Development of English Listening and Speaking Skills for Grade 10 Students by using Task-Based Learning at Myintkyina in Myanmar

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Abstract

The aim of this study were 1) To study the opinion of Grade 10 students on the connection between English listening and speaking skills, 2) To analyze the connection between English listening and speaking skills for Grade 10 students in Myitkyina, Myanmar, 3) To develop the guideline for connecting English listening and speaking skills for Grade 10 students in Myitkyina, Myanmar, and 4) To propose the guideline for connecting English listening and speaking skills for Grade10 students in Myitkyina, Myanmar. The participants were 50 Grade10 students in Myitkyina, Myanmar. The study uses a Research and Development (R&D) method and includes four main parts: research, guideline development, implementation, and evaluation. The instrument was questionnaires related to connection between English listening and speaking skills, the developing model and satisfaction from students, the guideline for connecting English listening and speaking, the pre-test and post-test of the connection between English listening and speaking, and a questionnaire of the student's satisfaction of the guideline for connecting English listening and speaking. These instruments were designed for grade 10 students in Myitkyina, Myanmar. The calculation method was the percentage, mean, standard deviation by Microsoft Office Excel program. The research findings encompass various aspects of English language learning among adolescent learners. Among the 50 participants, females are slightly more represented at 60.00%, while males make up 40.00%. The majority of respondents, 66.00%, belong to the age group of 15-20 years, indicating a focus on late adolescence. Regarding practice frequency, 48.00% engage in English listening and speaking practice five days a week, demonstrating a high dedication to regular practice. Career aspirations are diverse, with 58.00% aiming for higher education, 30.00% targeting professions requiring English skills, and 12.00% aspiring for international travel or living abroad.

In terms of language study duration, 78.00% of students have studied English for over 6 years, suggesting varied exposure levels. While respondents generally exhibit high confidence in speaking English, challenges and comfort levels vary. Beliefs regarding the connection between listening and speaking skills show generally high agreement levels, with some variability in perceptions. Teachers employ diverse interactive strategies to address challenges in teaching English listening and speaking, such as motivation and proficiency disparities. Following intervention, the percentage of the student's pre-test score 65.2% for listening 68.7% for speaking, and 67.0% for connecting listening and speaking, the students post test score was better by 72.4% for listening 75.1% for speaking, and 73.7% for connecting listening and speaking, and the students' satisfaction of the guideline for connecting English listening and speaking was also in satisfied level by the mean for 4.46, and standard deviation for 0.91.

Keyword: Development of English; English Listening and Speaking Skills; Task-Based Learning at Myintkyina

Introduction

English has spread widely all over the world, first because of the influence of the British Empire and, second due to the pre-eminence of North American influence in the world. In Europe, English has advanced as an international language especially after World War II, leaving behind other preeminent languages such as French.

English is now used by millions of speakers for a number of communicative functions across Europe. It has become the preferred language in a number of ambits like international business or EU institutions. Time and again it is also the language chosen for academic discussion as most scholars face the need to read and publish in English for international diffusion.

English is also directly influencing other European languages at different levels but it is especially obvious in the field of technical terms – lexical borrowings are often introduced in many languages without the slightest adaptation. English seems to have been adopted as the language of globalization these days as the language of global culture and international economy (Graddol, D, 2024: Online).

Proficiency in English is seen as a desirable goal for youngsters and elderly people in all EU countries and in many parts of the world, to the point of equating inability in the use of English to disability. A better knowledge of European modern languages will facilitate communication and interaction among Europeans and will promote mobility and mutual understanding.

The EU has already taken some action regarding the second/foreign language teaching and learning within the member states, and in a White Paper published in 1995

(Teaching and learning: towards the learning society) it is stated as a general objective that everyone, irrespective of his/her academic training should gain proficiency in two languages apart from their mother tongue so that they can communicate in those languages. It supports that "Proficiency in languages helps to build up the feeling of being European with all its cultural wealth and diversity and of understanding between the citizens of Europe" (María Rodríguez Rodríguez, 2024: Online)

The Common European Framework of Reference for Languages is a document that provides a practical tool for establishing certain standards at successive stages of learning and evaluating language knowledge. It aims at providing the basis for setting common standards within the EU at an international level and supplies the basis for the mutual recognition of language qualifications within the EU. The Framework describes:

a) The competences necessary for communication;

b) The related knowledge and skills and

c) The situations and domains of communication.

