2008), p. 7.

generalize their newly acquired reading comprehension skills which are essential. It is important to learn how these skills can be transferred to other academic areas and what needs to be done to make sure that students either continue using the specific strategies they have learned after the instructional intervention ends or internalize the essential parts of the strategy so that improvements in reading comprehension continue.<sup>23</sup>

Moreover, as **Korunananda Sramon** expressed that to improve the reading skills that students have to read material texts understanding, sound, stress, intonation and punctuation accentuated to develop learners' reading competence.<sup>24</sup> Thus, to develop learners' reading, we need to know ways of reading. As **Marilyn Lewis and Hayo Reinders** suggested that ways of reading, we need to know the difference between reading a letter from a friend and reading letters in daily newspaper. Reading them for different purposes means reading them in different ways. Here are some of those ways:

**Scanning:** scanning is a fast way of reading to find something we want. Scanning an article or a chapter is a bit like the way a bird flies over a garden looking for bits of food. For example, if we are interested in the topic of migration and we want to know if an article mentions reasons for migration, and 'push and pull' factors in particular, then make our eye scan quickly down the page to find the words 'push and pull' etc.

**Skimming:** skimming is like looking right through someone else's holiday photograph album quickly. We want a general idea of where they went, we do not need to understand and remember every detail. So, when we skim through an article we are looking for the big picture to answer questions: what is this topic about? what

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<sup>23</sup> Siddiqui, Mujibul Hasan, **Techniques of Teaching Strategies**, Reading Comprehension, (India: APH Publishing Corporation Press, 2007), p. 46.

<sup>24</sup> Ven. Sramon, Korunananda, "A Study of English Teaching Problems and Needs of English Teachers in Government Primary Schools in Chittagong, Bangladesh", **Master's Degree Thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2016), p. 81.

are the main ideas here? And as well as skimming, we can also go to the first sentence in each paragraph to find the topics.

**Using the index:** if we are trying to understand something difficult which we have heard or will soon hear in a lecture, then we need to take more time. Look in the index of the recommended book and follow up each reference. Once we have found the right place in the book or the right article, then starting to read. Here are some suggestions.

**Read word groups:** we must try to make our eye move quickly along the row instead of reading each word separately: All experiments – need to be etc.

**Think ahead:** after we have read the title, stop and ask ourselves: What will this chapter be about? What questions will it answer? Or after we have read the first sentence in a paragraph stop and ask to ourselves: What will come next? Where will the examples come from? etc.

**Ask ourselves, what do we know already?** as we start reading, remind ourselves of all that we know already about the subject. For example, if we are studying the topic of human genes for a course in biology then we probably know already that DNA contains information.

**Look at the link words:** link words join ideas. Looking joining words are very important for readers. In table 1 there are some to look out for.<sup>25</sup>

**Table 2.1. Link words to join ideas**

Link words	Meaning	The words joins
in addition	and	two equal ideas
on the other hand, however	but	two opposite ideas
provided that	if	a condition
given that, since	because	a fact and a reason

<sup>25</sup> Lewis, Marilyn and Reinders, Hayo, **Study Skills for Speakers of English as a Second Language**, (New York: Palgrave Macmillan Press, 2003): 112-115.

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rather than	not	two different ideas
although	even though	two opposites
similarly	in the same way	two ideas or findings
as opposed to	the opposite	two opposites
despite the fact that	even though	two opposites

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In addition, **Andrew P. Johnson** mentioned that reading is not an isolated process. Four language processes work together to enhance the development of each of others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (giving in information) and speaking and writing are the productive processes (giving out information).<sup>26</sup> However, to become better in reading skill, English language learners should find the best way to improve and develop our reading skill from teachers and classmate which started from step-by-step. Moreover, should find English book that we interested in, and try to read it again and again. In other words, reading more and more not just only improve reading skill, but also can develop it day by day.

#### 2.2.4 The Instructions of English Writing Skills

Writing is the most important things in language or second language teaching. In other words, writing in the target language or English language are the last goal of learning in second language. Even some student good at listening, speaking skills, they still have a problem in writing skill. Who want to improve in writing skill in the target language or English language must know the different language structure between (L1) and (L2) and should learn the rules of (L2). Expert of writing in native language that is not mean expert in the target language, it depends on their experiences and grammar rules in the target language or English language.

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<sup>26</sup> Johnson, Andrew P. **Teaching Reading and Writing**, A Guide Book for Tutoring and Remediating Students, (New York: Rowman and Littlefield Education Press, 2008), p. 7.

Writing is grounded in the lived experiences of students. Our work as teachers of writing is to help students put these experiences down on paper in creative and articulate ways. We need to help students see the value of their lived experiences as the foundation for becoming great writers. For English learners (ELs), the challenge lies in transferring their experiences into writing in a second language. As teachers, we need to begin by understanding for process for developing writing in a second language as well as the instructional practices that best support that process and understanding that we need to teach children how to write, not just what to write.<sup>27</sup>

The process writing in classroom, **Eugenia Mora-Flores** explored that teacher shows children how to find mistakes, how to improve their writing and how to make decisions about style and structure. English learners are given a chance to experiment with language and feel safe making mistakes along the way. Process writing helps us see how our ELs are developing their written English. We can see their learning through the errors they make. In the end the final draft shows us what the child is able to do as a writer. It may not be perfect, but it shows thought and their development of written English. Furthermore, a popular teaching practice in school to facilitate an understanding of how writing works is taking students through the five stages of the writing process: pre-writing, drafting, revising, editing, and publishing.<sup>28</sup> Any kinds of writings should be able to follow the stages of writing processes such as writing an essay, article, or books etc.

**Table 2.2 Stages of the writing process**

Pre-writing	Choosing a topic, Gathering ideas, and organizing ideas.
Drafting	Using our notes and organizing to start writing a paragraph or essay from start to finish.
Revising	Make sure what we have written, and check it again and again or shared to our friends to get the idea or opinion from our friends.

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<sup>27</sup> Mora-Flores, Eugenia, **Writing Instruction for English Learners**, Writing Instruction for English Learners, A Focus on Genre, (United States of America: Corwin Press, 2009): 1 - 2.

<sup>28</sup> *ibid.*, p. 3.

Editing	Making improvements to the structure and content. We might need to explain something to be more clearly and we may need change our organizing.
Publishing	After we check the errors that we discovered in step three and four, and make any other changes that we want to make. Selecting a medium for publishing.

In conclusion, we have a lot of techniques and materials in order to improve students' writing skills in second language, and which techniques and materials is the best for (L2) learners, it depends on language teachers through their experiences and students' needs. But language teacher must know the real students' situations and needs. Then, language teachers should have enough knowledge that concerned with (L2) writing skills and should have teaching plan for level of students. Understanding the structure of second language (L2) or grammar rules in the target language (English) is an important in (L2) writing skill.

Finally, to become better in writing skill, students need to read a lot, and write a lot, because a reader can learn writing methods from scholar people's books, texts, articles, and journal in the target language. Writing a lot in target language, it can also helpful for second language learner in writing skill. In addition, most of successful writer, have being knowing their audiences. So, a writer not only has to know the goal of their books but should also know real situation of reader or audience of their books.

### **2.2.5 The Important of English Vocabulary**

Teaching vocabulary is one of the most important ways of developing students' vocabulary knowledge. This paper provides a thorough review of vocabulary teaching from a research perspective. A great body of scientific research has supported the fact that vocabulary is one of the most significant components of any language which must be dealt with much care and attention in early stages of second language

learning.<sup>29</sup> Furthermore, some scholar said vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. From this we see that students cannot understand what others said to him and also cannot share their ideas without vocabulary.

Successful students actively monitored and reviewed the words they were learning. In their free times, they used every opportunity to practice and review the newly-learned words. Predictably, unsuccessful learners did not have any structured approach and instead of spending time to review the new words, they wasted their time doing actions that were not required by the course and had little contribution to their learning. Vocabulary knowledge cannot be taught and transferred only by the teacher. The greater part of the vocabulary learning success depends on the learner himself/herself.<sup>30</sup>

As this point of view, language learner who would like to success in a language, sometimes it's based on students and who has practiced newly words in speaking everyday knowing vocabulary more than others. According to **Desfitranita** explored that Vocabulary learning starts from understanding words and phrases in context.<sup>31</sup> So, understanding words and phrases is extremely important for language learner, because even everyone can read the passage, but everyone cannot catch the meaning of the passage, or everyone do not know everything what they read. This is a reason we have to know a lot of the words in a language when we are learning.

Furthermore, the important of vocabulary learning strategy, **Ariyapa Worasiri** pointed out a study of vocabulary learning strategies is essential in order to

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<sup>29</sup> Fooziyeh Rasouli, Khadijeh Jafari, **A Deeper Understanding of L2 Vocabulary Learning and Teaching: A Review Study**, International Journal of Language and Linguistics, Vol. 4, No. 1 (February 25, 2016): 40 - 46.

