

Development on English Grammar Learning Skills of Grade Five Students at Government High School in Minbu Township, Myanmar

¹Ven. Tejaniya, ²Chuenaarom Chantimachaiamorn,
and ³Phra Vachiravich Thitavangso

¹Master of Education (Teaching English), Faculty of Education, Mahachulalongkomrajavidyalaya University

²⁻³Faculty of Education, Mahachulalongkomrajavidyalaya University, Thailand

¹Email: tezaniya88@gmail.com, ²⁻³Email: Giggoodvachira@gmail.com

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

Abstract

This research studied of development on English grammar learning skills of grade five students at Minbu township, Myanmar. The objectives were 1) To study the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar, 2) To develop the English grammar learning skills of grade five students at government high school in Minbu township, Myanmar, 3) To study students' attitudes towards each model of English grammar learning skills of grade five students at government high school in Minbu township, Myanmar.

The results of this research were found that 1) the needs and problems of English grammar learning skills of grade five students were found that the overall average was 4.23 which was at satisfied level. 2) the pupils who have the score post-test of use the manual of English grammar learning skills of grade five students (17.55, S.D. = 1.10) were higher than pre-test of the score pre-test in the of use experiment the manual of English grammar learning skills of grade five students (\bar{x} = 9.50, S.D. = 1.19) as statistically significant at 0.5.3) the satisfaction of use experiments the manual of English grammar learning skills of grade five students were found that the overall average was 4.32 which was at satisfied level.

Keyword: Development on English; Grammar Learning Skills; Myanmar and Learning Skills English

Introduction

Language is very important for effective communication in social, political, economic, educational and religious affairs. Human beings can merely understand the emotion, belief, and ideas of each other through languages. Effective communication and

mutual understanding of people in daily activities could not attain without language. There are many languages in the world but only a few languages such as English, Chinese, Russia, Italian and Spanish are talked by the people as a global language in international forum. Among them, English language becomes more popular than other languages in global communication in the modern day. For, over 60 nations in the world use English as an official language, and have a dominant place in the future 20. It is also dominant in all six continents (Thu Nga, Nguyen, 2008: 260-266).

In addition, many international meetings such as world economic forum, world religious conference and international world peace summit that hold in the region also use only English medium during the conferences. Many of the world famous broadcasts such as BBC, VOA, RFA and CNN also announce the world news in English language. So, only a man who can understand English can know the current affairs of the world and well understand what is happening in the world. Therefore, “The social cultural explanation books at the way people all over the world, in many walks of life, have come to depend on English for economic and social well-beings (Crystal David, 2013: 29-30). If a person does not have good skills in English language may not get a higher position in a company because most of the companies in the region have to contact with international companies. That is why; many countries especially in the Asian region have to study English as a compulsory subject in the government schools now.

Grammar is one of the most important components that we have to know in learning English. Grammar is the rule in a language for changing the form of words and combining them into sentences. Teaching and understanding grammar well have always been a concern by the teacher at any school levels. Grammar competence of the student has become an object of concern by some experts and practitioners. This skill is always considered as the most important aspect to teach in many schools in Myanmar.

This means that grammatical structures are learned and used effectively when they are presented in contexts to serve communicative purposes. In this case, the design of the curriculum should deviate from the peculiarity of the traditional design which assumes that students can delay certain grammatical points on later stages. I begin a program design by selecting the communicative aspects of language that students may need to use for different purposes rather than listing grammatical items that they should learn according to certain order. Hence, there is a vital need for a model of grammar instruction which emphasizes communication and the negotiation of meaning. A model of grammar instruction consisting of four stages: confrontation, clarification, confirmation and consolidation. starts with the search for materials that relate to language situations that students will encounter in the future.¹ The first step for realizing communicative

grammatical elements is the “contextualization” of such features because context provides meaning for grammatical forms. Another important

factor is that teachers should be aware of students learning styles in order to be able to develop suitable strategies and materials that can meet their interests and needs.

Based on the information that this school uses gathered from observation, the researcher found the KTSP curriculum and certain a book as a media of teaching. They learned English based especially on books and the books based on KTSP curriculum. This book was not completed for students because many of the students cannot learn just from the books. They did not understand carefully of the lesson if just using books. Also, books made them feel bored in learning process and uninterested in learning English.