The Framework paves the way for a comprehensive definition of teaching and learning objectives and methods and is, therefore, of special interest to the academic community as a whole.

We have to bear in mind that nowadays university education has changed, and the Spanish universities have been integrated in the European Space, so students will need a second language (B1 in CEF) to finish their careers. As an English certificate is needed the Spanish Ministry of Education brought out the RD 1892/2008, which establishes a new PAU exam. Future students will need to finish with a real A2 level to fulfil a B1 in future university studies. It means that the exam is not only going to measure reading and writing but listening and speaking, that is why a new EFL course design is needed in order to students practise and reinforce these skills.

In spite of the fact that Myanmar students spend a lot of years studying English, from school to university, it has been always said that English is not well spoken in Burmese and some of the learners can assure that they are not capable of speaking and expressing fluently in English.

Myanmar people are not generally considered good at learning English, specially, when we refer to listening and speaking skills. Although most Spanish people start to study English when they are children, in some cases when they are in Preschool Education and they usually go to language schools since they are three or four years old and they also study at school but in spite of it, English is an unsolved matter in our country.

In the context of globalization, having a working knowledge of English has become increasingly important for gaining access to worldwide communication, educational opportunities, and economic prospects (Crystal, D., 2003: 84.). Given the country's

transformation to a more internationally connected society and the growing importance of the English language, English literacy is especially important in the context of Myanmar. Speaking and listening are the two most important aspects of the English language. These abilities are necessary for both practical application in everyday circumstances and classroom interaction. Lack of listening in linguistics will bring poor speaking skills because speaking and listening usually happen simultaneously. Literate people have some different abilities in linguistics.

They possess language skills of speaking, writing, listening, and reading. Very often, language users employ a combination of those skills, and for speech, the combination will be speaking as a productive skill and listening and understanding as a receptive skill (Harmer, Jeremy, 1991: 16-17).

The relationship between listening and speaking skills is fundamental to grade 10 students in Myitkyina, Myanmar, to promote from beginner to a higher level of English language proficiency. Listening and speaking skills are mutually interconnected and interactive supporting skills that require the application and development of effective communication in English. From a pragmatic view of language performance, listening and speaking are almost always closely interrelated (Yune Andryani Pinem, 2014: 12-23). Speaking and listening comprehension are closely related while learning a language. Speaking clearly and smoothly can be greatly impacted by the cognitive processes associated with listening. Effective communication in language acquisition depends on the interrelationship between listening and speaking abilities. This relationship extends to cognitive functions as well, since attentive listening helps speakers be clearer and more fluent (Vandergrift, L., & Goh, C., 2012: 54.). In Myitkyina, Myanmar, pupils in grade 10 are at an important turning point in their academic careers. They are in a stage where they need to learn the basics as well as build useful language abilities that will help them in higher education and their future employment. Despite the critical role of speaking and listening in English language instruction, little is known about the particular difficulties and requirements of Myitkyina children in grade 10. Grade 10 students in Myitkyina face several challenges in developing their English listening and speaking skills such as (1) limited exposure to authentic English outside the classroom limited exposure to authentic English outside the classroom forms a significant obstacle. Regular interaction with native speakers, access to varied audio materials, and immersion in real-world contexts are crucial for language acquisition, which are often limited in their current environment. Traditional materials often rely on decontextualized grammar drills and scripted dialogues, failing to expose students to the natural flow and nuances of spoken English as used in real-world situations. This disconnect can lead to difficulties understanding and responding effectively in authentic communication scenarios (Brown, D., 2006: 57). (2) Being lack of motivation in