<sup>30</sup> *ibid.*, 40 - 46.

<sup>31</sup> Desfitranita. **Students' rules and practices: how to speak English fluently?**, Al-Ta Lim Journal, 24(1), (February 2017): 19 - 28. Retrieved on 13 December 2018 [https://www.researchgate.net/publication/318450703\\_Students'\\_Rules\\_and\\_Practices\\_How\\_to\\_Speak\\_English\\_Fluently](https://www.researchgate.net/publication/318450703_Students'_Rules_and_Practices_How_to_Speak_English_Fluently)

gain understanding and promote vocabulary strategy training in language teaching and learning.<sup>32</sup> It is clear that students cannot understand the target language and cannot express their ideas to the others without learning vocabulary. Therefore, to help students' understanding and communicate with others in English, the teachers should be able to teach vocabulary as well as in classroom, and guide students to use it in outside of classroom in every day. On the other hand, students who want to improve vocabulary knowledge should learn from three skills of English language as listening, speaking, reading skill. For example, listening from radio, TV, Music and Youtube, speak with native speaker or classmate who can speak more than us in English, and try to read English book a lot. However, teaching vocabulary is complex and not just about words. It involves lexical phrases and knowledge of English vocabulary.

As a matter of fact, in order to help student having a rich vocabulary, the instructor not only teach students need to learn as many words as possible, but they also need to remember vocabulary. Then, another way to help students improve their vocabularies is to teach them individual words. But, there are so many words to teach, not all of them can or should receive rich, deep, and extended instruction. Thus, there is a need for rich, deep, and extended instruction on some words.<sup>33</sup>

**Michael F. Graves Diane August and Mancilla-Martinez Jeannette** also pointed out that if students can use their knowledge of prefixes, suffixes, and roots to recognize and understand the various members of word families – for example indicate, indicates, indicated, indicating, indication, and indicator – the number of individual words they need to learn is significantly reduced. Similarly, as Seternberg has pointed out, "most vocabulary is learned from context." So, if we can improve

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<sup>32</sup> Worasiri, Ariyapa, "Vocabulary Learning Strategies used by the first year Thai Undergraduate Students of the Bachelor of Economics International Program at Thammasat University", **Master's Degree Thesis**, (Bangkok: Thammasat University, 2012), p. 6.

<sup>33</sup> Graves, Michael F. Diane August, and Mancilla-Martinez, Jeannette, **Teaching Vocabulary to English Language Learners**, Foreword by Gatherine Snow, (New York: Teachers Colleges Press, 2013): 4 - 5.

students' abilities to use context to learn word meanings, they will markedly increase their vocabularies.<sup>34</sup>

**Miss Nittaya Setpakdee** founded that the methods of developing English vocabulary commonly used by the teachers are: 1) reading English newspaper to improve vocabulary, 2) reading English story to improve English vocabulary, 3) watching English movies or other movies with English subtitle, 4) making ones' own sentences when meeting a new word, 5) reviewing English vocabulary before bedtime.<sup>35</sup>

### 2.3 Overview Teaching Methods and Principles in English as a Second Language

There are several teaching methods and principles in English as second language. To attain the goal of teaching English in second language learners, it depends on the aspect of both teacher and students. On the other hand, most of language teachers, they taught a language through their experiences. Here, we could not consider which methods are the best method in teaching and learning English as a second language. Sometimes, teaching method based on students' attitude interested in learning and language knowledge. However, it is not the purpose in this study to promote one method over another. Actually, there is no perfect method and principles in language learning. It depends on the situation and ability of the teacher to reflect on situation.

Despite we have a lot of teaching methods or techniques, most of teaching methods, researcher began by dealing with some important language teaching methodologies as 1) The Grammar-Translation Method, 2) The Direct Method, 3) The Audio-Lingual Method, and 4) The Silent Way.

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<sup>34</sup> *ibid.*, p. 5.

<sup>35</sup> Mis. Setpakdee, Nittaya, "A Study of the Methods of English Vocabulary Teaching of Thai Teachers at Hutchu Tutor School", **Master's Degree Thesis**, Faculty of Humanities, (Ayutthaya: Mahachulalongkornrajavidyalaya University Press, 2017), p. II.

### 2.3.1 The Grammar-Translation Method (GTM)

The Grammar Translation Method is not new method. It has been used by language teachers for many years. The Grammar Translation Method is a method of teaching foreign language. This method is also known as classical or traditional method which had been used in Greek and Latin.

The Grammar Translation Method was product of German scholarship. It was known in the United States of America as Russian method, as it has its origin in Germany or to be more exact in Prussia – at the end of eighteenth century. Some of its leading exponent are J. Seidenstucker, Karl Plotz, H.S. Ollendorf and J. Meidinger – all German scholars. This method was very popular with European foreign language teaching from the 1840s to the 1940s, and in a slightly modified it is been used some parts of the world even today.<sup>36</sup>

As **Diane Larsen-Freeman** explored that earlier in this century, this method was used for the purpose of helping students read appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language, and that this familiarity would help them speak and write their native language better.<sup>37</sup> It is a way of learning a language by studying the rules of its grammar and then applying these rules to translation of sentences and texts. Then, the method focuses primarily on writing and reading skills, with little attention to listening and speaking. The method is not too demanding on the teacher.<sup>38</sup>

For principles and goals of Grammar Translation, there are two main goals to grammar–translation classes. One is to develop students' reading ability to a level

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<sup>36</sup> Nagaraj, Geetha, **English Language Teaching Approaches Methods Techniques**, Grammar Translation Method, (India: Orient Longman Private Limited, 1996), p. 1.

<sup>37</sup> Larsen-Freeman, Diane, **Techniques and Principles in Language Teaching**, 2<sup>nd</sup> Ed., (Oxford: Oxford University Press, 2000), p. 11.

<sup>38</sup> Nagaraj, Geetha, **English Language Teaching Approaches Methods Techniques**, Grammar Translation Method, (India: Orient Longman Private Limited, 1996), p. 7.

where they can read literature in the target language. Then, the other is to develop students' general mental discipline. The users of foreign language wanted simply to note things of their interest in the literature of foreign languages. Therefore, this method focuses on reading and writing and has developed techniques which facilitate more or less the learning of reading and writing only. As a result, speaking and listening are overlooked.

### **2.3.1.1 The principles of the Grammar – Translation Method**

The principles of characteristic of the Grammar-Translation had discussed by Jack C. Richard and Theodore Rodgers as the following:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translation sentences and texts into and out of the target language.

2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar – Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.

4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method.

5. Accuracy is emphasized. Students are expected to attain high standards in translation, because of "the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century".

6. Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar – Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

7. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.<sup>39</sup>

Finally, the Grammar – Translation Method is focused on the rules of grammar and their application. Then, language is learned through rules. The vocabulary is learned through direct translate to L1. Students learned vocabulary after translated it. Moreover, the roles of the teachers are not very active, because he just limits his work to translate for students. Students, they have to practice by translate from L2 into L1.

In briefly, the Grammar – Translation Method aims to provide reading and writing skills in second language L2 learning. Thus, this method does not include very much for listening and speaking skills or communication. On the other hand, this method is really difficult for L2 learner, because the structure of grammar rules different from each other. However, in classroom, the teachers are taught in mother tongue, with little active use of the target language.

### 2.3.2 The Direct Method (DM)

The direct method (DM) was a methodology in teaching and learning that really related in second language (L2). According to **Penny Ur** defined that the direct

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<sup>39</sup> Richard, Jack, C. and Rodgers, Theodore S. **Approaches and Methods in Language Teaching**, Grammar – Translation Method, 3<sup>rd</sup> Ed., (United Kingdom: Cambridge University Press, 2014): 6–7.

method was largely based on a reaction against grammar – translation. It emphasizes oral communication more and bans the use of the (L1).<sup>40</sup>

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use another language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.<sup>41</sup>

Based on the point of view above, the Direct Method has no translation between first language (L1) and second languages (L2) and little or no analysis of grammatical rules. Therefore, the Direct Method also known as the Natural Method. However, if we wish to learn a language then we should try to create the conditions that we learn our native language in. Then, the direct method was developed by Maximilian Berlitz towards the end of the 19<sup>th</sup> century as a reaction to the grammar translation method. The words of "direct" means a language learner should be connected directly to the target of the language without translation into the native language L1 or first language, (mother tongue).

Especially, the Direct Method aims to provide language learners with a practically useful knowledge of language and knowing the target language or (L2) without translation into (L1). This method provided (L2) learners should be taught directly without translation. Thus, both of teachers and students or language learners should be used the target language in classroom all the time. Likewise, this method

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<sup>40</sup> Ur, Penny, **A Course in English Language Teaching**, Language - acquisition Theories and Teaching Methodologies, 2<sup>nd</sup> Ed., (UK: Cambridge University Press, 2012), p. 7.

