Praxis International Journal of Social Science and Literature
A Peer-reviewed & Open Access eJournal with SJIF 2022 = 5.75, ISSN: 2581-6675
Volume 6, Issue 4, April 2023
Website: www.pijssl.com, E-mail: editor.pijssl@gmail.com

Teachers' Perspective on the Obstacles and Challenges in Teaching and Learning English to Non-native Speakers using a Quantitative Research Method

Dr. Soe Thane
Professional Doctorate in Teaching, European International University France, East Bridge College, USA
E-mail: soethane75@gmail.com

Abstract

Learning a language is no easy process. Although English is a worldwide language, mastering all four micro skills is difficult. There are several problems and stumbling blocks to mastering English, particularly for non-native speakers such as Myanmar students. For example, insufficient teaching and learning materials, large numbers of students in classes, utilizing their native language in spite of English, not being in an English-speaking setting, less confident in speaking English and using the incorrect syllabus. These are only a few examples. I occasionally teach English in Myanmar. In both teaching and learning English in Myanmar, I encountered several hurdles and barriers. It motivates me to conduct particular studies on the difficulties that students and instructors face in Myanmar.

I used the quantitative research approach to determine the specific issues and impediments experienced in teaching and learning English. I implemented Google Form to identify the most relevant 15 questions for instructors, which took about two months, and I received 47 replies out of 50 surveys on obstacles in teaching English.

Through the survey findings, we could clearly see what hurdles and obstacles Myanmar instructors had throughout their teaching and how they dealt with all of these concerns, as well as their dos and don'ts remarks and wise advise. Then I concluded by outlining how we should use the recommended strategies and implementations to overcome all of the obstacles that we have when teaching and learning English.

Keywords: *Challenges[1], Obstacles[2], Encounter[3], Non-native Speakers[4], Qualitative Research Methodology[5], Quantitative Research Methodology[6]*

INTRODUCTION

Initial definitions of globalization include a growing, deepening, and accelerating interconnectedness in all areas of contemporary social life. It is an inevitable process. Many researchers claim that English is not considered property of the English -speaking world anymore, but rather it has become an international commodity, sometimes called the International Language of English. Moreover, businessmen, traders, engineers, scientists and scholars must know English since it is the means of international information

[1] Challenges (the experiences of) something that require a lot of mental or physical strength in order to accomplish and therefore tests a person's ability
[2] Obstacles are things that prevent or make more difficult your movement, going forward, or acting
[3] Encounter means to have an experience, especially an unpleasant one
[4] Non-native Speakers: People who have learned how to speak a particular language as children or adults rather than as babies
[5] Qualitative Research Methodology : An experimental method that involves collecting and analyzing nonnumerical data (e.g., text, audio, video) can be used to understand concepts, opinions, or experiences. It can be applied to understand a problem in greater detail or to generate new research ideas.
[6] Quantitative Research Methodology is a quantitative study examines patterns and trends through numbers and graphs. It can be used to test theories or confirm assumptions. It can establish analytical and generalizable facts about a topic.

exchange. Students should learn English because the language is the gateway for open knowledge of the world.

Nowadays, it's become an indispensable fact of life for a country to be able to participate in the global economy and to be able to access information and knowledge if a fair number of its citizens speak English.

Learning a second language is not as easy as flipping a coin. Myanmar English users, sometimes known as "non-native speakers," face a number of challenges. English as a foreign language is also taught in Myanmar schools at the secondary, college, and higher education levels. Furthermore, English is primarily taught in Myanmar's classrooms. As a result, students either solely study English in class or pay little attention to honing English skills outside of the school.

In fact, Myanmar students still face challenges in terms of speaking English, which hampers their careers and forces them to take English courses even after university. English skills are an advantage in the labor market, which can contribute to bringing in investment and heightening the opportunity of jobs.

When it comes to teaching English as a foreign language in foreign countries, most English teaching problems are similar. There are many difficulties faced by English teachers in English-as-foreign-language countries such as Myanmar. Almost all schools throughout the world teach English as one of their subjects. The majority of Myanmar students lack proficiency in English, so they consider English as the most difficult subject, despite English being one of the compulsory subjects from primary school through university. English as a Second Language (ESL) or English as a Foreign Language (EFL) teachers deal with numerous challenges. There are many different issues that we need to tackle. Even after studying the English language in basic education schools for 11 years, Myanmar students aren't proficient. According to the EF English Proficiency Index (EPI) 2021, which measures English language proficiency in 112 countries, several Asia-Pacific countries score poorly. Myanmar is ranked in 93 out of 112 and very low proficiency in English.

When the British occupied Myanmar, missionaries ran all of the high schools. They were obliged to speak English at school during their studies. Otherwise, students would have to pay a fine if they spoke a single word of Myanmar. Even those who had dropped out of high school at the time could communicate in English effectively and confidently. Myanmar students nowadays are too reliant on their mother tongue and exclusively speak Myanmar, even when in English class. Scholars of the time included U Thant, Secretary-General of the United Nations. Dr. Htin Aung's and Daw Khin Myo Chit's works were even published by Oxford University Press. Native English speakers admired their English expressions. Why do younger generations lack confidence in English as compared to elder generations? What are their difficulties? How can we defeat them?

That motivates me to research the actual problems and hurdles in teaching and learning English, as well as the methods for resolving and pointing out how to lessen such concerns and transform them into good changes in English study. The majority of researchers squandered the potential to use teaching and learning pedagogies to produce useful results.

HYPOTHESIS

Non-native English speakers in Myanmar have difficulties and hurdles while teaching and studying English. We know that many students struggle to learn English and that teachers confront several challenges while teaching the language. We discovered that speaking and writing are the most challenging for Myanmar students. They can master the grammar and occasionally identify the pronunciation, but when it comes to speaking, they become scared. They can speak English, but not always correctly, since they struggle with vocabulary, grammar, structure, and pronunciation.

After encountering obstacles in English learning and teaching, we may use the tried-and-true remedies listed below to solve all of our issues. If we employ tales, situations, and other materials that students are familiar with. If we build English classroom routines by engaging in a favorable English environment. They should encourage students to participate in English-speaking communities and practice

English with direct interaction from native speakers. If we learn and educate students on how to correct and improve their mistakes, and if they learn from one another. Finally, because the current generations are tech-savvy, we may incorporate multimedia English language labs in teaching and learning, and Myanmar students will overcome all problems in English and love studying English without complaint.

RESEARCH QUESTIONS AND OBJECTIVES

Learning English has become one of the primary needs of modern humans. Also, English is widely used as a tool to access new knowledge and opportunities in a global context.

A great deal of English is used in every continent for their day-to-day needs, so English teachers must face many challenges.

So, what are the challenges and obstacles of learning and teaching English to non-native English-speaking students? Efforts are being made to overcome the challenges? What are the methods used to overcome them? The main target is to investigate the difficulties and challenges encountered by non-native students in Myanmar. The second purpose is providing solutions to the challenges and problems to enable the students of Myanmar to learn and teach English without tears and seamlessly. Learning the second language is not as easy as turning the palm of your hand. Although Myanmar students presently have their first language at home or in Myanmar, this does not rule out the option of learning a second language, English being considerably more difficult to acquire. Other elements also play a part in understanding learning within each competence (linguistic skills), which is made up of four micro-skills. Students are only taught English during their time in the classroom, or they pay little attention to practicing English abilities outside the classroom.

There are a number of issues that arise when studying a foreign language. Each skill (listening, reading, speaking, and writing) has a degree of difficulty and variation. It is therefore difficult for Myanmar students to receive foreign language instruction in the classroom. From technological issues to the motives of both students and teachers, there is a constant need to develop a method to overcome, or at least lessen, the barriers that students face when it comes to developing patterns of language skills. The language skill, in particular, has its own obstacles and difficulties for students, so the instructor must adopt a methodology to address the current difficulties in a foreign language class.

The aim of this study is to investigate the problems in teaching English and identify some suggestions to overcome them. The conclusions of the study are expected to provide English teachers with guidelines to be effective in teaching English. Furthermore, this study is also expected to enhance the quality of teaching English in Myanmar. In teaching English as a foreign language, English Teaching Problems can be defined as challenge, difficulty, obstacle, and barrier. Therefore, locating problems, finding out solutions, and evaluating effective methods are essential steps in the teaching and learning process.

LITERATURE REVIEW

CRITICAL ANALYTICAL REVIEW OF PAST RESEARCH

A study was conducted in the United States of America about acquiring English grammatical morphemes by **Dulay and Burt (1974)**. They researched various Spanish speakers in the United States. The sample was 151 children students between five and eight years old. The sample was divided into three groups, and those groups had varying levels of exposure to English. After analyzing the collected data using Bilingual Syntax Measure, the results showed that those students made grammatical morphemes errors. They concluded that learners should learn more about this part and practice more outside the classroom to minimize these errors. They finalized their results by highlighting the shortage of the used learning materials to this part of the language, and curricula developers should make more efforts to focus on morphology in the textbooks.

