

# A study of English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar

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**Received:** December 27, 2024 **Revised:** December 29, 2024 **Accepted:** December 30, 2024

## Abstract

This research studied of Enhancement of English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar. The objectives were 1) To study English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar, 2) To develop English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar, 3) To study students' satisfaction with English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.

The results of this research were found that

1) The illustrates of English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar was found that the overall average was 4.25, which was at a satisfied level.

2) The students who have the score post-test of use of experiment take the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar ( $\bar{X}$  = 17.85, S.D. = 1.31) were higher than the score of pre-tests in the use experiment the manual for Guiding English-speaking skills of BA students at Dhammaduta Buddhist University as statistically at 0.5.

3) The satisfaction of use experiments the manual for Guiding English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar was found that the overall average was 4.33 which was at satisfied level.

**Keyword:** English-speaking skills; BA students; Satisfaction

## Introduction

English is the most widely spoken language in the world, serving as a lingua franca (a common language) for people from different linguistic backgrounds. It is often used for international communication, travel, and business. English is the dominant language in

global commerce, trade, and finance. Many multinational companies use English as their primary mode of communication, and a good command of English is often required for international job opportunities. The majority of scientific research, technical manuals, and academic publications are in English. This makes it essential for professionals in these fields to understand English to stay up-to-date with the latest developments (Gupta, Manish, 2015: 72).

English has become the most widely used communication and communication tool in today's globalized world, especially in academic and professional sectors. The language is the most effective way to communicate with each person. There are 6909 living languages spoken in the world. The ability to communicate in English is a valuable skill that can significantly increase employment prospects and career advancement opportunities (Stephen R. Anderson, 2010: 1-12). The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English (Jack C. Richards, 2005: 1). Language is a tool, like all tools it has many uses, but it is not worth very much by itself. We use it to express thoughts or feelings. Grammar and words alone are not as important as the content of what you say. In fact, without content and meaning language world is useless. Language is a way to communicate what you need, want, think, or feel. Your native language and English are very similar. Both are used to communicate with other human beings. This is the truth of all languages in countries (Boletta William, 1991: 3).

Myanmar students often face barriers in developing these skills that can limit their employment prospects and affect their earning potential. Therefore, it is essential to address the challenges of Myanmar students often face barriers in developing these skills that can limit their employment prospects and affect their earning potential. It is essential to address the challenges of Myanmar students in acquiring English language skills and to provide them with the support and resources necessary to develop these skills. Students in acquiring English language skills and to provide them with the support and resources necessary to develop these skills. students in acquiring English language skills and to provide them with the support and resources necessary to develop these skills.

It also engages with departments in the field of study to improve English learning for English-speaking students. King, J. states that "One especially relevant part of language curriculum at universities is teaching students how to prepare, organize and deliver successful oral presentations for professional purposes; Oral presentations provide a rewarding and stimulating experience both for teachers in developing facilitating skills and for students in training themselves to have confident presentations in public."

As English becomes the world's lingua franca, it is increasingly important for individuals from diverse linguistic and cultural backgrounds to be able to communicate effectively in English. As BA Myanmar students are non-native English speakers, they have diverse linguistic and cultural backgrounds, and their ability to acquire English speaking skills can enhance cultural understanding and enhance communication across cultural boundaries. Therefore, Studying the English-speaking skills of non-native English-speaking students who are BA Myanmar students can improve intercultural communication and understanding.

English speaking proficiency is a prerequisite for academic success at many higher education institutions. English-speaking students with no English language skills, or coursework, may struggle with writing assignments and communicating with their peers and professors. There is a need to understand the challenges that English-speaking students face in learning English-speaking skills and to provide them with the necessary support and resources to succeed academically.

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Furthermore, teaching English to BA Myanmar students requires a deep understanding of their linguistic and cultural backgrounds, as well as their learning needs and preferences. BA Myanmar students are not native English speakers, so studying for English speaking skills requires them to understand the idioms used by native English speakers. However, there are challenges in accessing the training and resources needed to effectively teach English-speaking Myanmar students. In order to address these difficulties, it is important to conduct research on the English learning abilities of non-native English-speaking students and identify effective language teaching strategies that can meet their unique needs.

BA Myanmar students struggle to learn English to participate effectively in academic and professional fields. Learning English is a challenge for all students, but non-native students may experience difficulties due to their first language and cultural differences. It is facing unique difficulties due to the geographical differences. Therefore, it is important to study the ability of non-native English-speaking students to learn English and to identify the factors affecting their language learning.