<sup>41</sup> Larsen-Freeman, Diane and Anderson, Marti, **Techniques and Principles in Language Teaching**, 3<sup>rd</sup> Ed., (Oxford: Oxford University Press, 2013), p. 23.

replaces the textbooks with teacher - student and student - student activities such as reading aloud, question - answer exercises, and fill in the blank exercises etc. However, let's see the principles of Direct Method to be clear in our mind as follows:

### **2.3.2.1 The Principles of the Direct Method**

1. Classroom instruction is conducted exclusively in target language. Not allowed the language teacher explained in native language and has no translate into native language.
2. Basic vocabulary is given first.
3. Grammar is taught by inductively. There are never gave Grammar rule to language learners and let learner figure out the rules by themselves.
4. New teaching points are introduced by orally.
5. Correct pronunciation and grammar are emphasized.
6. Both speech and listening comprehension are taught.
7. Vocabulary is taught through known words, demonstration, pictures etc.
8. Learning by self - correction. The teacher, by asking the student to make a choice, to correct him own error.
9. The syllabus is based on the situations or topic.
10. Learning is not merely restricted with formal language knowledge.
11. All students should learn to think in the target language as soon as possible. Not memorization but production.
12. The purpose of language learning is for communication. Therefore, students need to learn how to ask questions and answer as well.

In conclusion, the Direct Method is the method that directly into the target language or second language or (L2), and this method aims to provide language learner to use the target language. This method has no translate into native language. Therefore, the Direct Method should be learnt in the target language directly in classroom. In brief, according to this method, language learner should read aloud, and making questions and answers exercises, talk to each other in the target language or

conversation, and then, correct the error by themselves. This is a main purpose of the Direct Method in language learning.

### 2.3.3 The Audio-Lingual Method (ALM)

The Audio-Lingual Method (ALM) is a method of language learning. And the Audio-Lingual Method is also known as the Army Method. The Audio means listen, and Lingual means repeat or drills. The practice of teaching and learning in classroom, all students have to follow the teachers said and repeat it again. In other words, the Audio – Lingual Method is a method of second language teaching which emphasizes the teaching of listening and speaking first or before reading and writing skills. The main form of this method, language presentation and drills and mother tongue language discouraged in classroom.

According to **Geetha Nagaraj** stated that the Audio – Lingual Method was developed mainly in America in the sixties and seventies. This method tried to demonstrate the fact that a language teaching method can be based on rigorous scientific disciplines like linguistics and psychology.

The roots of the audio-lingual method can be traced back to the language teaching program devised in America during the World War II. Its focus was on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.<sup>42</sup>

As **Jeremy Harmer** said that Audio-lingual Methodology owed its existences to the Behaviorist models of learning and using the stimulus – Response – Reinforcement model. It attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. Therefore, the Audio-Lingualism relied heavily on drills to form these habits. The following example shows typical Audio-Lingual drill:

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<sup>42</sup> Nagaraj, Geetha, **English Language Teaching Approaches Methods Techniques**, Audio-Lingual Method, (India: Orient Longman Private Limited Press, 2005), p. 79.

Teacher: There's a cup on the table.....repeat

Students: There's a cup on the table.

Teacher: Spoon

Students: There's a spoon on the table.

Teacher: Book

Students: There's a book on the table.

Teacher: on the chair

Students: There's a book on the chair etc.

This kind of patterned drilling has some drawbacks quite apart from whether or not it can be shown to lead to grammatical.<sup>43</sup>

According to **George Yule** explored that "a very different approach, emphasizing the spoken language, became popular in the middle of the twentieth century. It involved a systematic presentation of the structures of the second language L2, moving from the simple to the more complex, in the form of drills that the students had to repeat. This approach, called the Audio-Lingual Method. Versions of this approach are still used in language teaching, but its critics have pointed out that isolated practice in drilling language patterns bears no resemblance to the interactional nature of actual spoken language use. Moreover, it can be incredibly boring.<sup>44</sup> However, the goals of audio – lingual method is to improve all four skills of target language such as listening, speaking, reading and writing. Then, this method make the learner understand second language (L2) by memorizing and speaking by drilling from communication.

In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and

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<sup>43</sup> Harmer, Jeremy, **The Practice of English Language Teaching, Four Methods**, 4<sup>th</sup> Ed, (Longman, 2013): 79 – 80.

<sup>44</sup> Yule, George, **The Study of Language**, Second language acquisition/learning, 4<sup>th</sup> Ed., (UK: Cambridge University Press, 2010), p. 190.

memorize. Dialogues provides for students the structure and idea of how to use some types of patterns in some sort of situations.<sup>45</sup>

### 2.3.3.1 The Principles of the Audio – Lingual Method

The principles of the Audio – Lingual Method which expressed by Diane Larsen-Freeman as follows:

1. Language forms do not occur by themselves; they occur most naturally within a context.
2. The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.
3. One of the language teacher's major roles is that of a model of the target language. Teacher should provide students with a good model. By listening to how it is supposed to sound, students should be able to mimic the model.
4. Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.
5. It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher.
6. The purpose of language learning is to learn how to use the language to communicate.
7. Particular parts of speech occupy particular 'slot' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.
8. Positive reinforcement helps the students to develop correct habits.
9. Students should learn to respond to both verbal and nonverbal stimuli.

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<sup>45</sup> Maedeh Alemi, and Ehteramsadat Tavakoli, **Audio – Lingual Method**, 3<sup>rd</sup> International Conference on Applied Research in Language Studies, University of Tehran, (January 2016): 1-5. Retrieved on 16 December 2018, [https://www.researchgate.net/publication/293731529\\_Audio\\_Lingual\\_Method](https://www.researchgate.net/publication/293731529_Audio_Lingual_Method).

10. Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns.

11. Students should 'over learn', i.e. learn to answer automatically without stopping to think.

12. The teacher should like an orchestra leader – conducting, guiding, and controlling the students' behavior in the target language.

13. The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.

14. The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.

15. The major challenge of foreign language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in what areas her students will probably experience difficulty.

16. Speech is more basic to language than the written form. The 'natural order' – the order children follow when learning their native language – of skill acquisition is: listening, speaking, reading, and writing.

17. Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.<sup>46</sup>

In the Audio – Lingual Method, the classroom atmosphere is the main actor. Creating a relaxed classroom, nonthreatening learning environment is essential to

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<sup>46</sup> Larsen-Freeman, Diane, **Techniques and Principles in Language Teaching**, 2<sup>nd</sup> Ed., (Oxford: Oxford University Press, 2000): 42 – 45.

achieve the successful of learning process. The goal is that students will assimilate the content of the lessons without feeling any type of stress or might bored.<sup>47</sup>

Based on this point of view, it is saying that the techniques of speaking which using the Audio – Lingual Method are good. Because there are three common of techniques that is used by the teacher through audio-lingual method: dialogue memorization, repetition drill and complete the dialogues. In brief, Audio-Lingual Method is focused on listening skill more than another skill of English. However, the attainment is depending on teacher and students.

### 2.3.4 The Silent Way (SW)

Silent Way is a teaching method as a foreign language or second language. The Silent Way also is a popular method in teaching and learning a second language L2. The Silent Way was founded by Caleb Gattegno in 1970s, and it's concerned with constructivism theory.

The Silent Way: one of the most notable features of the silent way is the behavior of the teacher who is rather than entering into conversation with the students. Say as little as possible. This is because the founder of the method, Caleb Gattegno believed that learning is best facilitate if the learners discovers and creates language that rather than just remembering and repeating what has been taught. The learner should be driving seat, in other words, not the teacher.<sup>48</sup>

The teacher has to present the sounds of the language by an association to color or objects. Then, he has to introduce the situations to practice words and structure without having drill or repeat several times.

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<sup>47</sup> Maedeh Alemi, and Ehteramsadat Tavakoli, **Audio – Lingual Method**, 3<sup>rd</sup> International Conference on Applied Research in Language Studies, University of Tehran, (January 2016): 1-5. Retrieved on 16 December 2018, [https://www.researchgate.net/publication/293731529\\_Audio\\_Lingual\\_Method](https://www.researchgate.net/publication/293731529_Audio_Lingual_Method).

<sup>48</sup> Harmer, Jeremy, **The Practice of English Language Teaching**, Four Methods, 4<sup>th</sup> Ed, (Longman, 2008): 88 – 89.

According to the central principle of Gattegno's silent way is that "teaching should be subordinated to learning." This means, in part, that the teacher bases his lesson on what the students are learning, not what he wants teach them.<sup>49</sup> The result seems to show that the lesson is based on students, and the teacher can build from the known to unknown.