According to **Spolsky (1989)**, "everything the language learner brings to the activity, whether intrinsic talent, a language acquisition device, attitudes, past knowledge, and language and language learning

experiences, the outcome of language learning is dependent in large measure on the amount and type of exposure to the target language."

In the literature on second language learning, there are two types of exposure. Although they differ in many ways, they both allow the language learner to carry out the many activities associated with learning a second language.

The term "natural language learning" refers to a circumstance in which a language learner picks up a second language from others speaking in order to use it to communicate. The term "formal or classroom learning" refers to language learning in which just one person (the instructor) has command of the language and regulates the exposure such that it leads to learning.

Littlewood (1984) adds that this is especially true when studying an international language, because the goal is not so much to interact with the native-speaking society as it is to communicate with individuals who have already studied it as a foreign language.

The contribution of the instructional process to increasing school quality is one part of improving school quality **(Fuller, 1985).** According to him, a good textbook may regularly impact students' success. This phrase implies that a textbook or coursebook should feature one important component that contributes to learning enhancement. They might reflect on the Cambodian government's attempt to collaborate on textbook development, which will promote a standard textbook for students' needs in learning English.

According to **Niezgoda and Rover (2001)**, the language competencies are as follows:
a)Language competence: knowledge of aspects of linguistic code, such as morphology, syntax, semantics, and phonology; b)Sociolinguistic competence: competence in adjusting language use to the context;c) Discourse competence: capability of communicating with coherence and cohesion; d) Strategic competence: Effective communication strategies can lead to overcoming breakdowns in communication and making it more effective.

According to **Khan (2007)**, learners were influenced by issues such as shyness, problems with pronunciation, insufficient knowledge of linguistics, and incorrect usage of vocabulary items when learning English. The following description outlined the many types of issues that Bangladeshi students had when speaking English. He concentrated on phonological (pronunciation), morphological (word), semantic (meaning), and syntactic (sentence and grammar) issues in his research: Phonological issues arise as a result of discrepancies in L1 and L2 pronunciation patterns. The use of stress diphthongs and intonation is influenced by the first language. This occurred as a result of reduced engagement with native English speakers in real life. As a result, they are unaccustomed to stress patterns and intonation.

The abuse of parts of speech leads to morphological issues. Learners will occasionally substitute noun terms for verbs, such as (choice for choose and loss for lose). Learners made this mistake because they did not understand the rules for transforming verbs to nouns.

Jerry G. Gebhard. (2009) stated that globally, students and employers are consequently seeking more qualified English teachers and more effective approaches to their preparation and professional development.

Students produced problems in vocabulary, grammar, and pronunciation as a result of negative language transfer. **Alam and Uddin (2013)** noted that English learners have some syntactic difficulty speaking and appropriately structuring spoken sentences when strengthening their communication abilities. Teachers who relied solely on Grammatical Methods rather than Communicative Methods were to blame for these issues. When creating sentences, learners consistently used subjective pronouns such as "my" and "I" incorrectly. Another issue was that they used the relative pronouns "who, which, whose, and that" incorrectly in their spoken sentences. Because they had time to think about their sentences before writing them on paper, learners did not make these mistakes when practicing writing skills.

Al- khresheh (2013) revealed many issues that foreign and second language learners confront. These issues are classified as linguistic and impair all language skills. Although they now speak their native tongue, it does not rule out the possibility of learning a second language (English or any language), which is

considerably more difficult to master. Other elements also play a part in comprehending learning within each competence (linguistic skills), which is made up of four abilities. So most of non-native English speakers may readily misuse the rules and technical concerns of all four micro-skills, particularly in the structure and style of writing.

Wright (2015) stated that learners experienced phonological and syntactic challenges when learning and practicing a new language in real-life scenarios. These problems grew as a result of a lack of in-depth understanding of the language. Learners understand the four language skills but have difficulty speaking and producing the language.

Thandar Soe's (2015) research was the first to report on "A study of contemporary trends and challenges in English language teaching in Myanmar.". According to the findings of her research, English language education in Myanmar is similar to other Asian contexts in terms of the growing effect of globalization on English teaching, a concern for teachers' English competence, and a gap between policy and practice. Teacher confidence, a gap between curriculum and student preparedness, a poor wage, an over-dependence on the transmission model, and a big class size were also mentioned as difficulties.

When comparing the effect of the first language on foreign language learning, **Bardovi-Harling and Sprouse (2017)** assert that the first language might have linguistic influence on the foreign language. Foreign language learners do not make mistakes in sentence formation because they employ the pronominal subject in their native language, a process known as positive language acquisition.

According to Hu and Zhang (2017), many English foreign language practitioners in China are sad since schooling cannot assist students become proficient in English. According to **Harmer (2001)**, students cannot learn a language just in the classroom. They should extend their learning outside of the classroom as well. He went on to say that language learners should be encouraged and taught to be self-directed learners, also known as autonomous learners by other scholars.

It is critical to discuss textbooks **(Dejene, 2017).** Aside from teachers and other sources, students can learn English using an English guidebook. Many teachers argue that English textbooks are not always appropriate for today's students' needs (as reflected by Japan, Senegal, Mongolia, and Cambodia). It takes time to construct a well-prepared textbook based on the needs of students through numerous processes and revisions.

According to **Metboki (2018)**, student instructors were still weak in grounded conceptions, particularly in the area of what and how to create ELT materials that are appropriate for students.

According to **Hidayati (2018)**, the difficulty in teaching writing to **ELT(English Language Teaching),** students was due to both internal and external factors. Internal factors include linguistic competence, native language interference, reading habit, and learner motivation, whereas external factors include the nature of the class, the teaching materials used for writing, and time management.

The process of generating and employing resources to assist learners in their learning is known as material development. These may include material adaptation evaluation, production, design, and research. **(Tomlinson, 2012)**. **Graves (2000)** further defined material development as the process by which a teacher divides objectives and goals into units and activities. **Simanjuntak (2018) and Kurniarini (2018)** developed instructional tools to help learners improve their speaking talents, with an emphasis on building learning materials based on the students' needs. The writers followed the steps of **Gall, M., Gall, J., & Borg's Research and Development method (2003)**. The authors were primarily concerned with developing learning tools to aid students in the classroom, overlooking the need of preparing English students to be independent and autonomous learners outside of the classroom. Furthermore, the authors neglected to consider the linguistic part of their investigation.

As indicated in the literature review and associated studies above, several researchers addressed the linguistic challenges encountered by English language learners. Many people proposed addressing these challenges by inventing and generating new educational tools and updated curriculums to help students learn more about foreign language linguistics. Additionally, developing a new learning kit or customizing an

existing learning material to match their needs can help to improve students' comprehension and abilities, helping them to perform better during the learning process. On the market, there are several instructional resources that cover various components of the language acquisition process.

Another serious issue is classroom size, which is also the most difficult situation from those countries (China, Japan, Senegal, and Laos). Teaching English will be effective with a modest number of pupils **(Broughton et al., 2003).**Because learning English requires four skills—listening, speaking, reading, and writing—a class of 20-25 students will be most successful. However, this figure must be difficult for certain nations, such as Senegal, where each district only has one school. When looking at underdeveloped nations or even wealthy countries that are **non-NESCs (non-Native English Speaking Countries)**, they still face this issue—too large classroom size. This issue is most likely solvable by using various teaching tactics and approaches, as well as providing supplemental material to teach English in large classroom sizes. Summarizing all the past research, the internal challenges were linguistic competence, native language interference, and learners' motivation, whereas external factors were the class environment, classroom sizes, teaching media, supporting resources, updated curriculums, and time management.

If we do our best to address all of these challenges and obstacles, we will eventually conquer learning and teaching English and get over the difficulties.

METHODOLOGY

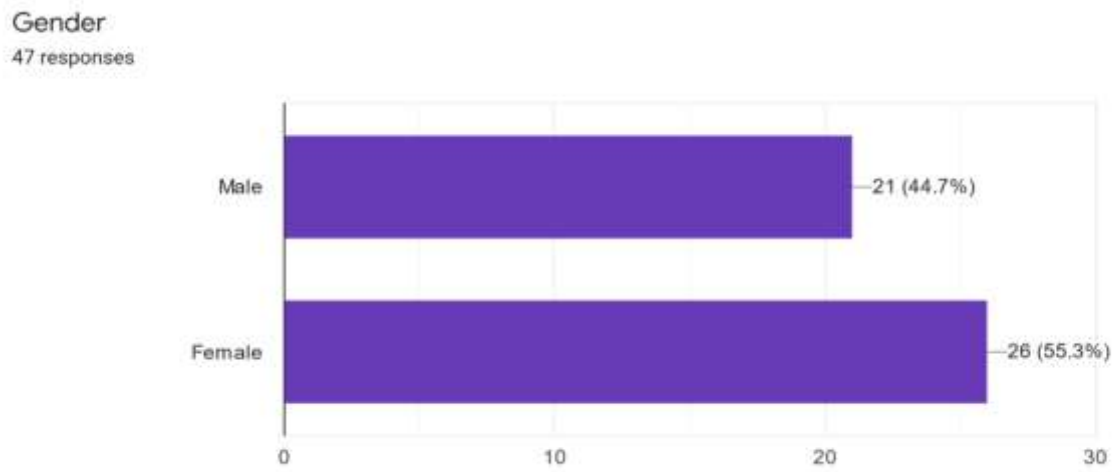
For this research study, both quantitative and qualitative research were used to identify the challenges and obstacles in learning and teaching English to non-native speakers.