Many background difficulties await students studying English in Myanmar. First, Myanmar has limited access to modern reference materials that are used in other developed countries. inadequate funding for educational resources; limited distribution networks, or it could be due to factors such as government censorship of certain materials. Also, many of the reference books available in Myanmar may be out of date or not in line with the current curriculum or academic standards. Due to the lack of updated resources,

students' ability to access accurate information and keep up with developments in the field of English studies face difficulties. The lack of emphasis on research skills and scholarly inquiry in Myanmar's education system can lead to difficulties with reference books and students. Without a strong research culture, students cannot effectively find reference materials for their academic pursuits; They may not develop the skills needed to evaluate and apply. Cultural and societal factors may also play a role in shaping students' attitudes toward reference books and academic research. In some cases, they may have preferences for traditional learning styles and knowledge dissemination over modern educational practices and may be reluctant to engage with reference materials. BA students studying English in Myanmar are interested in literature, Linguistics Areas such as cultural studies and language teaching methods may require access to specialized reference materials. However, the availability of such resources in Myanmar can be limited, making it challenging for students to study in depth in their chosen field.

Another difficulty encountered is the lack of guidance. Students may lack guidance on how to effectively use reference books for academic research and study. without proper guidance from instructors or librarians; Students may struggle to navigate through reference materials and find it difficult to retrieve relevant information for their coursework.

To solve these challenges, government authorities, educational institutions, Publishers To improve access to quality reference materials by various stakeholders, including publishers and international organizations; to improve English language skills; There is a need to promote financial support and digital literacy initiatives for students.

The ability to communicate effectively in English is critical for BA Myanmar students to succeed in various academic and professional fields. However, the limitation in the English language, Studies show that many people face significant challenges in acquiring English language skills due to many factors such as differences in language structure and cultural differences. As a result, many English-speaking students struggle to understand the lessons. discussions, they participate in listening sessions and struggle to express their ideas in English, which can hinder their academic and professional success.

First, students are afraid of making oral mistakes, which cannot be erased once they are uttered. That is, learning anxiety in speaking is a real problem. Second, the oral activities done in English class are often meaningless and irrelevant to the daily life of the students. Students really want to be competent in speaking as well as in the other three skills. However, they face these two obstacles against them (Sato, Koichi, 2003: 5). Understanding the English learning abilities of BA Myanmar students is essential for developing effective teaching strategies to overcome these challenges. In addition, they can help identify factors that help or hinder their English language learning. This knowledge can assist in the development of language learning programs that are tailored to the needs

of BA Myanmar students and help them acquire the skills necessary for academic and professional success. This study will attempt to highlight the challenges that BA students at Dhammaduta Buddhist University may face in learning to acquire English speaking proficiency. Obstacles, we will find ways to help improve English-speaking skills.

The study of English-speaking skills for BA students is significant from various perspectives, including economic, societal, educational, and language-teaching perspectives. Understanding the challenges faced by BA Myanmar students in acquiring English speaking skills and developing effective teaching strategies can have significant implications for their academic and professional. The success of intercultural communication is dependent on cultural understanding. Self-esteem is important for students, especially as they may find it challenging to adapt to a new way of life and communicate fluently in English.

When students study for English speaking skills, they are not native English speakers and therefore lack self-confidence. Due to lack of self-confidence, they have less practice in learning English speaking skills. Low self-esteem can affect their personal and academic lives, and some students may struggle with financial difficulties or access to education. The language barrier is seen as a significant obstacle, especially for non-native English-speaking students in proving themselves. Some students excel in English while others have difficulty. Those who start their careers earlier have better English skills than those who start their careers later. English proficiency is the ability to communicate effectively in English and is required for almost all universities that teach the English language.

BA students are required to take the TOEFL or IELTS tests to assess their proficiency. However, the lack of engagement and the lack of educational organizations that can measure the academic success of BA Myanmar students and set the skills and criteria for academic success remains a problem.

### **Research Questions**

- 1) How are the English-speaking skills of undergraduate students at Thammasat University in Bago, Myanmar?
- 2) How are the English-speaking skills of undergraduate students at Thammasat University in Bago, Myanmar?
- 3) How are the students' satisfaction with the development of English-speaking skills of undergraduate students at Thammasat University in Bago, Myanmar?

## **Research Objectives**

- 1) To study English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.
- 2) To develop English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.
- 3) To study students' satisfaction with English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.

## **Methodology**

This research used research and development (R&D) with a one-group pre-test and post-test design. The research design is shown in detail below.