The activities of silent way in classroom, we could see the teacher always let students take responsibility for guiding the construction of the floor plan because the teacher who used silent way respect the intelligence of his students. In other words, the duty of the silent way teachers are to gives only what students need help in the target language learning. In fact, the teacher just works with the students while the students work on the target language learning.

#### **2.3.4.1 The Principles of the Silent Way**

1. Teachers should concentrate on how students learn, not on how to teach.
2. Limitation and drill are not the primary means by which students learn.
3. Learning consists of trial and error, deliberate experimentation, suspending judgment, and revising conclusions.
4. In learning, learners draw on everything that they already know, especially their native language.
5. The teacher must not interfere with the learning process.

In conclusion, the silent way has becoming for second language learner, and it's for students work as independent language learner. In other words, the silent way teacher has to conversation with language learner or students as little as possible, but students should look the actions or behavior of language teacher do, and saying

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<sup>49</sup> Larsen-Freeman, Diane, **Language Teaching Methods**, Teacher's Handbook for the Video Series, Office of English Language Programs, (Washington, D. C. Departments of State, 1990), p. 58.

that aloud. In classroom, teachers should start with something that student already know and build from that to the unknown. Moreover, students should rely on each other and themselves. Then, student's attention is a key to learning a language with silent way.

## **2.4 The Introduction background of School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar**

School for Youth Improvement (SYI), also known as Khun Zawm Fah School located Yarng Pu village, Keng Tung province, Eastern Shan State, Republic of the Union of Myanmar by Venerable Jao Khu Jotika or Jao Khun Zawm Fah Murng Mit, and SYI had opened for the first teaching and learning English in July 1, 2001.<sup>50</sup> Jao Khu Loung Jotika was the founder of SYI, and also had being an assistant of Wat Yarng Pu because SYI schools had been heavily depends on Wat Yarng Pu placed. That is why, instead of School for Youth Improvement (SYI), most of Shan (Tai) people called Houg Heing Wat Yarng Pu. However, the real names of school called as "School for Youth Improvement" (SYI) in English language.

There were only 26 students in the first year of school which used English language in classroom, and it is the first English school for Shan peoples around in Shan State, Republic of the Union of Myanmar. According to students' name list in 2018, there are 120 students and 6 teachers have studying and teaching English language as a second language at SYI.

The objectives of founding of the schools are as follows:

1. To stop human trafficking.
2. To promote young generations' education.
3. To guide them to the right way that they want.

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<sup>50</sup> Jao Khu Jotika, Khun Zawm Fah Murng Mit, **Biography and Opinion of Jao Khu Jotika**, Khao Tarnng Phu Leip Hein, Vol. 2 (March 23, 2016), p. 14.

4. To be a little light for those who need it.<sup>51</sup>

These objectives are main objectives of the school for Youth Improvement (SYI), Keng Tung Province, Eastern Shan State, Republic of the Union of Myanmar.

SYI or Khun Zawm Fah School was granted to establish as the Shan school in general education section name as "School for Youth Improvement". It is open for teaching and learning from the junior high school to the senior high school and it is for educationally underprivileged monk, novices and students from around Shan State to get general knowledge in English language and Shan (Tai) history.

The subjects are mainly: English lesson books from Cambridge University press, Interchange Intro, Interchange Book 1, 2, 3, Picture Dictionary, English Grammar In-Use, Shan (Tai) history and outdoor activities etc. For example, farming, building, feeding and cooking. In this school, from the beginning 2001 to the present time, there are six teachers, and total of students 1,090 had been completed from SYI school. However, SYI was a private school which is relying on themselves and has no supported from Myanmar government and any group in Shan State.<sup>52</sup>

From the beginning to present time, SYI had been sending a lot of students to famous university in Thailand, to continuous their highest educational level namely Mahachulalongkornrajavidyalaya University, Assumption University, Ramkhamhaeng University, Rangsit University, Chiang Mai University, and Mae Fah Luang University, and some of them has being studying in Australia, Japan and Germany. Some of students had been worked at social network in Chiang Mai. Some of students working at Shan Education Centre etc. These are all benefits of studying at SYI, Keng Tung Province in Shan State of Myanmar.<sup>53</sup>

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<sup>51</sup> Interview with Mor Sorn Nang Kham Kyar, Ying Morn Khur, Director of School for Youth Improvement (SYI), Keng Tung Province, Shan State, Myanmar, 2 November 2018.

<sup>52</sup> *ibid.*, 2 November 2018.

<sup>53</sup> Zai Hak Murng, **Toun Mai Li Nueng Toun Nouk Muen Saen Sur Moun**, Khao Tarng Phu Leip Hein, Volume 2, (March 2016): 57-60.

## Chapter III

### Research Methodology

The researcher attempts to search the various information to complete this thesis from the sources of data such as Mahachulalongkornrajavidyalaya University library, Thammasat University library, National library, Mahidol University library and others University library etc. Another data from documentary research such as Text books, English languages journals, Article, and English Newspaper which is necessary materials for this research as the following:

- 3.1 Research Design
- 3.2 Population and Simple Group
- 3.3 Data Collection
- 3.4 Data Analysis

#### **3.1 Research Design**

This thesis research is both qualitative and quantitative research procedures. Thus, the way of collecting data mainly will focus on the result of making a survey by designing questionnaire, interviewing teachers and students. And this research is aimed to study English instructions of Shan teachers who are now teaching English language at School for Youth (SYI), Keng Tung Province in Shan State of Myanmar.

#### **3.2 Research Tools**

The data will be collected by using questionnaires for quantitative research for 30 students to study the instructions using in learning English of Shan

students and qualitative research interviewing 5 teachers who are key informants at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

### **3.2.1 Questionnaires**

The questionnaire will consist of 3 parts and the questionnaires will be separated as follows:

Part 1: Personal information of the respondents

This part is composed of 5 questions regarding to the personal of the respondents such as gender, age, education level etc.

Part 2: The English instructions of the respondents. This part is composed of four skills of English language such as listening, speaking, reading and writing skill of English language. The five levels of evaluation for questionnaire as the following:

5. Strongly agree
4. Agree
3. Fairly disagree
2. Disagree
1. Strongly disagree

Part 3: Suggestions and opinions about the instructions of English of the respondents from School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

### **3.2.2 Interview with Teachers**

The aim of this interview with teacher is to collect the information concerning teaching English as a second language. In order to complete the results of this research study, the researcher used interview form to collect the data or information from teachers who are directly related to this study. The duration of the interviews was about 30 minutes and the total number of questions for the interview was 8 questions. However, the researcher tried to maintain a conversational environment from where researcher had mixed the preset questions.

### 3.3 Data Collection

#### 3.3.1 Primary Data

Primary data is directly collecting information from the populations of this research study consisting of 80 students and the researcher will select only 30 students. The researcher will distribute the questionnaires to the respondents at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar and wait until each respondent finishes filling out the questionnaire. In case the respondent cannot understand any question clearly, the researcher will clarify that question. The questionnaires form will be shown in Appendix A.

After collecting data by designing questionnaires from students, the researcher also aims to interview 5 teachers who are teaching at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar as key informants and collecting data from an interview in order to give the correct answer followed by this research study question. The researcher has created a form in order to interview teachers and the form of interview letter will be shown in Appendix B.

The purpose of the interview is to get the correct information or data from informants. These are carried on face to face conversations. To collect this information or data, researcher sent a letter of self-introduction, topic of the research study and objectives of the research to some of teachers who are directly related to give information, to be used in this research study. After collecting the data from interviewees, the researcher sent 'Thanks letter' to all teachers for giving an interview. The letter will be shown in Appendix C.

#### 3.3.2 Secondary Data

Secondary data is collecting information or data from documentary survey such as Text books, Academic books, English Article, and English journals. All of these things are used for supporting information of this research study. Finding information from documentary will be a good guideline for researcher as well and it can make a researcher to get a lot of information that is different from the previous study.

### 3.4 Data Analysis

The data obtained from the completed questionnaire will be processed by using the Statistical Package for Social Sciences (SPSS) program. Descriptive research and the descriptive statistic such as number and percentage will be used in this study, and analysis for data descriptive from key informants. To complete the data from respondents for being analyzed by way of statistics and present the information as Statistics, Mean, and Standard Deviation. The status of the respondents in general information, researcher used the number and percentage and conclude the data.

Finally, this chapter is carried on the qualitative methods to use in this research. The ways to collect the data are conducted by designing questionnaires and interview with teachers who are directly related to this research. It was useful for getting information and research questions based on their experience and suggestion. Most of the data has been collected from 30 students who are studying at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar and 5 teachers who are directly related to this research study. To sum up, it is hoped to find English instructions English of Shan teachers about how do they give English instructions and it will be useful in teaching English as a second language in future research.