QUANTATIVE METHOD

DESCRIPTION OF PARTICIPANTS OF THE STUDY

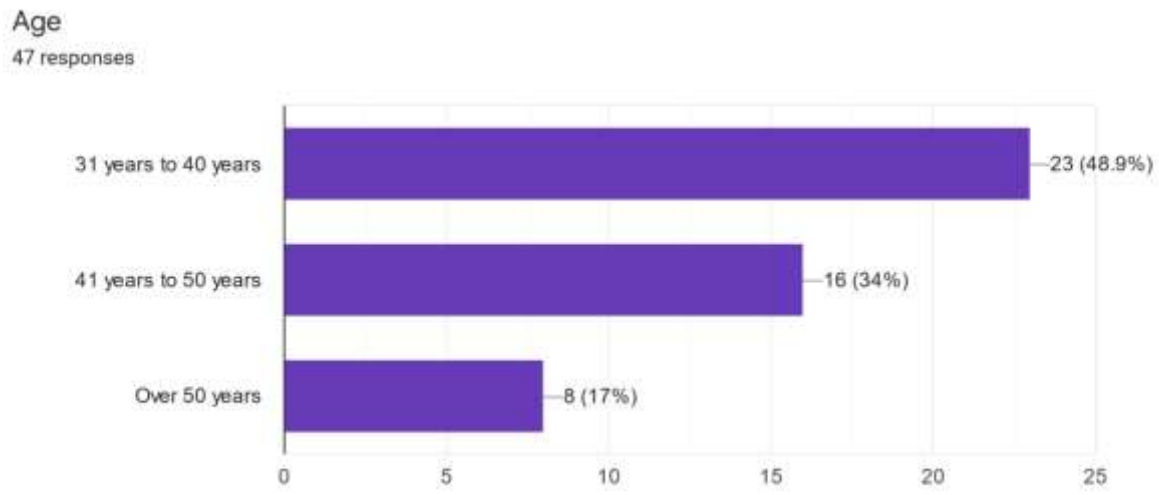
Participants in the Data Survey are both male and female, between the ages of 31 and 50, of Myanmar, Chinese, and Indian ethnicity who primarily live there, and either one of them is a high school or college teacher or the majority of educational professionals with degrees ranging from bachelor's to doctorate levels. Part 1 of the survey is aimed at English teachers working in both private and public institutions. (Histogram 1.1, 1.2, 1.3, 1.4, 1.5)

Male instructors outnumber female teachers by 21 to 26 of the 47 teachers polled. This indicates that women participate more than males. Figure (1.1) Histogram.



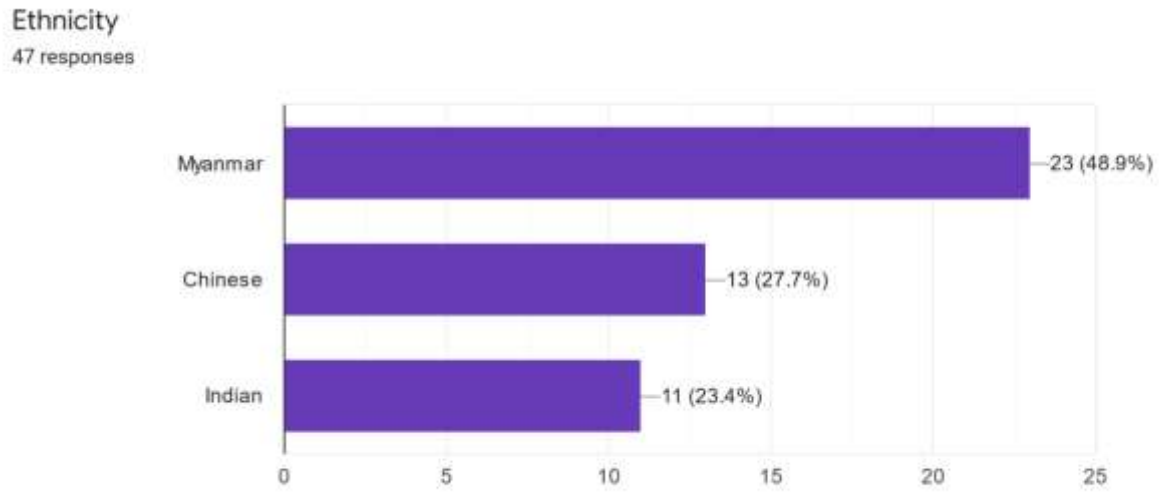
Histogram (1.1)

Teachers between the ages of 31 and 40 are 23. The 41-50 year olds are 16, while the above 50 year olds are just 8. The survey is eagerly anticipated by the younger instructors. Figure (1.2) Histogram.



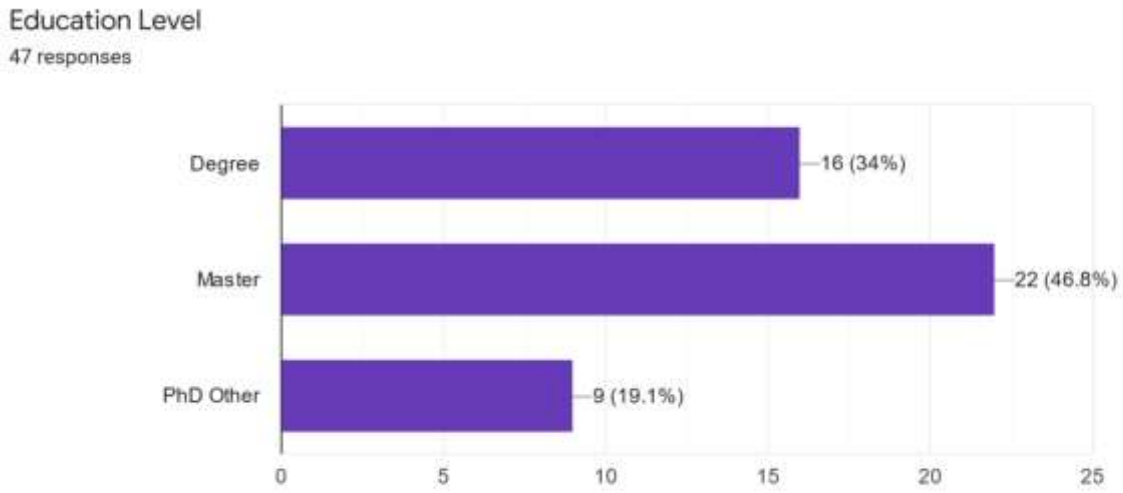
Histogram (1.2)

Myanmar, Chinese, and Indians make up the majority of the population. It includes 23 Myanmar teachers, 13 Chinese teachers, and 11 Indian teachers. As a result, Myanmar instructors were the most active. Figure(1.3) Histogram



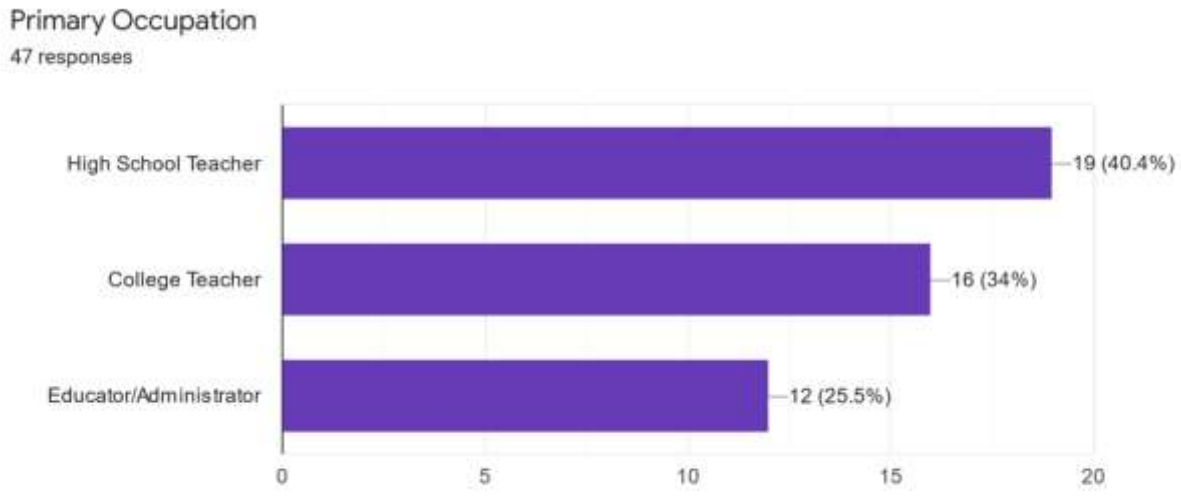
Histogram (1.3)

The survey participants include 22 Master's Degree holders, 16 Bachelor's Degree holders, and 9 Doctorate Degree holders. The preponderance are Master's degree holders. Figure (1.4) Histogram



Histogram (1.4)

The principal professions of the survey respondents include 19 high school teachers, 16 college teachers, and 12 educational experts. That is, high school teachers were more eager to overcome the problems associated with teaching and learning English to students.. Figure (1.5) Histogram



Histogram (1.5)

DESCRIPTION OF INTERVENTION (TREATMENT) AND/OR DATA COLLECTION TOOLS AND MATERIALS

First, teachers were asked about the most common challenges and obstacles they faced during their teaching careers.