To solve this problem, the researcher uses grammar board as a media to helping students in learning process. This media will be easier for teacher to teaching English. Besides, will be this fun for the students in learning English process. Because, this media easy to use, bring and save it. This media will be teaching English.

With the group learning can direct the student interacts actively and positive in a group. Study groups give opportunity to students be actively and opportunity for something expressing be though by students to their friends will need him to see clearer something. In learning will be creative interaction that more extensive, such us interaction and communication be done between teacher and student, student and student, student and teacher.

The Board game are attracting the students to learn English because it is fun and make them want to have experiment, discover and interact with their environment. Board games adds variation to a lesson and increase motivation by providing a pause incentive to use the target language. For many children between four and twelve years old especially the youngest, language learning will not be the key motivation factor. Board game can provide the stimulus (Tony Burner, 2005: 12).

Academic work like writing a thesis is characterized by focusing on one or more fundamental research questions which the researcher is curious about and thus wants to explore. However, before embarking on such work, one has to choose materials (either existing or non-existing) and methods (qualitative, quantitative, or a combination), and in addition become updated on the “state of the art” (i.e. the theoretical part). The present work is of course no exception. In the following, we will turn to the purpose and motivation of writing this thesis.

When I look back at my years in senior high school, I cannot recall that I learned much, if any, grammar during English lessons. But I can remember, and have experienced through working at lower levels, that grammar has a much more central role there than at the senior high level, both as regards the textbooks and in the teaching. Why is that? An

answer might be that it is sufficient to teach grammar only at elementary levels, even though the assertion is clearly controversial. One may wonder why it is that English differs from German and French as regards the role of grammar; even though you study German or French three years before senior high, you continue learning a lot of explicit grammar. Another comparison can be made to Norwegian as a second language, where adult foreigners in Norway continue learning Norwegian grammar even at the highest levels. One may argue that Norwegians are much more proficient in English than in any other foreign language, partly for historical reasons, partly because of the tremendous input (especially from the media), and partly because of Norwegians' attitude towards English and the English-speaking world; some people assert that English in Norway is approaching the status of a second language (St. Jumaida M, 2018: 12).

However, knowing a language is not the same as knowing about a language; indeed, studying English at university level requires knowing about English.³ Unfortunately, but not surprisingly, it is the parts of the English course that have to do with grammar which students are least confident about at higher levels.

It is thus my assumption that it is as important for 16-year-old Norwegians to continue learning about English as it is for them to study civilization and literary texts. Paradoxically, this is also what senior high school teachers whom I have informally talked to say; some of them put aside some teaching time for grammar, but miss general guidelines, both concerning practical issues such as when, how, and if they should devote time to grammar teaching, and theoretical issues concerning for example the curriculum and the textbooks. In addition, as indicated above, it is my assumption that there is little or no systematic grammar teaching in the Norwegian senior high school.

The current situation as regards the teaching and learning of grammar in senior high may be described as analogous to a person driving a car. You might have had no problems in learning how to drive, you may have become a fabulous driver, and in fact have your own car which you use when driving to and from work every day. But what if your car suddenly stops one day while you are on your way to work? Or what if you actually intend to get a job as a long-distance driver and you are expected to have some knowledge of the vehicle you drive so that you can solve any possible problems on the road? I believe this is in many cases what today's 16-year-olds, venturing on their path to the future, will experience, whether they merely desire to study English, or want to make use of what they have learnt in professions like teacher, translator, author and editor.

Even though the main concern of this thesis is the foundation course, it does not necessarily mean that the teaching of grammar that precedes senior high, i.e. elementary and junior high, is uncontroversial. However, what is certain is that there is a good deal of concentration on explicit grammar at all levels preceding senior high and that this more or

less vanishes in the foundation course; “more or less” because at some few senior high schools you can find separate grammar books, while at others some of the teachers make sure to concentrate explicitly on grammar despite the absence of a grammar book, and yet at most high schools you neither find a separate grammar book nor teachers explicitly teaching grammar. Secondly, at all levels of education, mostly amongst the learners,⁴ there has developed an unfortunate tradition of considering grammar to be something dull, old-fashioned, useless, and meaningless (unless in context!).