## Chapter IV

### Results

This chapter explains about the data where I got and the plan of results in this research. This research methodology is both qualitative and quantitative research or mixed method. Therefore, all data were collected from documents, text books, English journals, English articles and English newspaper and designing questionnaire, interviewing with teachers. The purpose of this research is to study about English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar that the researcher had collected from respondents and divided into three points as the following:

- 4.1 Information of the respondents
- 4.2 Results from students by designing questionnaire
- 4.3 Results from teachers by an interview

#### **4.1 Information of the respondents**

Most of the respondents of this study are Shan teachers and students from School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

#### **4.2 Results from students by designing questionnaire**

4.2.1 This part shows the general information of the respondents: gender, age, education level, and the respondents' highest level of education that they wish to achieve in their future life. The results were analyzed in terms of Number and Percentage as follows:

**Table 4.1** Gender of the Respondents

Gender	Number and Percentage	
	Number	Percentage
Male	20	66.7
Female	10	33.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

From Table 4.1 found that, most respondents, 66.7%, are male and 33.3% are female.

**Table 4.2** The Age of the Respondents

Age	Number and Percentage	
	Number	Percentage
15 - 20	4	13.3
21 - 25	14	46.7
26 - 30	12	40.0
31 – 35	-	-
Over 35	-	-
<b>Total</b>	<b>30</b>	<b>100.0</b>

According to table 4.2, most of the respondents had the age range of 21 – 25 years old (46.7%), followed by 26 – 30 years old (40%) and 15- 20 years old (13.3%) respectively.

**Table 4.3** Education Level of the Respondents

Education Level	Number and Percentage	
	Number	Percentage
Used to attend English Courses	14	46.7
Secondary School	-	-
High School	2	6.7

University	11	36.7
Others	3	10.0
<b>Total</b>	<b>30</b>	<b>100.0</b>

According to table 4.3, most of the respondents had an education level used to attend English Courses (46.7%), followed by University (36.7%), Others (10.0%) and High school (6.7%) respectively.

**Table 4.4** The Status of the Respondents

Status	Number and Percentage	
	Number	Percentage
Single	30	100.0
Married	-	-
Divorced	-	-
Others	-	-
<b>Total</b>	<b>30</b>	<b>100.0</b>

As shown in Table 4.4, 100% of the respondents were single.

**Table 4.5** The highest level of education that they wish to achieve

Items	Number and Percentage	
	Number	Percentage
High School	2	6.7
Bachelor's degree	8	26.7
Master's degree	7	23.3
Doctorate degree	5	16.7
Others	8	26.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

As shown in Table 4.5, the majority of respondents, 26.7%, had the desire to finish their Bachelor's Degree, which has the same proportion as those who want to graduate at other levels (4 skills), followed by Master's degree. (23.3%), Doctorate Degree (16.7%) and the lowest proportion is High School 6.7% respectively.

4.2.2 This part shows the data analyzed of Shan students at School for Youth Improvement (SYI), which focused on four skills of English language such as listening, speaking, reading and writing. The results were analyzed in terms of Mean, and S.D.

**Table 4.6** The results of English instruction of Shan teachers for listening skills

No.	Listening skills	Mean	S.D.
1	Listening is a heart of speaking skill, because without understanding what other said, conversation between two people cannot begin.	4.37	.490
2	To be more effective in speaking, students should be good at listening skill.	4.47	.507
3	Paying attention to the English native speaker is the best way to improve listening skill.	4.53	.629
4	Student who would like to improve listening skill, needs to listen to any kind of listening materials, like daily conversation, English music or radio in every day.	4.57	.679
5	Listening is a foundation of speaking skill in second language.	4.30	.877
	<b>Total of listening skills</b>	<b>4.45</b>	<b>.331</b>

As shown in Table 4.6, the sample group of students who responded to the overall listening skills at the agreed level (mean = 4.45, S.D. = 0.331).

When considering each item, it was found that the highest average score is student who would like to improve listening skills, needs to listen to any kind of

listening materials, like daily conversation, English music or radio in every day (mean = 4.57, S.D. = .679). Followed by paying attention to the English native speaker is the best way to improve listening skills (mean = 4.53, S.D. = .629). Third is to have more effective in speaking, students should be good at listening skill (mean = 4.47, S.D. = .507). Fourth is Listening which is a heart of speaking skills, because without understanding what other said, conversation between two people cannot begin (mean = 4.37, S.D. = .490). And the last rank is listening which is a foundation of speaking skills in second language (mean = 4.30, S.D. = .877) respectively.

**Table 4.7** The results of English instruction of Shan teachers for speaking skills

No.	Speaking skills	Mean	S.D.
1	Speaking fluently was the aim of second language learning.	3.90	1.094
2	To improve speaking skill, students should try to speak in any situations in daily life.	4.77	.430
3	To be able to speak English language fluently, students need to practice with real situation in outside of classroom in daily life.	4.37	.809
4	Making a friend who can speak more fluently in classroom is the way to improve speaking skill.	4.20	1.064
5	To develop speaking skill, students should try to read English books or newspaper in every day.	4.07	1.112
	<b>Total of speaking skills</b>	<b>4.26</b>	<b>.637</b>

As shown in Table 4.7, the sample group of students who responded to the overall speaking skills at the agreed level (mean = 4.26, S.D. = .637)

When considering each item, it was found that all of the scores were at the agreed level. The highest average score is to improve speaking skill, students should try to speak in any situations in daily life (mean = 4.77, S.D. = .430). Followed by to be able to speak English language fluently, students need to practice with real

situation in outside of classroom in daily life (mean = 4.37, S.D. = .809). Third is making a friend who can speak more fluently in classroom is the way to improve speaking skills (mean = 4.20, S.D. =1.064). Fourth is to develop speaking skills, students should try to read English books or newspaper in every day (mean = 4.07, S.D. =1.112). And the last rank is speaking fluently was the aim of second language learning (mean = 3.90, S.D. =1.094) respectively.

**Table 4.8** The results of English instruction of Shan teachers for reading skills

No.	Reading skills	Mean	S.D.
1	Reading skill is one of the most important skills in second language teaching and learning. It's one way to improve written and spoken skills in English.	4.07	1.363
2	Students who want to improve reading skill in English language should be able to read material texts, understanding sound, stress, intonation and punctuation.	4.13	.819
3	To develop our reading skill, students should be able to follow the ways of reading such as Scanning, Skimming and read word groups etc.	3.90	.845
4	Watching English movie with sub-title is the way to improve English reading skill.	3.73	.691
5	The more we read, the more we can write a language.	4.40	.675
	<b>Total of reading skills</b>	<b>4.05</b>	<b>.381</b>

As shown in Table 4.8, the sample group of students who responded to the overall reading skills at the agreed level (mean = 4.05, S.D. =.381).

When considering each item, it was found that all of the scores were at the agreed level. The highest average score is the more we read, the more we can write a language (mean = 4.40, S.D. =.675). Followed by students who want to

improve reading skills in English language should be able to read material texts, understanding sound, stress, intonation and punctuation (mean = 4.13, S.D. =.819). Third is reading skills is one of the most important skills in second language teaching and learning. It's one way to improve written and spoken skills in English (mean = 4.07, S.D. =1.363). Fourth is to develop our reading skills, students should be able to follow the ways of reading such as Scanning, Skimming and read word groups etc. (mean = 3.90, S.D. =.845). The last rank is watching English movie with sub-title is the way to improve English reading skills (mean = 3.73, S.D. =.691) respectively.

**Table 4.9** The results of English instruction of Shan teachers for writing skills

No.	Writing skills	Mean	S.D.
1	Writing skills are the most important factors in learning a language and reading a lot is also one way to improve writing skills of English language.	4.10	1.155
2	Collecting main idea and draw an outline before starting to writing is the first step of writing.	4.07	.785
3	Understanding the rules of grammar is an essential in writing skills.	4.50	.630
4	The processes of essay writing are introduction, body text, and conclusion.	4.27	.980
5	In paragraph writing, should include one main idea, topic sentences, supporting sentences, Unity, and concluding sentences.	4.20	.887
	<b>Total of writing skills</b>	<b>4.27</b>	<b>.640</b>

As shown in Table 4.9, The sample group of students who responded to the overall writing skills at the agreed level (mean = 4.27, S.D. =.640).

When considering each item, it was found that all of the scores were at the agreed level. The highest average score is understanding the rules of grammar is an essential in writing skills (mean = 4.50, S.D. =.630). Followed by the processes of

essay writing are introduction, body text, and conclusion (mean = 4.27, S.D. =.980). Third is in paragraph writing, should include one main idea, topic sentences, supporting sentences, Unity, and concluding sentences (mean = 4.20, S.D. =.887). Fourth is writing skills which are the most important factors in learning a language and reading a lot is also one way to improve writing skills of English language (mean = 4.10, S.D. =1.155). The last rank is collecting main idea and draw an outline before starting to writing is the first step of writing (mean = 4.07, S.D. =.785) respectively.