learning listening and speaking skills. Grade 10 students in Myitkyina lack motivation in learning listening and speaking skills, which is a big problem as motivation is crucial for language learning. The importance of student motivation must be considered to help them improve their language learning. However, Grade 10 students in Myitkyina, Myanmar, lack motivation due to limited exposure to English-speaking environments. They don't regularly experience English-speaking settings and don't understand the importance of improving their listening and speaking skills in daily life. Moreover, they receive little support from parents, teachers, or peers to practice English. This lack of improvement in their daily lives reduces motivation and confidence in using English effectively in real-life situations. (3) Lack of resources in classroom> The lack of teaching materials in Myanmar classrooms presents a significant challenge to students' learning and progress. This deficit extends beyond mere inconvenience, creating a ripple effect of disadvantages that hamper educational development in the country. School is a place where children spend hours a day in different classrooms expecting to learn new ideas and topics. It is a place where the teachers are expected to teach kids history, math, science, or English. The students are expected to receive the information, and use it to decipher what it is they want to do when they get older; however, how are students meant to learn when their classrooms are not filled with the resources they need? Teachers must teach the students different subjects without the proper resources in their classrooms to do so. This problem is a wicked problem - a problem that has many solutions but will ultimately take a while to be solved (Rittel, H. W., & Webber, 1973: 155-169). This issue has an impact on educators and learners, which might then have an impact on the children's parents. Both teachers and students may experience severe distress as a result of a lack of resources in the classroom. In addition to being in distress, the kids and teachers are not receiving the resources they need, which prevents them from learning to the best of their abilities. As the shortage of learning resources, the children can't do the practical activities and focus on memorization facts. The shortage of teaching materials is often coupled with a lack of qualified teachers (Soe, Hnin Yu, 2018: 289-302). A lot of teachers who go into the field of education have a passion for teaching students. They want to make a difference, and they want to help those who need extra help; however, studies show that teachers can begin to feel burnt out after some time because of the stress that comes with teaching in a school with insufficient resources. "Even for teachers who are highly skilled and have a myriad of personal resources, decision making, and teaching practices may be hindered by stress and burnout arising from high demands and low organizational resources." (Bottiani, J. H., Duran, C. A. K., Pas, E. T., & Bradshaw, C. P., 2019: 36–51). (4) Large class sizes> Large class sizes are a common reality in Myitkyina, Myanmar. It also brings several disadvantages that negatively impact both students and teachers. Large class sizes may reduce the amount of individual attention and

feedback that teachers can provide to each student, which may affect their learning outcomes and satisfaction (Wang, L., & Calvano, L., 2022: 126-142). Large class sizes may lead to a shortage of teaching aids and resources, further impacting the quality of English language instruction. The prevalence of large classes in Myitkyina, Myanmar may make it challenging to implement student-centered teaching approaches, which are effective for improving English speaking and listening skills (Hardman, F., Stoff, C., Aung, W., & Elliott, L., 2014: 45-65). (5) Teaching Methods>Myanmar traditional teaching methods often prioritize reading and writing over active communication, leaving insufficient space for dedicated speaking and listening practice. The landscape of language education in Myanmar has historically been dominated by traditional methods that prioritize reading and writing skills, leaving active communication, particularly listening and speaking practice, in the shadows. This skewed emphasis, while perhaps understandable considering the focus on national literacy goals, poses significant weaknesses that hinder the development of well-rounded language proficiency in students. Many Myanmar classrooms maintain a teacher-centered model, where the teacher delivers lectures and students passively receive information. This restricts opportunities for student-to-student interaction, a key element in developing fluency and confidence in spoken communication (Ellis, R., 1985: 613-628.). Myanmar's education system, traditional teacher-centered methods pose significant challenges to effective language learning. These methods, characterized by the teacher as the sole knowledge authority and limited student participation, can lead to several disadvantages. Students have fewer opportunities for active learning and critical thinking, resulting in passive reception of information and potentially shallow understanding. The rigid hierarchical structure fosters power distance and fear of mistakes, hindering open communication and risk-taking. Moreover, the emphasis on grammar and memorization over communication neglects the functional aspect of language, leading to limited speaking and listening practice and difficulties in real-world communication. Consequently, these disadvantages can manifest as stagnant language skills, demotivation, and limited confidence, impacting students' overall learning outcomes and future opportunities. Therefore, moving away from these traditional methods and adopting student-centered approaches that promote active participation, interaction, and communication is crucial for improving the quality of language education in Myanmar (Tyrosvoutis, Gregory, 2016: 112-132.). (6) Teacher Competency>The competence of teachers also plays a critical role. The effectiveness of the teachers' expertise in facilitating speaking and listening skills directly impact student outcomes. The lack of qualified teachers in Myitkyina is one of the reasons why students are not fully proficient in English listening and speaking. If the teachers themselves are not qualified, it is difficult to make the students qualified. This issue poses a major challenge for the city's students, impacting their learning and hindering their