I have always been interested in grammar, particularly the teaching and learning of it; thus, it was not difficult to choose a suitable topic to write about. Nevertheless, I had to narrow down the study, which I do by focusing on one specific level of education. The choice of the senior high level is mostly due to my interest in this level (and my future place of work), and the main reason for choosing the foundation course is because it is the last year where English is obligatory and thus concerns all learners without exception.

It is common to talk about the grammar of a language, but what do we actually mean by grammar? Are there different types of grammar? How do we teach grammar today, and why? These and other related questions will be addressed in this thesis. In addition, for a closer investigation of the current status of the teaching of grammar, we will aim to find out more closely to what extent grammar plays a role in the teaching of English as a foreign language (EFL) in the General studies’ foundation course (“grunnkurs allmennfag”). In the syllabus from 1994 (R94), it is said explicitly that linguistic competence and metalanguage should be taught to the learners:

Knowing about language and its use, about communication and language learning ... (26) The learner should] ... acquire sufficient knowledge about the language as a system to be able to understand grammatical explanations and correct errors (26) The writers of the syllabus also state that the learners’ sociolinguistic, discourse, strategic, sociocultural, and social competence are to be assessed. Are the aims set in the syllabus just some beautiful words and phrases put together, or are they serious guidelines for the teaching of EFL? (Yao Ju, 2010: 24).

Among the Asian, Myanmar, abandoned by international communities for many decades due to the political instability, is a member of Asian economic community. Now, her nation is moving to the transitional period last few years ago and some international business companies also are coming for the investment in Myanmar. As a result, English language would become a challenge for Myanmar new generation in the near future if they do not prepare for their English proficiency. Knowing the requirement of English language proficiency in the region, Myanmar government made decision to reform the English language pedagogy and its training implications for the improvement of national education system. (Thandar Soe, 2015: 1) Myanmar students have to study English as a compulsory

subject in government schools. English is being introduced to ever younger children. The educated or even fairly educated people had to use English for official, professional, educational and other purposes. In this monolingual country people could do almost everything in Myanmar, thus not using English in real life communication, they started facing problems when they required to communicate in English. Myanmar is basically a monolingual country. All though its education policy and curriculum mandate English as a compulsory second language because of its global nature, Ministry of Education, Myanmar.

Thus, the students who study at least to graduation level, English is taught as an essential subject for more than sixteen years of their educational life. CLT has the reputation of being one of the best approaches for second or foreign language learning. (Savignon, 2003: 55-66) For nearly two decades, the Communicate Language Teaching approach has been used to teach and learn English in Myanmar.

The teachers in Myanmar's public schools come from a wide variety of economic and educational backgrounds. Myanmar of teachers themselves lack proficiency in spoken English and most of the teachers have no training in English language teaching. The effect of using the traditional teaching methods has proved to be counterproductive, encouraging rote learning. The teacher English skill of teacher as a required projects, work hard to memories the textbook contents and language forms and get high marks in their exams, yet the majority are unable to acquire even a minimum competence in the language needed for effective communication (Mollah Mohammed Haroon-Ar Rasheed, 2011: 31).

In Myanmar, schools belong to both government and private sectors. English is taught in the beginning classes at the government institutions but they have English teaching method problem and needs of English teachers. Therefore, it is no surprise that many graduates do not speak English at all. So, the teacher of high school will face difficulty with getting a better job and stand better chances of getting foreign schools for higher studies. For this reason, the majority of the teachers cannot be ensured the policy of giving equal opportunity to everyone in Myanmar society. This research will examine about the development on English grammar learning skills of grade five students at a government high schools in Minbu township, Myanmar.

Research Questions

- 1) What are the English grammar learning skills of fifth-grade students in government secondary schools in Minbu Township, Myanmar?
- 2) How is the development of English grammar learning skills among fifth-grade students in government secondary schools in the urban area of Minbu, Myanmar?

3) What are the students' attitudes toward the English grammar learning skills model of fifth-grade students in government secondary schools in Minbu Township, Myanmar?

Research Objectives

1) To study the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar.

2) To develop the English grammar learning skills of grade five students at government high school in Minbu township, Myanmar.