After several day meetings, I decided on the most appropriate 25 questions from the teachers, examined them thoroughly, and left out 10, and then I prepared 15 selected questions for the 50 teachers on Google Form and sent the link to the respective professionals through the use of email. For the survey, we used a 5-point Likert scale.

It is a five-point psychometric response scale on which respondents indicate their level of agreement with a statement: (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Agree strongly. (Appendix.I)

DETAILED AND DESCRIPTIVE DATA COLLECTION PROCEDURE

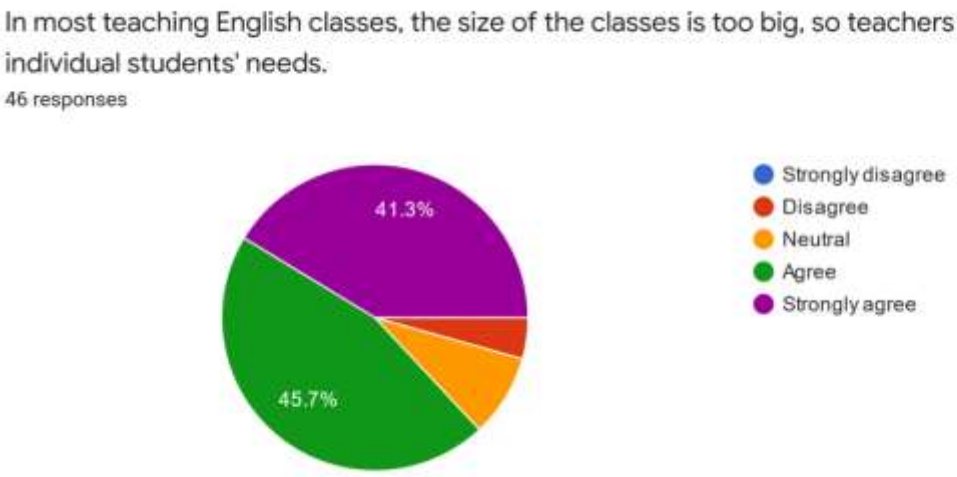
Due to their work and busy schedules, teachers were not responding immediately after sending out the Questionnaire survey. I granted them additional time. And then I only received 21 responses over the course of a month. Then I scheduled another month by reminding them to get enough responses. The survey took slightly more than two months to complete, and I received 47 out of 50 responses.

DATA ANALYSIS AND PRESENTATION OF FINDINGS

We implemented the quantitative research through Google Forms and the analytical data findings are as follows:

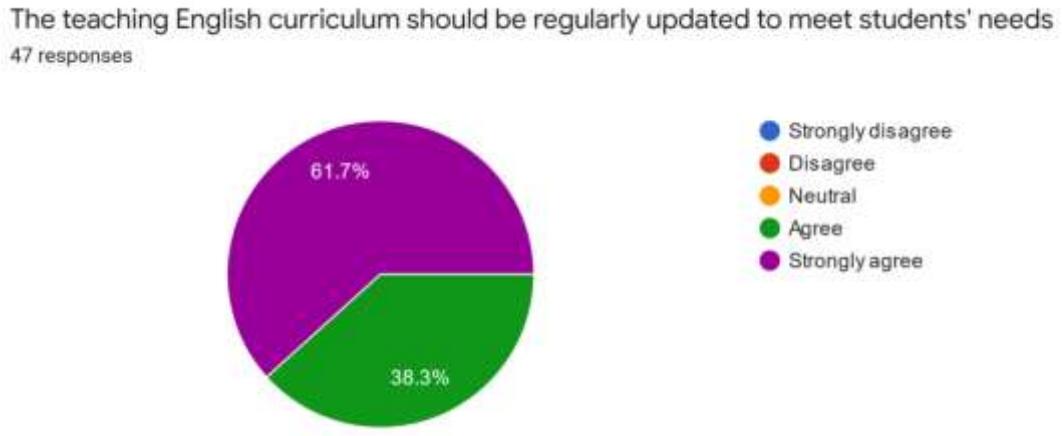
Question 1: Some of them fall somewhere between Disagree and Neutral. The majority agrees 45.70% Agree + Strongly Agree 41.30%= 87%. (Pie Chart 1.1)

As a result, the bulk of complaints about larger classroom sizes are not about paying attention to students individually.



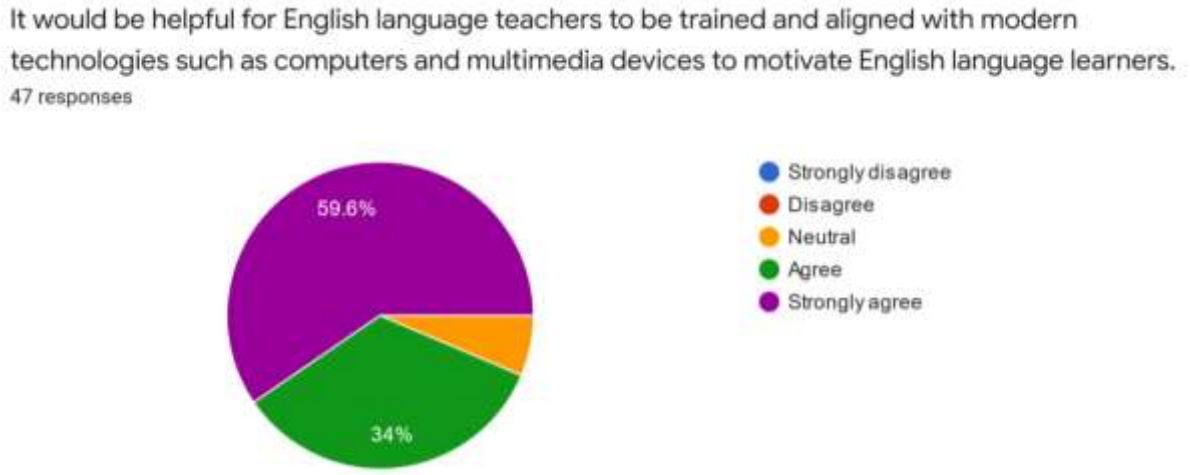
Pie Chart (1.1)

Question 2: All of them goes 38.30% Agree + 61.70% Strongly Agree= 100% (Pie Chart 1.2).
All of the teachers feel that the English curriculum should be updated to meet the demands of the students.



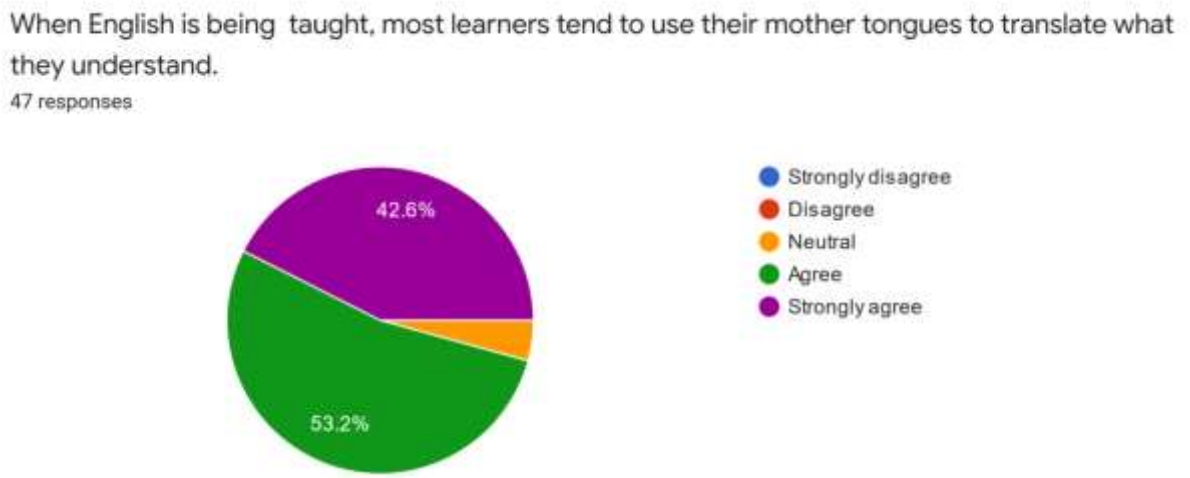
Pie Chart (1.2)

Question 3: Some of them are Neutral. But most of them are 34% Agree + Strongly Agree 59.60%= 93.60% (Pie Chart 1.3). As a result, the majority of teachers desire to use new technology to motivate students to study English.