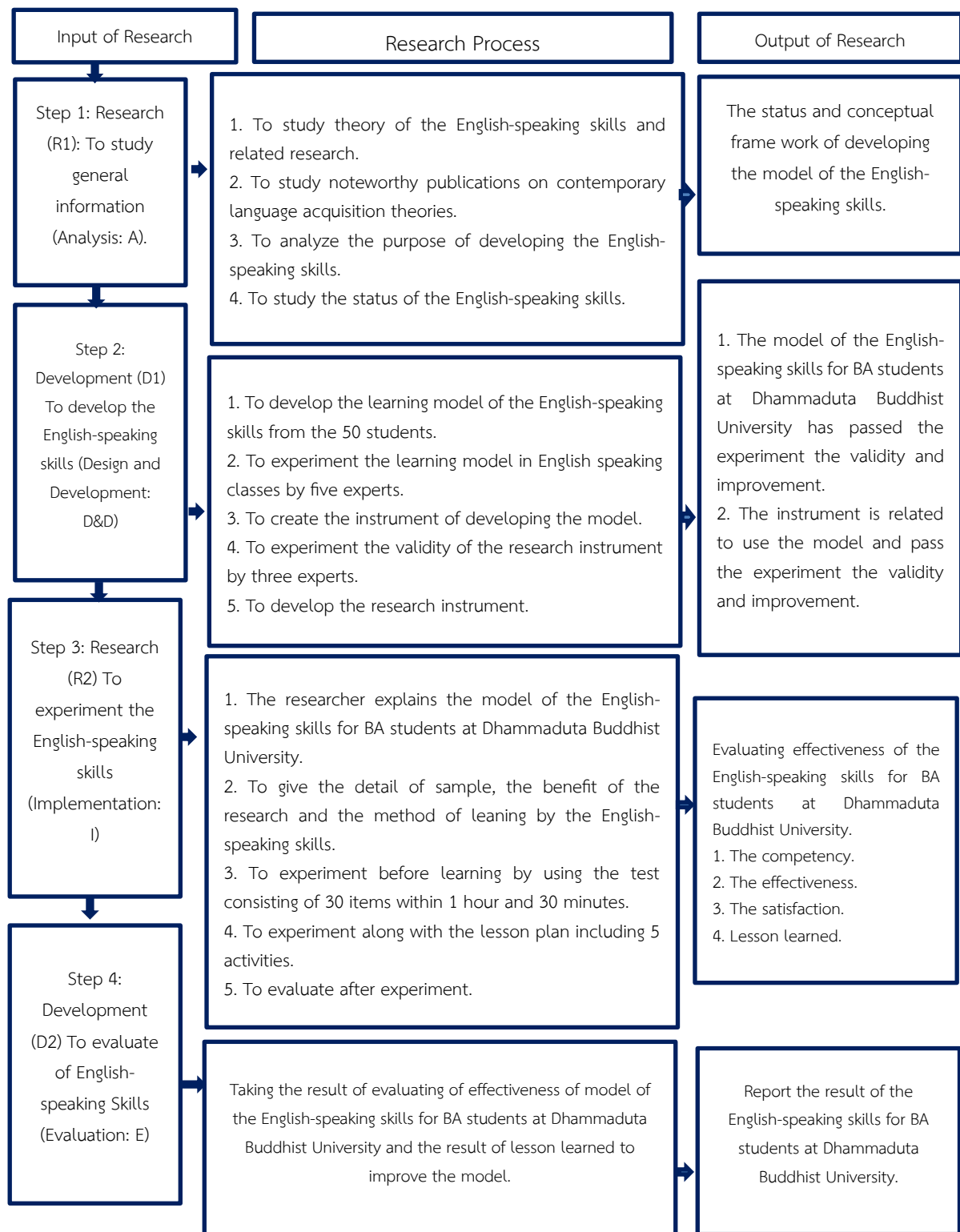


Figure1 The summarized process of research

## Research Results

1) To study English-speaking skills for BA students at Dhammaduta Buddhist University in Bago

illustrates that of English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar., it was found that the overall average was 4.25, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 3. I have a problem with not being able to think of English words while speaking. ( $\bar{X} = 4.60$ , S.D. = 0.60), and the second item was no. 10. I have no opportunity to use my English-speaking skills in real-life situations and in daily life. ( $\bar{X} = 4.55$ , S.D. = 0.60), and the third item was no. 9. The teaching activities of the instructor lack stimulation, which makes me lose interest in using English to practice speaking. ( $\bar{X} = 4.50$ , S.D. = 0.61), and the lowest level was no. 8. The media and equipment used for teaching and learning are insufficient. ( $\bar{X} = 4.00$ , S.D. = 0.65), respectively., English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar, are at a satisfied level.

2) To develop English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.