#### 4.2.3 The opinions and suggestions about English instructions of teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar

All most of students from School for Youth Improvement (SYI), expressed that most of them have been improved and developed English language skills which is concerned with four skills after they had studied at SYI. The reason, because of teachers do not allowed them to speak and write in Shan language or their mother tongue during Buddhist Lent day (Vasa) for three months. They always had to talk to each other or conversations in English language. 99 percent of students from School for Youth Improvement (SYI) said that they were so proud of being a student from SYI. According to the rules of SYI, all students must kept any kind of computer and mobile phone and money to director of school during studying months.

The 99 percent of students from this school said they are so satisfied on English teaching methods of teachers and most of them have been developed English language skills, Tai history, communication and social environment that they had never been taught before. However, even students and teachers gave English instruction which focused on four skills of English language, the teachers teach speaking skills more than other skills for the first of two months and always encourage them to talk to each other in English language all the time. Furthermore, after two months of studying speaking skills, they had been closed to Shan language or mother tongue and continue teaching other skills as phonetic, listening, reading, writing, and grammar from basic level to intermediate level.

Most of students said that learning English at School for Youth Improvement (SYI), it is great for them. Teachers also clever in teaching style and having good communication with all students. But some students said that learning English at SYI are very hard for them and suggest that students should have more time to practice language skills such as speak English with real situations in outside of classroom and go to library to find a book that they want to read, doing exercise for relaxation.

In the School for Youth Improvement (SYI), there are not only four skills of English teaching but also Tai histories, Tai literature and culture, Buddhist meditation and outdoor learning activities etc. For example, farming, building, feeding and cooking for all students at SYI. Therefore, most of students from SYI said they felt satisfied and so proud for themselves after they have finished English courses from this school.

90 percent of students suggest that School for Youth Improvement (SYI), needs to find more English books which are concerned with English learning books. They felt that English lesson books from library at SYI are not enough for students. Furthermore, the school should have more teachers who love teaching and who are satisfied with their own time to develop young generations at School for Youth Improvement (SYI), Keng Tung Province, Shan State, Myanmar.

#### **4.3 The results from interviewing teachers concerning English instructions for improving four skills of English language at School for Youth Improvement (SYI)**

This last part shows the results from interviewing teachers who are directly related to this study. There will be shown about their ideas, suggestions, and opinions on instructions of English language for improving four skills of students at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

Maw Sorn Nang Kham Kyar Ying Morn Khur states "that teaching methods or instructions of English are very important for our school and need to use it with modern world of today. Therefore, we used the method of student center to develop our students' language learning skills in our school. We focused on all skills of English such as listening, speaking, reading, writing and grammar. In addition, the most important for our students in this school are pronunciation. We had used TV, projector, audio in order to improve students' English pronunciation. Because most of our students have different background of pronunciation and they are coming from different place from around Shan State. That is why, we teach them speaking skill and English phonetic for the first two months of studying time. And then we continue teach them in listening, reading, writing, grammar and new vocabulary to improve our students' language skills. So, as I mentioned speaking skill and pronunciations of English words are the most important for our school. Teaching materials that are more effective for our students i. e. books, audio, songs and videos and sometimes we use both Shan (Tai) language and English language to explain our lesson in teaching. According to SYI procedure, we just open eight months for per courses. And we had closed to students' mother tongue or Shan language during Buddhist Lent Day (Vasa). The best way to teach our students in learning new words, firstly, we explained it and asked them to use in daily life or taught them to making their own sentence. In classroom, we gave them 20 new words per day to remember it and we have a test after 10 days for 200 words of English. The main problems in teaching English language to develop our students are sometimes our students are not really want to learn or interested in their lesson".<sup>1</sup>

Jao Khamleng Kheminda states that "teaching methodology in this school, we just follow the principals of the school and we guide them how to do it. The main principals guiding us to teach our students. And we also used students Centre. For our teaching material, we use any kinds of teaching materials as English lesson books, audio, songs and lesson videos to improve our students' language skills. we

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<sup>1</sup> Interview with Maw Sorn Nang Kham Kyar, Ying Morn Khur, B.S.C. (Physic), Director of School for Youth Improvement (SYI), Keng Tung Province, Shan State, Myanmar, 6 February 2019.

use all skills in English, but we encourage students to speak more than another skill, and we also have a speech contest, public speaking in very year. We have the exercise of reading, and we provide the library for the students. In reading and writing skill, we support the students to improve them from basic to intermediate level as well. In four skills of English, we must teach them both in inside and outside classroom, because nowadays we should use all skills of English language. English four skills are essential for Buddhist studies, Economic, research, and others. That is why, we need to focus these skills for our students, and students need to study with the real situation in daily life. The most important for our students in SYI school, Including four skills. Especially, we focused on speaking and writing skills in English. Because speaking skill is to help our students to work on their personality. On learning new words or vocabulary, we have English books for students to learning new vocabulary, and we also use picture dictionary. On the morning part, we start to learn new vocabulary about 20 new words on every morning time. The main problem to teach English language in our school. Actually, we do not have the teachers training, this is a first problem. If we do not have teachers training, our teachers just only know what they have to teach in previous of teachers ability. Another problem is the teachers need to have as academic or professional development, the teachers need the principal professional development to provide the teachers. According to our SYI school, we have to make sure our academic program, and not just only focused on four skills that we are mentioned. We also joint with others university to develop students knowledge".<sup>2</sup>

Ven. Sirimanda states that "according to the aim of our SYI school, we have plan for our students totaled 8 months, before we teach in detail, first, we encourage them to speak in English language every day, we start to teach speaking skill, arrange English conversation for them, and make a small group to talk to each other, sharing their idea in English language for 2 months. After that, we teach them about writing, reading and listening skills in English language. And then, we also have

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<sup>2</sup> Interview with Jao Khamleng Kheminda, M.A. (M. ed), Teacher at School for Youth Improvement (SYI), Keng Tung province, Shan State, Myanmar, 4 February 2019.

phonetic class to improve their pronunciation in English. Because most of our students had learned from others English course already, but they do not know how to pronounce English words correctly. To improve speaking skills of our students, we had used English book as speaking, and Interchange book 1 book 2 etc. We start from basic to intermediate level, and then, we also used English Grammar in-use from basic to intermediate level. Sometimes, we provide the English movie to improve our students' listening skills and writing a re-post about the movie that they watch and send that re-post to the teachers. This is our teaching material in our school. I think speaking skill is very important for our students. Therefore, we devote to speaking skill more than other skills, because speaking skills can help our students asking questions that they want to know from teachers and classmate in inside and outside of classroom. Teaching materials that are more effective for our students like phonetics. As I mentioned most of our students used to attend English course from outside already, but most of them have wrong voice in English words. It is mean that they do not know how to pronounce in English words correctly. After they have finished in this school, all of them have a good pronunciation of English. That is why, English phonetics are the most effective for our students in our school. The way to teach our students in learning new words or vocabulary at SYI, In English book, we have new words for students or learners that they had never seen before, so, if we see a new words, we have made a list of new words and give them to remember the words about 15 to 20 words or write down in their note book to remember new words for one day as an assignment for them, next day, we have a recheck again. We do like this from every lesson in our school. This is the way we teach our students to remember new words or vocabulary in our school. For the main problems in teaching English to develop our students in this school, we need more teacher and need to make sure our curriculum for our students".<sup>3</sup>

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<sup>3</sup> Interview with Ven. Sirimanda, B.A. (English), Teacher at School for Youth Improvement (SYI), Keng Tung province, Shan State, Myanmar, 1 February 2019.

Jao Orn Khuen Hsai Issariya states that "language teaching methods or instructions that I used in my classroom, students are centred, everything depends on my students. I always encourage them to manage their time by themselves. For teaching materials, sometimes we used both Shan (Tai) and English language in my classroom so that they will understand be more interested in my lessons. I think four skills of English language must be taught and practiced inside and outside classroom. That is why, we devote four skills of English about 70 percent. But the most important for my students are listening skills, because listening can help our students understand what other said to them. The best ways to teach our students to remember new words or vocabulary, firstly, we give new words to our students about 20 words, after ten days, we have a test for their new words that they remember in 10 days for 200 of English new words. Sometimes, we provide English movies on Television. Moreover, other activities are public speaking and singing song contests. For example, we write a secret topic for students and put it into class, and then, we called them to choose the topic in class. After that, they have to present the topic that they choose in front of class or students. The aim of this activity is to improve students' public speaking ability. The main problems that we have in our school, we always have to start teaching from basic level every time, because if our students finished from this school, they are all left away from our school. Therefore, we always need more teachers in very years".<sup>4</sup>

Mr. Sai Aung Kham states that "in order to develop students' language skills effectively, the teachers centred method is used in my classes. And for teaching material, I sometimes used cards, flip chart, speaker, TV and other visual material which help me enhance my students' language skills. The most important skills in our school are speaking skill. That is why, 50% of my time go to speaking, 30% is to listen and 10% for writing skill. Absolutely, four skills of English should teach and practice both in inside and outside of classroom. Especially, speaking skill as I mentioned 50% should improve students' speaking skill. To remembering new words,

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<sup>4</sup> Interview with Jao Orn Khuen Hsai, Issariya, B.A. (English), Teacher at School for Youth Improvement (SYI), Keng Tung province, Shan State, Myanmar, 5 February 2019.