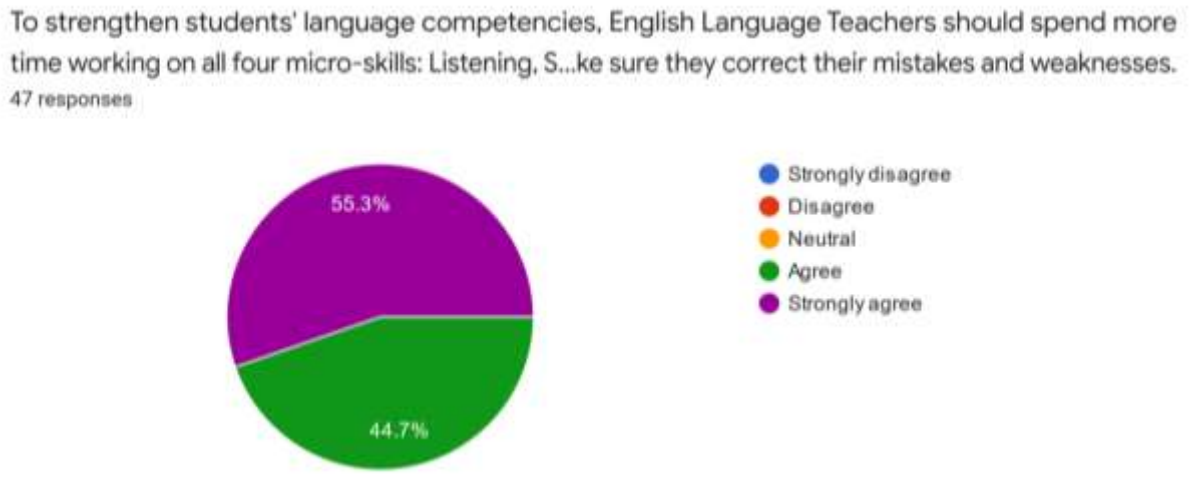
Pie Chart (1.3)

Question 4: A little bit Neutral. Mostly accepts 53.20% Agree + 42.60% Strongly Agree =95.80% (Pie Chart 1.4). So aside from a few teachers, the most of them recognized students translated in their own language to learn English.



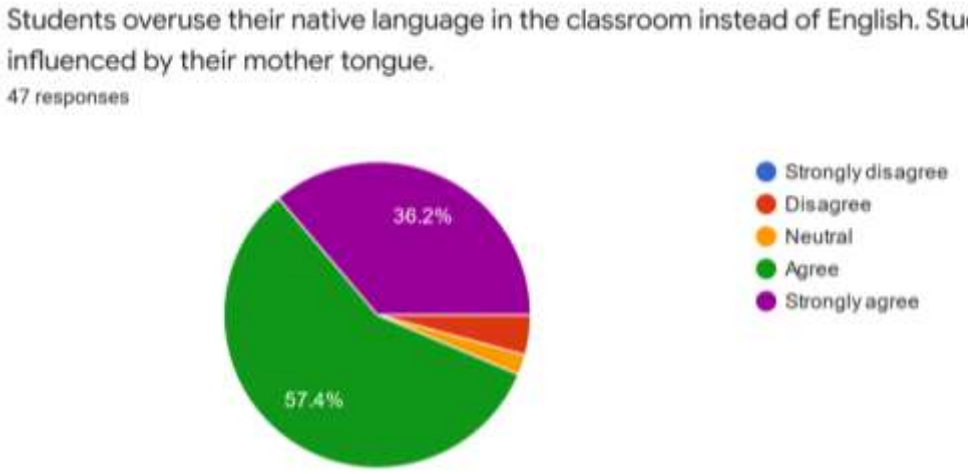
Pie Chart (1.4)

Question 5: All accepts 44.70% Agree + 55.30% Strongly Agree =100% (Pie Chart 1.5). All of the teachers think that more time should be spent addressing students' mistakes and weaknesses in order to enhance all four abilities.



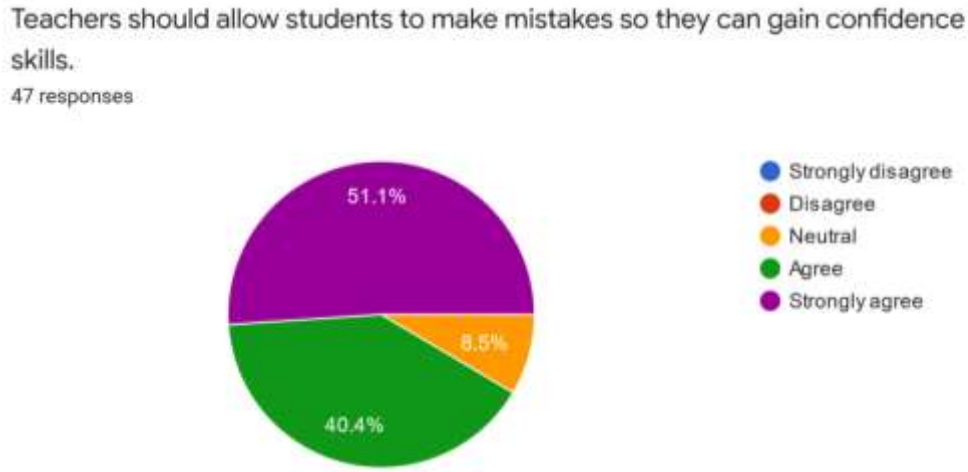
Pie Chart (1.5)

Question 6: There are very few Disagree and Neutral. Mostly accepts 57.40% Agree + 36.20% Strongly Agree =93.60% (Pie Chart 1.6). If we exclude the disagree and neutral, the majority of teachers believe students are impacted by their native language and overused in English class.



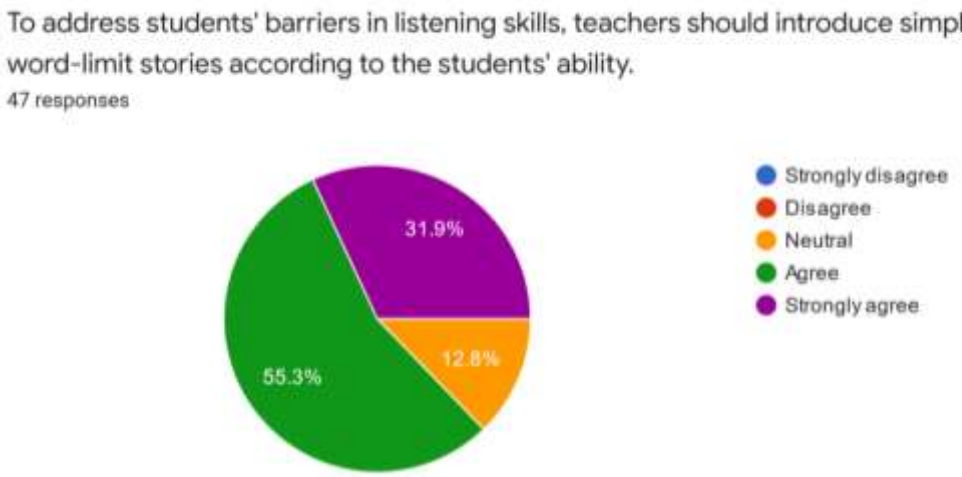
Pie Chart (1.6)

Question 7: 8.50% Neutral. Mostly accepts 40.40% Agree + 51.10% Strongly Agree =91.50%
(Pie Chart 1.7). As a result, the principal teachers aim to let students' errors to help them gain confidence in English.



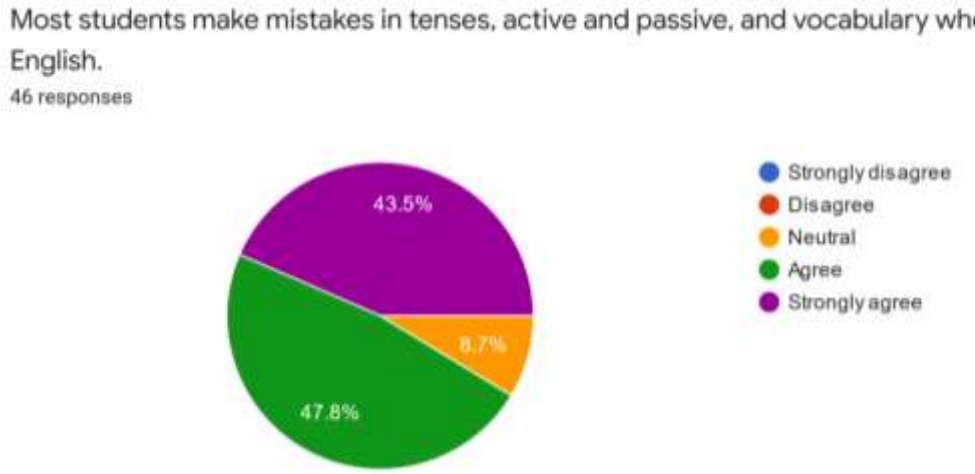
Pie Chart (1.7)

Question 8: 12.80% Neutral. Mostly accepts 55.30% Agree + 31.90% Strongly Agree =87.20% (Pie Chart 1.8). Other teachers, if we exclude the neutral, mostly wish to present students with easy dialogues and word-limit stories that correspond to their ability to overcome the listening barrier.