potential for growth. Several factors contribute to this issue. One major reason is the limited access to quality teacher training. Many educators lack formal qualifications, relying solely on experience or basic training programs. This can lead to gaps in subject knowledge and pedagogical skills, hindering their ability to effectively guide students. Furthermore, harsh working conditions and low salaries deter many potential teachers from pursuing the profession. The workload can be overwhelming, with large class sizes and limited resources. Coupled with inadequate pay, the job becomes less attractive, leading to a cycle of understaffing and decreased quality. The lack of qualified teachers in specialized subjects like English can limit students' opportunities for higher education and future careers. (7) Finally, cultural factors > Cultural factors influence students' willingness to engage with the language. Cultural factors have a significant influence on students' improvement in English listening and speaking in Myanmar. Culture and language are intertwined, and both significantly impact students' progress in learning English. Understanding these influences is crucial for creating effective learning environments and fostering successful language acquisition. Cultural stereotypes or negative associations with English-speaking cultures can demotivate students and hinder their progress. Teachers need to create a positive and inclusive learning environment that challenges negative biases and promotes cultural understanding (Kumaravadivelu, B, 2003: 52.). Cultural norms and the fear of making mistakes can create a barrier, discouraging them from actively participating in spoken English activities.

Addressing these challenges by incorporating innovative teaching approaches, providing access to authentic resources, and fostering a supportive learning environment is crucial for enhancing their speaking skills and fostering their confidence in communication (Smith, J., 2022: 123-138.). Most existing research either concentrates on other facets of language acquisition, or offers basic insights into the more general difficulties of English language teaching in Myanmar. As a result, there is a noticeable vacuum in our knowledge of the special challenges experienced by students in Myitkyina, particularly with regard to the acquisition of speaking and listening abilities. To make sure that the English language education system in Myitkyina properly meets the needs of its pupils, it is crucial to fill this gap.

This study is very important for a handful of reasons. It first seeks to clarify the complex relationship between speaking and listening abilities in the learning of the English language. As a result of their close associations, each skill can benefit from developments in the others. Therefore, a comprehensive approach to English language education is necessary, understanding that a student's overall ability may be hindered by a lack of one skill. On top of that, educators can create focused techniques and resources that successfully address the unique needs and challenges of Myitkyina's grade 10 children by

collecting insight into these issues. For instance, teachers can create tasks that expose children to a range of accents if it is discovered that they have trouble understanding different English accents. As babies learn to replicate various pronunciations and tones, this not only improves their listening skills but also, over time, their speaking abilities.

The findings of this study may have an impact on how lessons are taught in Myitkyina. Teachers can modify their curricula and teaching methods to maximize language learning by making suggestions based on a thorough awareness of the difficulties facing the students. This can therefore result in more effectively learning English, which will ultimately improve the students' educational experience and future prospects. The importance of this research also extends to the level of policy. The results of this study can affect policy choices regarding English language education as English proficiency continues to acquire importance in Myanmar's educational and economic landscape. The guideline may cover decisions about how to allocate resources, create curricula, train teachers, and conduct assessments, all of which have a big impact on the region's overall level of educational quality.

In conclusion, this study seeks to bridge the knowledge gap in English language instruction in Myitkyina, with an emphasis on the relationship between listening and speaking abilities. By doing this, it has the ability to improve grade 10 students' educational experiences and contribute to the creation of successful language education strategies that have an impact on both teaching methods and policy decisions.

Research Questions

1) What are the needs and the problems of English listening and speaking skills for grade 10 students by using task-based learning at Myintkyina in Myanmar?

2) What is the development of English listening and speaking skills for grade 10 students by using task-based learning at Myintkyina in Myanmar.

3) What is the satisfaction in English listening and speaking skills for grade 10 students by using task-based learning at Myintkyina in Myanmar?

Research Objectives

1) To study the needs and the problems of English listening and speaking skills for grade 10 students by using task-based learning at Myintkyina in Myanmar.

2) To develop English listening and speaking skills for grade 10 students by using task-based learning at Myintkyina in Myanmar.

3) To study satisfaction in English listening and speaking skills for grade 10 students by using task-based learning at Myintkyina in Myanmar.