I like using a game, playing game of words which students have fun and enjoy learning and learn new things with them. These are the ways to learn new words that I used for my students. The main problems in teaching English in this school, most of students coming from different background of education level. It takes me a lot of times to teach them, assimilate in my teaching style, and methods that I use are seemed new to them".<sup>5</sup>

In conclusion, the researcher can say that most of teaching methods and teaching materials that teachers used at SYI are the students center and it depends on their students. Most of teachers said that the main problems in teaching English to develop students' language skills are as the followings:

1. They need more English lesson books and learning books for teachers and students.
2. They need more professional teachers to develop procedures and curriculums of school.
3. They need more teachers who love teaching and shared their ideas for students.
4. They need more teaching materials in classroom and librarian for students.
5. They have no support from government and any group in Myanmar.

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<sup>5</sup> Interview with Mr. Sai Aung Kham, B.A., Teacher at School for Youth Improvement (SYI), Keng Tung province, Shan State, Myanmar, 5 February 2019.

## Chapter V

### Conclusion, Discussion and Suggestion

The purpose of this research is 1) to study of English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar. 2) to analyze English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

The sample groups were selected by School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar, 35 persons had been asked questions about their study satisfaction in classroom and outside classroom in English and interviewed 5 teachers from School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

The study consists of the followings:

1. Designed questionnaire about English instructions of Shan teachers which focused on four skills of English language such as listening, speaking, reading and writing both in inside and outside of classroom.

2. The suggestion and opinion of respondents for developing teaching English at School for Youth Improvement (SYI), keng Tung Province in Shan State of Myanmar.

3. Interview with teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar to analyze English instructions from teachers and key informants.

The research tools used for this research are questionnaire, opinion and suggestion, and interview. After that the information concerning English instructions that have been collected consisting of SPSS program that showed Number, Percentage, Mean, and Standard Deviation.

## 5.1 Conclusion

Based on the survey of research, it was found that the sample group of students in the School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar consisted of 66.7 percent male and 33.3 percent female. Most respondents have 21 – 25 years old (46.7) age range, followed by 26 – 30 years old (40%) and 15 – 20 years old (13.3%) respectively. Most respondents have educational levels used to attend English courses (46.7%), followed by university (36.7%), Others (10.0%) and High school (6.7%) respectively. 100% of the respondents were single. The majority of respondents, 26.7%, have the desire to finish until Bachelor's degree, which has the same proportion as those who want to graduate at other levels (4 skills), followed by Master's Degree (23.3%), Doctorate Degree (16.7%) and the lowest proportion is High School 6.7% respectively.

The sample group of students who responded with the 4 skills at the agreed level. The most important skill is listening skills (mean = 4.45, S.D. = .331).

The sample group of students who responded to the overall listening skills at the agreed level (mean = 4.45, S.D. = .331).

The sample group of students who responded gave importance to overall speaking skills at the agreed level (mean = 4.26, S.D. = .637). The highest average score is to improve speaking skill, student should try to speak in any situations in daily life (mean = 4.77, S.D. = .430).

The sample group of students who responded gave an importance to overall reading skills at the agreed level (mean = 4.0, S.D. = .381). The highest average score is the more we read, the more we can write a language (mean = 4.40, S.D. = .675).

The sample group of students who responded to the overall writing skills at the agreed level (mean = 4.27, S.D. = .640). The highest average score is understanding the rules of grammar is an essential in writing skills (mean = 4.50, S.D. = .630).

## 5.2 Discussion

1. The sample group of students who responded to the overall listening skills at the agreed level when considering each item, it was found that the first important points are the students who would like to improve listening skills by paying attention to the English native speaker. To be more effective in speaking, students should be good at listening skills. Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learners can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.

2. The sample group of students who responded gave an importance to overall speaking skills at the agreed level when considering each item, it was found that all of the scores were at the agreed level. The highest average score is to improve speaking skill, student should try to speak in any situations in daily life. To be able to speak English language fluently, students need to practice with real situation in outside of classroom in daily life. Making a friend who can speak more fluently in classroom is the way to improve speaking skills.

3. The sample group of students who responded gave an importance to overall reading skills at the agreed level. When considering each item, it was found that all of the scores were at the agreed level. The highest average score is the more we read, the more we can write a language. Students who want to improve reading skill in English language should be able to read material texts, understanding sound, stress, intonation and punctuation. Reading is one of the most important skills in second language both teaching and learning.

4. The sample group of students who responded to the overall writing skills at the agreed level. When considering each item, it was found that all of the scores were at the agreed level. The highest average score is understanding the rules of grammar is an essential in writing skills.

### 5.3 Suggestion for further studies

As this study has been conducted with some limitation in scope and procedure, the further studies needs to be continued on the following suggestions:

5.3.1 A Study of English Instructions of Shan Teachers on Speaking Skills at School for Youth Improvement, Keng Tung Province in Shan State of Myanmar.

5.3.2 A Study of English Instructions of Shan Teachers on Writing Skills at School for Youth Improvement, Keng Tung Province in Shan State of Myanmar.

5.3.3 A Study of Shan Teachers' Teaching Problems in English at School for Youth Improvement, Keng Tung Province in Shan State of Myanmar.

5.3.4 A Study of English Listening Skills of Shan Students at School for Youth Improvement, Keng Tung Province in Shan State of Myanmar.

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Interview with Ven. On Khuin Hsai Issariya, B.A. (English), Assistant Teacher at School for Youth Improvement (SYI), Keng Tung Province, Shan State, Myanmar, 5 February 2019.

Interview with Ven. Sirimanda, B.A. (English), Assistant Teacher at School for Youth Improvement (SYI), Keng Tung Province, Shan State, Myanmar, 1 February 2019.

Interview with Mr. Jai Aung Kham, B.A. (Philosophy), Assistant Teacher at School for Youth Improvement (SYI), Keng Tung Province, Shan State, Myanmar, 5 February 2019.

Appendix A  
Research Questionnaires

## Research Questionnaires

Thesis title: A Study of English Instructions of Shan Teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

Instructions:

1. This questionnaire is used to collect the data for the study of English instructions of Shan teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar.

2. This questionnaire is divided into three parts as the following:

Part 1: It is consisted of personal information of the respondents: gender, age, education level, and status, etc.

Part 2: It is consisted of design questions about four skills of English language such as listening, speaking, reading, and writing skills of English language.

Part 3: It is consisted of suggestions and opinions about the instructions of English of the respondents.

Ven. Tejavamsa  
Researcher

## Questionnaires

A Study of English Instructions of Shan Teachers at School for Youth Improvement  
(SYI), Keng Tung Province in Shan State of Myanmar

**Instruction:** Please provide the information needed and put a mark-sign (✓) in the box given.

### Part 1: General information

#### 1. Gender

Male                       Female

#### 2. Age

15-20 years old.     21-25 years old.     26-30 years old.  
 31-35 years old.     Over 35 years old.

#### 3. Education level

Used to attend English courses                       Secondary school  
 High school                       University                       Others\_\_\_\_\_

#### 4. Status

Single             Married             Divorced             Others\_\_\_\_\_

#### 5. What is the highest level of education you wish to achieve?

High school             Bachelor's degree             Master's degree  
 Doctorate degree             Others \_\_\_\_\_

**Part 2:** Please answer the following questions as honestly as possible. Your answer will be useful to this research. Five level of evaluation:

**5 = Strongly agree 4 = Agree 3 = Fairly agree 2 = Disagree 1 = Strongly disagree**

<b>English instruction of students and teachers for listening skill</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Listening is a heart of speaking skill, because without understanding what other said, conversation between two people cannot begin.					
To be more effective in speaking, students should be good at listening skill.					
Paying attention to the English native speaker is the best way to improve listening skill.					
Students who would like to improve listening skill, needs to listen from any kind of listening materials, like daily conversation, English music or radio in every day.					
Listening is a foundation of speaking skill in second language.					
<b>English instruction of students and teachers for speaking skill</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Speaking fluently was the aim of second language learning.					
To improve speaking skill, students should try to speak in any situations in daily life.					
To be able to speak English language fluently, students need to practice with real situation in outside of classroom in daily life.					
Making a friend who can speak more fluently in classroom is the way to improve speaking skill.					
To develop speaking skill, students should try to read English books or newspaper in every day.					