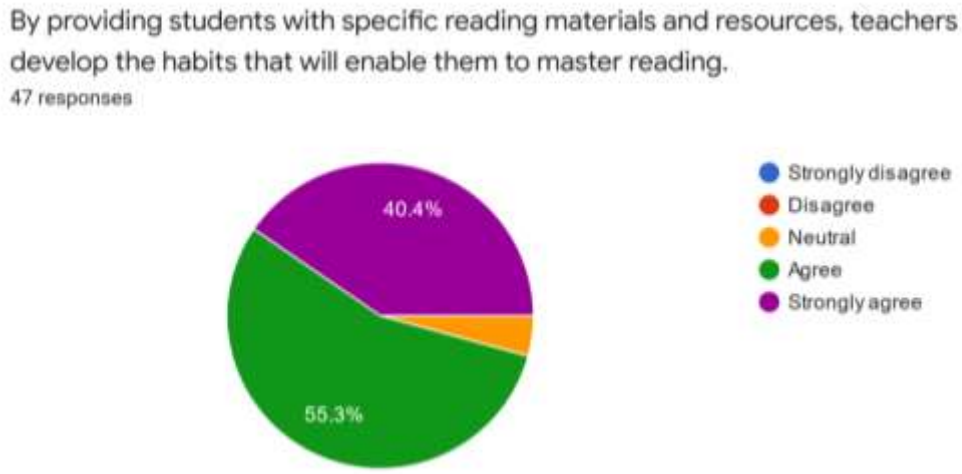
Pie Chart (1.8)

Question 9: 8.70% Neutral. Mostly accepts 47.80% Agree + 43.50% Strongly Agree =91.30%.
(Pie Chart 1.9). Most teachers were convinced that students were mostly incorrect in tenses, active and passive verbs, and word choices while speaking.



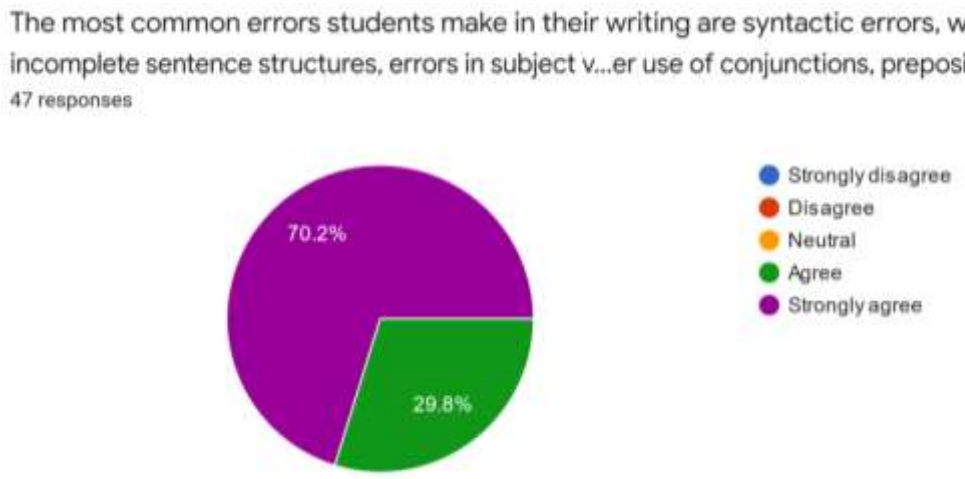
Pie Chart (1.9)

Question 10: Slightly Neutral. Mostly accepts 55.30% Agree + 40.40 % Strongly Agree =95.70% (Pie Chart 1.10). With the exception of the neutral, the remainder commits to give specific reading resources to improve English reading.



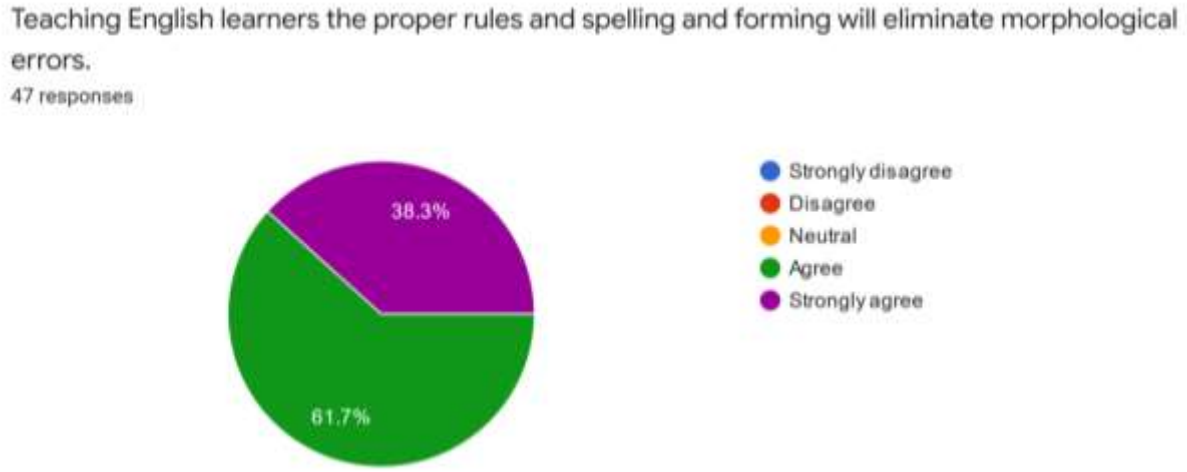
Pie Chart (1.10)

Question 11: All accepts 29.80% Agree + 70.20 % Strongly Agree =100% (Pie Chart 1.11)
All teachers believe that students make syntactic mistakes in writing, such as incomplete sentence constructions, subject verb agreements, conjunctions, prepositions, and article usages.



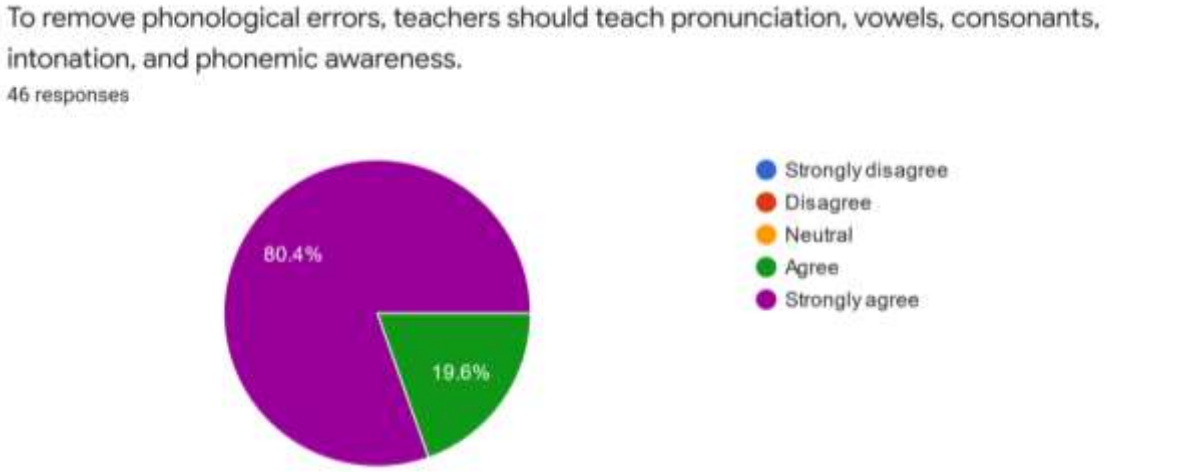
Pie Chart (1.11)

Question 12: All accepts 61.70% Agree + 38.30 % Strongly Agree =100% (Pie Chart 1.12). All of the teachers knew that correct spelling and forming norms will prevent morphological mistakes in their students' teaching.