The comparison between the students' pre-test and post-test in the use experiment of the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar. indicates a comparison between the students' pre-test and post-test in the use experiment of the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar. It is found that the score post-test of using the model of English-speaking skills of BA students at Dhammaduta Buddhist University ( $\bar{X} = 17.85$ , S.D. = 1.31) higher than the pre-test scores before using the model of English-speaking skills of BA students at Dhammaduta Buddhist University ( $\bar{X} = 9.35$ , S.D. = 1.09) as statistically significant at 0.5.

3) To study students' satisfaction with English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.

illustrates the satisfaction of using experiment of the manual for English Teaching illustrates the students' opinions towards the satisfaction of developing the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar. It was found that the overall average was 4.33, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. Lessons and exercises based on models help students learn English vocabulary more effectively. ( $\bar{X} = 4.60$ , S.D. = 0.60), and the second item was no. 5. The model includes exercises that help students develop their English-speaking skills. ( $\bar{X} = 4.50$ , S.D. = 0.69), and the third item was no. 4. A model for promoting English speaking skills that can be applied in daily life. ( $\bar{X} = 4.45$ , S.D. = 0.69), and the lowest level was no. 10. The use of diverse



teaching media makes learning more engaging and enjoyable. ( $\bar{X}$  = 4.10, S.D. = 0.55), respectively. In conclusion, the students' opinions towards the satisfaction of developing the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar., were at a satisfied level.

## Discussion

**Study English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.** illustrates that of English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar., it was found that the overall average was 4.25, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 3. I have a problem with not being able to think of English words while speaking. ( $\bar{X}$  = 4.60, S.D. = 0.60), and the second item was no. 10. I have no opportunity to use my English-speaking skills in real-life situations and in daily life. ( $\bar{X}$  = 4.55, S.D. = 0.60), and the third item was no. 9. The teaching activities of the instructor lack stimulation, which makes me lose interest in using English to practice speaking. ( $\bar{X}$  = 4.50, S.D. = 0.61), and the lowest level was no. 8. The media and equipment used for teaching and learning are insufficient. ( $\bar{X}$  = 4.00, S.D. = 0.65), respectively., English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar, are at a satisfied level. Consistent with the study of **Thuma Bourjan (2003)** study aimed to explore issues related to stress in the English pronunciation of students in Mathayomsuksa. The findings of the study highlighted that the students faced challenges in correctly placing stress in various major categories of English words, including verbs, nouns, adjectives, and adverbs. Among the identified challenges, the students exhibited a significant degree of difficulty in correctly stressing verbs with two syllables. Meanwhile, their struggles with stress placement in verbs with three and four syllables were of a moderate level. Regarding nouns, the students encountered moderate challenges with stress placement in two and four-syllable nouns, while stress placement in four-syllable nouns posed a high level of difficulty. In the case of adjectives, the students experienced a moderate degree of difficulty in stressing adjectives with two and three syllables. Conversely, their challenges intensified for adjectives with four and five syllables, reaching a high degree of seriousness. Lastly, when it came to adverbs, the students faced minimal issues with stress in two-syllable adverbs. However, stress placement in adverbs with three and four syllables proved to be significantly problematic, reaching a high level of seriousness. Consistent with the study of **Phra Natthakit Kittiyano (2020)** studied English oral presentation for bachelor of arts of the fourth-year international staff at Mahachulalongkornrajavidyalaya university Chiang Mai campus. 1. From a study of principles of oral presentation among staff in English speaking classes it found that the MCU Bachelor of Arts fourth year staff' English oral presentation

was generally high, while considering each part in average the aspect of pronunciation was moderate, the aspects of vocabulary and English grammar were high, and the aspects of confidence and strategy use were moderate. 2. In respect of a study of the problems of English speaking in order to improve oral presentation of the MCU Bachelor of Arts fourth year staff it revealed that problems of the MCU Bachelor of Arts fourth year staff' English oral presentation included 1) Staff had problems with English pronunciation, 2) Staff had problems with English vocabulary, 3) Staff had problems with English grammar, 4) Staff had problems with confidence, and 5) Staff had a lack of strategy uses of oral presentation. 3. With regard to a study of the effective ways of solving the problems in English speaking of the MCU Bachelor of arts fourth year staff it found that staff were required to practice pronunciation, staff were required to increase more vocabulary, staff were required to learn more about structures of English sentences, staff were required to conduct a research and preparation, and staff were required to understand clearly the structure of presentation including introduction, body and conclusion. Consistent with the study of **Wanicha Siraranghom (2020: 40-52.)** studied The Analysis of Needs in English Speaking Skills and Problems of Navaminda Kasatriyadhiraj Royal Air Force Academy Graduates in Speaking English in the Workplace. The results revealed that: the graduates could not speak English in different situations effectively. They had limited speaking skills to liaise with foreigners during foreign visits and military missions. The language skills required by the graduates depended on the positions that graduates were appointed. In combat force, the graduates needed skills in liaising with others during military and diplomatic missions. In command department, graduates needed every day conversational skills, and speaking skills when attending seminars or making a presentation. And in logistics department-such as purchasing weapons and studying the accompanying weapon manuals-they needed negotiation skills as well as reading and translation skills. In terms of problems encountered in speaking English, they had difficulty speaking English in a variety of situations. They lacked confidence when speaking English due to pronunciation problems and limited vocabulary.