3) To study students' attitudes towards each model of English grammar learning skills of grade five students at government high school in Minbu township, 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.

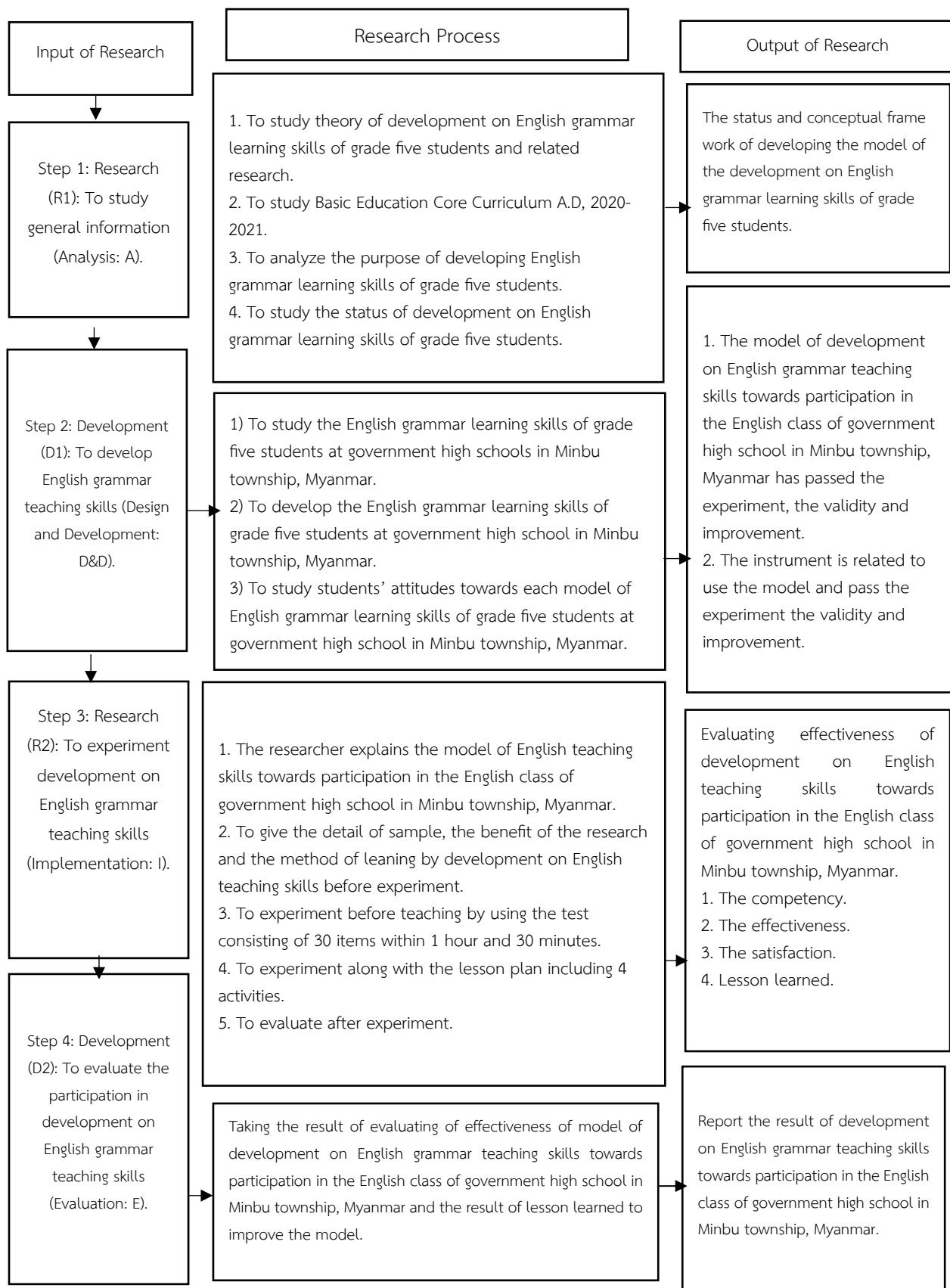


Figure 1: The summarized process of research

Research Results

1) Study the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar. illustrates the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar. was found that the overall average was 4.23 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 2. Students can memorize grammar rules but cannot apply them to other skills. ($\bar{X} = 4.50$, S.D. = 0.61), and the second item was no. 6. Students have difficulty thinking of vocabulary while speaking English correctly according to grammatical rules. ($\bar{X} = 4.40$, S.D. = 0.60), and the third item was no. 9. The size of the class or the number of students is too large, making it difficult for teachers to organize language teaching activities that are suitable for the learners. ($\bar{X} = 4.35$, S.D. = 0.59), and the lowest level was no. 8. The learning materials for English grammar lack diversity and are not interesting. ($\bar{X} = 4.00$, S.D. = 0.65), respectively. In conclusion the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar. which was at satisfied level.

2) Develop the English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. The comparison between the students' pre-test and post-test in the use the the model of development on English grammar learning skills of grade five students towards participation in the English class of a government high school in Minbu township, Myanmar. indicates that comparison between the students' pre-test and post-test in the use of the model of development on English grammar learning skills of grade five students towards participation in the English class of a government high school in Minbu township, Myanmar. is found that the pupils who have the score post-test use the model of development on English grammar learning skills of grade five students towards participation in the English class of government high school. ($\bar{X} = 17.55$, S.D. = 1.10) are higher than the pre-test of the score pre-test of the model of development on English grammar learning skills of grade five students towards participation in the English class of government high school. ($\bar{X} = 9.50$, S.D. = 1.19) as statistically significant at 0.5.

3) Study students' attitudes towards each model of English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. illustrates of that of the students' opinions towards in the students of English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. was found that the overall average was 4.32 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 10. Learning through activities helps create a fun and engaging atmosphere in the classroom, making it less boring. ($\bar{X} = 4.65$, S.D. = 0.59), and the second item was no. 4.

Activities that help learners practice using English grammar. ($\bar{X} = 4.45$, S.D. = 0.69), and the third item was no. 6. Students regularly apply the lessons to communicate in English correctly according to grammatical rules. ($\bar{X} = 4.40$, S.D. = 0.68), and the lowest level was no. 7. Students prefer learning English through activities rather than memorization. ($\bar{X} = 4.05$, S.D. = 0.60), respectively. In conclusion of the students' opinions towards in the students of English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. which was at satisfied level.