Methodology

The research study is the connection between English listening and speaking skills for Grade 10 students in Myitkyina, Myanmar. The researcher has created guideline for connecting English listening and speaking skills for Grade 10 students in Myitkyina, Myanmar. This research has used the Research and Development (R&D) including one group pre-test and post-test design. The research design is shown in the following details:
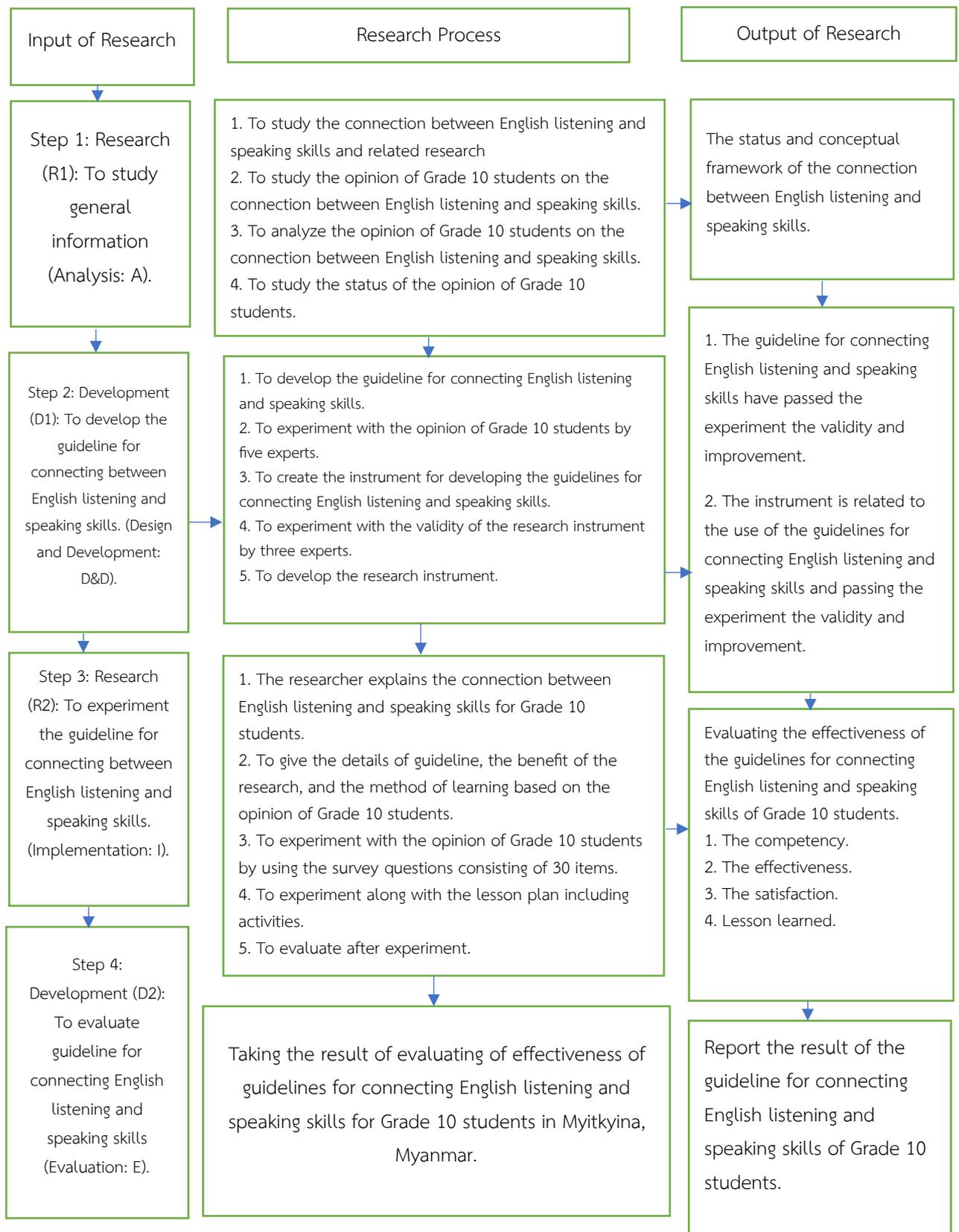
Input of Research	Research Process	Output of Research
Step 1: Research (R1): To study general information (Analysis: A).	1. To study the connection between English listening and speaking skills and related research 2. To study the opinion of Grade 10 students on the connection between English listening and speaking skills. 3. To analyze the opinion of Grade 10 students on the connection between English listening and speaking skills. 4. To study the status of the opinion of Grade 10 students.	The status and conceptual framework of the connection between English listening and speaking skills.
Step 2: Development (D1): To develop the guideline for connecting between English listening and speaking skills. (Design and Development: D&D).	1. To develop the guideline for connecting English listening and speaking skills. 2. To experiment with the opinion of Grade 10 students by five experts. 3. To create the instrument for developing the guidelines for connecting English listening and speaking skills. 4. To experiment with the validity of the research instrument by three experts. 5. To develop the research instrument.	1. The guideline for connecting English listening and speaking skills have passed the experiment the validity and improvement. 2. The instrument is related to the use of the guidelines for connecting English listening and speaking skills and passing the experiment the validity and improvement.
Step 3: Research (R2): To experiment the guideline for connecting between English listening and speaking skills. (Implementation: I).	1. The researcher explains the connection between English listening and speaking skills for Grade 10 students. 2. To give the details of guideline, the benefit of the research, and the method of learning based on the opinion of Grade 10 students. 3. To experiment with the opinion of Grade 10 students by using the survey questions consisting of 30 items. 4. To experiment along with the lesson plan including activities. 5. To evaluate after experiment.	Evaluating the effectiveness of the guidelines for connecting English listening and speaking skills of Grade 10 students. 1. The competency. 2. The effectiveness. 3. The satisfaction. 4. Lesson learned.
Step 4: Development (D2): To evaluate guideline for connecting English listening and speaking skills (Evaluation: E).	Taking the result of evaluating of effectiveness of guidelines for connecting English listening and speaking skills for Grade 10 students in Myitkyina, Myanmar.	Report the result of the guideline for connecting English listening and speaking skills of Grade 10 students.