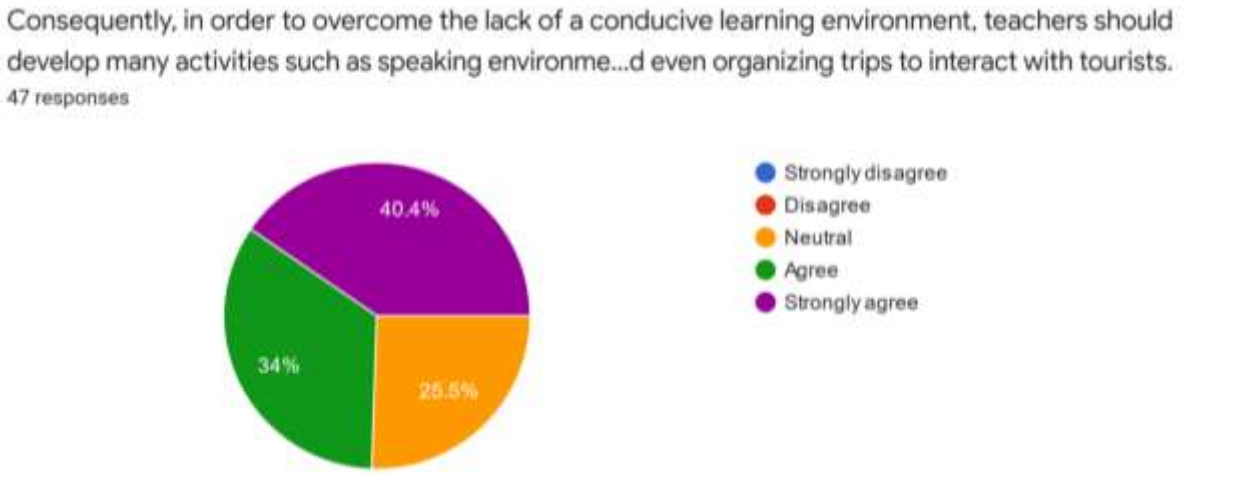
Pie Chart (1.12)

Question 13: All accepts 19.60% Agree + 80.40 % Strongly Agree =100% (Pie Chart 1.13).
To eradicate phonological mistakes, all teachers agree to teach their students English phonetics as well as phonological and phonemic awareness.



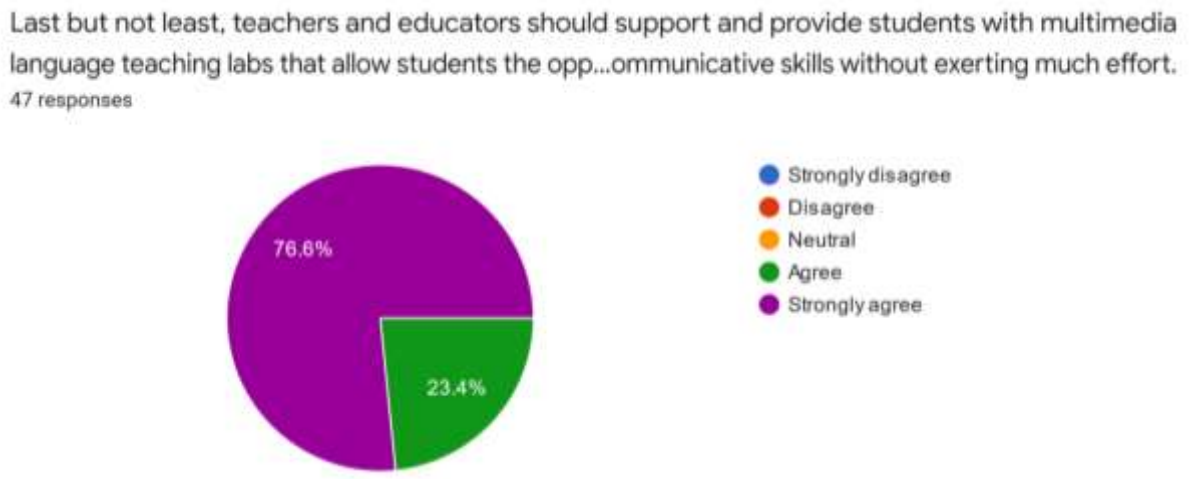
Pie Chart (1.13)

Question 14: Some agrees 25.50% Neutral. Mostly accepts 34% Agree + 40.40 % Strongly Agree =74.40% (Pie Chart 1.14). Except for 25.50 percent who are neutral, the remaining teachers are eager to create situational dialogue and communicate with tourists in order to create a favorable learning environment.



Pie Chart (1.14)

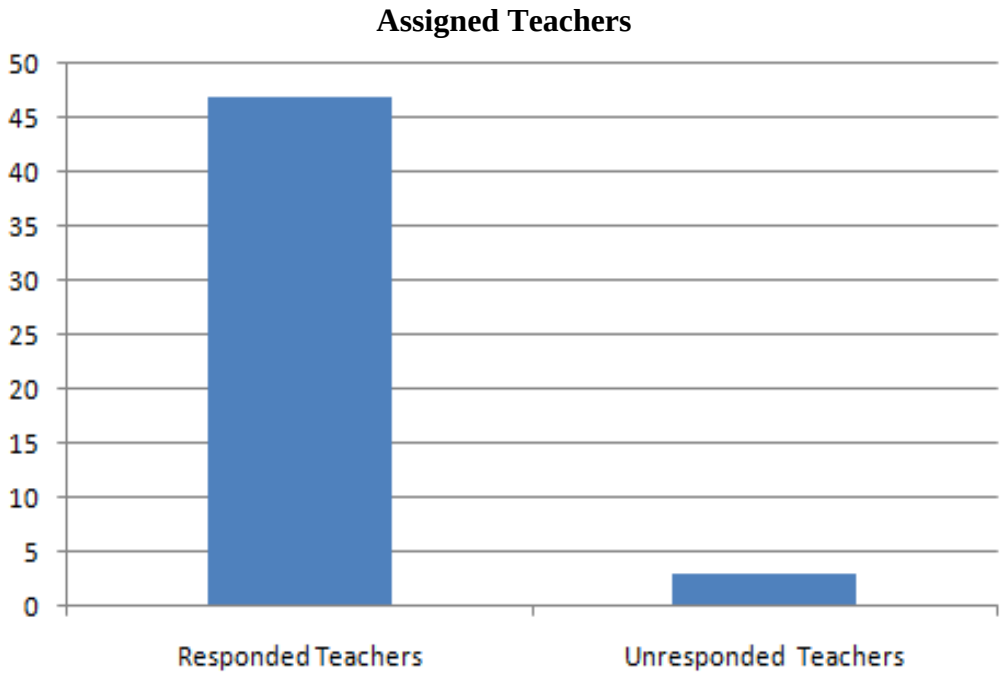
Question 15: All accepts 23.40% Agree + 76.60 % Strongly Agree =100% (Pie Chart 1.15)
All of the teachers agree to support and give multimedia teaching labs to their students in order for them to easily attain communication skills.



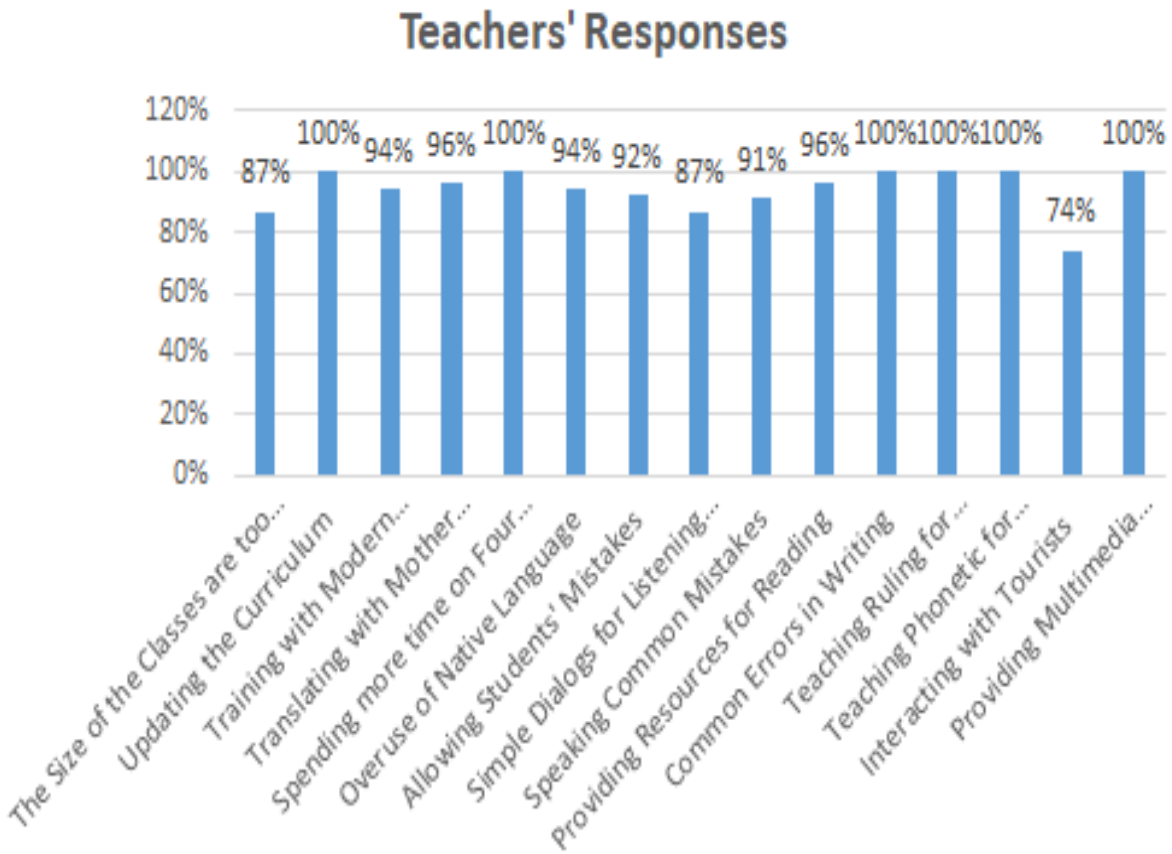
Pie Chart (1.15)

LIMITATIONS

I recently conducted a survey of 50 educators.(Figure) And it is only for Myanmar teachers. I may get more precise and appropriate results on the challenges and obstacles in teaching English to foreign speakers if we give more time and teachers participate in the survey. Furthermore, if we expand the survey to other Asian countries, we will get better results on real-world English teaching problems.