<b>English instruction of students and teachers for reading skill</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Reading skill is one of the most important skills in second language teaching and learning. It's one way to improve written and spoken skills in English.					
Students who want to improve reading skill in English language should be able to read material texts, understanding sound, stress, intonation and punctuation.					
To develop our reading skill, students should be able to follow the ways of reading such as Scanning, Skimming and read word groups etc.					
Watching English movie with sub-title is the way to improve English reading skill.					
The more we read, the more we can write a language.					
<b>English instructions of students and teachers for writing skill</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Writing skills are the most important factors in learning a language and reading a lot is also one way to improve writing skills of English language.					
Collecting main idea and draw an outline before starting to writing is the first step of writing.					
Understanding the rules of grammar is an essential in writing skills.					
The processes of essay writing are introduction, body text, and conclusion.					
In paragraph writing, should include one main idea, topic sentences, supporting sentences, Unity, and concluding sentences.					



Appendix B  
Questions for teacher Interview

**Questions for teacher Interview**  
**A Study of English Instructions of Shan Teachers at School for Youth**  
**Improvement (SYI), Keng Tung Province**  
**in Shan State of Myanmar**

**Short Personal Information**

Name.....Surname.....  
Education Level.....Duties.....  
School.....Date.....

1. What are your language teaching methods or instructions to develop your students' language learning skills at this school?

.....  
.....  
.....

2. What are your language teaching materials that you used for your students in this school?

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.....  
.....

3. What percentage of time did you devote to: listening; speaking; reading; writing skills: in this school?

.....  
.....  
.....

4. Do you think four skills of English language must be taught in inside and outside classroom?

.....  
.....  
.....

5. There are four main language skills: listening, speaking, reading, writing. In general, which one is the most important for your students?

.....  
.....  
.....

6. Which teaching materials be more effective for your students in this school?

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.....  
.....

7. How do you teach your students in learning new words or vocabulary?

.....  
.....  
.....

8. What are your main problems in teaching English to develop your students in this school?

.....  
.....  
.....

Appendix C  
Letter of Appreciation

## Letter of Appreciation

10 February 2019

**Subject:** Letter for distributing questionnaires and interview

Dear Most Venerable Sao Khu Jotika (Saddhamma Jotikadhaja),  
Founder of School for Youth Improvement (SYI), Keng Tung Province  
Shan State, Myanmar

I would like to express my sincere thanks for your kind cooperation in helping me to complete the research on 'A Study of English Instructions of Shan Teachers at School for Youth Improvement (SYI), Keng Tung Province in Shan State of Myanmar' which is partial fulfillment of the Master's Degree Program. The information you gave me was very precious and valuable to my research.

If there is anything you want to suggest, please feel free to do so, and I will appreciate it.

Yours sincerely,

Ven. Tejavamsa  
MCU Graduate Student, M.A. in English Program  
Ayutthaya, Thailand

## Appendix D

### Assessors of the Research Questions and Interview

Ref.MCU.6104.3/4



MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY  
 79 Group 1 Lamsai, Wang Noi,  
 Ayutthaya 13170, THAILAND  
 Tel. (6635) 248-000-5  
 Fax (6635) 248-034  
 URL : [www.mcu.ac.th](http://www.mcu.ac.th)

30 January 2019

Subject: Request for distributing questionnaire

Dear Most Venerable Sao Khu Jotika (Saddhamma Jotikathaja),  
 Founder of School for Youth Improvement (SYI), Keng Tung Provicne  
 Shan State, Myanmar

I would like to introduce to you that Ven. Tuen Harn Tejavamsa is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, His research thesis is entitled " A Study of English Instructions of Shan Students and Teachers at School for Youth Improvement (SY), Keng Tung Province in Shan State of Myanmar." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Nilratana Klinchan

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow Ven. Tuen Harn Tejavamsa to distribute the questionnaire to the students at your school for the purpose of research work.

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

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Vee', with a horizontal line extending to the right.

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

Ref.MCU.6104.3/๕๖



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 Fax (6635) 248-034  
 URL : [www.mcu.ac.th](http://www.mcu.ac.th)

๓๐ January 2019

Subject: Request for taking permission for an interview

Dear Most Venerable Sao Khu Jotika (Saddhamma Jotikathaja),  
 Founder of School for Youth Improvement (SYI), Keng Tung Provicne  
 Shan State, Myanmar

I would like to introduce to you that Ven. Tuen Harn Tejavamsa is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, His research thesis is entitled " A Study of English Instructions of Shan Students and Teachers at School for Youth Improvement (SY), Keng Tung Province in Shan State of Myanmar." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Nilratana Klinchan

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow Ven. Tuen Harn Tejavamsa to interview the teachers at your school for the purpose of research work.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Sao', followed by a horizontal line.

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

Ref.MCU.6104.3/Cb



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 Fax (6635) 248-034  
 URL : [www.mcu.ac.th](http://www.mcu.ac.th)

30 January 2019

Subject: Request for taking permission for an interview

Dear *The most venerable Sao Khu Jotika (founder of SYI school)*

I would like to introduce to you that Ven. Tuen Harn Tejavamsa is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, His research thesis is entitled " A Study of English Instructions of Shan Students and Teachers at School for Youth Improvement (SY), Keng Tung Province in Shan State of Myanmar." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Nilratana Klinchan

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

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

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Sao', with a horizontal line underneath.

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

Ref.MCU.6104.3/๕๖



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๓๐ January 2019

Subject: Request for taking permission for an interview

Dear Nang Khamkyar

I would like to introduce to you that Ven. Tuen Harn Tejavamsa is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University. His research thesis is entitled "A Study of English Instructions of Shan Students and Teachers at School for Youth Improvement (SY), Keng Tung Province in Shan State of Myanmar." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Nilratana Klinchan

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

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

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Vee', written over a light-colored background.

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

Ref.MCU.6104.3c6



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 URL : [www.mcu.ac.th](http://www.mcu.ac.th)

30 January 2019

Subject: Request for taking permission for an interview

Dear *Jao Khamlong Kheminda*

I would like to introduce to you that Ven. Tuen Harn Tejavamsa is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University. His research thesis is entitled " A Study of English Instructions of Shan Students and Teachers at School for Youth Improvement (SY), Keng Tung Province in Shan State of Myanmar." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Nilratana Klinchan

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

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

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Veerakarn', written over a horizontal line.

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

Ref.MCU.6104.3/๘๖



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 URL : [www.mcu.ac.th](http://www.mcu.ac.th)

30 January 2019

Subject: Request for taking permission for an interview

Dear *Ven. Issariya*

I would like to introduce to you that **Ven. Tuen Harn Tejavamsa** is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, His research thesis is entitled " **A Study of English Instructions of Shan Students and Teachers at School for Youth Improvement (SY), Keng Tung Province in Shan State of Myanmar.**" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Nilratana Klinchan

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

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

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Vee', written over a horizontal line.

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

Ref.MCU.6104.3/06



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URL : [www.mcu.ac.th](http://www.mcu.ac.th)

30 January 2019

Subject: Request for taking permission for an interview

Dear Ven. Sirimanda

I would like to introduce to you that Ven. Tuen Harn Tejavamsa is an M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, His research thesis is entitled " A Study of English Instructions of Shan Students and Teachers at School for Youth Improvement (SY), Keng Tung Province in Shan State of Myanmar." which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by 1. Asst. Prof. Dr. Veerakarn Kanokkamalade, 2. Assoc. Prof. Nilratana Klinchan

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

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

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Vee', followed by a horizontal line.

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

## Biography of Researcher

<b>Name</b>	:	Ven. Tejavamsa
<b>Date of Birth</b>	:	07 May 1982
<b>Place of Birth</b>	:	Warn Mau, Pung Thun District, Larng Khur Township, Southern Shan State, Republic of The Union of Myanmar
<b>Date of Novice Ordained</b>	:	01 November 1993
<b>Date of Monk Ordained</b>	:	01 November 2003
<b>Race</b>	:	Shan
<b>Nationality</b>	:	Myanmar
<b>Present Address</b>	:	Wat Nakhonpamak 12 Moo 2, Chaiyaphruek Road Taling Chan Sub-district, Taling Chan District, Bangkok 10170
<b>Mobile Phone</b>	:	080-554-372-6
<b>Education Background</b>	:	2017 Graduated Bachelor Degree Majoring in English (English) Program Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya, Thailand
<b>Experience</b>	:	2014-2015 Teaching Buddhism to Shan students at Wat Yarng Kaeo, Tachileik Province, Eastern Shan State, Republic of The Union of Myanmar