Figure1 The summarized process of research

Research Results

The instrument was questionnaires related to connection between English listening and speaking skills, the developing model and satisfaction from students, the guideline for connecting English listening and speaking, the pre-test and post-test of the connection between English listening and speaking, and a questionnaire of the student's satisfaction of the guideline for connecting English listening and speaking. These instruments were designed for grade 10 students in Myitkyina, Myanmar. The calculation method was the percentage, mean, standard deviation by Microsoft Office Excel program. The research findings encompass various aspects of English language learning among adolescent learners. Among the 50 participants, females are slightly more represented at 60.00%, while males make up 40.00%. The majority of respondents, 66.00%, belong to the age group of 15-20 years, indicating a focus on late adolescence. Regarding practice frequency, 48.00% engage in English listening and speaking practice five days a week, demonstrating a high dedication to regular practice. Career aspirations are diverse, with 58.00% aiming for higher education, 30.00% targeting professions requiring English skills, and 12.00% aspiring for international travel or living abroad.

In terms of language study duration, 78.00% of students have studied English for over 6 years, suggesting varied exposure levels. While respondents generally exhibit high confidence in speaking English, challenges and comfort levels vary. Beliefs regarding the connection between listening and speaking skills show generally high agreement levels, with some variability in perceptions. Teachers employ diverse interactive strategies to address challenges in teaching English listening and speaking, such as motivation and proficiency disparities. Following intervention, The percentage of the student's pre-test score 65.2% for listening 68.7% for speaking, and 67.0% for connecting listening and speaking, the students post test score was better by 72.4% for listening 75.1% for speaking, and 73.7% for connecting listening and speaking, and the students' satisfaction of the guideline for connecting English listening and speaking was also in satisfied level by the mean for 4.46, and standard deviation for 0.91.

Discussion

English listening and speaking skills are fundamental components of language proficiency, crucial for effective communication and comprehension in diverse contexts. The findings presented in Tables 4.6, 4.7, and 4.8 shed light on the nuanced aspects of these skills and their interconnectedness, offering valuable insights into learners' perceptions, challenges, and strategies for improvement.