Discussion

Study the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar. illustrates the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar. was found that the overall average was 4.23 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 2. Students can memorize grammar rules but cannot apply them to other skills. ($\bar{X} = 4.50$, S.D. = 0.61), and the second item was no. 6. Students have difficulty thinking of vocabulary while speaking English correctly according to grammatical rules. ($\bar{X} = 4.40$, S.D. = 0.60), and the third item was no. 9. The size of the class or the number of students is too large, making it difficult for teachers to organize language teaching activities that are suitable for the learners. ($\bar{X} = 4.35$, S.D. = 0.59), and the lowest level was no. 8. The learning materials for English grammar lack diversity and are not interesting. ($\bar{X} = 4.00$, S.D. = 0.65), respectively. In conclusion the English grammar learning skills of grade five students at government high schools in Minbu township, Myanmar. which was at satisfied level. Consistent with the study of **Kasom Matden and Nisakorn Charumanee (2017: 33-46)**, The research study Ability and the Relationships between Grammar Ability, Reading and Writing Skills. The results of this study were as follows: The levels of students' English grammar ability, reading and writing skills were low. Consistent with the study of **Tanagorn Suwannaprut (2021: 104-120)**, The research study pre-service teachers' attitudes towards communicative language teaching in activities for English language teaching course. The results of this study indicated that pre-service teachers held favorable attitudes towards the principles of CLT (mean, 79 points). They strongly held favorable attitudes towards the idea that "group work allows students to explore problems for themselves, and thus have some measure of control over their own learning. It is therefore an invaluable means of organizing classroom experiences" at highest level (mean, 4.57). There was no statistically significant difference between males' attitudes and females'. Based on the findings, pre-service teachers expressed their knowledge of CLT principles and were aware of the implementation in their language classrooms. The research suggestion was given to

emphasize pre-service teachers' perception found in this study in course design and development to enhance their professional competency. Consistent with the study of **Farah Sulaiman and Nurhaswanee Bortor (2020)**, The research study The Development of Localized Instructional Media on English Grammar through the Participation of Teachers in Yala Province. The results of the study revealed that 1. Problems in teaching grammar in Primary 4 level classrooms were caused from students, teachers and grammatical structures. Besides, the localized instructional media teachers preferred were handmade, touchable, attractive, durable, cheap and easy-to-make which included local contents on food, animals, dressing, places and daily routines.