**Develop English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.** The comparison between the students' pre-test and post-test in the use experiment of the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar. indicates a comparison between the students' pre-test and post-test in the use experiment of the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar. It is found that the score post-test of using the model of English-speaking skills of BA students at Dhammaduta Buddhist University ( $\bar{X}$  = 17.85, S.D. = 1.31) higher than the pre-test scores before using the model of English-speaking skills of BA students at Dhammaduta Buddhist University ( $\bar{X}$  = 9.35, S.D. = 1.09) as statistically significant at 0.5. Consistent with the study

of **Pranee Aanthaboot (2012)** studied using communicative activities to develop English speaking ability of Matthayomsuksa three staff. The result of this study indicated that the staff' English-speaking ability after applying communicative activities was much higher than it used to be, with a statistical significance at .05. Consistent with the study of **Kesda Thanghun (2012)** studied Using Task-Based Learning to Develop English Speaking Ability of Prathomsuksa 6 Staff at Piboonprachasan School. The results of this study indicated that the English-speaking ability of Prathomsuksa 6 staff learned through task-based learning after the experiment was significantly higher than before learning at the .05 level. Consistent with the study of **Nurat Yamchai (2016)** studied The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was that the staff' oral presentation skill after studying through the task-based learning was significantly higher than before studying through the task-based learning at the .05 level.

**Study students' satisfaction with English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar.** illustrates the students' opinions towards the satisfaction of developing the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar. It was found that the overall average was 4.33, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. Lessons and exercises based on models help students learn English vocabulary more effectively. ( $\bar{X} = 4.60$ , S.D. = 0.60), and the second item was no. 5. The model includes exercises that help students develop their English-speaking skills. ( $\bar{X} = 4.50$ , S.D. = 0.69), and the third item was no. 4. A model for promoting English speaking skills that can be applied in daily life. ( $\bar{X} = 4.45$ , S.D. = 0.69), and the lowest level was no. 10. The use of diverse teaching media makes learning more engaging and enjoyable. ( $\bar{X} = 4.10$ , S.D. = 0.55), respectively. In conclusion, the students' opinions towards the satisfaction of developing the model of English-speaking skills of BA students at Dhammaduta Buddhist University in Bago, Myanmar., were at a satisfied level. Consistent with the study of **Nurat Yamchai (2016)** studied The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was that the staff' satisfactions toward the task-based learning were at the highest level. Consistent with the study of **Jenjira Jindakul (2022)**, the development of english reading comprehension ability by using exercises based on murdoch integrated approach (mia) for students in grade 11 watcharawittaya school, kamphaeng phet. The results revealed as follows: students' satisfaction towards exercises based on Murdoch Integrated Approach (MIA) was at a high level. Consistent with the study of **Sippanon Lakhonkhwa (2020)**, Improving English Reading Abilities of 7<sup>th</sup> Grade Students by Using Scaffolding Reading Experience Strategies. Results of the research were as follows:) the

results showed that the average satisfaction of the students with the English reading activities for improving comprehension abilities of the 7th grade students by using scaffolding reading experience strategies was at a high level ( $\bar{x} = 3.96$ , S.D. = 0.80).

## Suggestions

### 1) Suggestions that should be applied

1.1) Researchers should make each student's study time more flexible.

1.2) Learning media that are appropriate and convenient for teaching and learning at present should be used, taking into account the current interests of students. Teachers should focus on finding ways to improve students' English skills. In addition, tools or media that staff are interested in should be integrated into the learning process.

1.3) The model of English-speaking skill formats should be tried in other content areas.

### 2) Suggestions for future research

2.1) There should be research to study the model of English-speaking skills along with other independent variables, such as educational games and participatory learning management.

2.2) In the next study, the researcher should differentiate the levels of students to be more specific for each lesson.

2.3) Researchers should use a variety of media to develop other English language skills, not just speaking, such as listening comprehension, vocabulary understanding, or writing comprehension.

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