1) English Listening Skills

It provides a detailed analysis of respondents' perceptions of their English listening skills across various contexts. The findings reveal a generally positive attitude towards understanding English in everyday conversations, audio recordings, lectures, news broadcasts, and songs. However, challenges such as difficulty understanding strong accents, native speakers, and idiomatic expressions are also acknowledged. These findings underscore the multifaceted nature of English listening skills, influenced by factors such as familiarity with the topic, speaker accents, and linguistic nuances. Moreover, the variability in respondents' confidence levels and perceived difficulties highlights the individualized nature of language acquisition and the need for tailored instructional approaches to address diverse learning needs effectively.

2) English Speaking Skills

It delves into respondents' perceptions of their English speaking abilities, revealing insights into their confidence, fluency, and challenges in verbal communication. The findings indicate a high level of confidence in speaking English in front of others, expressing ideas clearly, and initiating conversations. However, difficulties such as finding the right words, experiencing nervousness, hesitation, and pronunciation challenges are also acknowledged. These findings underscore the complex interplay of linguistic, cognitive, and affective factors influencing speaking proficiency. Moreover, the variability in respondents' comfort levels and perceived difficulties highlights the dynamic nature of spoken language production and the importance of fostering a supportive and inclusive learning environment to encourage risk-taking and skill development.

3) Connection Between Listening and Speaking Skills:

It explores respondents' beliefs regarding the connection between English listening and speaking skills, providing insights into their perceptions of skill development and learning strategies. The findings indicate a strong belief in the reciprocal relationship between listening and speaking proficiency, with respondents acknowledging the impact of improving listening skills on speaking abilities and vice versa. Moreover, the recognition of the correlation between comprehension of spoken English and fluency in speaking it underscores the interconnected nature of receptive and productive language skills. These findings highlight the importance of adopting a holistic approach to language instruction, integrating listening and speaking activities synergistically to enhance overall communicative competence. Furthermore, the acknowledgment of challenges such as applying what is heard in English to speaking practice underscores the need for targeted instructional interventions and scaffolded learning experiences to bridge the gap between receptive and productive language skills effectively.

4) Teaching Methodologies and Challenges:

Insights from the in-depth interviews with educators, it offers valuable perspectives on teaching methodologies, challenges, and strategies employed in the classroom. Educators' emphasis on interactive activities, authentic materials, differentiated instruction, and technology integration underscores the importance of innovative pedagogical approaches in fostering effective language instruction. Challenges such as addressing varying proficiency levels, managing large class sizes, and integrating technology effectively highlight the need for ongoing professional development and pedagogical support to enhance teaching practices. The educators' proactive efforts to overcome these challenges demonstrate their commitment to providing quality language education and optimizing learning outcomes for their students.

5) Proficiency Levels and Intervention Outcomes:

It offers a comprehensive assessment of students' proficiency levels before and after the intervention, along with their satisfaction with the lesson plans. The pre-test scores indicate a moderate level of proficiency in both listening and speaking skills among students, with variability in individual performance suggesting differing levels of baseline competency. However, the post-test results reveal a significant improvement in proficiency levels following the intervention, indicating the effectiveness of targeted instructional interventions. Moreover, students' high satisfaction with the lesson plans reflects the positive impact of engaging and well-structured learning experiences on their language acquisition journey. The intervention not only enhanced students' language skills but also contributed to their overall satisfaction with the learning process, highlighting the importance of effective pedagogical strategies in fostering language development.

Suggestions

1) Suggestion for this study

1.1) Integrated Skill Development:

Integrated skill development involves designing language instruction programs that seamlessly blend listening and speaking activities to enhance overall communicative competence. It's essential to incorporate a diverse range of authentic materials, such as audio recordings, videos, podcasts, and real-life conversations, to provide learners with immersive language learning experiences. By exposing learners to various language contexts and registers, they can develop both receptive (listening) and productive (speaking) skills simultaneously. Additionally, creating tasks that require learners to listen actively and respond orally helps reinforce vocabulary, grammar, and pronunciation in meaningful contexts. This approach fosters a deeper understanding of language structures and promotes fluency and accuracy in communication.

1.2) Tailored Instructional Approaches:

Recognizing the diverse learning needs and preferences of learners is crucial for effective language instruction. Tailored instructional approaches involve customizing teaching methods, materials, and activities to address individual differences in language proficiency, learning styles, and interests. Educators can employ differentiated instruction techniques, such as flexible grouping, scaffolded tasks, and personalized learning plans, to provide targeted support and extension opportunities for learners at different proficiency levels. By catering to learners' specific needs and challenges, educators can create inclusive learning environments where all students feel supported and motivated to achieve their language learning goals.