Develop the English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. The comparison between the students' pre-test and post-test in the use the the model of development on English grammar learning skills of grade five students towards participation in the English class of a government high school in Minbu township, Myanmar. indicates that comparison between the students' pre-test and post-test in the use of the model of development on English grammar learning skills of grade five students towards participation in the English class of a government high school in Minbu township, Myanmar. is found that the pupils who have the score post-test use the model of development on English grammar learning skills of grade five students towards participation in the English class of government high school. ($\bar{X} = 17.55$, S.D. = 1.10) are higher than the pre-test of the score pre-test of the model of development on English grammar learning skills of grade five students towards participation in the English class of government high school. ($\bar{X} = 9.50$, S.D. = 1.19) as statistically significant at 0.5. Consistent with the study of **Suphannee Arsairach and Nunthawadee Wongsathian (2014)**, The research study The Development of English Grammar Lessons Employing Task-Based Learning through Native Speakers' Social and Cultural Authentic Materials. The results of the research are as follows: 1. The average score of formative test of the seven grammar lessons is 79.01 percent and the average score of summative test is 77.54 percent (79.01/77.54), which is higher than the expected criterion (75/75). 2. The students' grammatical ability after learning the grammar lessons is significantly higher than that before studying the materials at the 0.05 level. Consistent with the study of **Anusiri Chinasri (2017)**., The research study the development of English grammar proficiency of college of fine arts students using worksheets based on Cerf. The results were 1. the overall pretest mean scores of the experimental group and the control group were not different; 2. the overall posttest mean scores of the experimental group were significantly higher than the pretest mean scores at the level of .01; 3. the overall posttest mean scores of the control group were significantly higher than the pretest mean scores at the level of .01, and 4. the posttest mean scores of the experimental group were significantly higher than the

posttest mean scores of the control group at the level of .01. Consistent with the study of **Kasom Matden and Nisakorn Charumanee (2017: 33-46)**, The research study Ability and the Relationships between Grammar Ability, Reading and Writing Skills. The results of this study were as follows: There were positive relationships between English grammar ability and reading skills, and between English grammar ability and writing skills. The correlation was significant at the 0.01 level.

Study students' attitudes towards each model of English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. illustrates of that of the students' opinions towards in the students of English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. was found that the overall average was 4.32 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 10. Learning through activities helps create a fun and engaging atmosphere in the classroom, making it less boring. ($\bar{X} = 4.65$, S.D. = 0.59), and the second item was no. 4. Activities that help learners practice using English grammar. ($\bar{X} = 4.45$, S.D. = 0.69), and the third item was no. 6. Students regularly apply the lessons to communicate in English correctly according to grammatical rules. ($\bar{X} = 4.40$, S.D. = 0.68), and the lowest level was no. 7. Students prefer learning English through activities rather than memorization. ($\bar{X} = 4.05$, S.D. = 0.60), respectively. In conclusion of the students' opinions towards in the students of English grammar learning skills of grade five students at a government high school in Minbu township, Myanmar. which was at satisfied level. Consistent with the study of **Suphannee Arsairach and Nunthawadee Wongsathian (2014)**, The research study The Development of English Grammar Lessons Employing Task-Based Learning through Native Speakers' Social and Cultural Authentic Materials. The results of the research are as follows: The students are satisfied on the grammar lessons developed. Consistent with the study of **Patsuda Kaopong (2018)**, The research study The Development of English Grammar instrument by by using Self-regulated learning for Mathayomsuksa 2 students. Results were as follows: The students' satisfaction level of the learning package was found to be at the high level ($\bar{X} = 4.09$, S.D. = 0.27). Consistent with the study of **Ratima Bussricharoen (2022)**, The research study a development of grammar achievement by using grammar exercises with macro model learning for grade 8 students thungphothalepittaya school. The findings revealed that: the students' satisfaction toward the grammar exercises with Macro Model learning was at the highest level. ($\bar{X} = 4.54$, S.D. = 0.57)