Figure



Result

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

It is a descriptive quantitative study that seeks quantifiable data from a population sample for statistical analysis. As a result, we precisely and accurately describe our specific quantitative models of sample teachers. The majority of respondents agree on a percentage between 75 and 100, so we assume and conclude that we must overcome all challenges in teaching English in order to achieve positive changes in Myanmar. (Result)

To meet everyone's needs, we should keep class sizes small. The English curriculum should be updated on a regular basis based on the needs of the students. We should use multimedia-assisted language classrooms to motivate students, and teachers should be knowledgeable about them. In the English classroom, students should use English rather than their mother tongue. Spending more time on all four micro-skills can help students correct their errors and improve their English proficiency. We should not allow students to use their native language excessively in English class. Teachers should bear the mistakes of their students in order for them to gain sufficient confidence in their English skills. To break down their listening barriers, we should encourage students to listen to things that are within their word limit. To avoid the flaw in Speaking, we should concentrate on their most common errors. We should provide appropriate reading resources to students in order for them to master reading skills and enjoy reading. Teachers in Myanmar are aware of their students' syntactic errors in writing and other grammar issues. As a result, we can provide resources and training to help them overcome their obstacles. To eliminate morphological errors, educators should teach students the proper spelling rules. To reduce phonological errors, all Myanmar educators agree to teach students phonological awareness and general pronunciation. Educators should make it simple and enjoyable for students to learn English and introduce practical events to foster a conducive learning environment. All educators who are willing to support Multimedia Language Lab for their students because it can save them time and effort in sharpening their language skills.

In short, learning English is fraught with difficulties. The statements mentioned above are common among Myanmar students referred by Myanmar educators based on their teaching experiences. If we

complete all of the lists, we will undoubtedly succeed in teaching and learning English effortlessly. Implementing the recommendations will surely have a significant impact on English language teaching and learning.

REFERENCES

Al-khresheh, Mohammad (2013), The Misuse of Word Order in the Writing of Jordanian EFL Learners. Unpublished doctoral dissertation, University of Malaya, Kuala Lumpur, Malaysia.

Alam, Q. & Uddin, A. (2013). Improving English oral communication skills of Pakistani Public Schools' students. International Journal of English Language Teaching

Bardovi-Harling, K., & Sprouse, R. (2017). Negative versus positive transfer. The TESOL Encyclopedia of English Language Teaching. Retrieved from https://doi. org/10.1002/9781118784235.eelt0084

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2003). Teaching English as a foreign language. Analele Universitatii din Craiova, Seria Filozofie (Second, Vol. 33). New York: Routledge.

Dejene, W. (2017). Assessing Ethiopian Primary School Second Cycle Social Studies Textbooks for Adequate Reflections of Multiculturalism

Dimyati, and Mudjiono (2010), Study and Learning. Jakarta, Indonesia: Rineka Cipta.

Dulay, H., & Burt, M. (1974). Should we teach children syntax? Language Learning.

Fuller, B. (1985). Raising School Quality in Counties: Developing Boost Learning? What Investments Education (Education and Training No. EDT7).

Gall, M., Gall, J., & Borg, W. (2003). Educational research: An introduction. (7th ed.).
Pearson Education. Inc.

Graves, K. (2000). Designing language course: A guide for teachers. Boston, MA: Heinle & Heinle.

Hamer, J. (2001). The practice of English language teaching. (3rd ed). London, UK: Pearson Education.

Hu, P., & Zhang, J. (2017). A pathway to learner autonomy: A self-determination theory perspective. Asia Pacific Education Review, 18(1), 147-157.

K. H. Hidayati (2018), "Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers," Langkawi: Journal of The Association for Arabic and English, vol. 4, no. 1.

Jerry G. Gebhard. (2009). Teaching English as a foreign of Second Language A Self-Development and Methodology Guide (Second Edition). Michigan: University of Michigan.

Khan, H. (2007). Problems of oral communication in English among Bangladeshi students, EWU Journal

Littlewood, W.T. (1984). Foreign and second language learning. Cambridge, United Kingdom: Cambridge University Press.

Niezgoda, K., & Röver, C. (2001). Prag mat ic and grammat ical awareness: A function of the learning environment. In K. R. Rose & K. Kasper (Eds.), Pragmatics in Language Teaching (pp.1-12). Cambridge: Cambridge University Press.

Simanjuntak, B. (2018). Developing Visual Art in Learning Speaking Skills for Students of Junior High School. Jenre Journal of Applied Linguistics of FBS Unimed

Spolsky, B. (1989). Conditions for second language learning. Oxford: Oxford University Press.

Thandar Soe. (2015). A Study of Contemporary Trends and Challenges of English Language Teaching in Myanmar, International Conference on Burma/Myanmar Studies Burma/Myanmar in Transition: Connectivity, Changes and Challenges University Academic Service Centre (UNISERV). Chiang Mai University, Thailand.

Tomlinson, C. (2012). Teacher educators' perceptions and use of differentiated instruction practices: An exploratory investigation. Action in Teacher Education.

Wright, W. (2015). Foundations for teaching English language learners: Research, theory, policy and practice. Philadelphia, UK: Caslon Publishing.

Y. Metboki (2018),, "Problems Hindering Student Teachers' ELT Materials Development: A Study in Internship Program in Eastern Indonesia," English Review: Journal of English Education, vol. 7, no. 1.

APPENDIX

QUESTIONNAIRE FOR TEACHERS

You are invited to take part in a study of understanding of English teaching in Myanmar as part of the research project for East Bridge College in the United States. Your responses to the questionnaire will be treated with the utmost confidentiality and used solely for academic purposes; no respondents will be identified in any way in this study.

Please indicate your level of agreement or disagreement with each of the statements by circling the number on the 5-point scale that best describes how you feel about the statement.

(1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly agree

Part. I

Please answer all of the questions by circling the ones that apply.
Please choose only one of the choices available that best represents you.

1. Gender (1) Male (2) Female (3) Other
2. Age (1) 31 years to 40 years (2) 41 years to 50 years (3) Over 50 years
3. Ethnicity (1) Myanmar (2) Chinese (3) Indian (4) Other
4. Education Level (1) Degree (2) Master (3) Ph.D Other
5. Primary Occupation (1)High School Teacher (2) College Teacher (3) Educator/Administrator

Part. II
CHALLENGES IN TEACHING ENGLISH

1) In most teaching English classes, the size of the classes is too big, so teachers cannot focus on individual students' needs.
   (1) (2) (3) (4) (5)
2) The teaching English curriculum should be regularly updated to meet students' needs.
   (1) (2) (3) (4) (5)
3) It would be helpful for English language teachers to be trained and aligned with modern technologies such as computers and multimedia devices to motivate English language learners.
   (1) (2) (3) (4) (5)
4) When English is being taught, most learners tend to use their mother tongues to translate what they understand.
   (1) (2) (3) (4) (5)
5) To strengthen students' language competencies, English Language Teachers should spend more time working on all four micro-skills: Listening, Speaking, Reading and Writing in order to make sure they correct their mistakes and weaknesses.
   (1) (2) (3) (4) (5)
6) Students overuse their native language in the classroom instead of English. Students are influenced by their mother tongue.
   (1) (2) (3) (4) (5)

7) Teachers should allow students to make mistakes so they can gain confidence in their English skills.
   (1) (2) (3) (4) (5)
8) To address students' barriers in listening skills, teachers should introduce simple dialogues and word-limit stories according to the students' ability.
   (1) (2) (3) (4) (5)
9) Most students make mistakes in tenses, active and passive, and vocabulary when speaking English.
   (1) (2) (3) (4) (5)
10) By providing students with specific reading materials and resources, teachers can help them develop the habits that will enable them to master reading.
   (1) (2) (3) (4) (5)
11) The most common errors students make in their writing are syntactic errors, which include incomplete sentence structures, errors in subject verb agreement, improper use of conjunctions, prepositions, and articles.
   (1) (2) (3) (4) (5)
12) Teaching English learners the proper rules and spelling and forming will eliminate morphological errors.
   (1) (2) (3) (4) (5)
13) To remove phonological errors, teachers should teach pronunciation, vowels, consonants, intonation, and phonemic awareness.
   (1) (2) (3) (4) (5)
14) Consequently, in order to overcome the lack of a conducive learning environment, teachers should develop many activities such as speaking environments, debating clubs, inviting skilled English speakers and even organizing trips to interact with tourists.
   (1) (2) (3) (4) (5)
15) Last but not least, teachers and educators should support and provide students with multimedia language teaching labs that allow students the opportunity to practice all their communicative skills without exerting much effort.
   (1) (2) (3) (4) (5)

I really appreciate your time and participation in this survey.