1.3) Promote Active Engagement:

Active engagement is key to fostering meaningful language learning experiences and promoting language acquisition. Educators should create opportunities for students to actively participate, interact, and collaborate in the language learning process. Incorporating interactive activities, such as group discussions, role-plays, debates, simulations, and problem-solving tasks, encourages students to use language communicatively and creatively. Peer interaction and collaboration provide learners with authentic contexts for language use, allowing them to practice speaking skills, negotiate meaning, and receive feedback from their peers. By promoting active engagement, educators can cultivate a communicative classroom environment where language learning becomes a dynamic and interactive experience.

1.4) Embrace Technology:

Embracing technology in language instruction opens up new possibilities for engaging, interactive, and personalized learning experiences. Educators can leverage a wide range of digital tools and resources to enhance language learning, including multimedia materials, interactive websites, language learning apps, virtual reality simulations, and online communication platforms. Integrating technology allows for greater flexibility and accessibility, enabling learners to engage with language content anytime, anywhere. Interactive features such as audio recordings, voice recognition software, and language learning games provide opportunities for hands-on practice and immediate feedback, promoting active participation and motivation. By embracing technology, educators can cater to diverse learning styles, preferences, and interests, enhancing the effectiveness and efficiency of language instruction.

1.5) Cultural Immersion:

Cultural immersion experiences play a vital role in language acquisition by providing learners with authentic contexts for language use and exposure to cultural practices, customs, and perspectives. Educators can organize language immersion programs,

cultural exchanges, study abroad opportunities, and community engagement activities to immerse learners in the target language and culture.

1.6) Professional Development:

Continuous professional development is essential for educators to stay abreast of current trends, research, and best practices in language instruction. Investing in ongoing training, workshops, seminars, and conferences allows educators to expand their knowledge, skills, and pedagogical repertoire. Professional development opportunities can cover a wide range of topics, including language teaching methodologies, assessment strategies, technology integration, cultural competence, and classroom management techniques. Collaborative learning communities, mentorship programs, and peer observation and feedback sessions facilitate knowledge sharing and collaboration among educators, fostering a culture of continuous improvement and reflective practice. By investing in professional development, institutions demonstrate their commitment to excellence in language education and support the growth and development of their teaching staff.

2) Suggestion for Further Studies

2.1) Socio-Economic Background and Language Learning Motivations:

Delve deeper into how socio-economic factors such as family income, parental education levels, and access to resources influence students' motivations and language learning practices. Understanding how these factors intersect with language learning can provide valuable insights into addressing disparities and tailoring support for diverse learner populations.

2.2) Peer-Led Language Practice Groups:

Conduct a detailed investigation into the efficacy of peer-led language practice groups in enhancing language proficiency. Explore factors such as group dynamics, peer feedback mechanisms, and the role of social interaction in language acquisition. This study could offer valuable insights into the effectiveness of collaborative learning approaches in language education.

2.3) Comparative Analysis of Learning Environments:

Conduct a comparative analysis of language learning outcomes between traditional classroom settings and online learning environments. Explore factors such as learner engagement, interaction opportunities, and instructional effectiveness in both contexts. This study could provide valuable insights into the strengths and limitations of different learning modalities and inform pedagogical practices in an increasingly digital landscape.

2.4) Language Anxiety and Proficiency Development:

Investigate the relationship between language anxiety and proficiency development in language learners. Explore how anxiety levels fluctuate across different language tasks and proficiency levels, and examine coping mechanisms employed by learners to mitigate anxiety. This study could inform the development of interventions aimed at reducing language anxiety and optimizing learning outcomes.

2.5) Mindfulness Techniques in Language Instruction:

Explore the effectiveness of incorporating mindfulness techniques, such as relaxation exercises and attentional training, in language instruction to alleviate performance anxiety and enhance learning outcomes. Investigate how mindfulness practices impact learners' emotional regulation, cognitive processes, and language performance. This study could offer insights into holistic approaches to language education that promote learners' well-being alongside linguistic development.

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