Suggestions

Suggestions that should be applied

1) There should be adjustments or a reduction in the strictness of the timing for various learning activities and the assessments at the end of each lesson, in order to increase or decrease the difficulty of the activities in each unit. The difficulty of activities in each unit is not the same, and the abilities of each group of students vary depending on their skill levels. This provides students with the opportunity to use the language creatively and appropriately on their own. Therefore, teachers should assist students in participating in activities as effectively as possible.

2) In organizing groups for learning, teachers should encourage each member to participate in activities and fully showcase their potential.

3) Teachers should use engaging learning techniques to enhance their teaching and organize a wider variety of activities.

Suggestions for future research

1) There should be a study and development of English grammar skills in other content areas through various communication skills, such as speaking, reading, and writing skills, to enhance English lessons to be more comprehensive and effective.

2) There should be a study on the integration of English grammar teaching with other core skills.

3) There should be a study on the reasons that lead students to achieve high or low scores in each aspect of English grammar.

References

Anusiri Chinasri. (2017). *The development of English grammar proficiency of college of fine arts students using worksheets based on Cerf*(Master of Arts program in English for Communication). Faculty of Humanities and Social Sciences: Burapha University.

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

Farah Sulaiman and Nurhaswanee Bortor. (2020). The Development of Localized Instructional Media on English Grammar through the Participation of Teachers in Yala Province. *Research Report*. Faculty of Education, Yala Rajabhat University.

Kasom Matden and Nisakorn Charumanee. (2017). Ability and the Relationships between Grammar Ability, Reading and Writing Skills. *Journal of Humanities, Naresuan University*, 14(2), 33-46.

Mollah Mohammed Haroon-Ar Rasheed. (2011). Learning English Language in Myanmar: CLT and Beyond, Government Teachers Training College. *Myanmar Critical Literacy: Theories and Practices*, 8(4), 31.

Patsuda Kaopong. (2018). *The Development of English Grammar instrument by using Self-regulated learning for Mathayomsuksa 2 students*(Degree of Master of Education).

Department of Curriculum and Instruction College of Education Science, Dhurakij Pundit University.

Ratima Bussricharoen. (2022). *A Development of Grammar Achievement by using Grammar exercises with Macro Model Learning for Grade 8 Students Thungphothalepittaya School*(Master's Degree Program in English). Graduate School: Naresuan University.

Savignon, S. J. (2003). Teaching English as Communication: A Global Perspective. *World English*, 22(1), 55-66.

St. Jumaida, M. (2018). *Improving students' grammar ability by using board game at the eighth grade of SMP negeri 4 Malangke Barat*(S. Pd Degree in English Education). English study Programtarbiyah and teachers training faculty state Islamic institute of Palopo, p. 12.

Suphannee Arsairach and Nunthawadee Wongsathian. (2014). The Development of English Grammar Lessons Employing Task-Based Learning through Native Speakers' Social and Cultural Authentic Materials. *Research Report*. Rajamangala University of Technology Suvarnabhumi.

Tanagorn Suwannaprut. (2021). pre-service teachers' attitudes towards communicative language teaching in activities for English language teaching cursively. *Alongkorn Review (Humanities and Social Science)*, 11(2), 104-120.

Thandar Soe. (2015). A study of Contemporary Trends and Challenges of English Language Teaching in Myanmar. *International Conference on Burma/Myanmar Studies*. Chiang Mai University.

Thu Nga, Nguyen. (2008). English-global language and its implications for students. *VNU Journal of Science, Foreign Languages*, 24(4), 260-266.

Tony Burner. (2005). *A Study of the Teaching and Learning of English Grammar with Special Reference to the Foundation Course in the Norwegian Senior High School*(Master's Thesis). Department of Literature, Area Studies and European Languages the University of Oslo, p. 12.

Yao Ju. (2010). *A Study of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School*(Master's Thesis). Department of Literature, Area Studies and European Languages, Faculty of Humanities, The University of Oslo, p. 24.