

A Study of The Development of English Learning Skills of Diploma Students at Sariputta College in Muse, Northern Shan State, Union of Myanmar

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Abstract

The purposes of the study were: 1) to study English learning methods the first-year students Mahachulalongkornrajavidyalaya University; 2) to develop English Learning methods of the first-year students Mahachulalongkornrajavidyalaya University; and 3) to study students' satisfaction with English Learning methods of the first-year students Mahachulalongkornrajavidyalaya University.

The participants included teachers and students from selected the first-year students Mahachulalongkornrajavidyalaya University. The study employed a mixed-methods approach, incorporating both qualitative and quantitative data. The instruments used were a questionnaire on current English Learning methods, a manual incorporating CLT principles, lesson plans based on CLT, pre- and post-implementation assessments, and a satisfaction survey regarding the Learning manuals. Data were analyzed using percentage, mean, and standard deviation calculations via Microsoft Office Excel.

Results indicated that current English Learning methods in the region varied, with many schools employing traditional approaches. The introduction of CLT-based methods led to significant improvements in Learning effectiveness, with post-implementation assessments showing enhanced student performance. Additionally, students expressed high satisfaction with the new Learning manuals, achieving a satisfaction rate of 85.90%, a mean score of 4.29, and a standard deviation of 0.58. This suggests that the development and application of CLT-based methods were effective in improving English language instruction and student engagement in the Mandalay Division.

Keyword: Development of English; English Learning Skills; Students at Sariputta College in Muse

Introduction

Language serves as the fundamental medium of communication. Across the globe, a myriad of languages exists, ranging from those spoken by millions to those by a mere handful. Within this linguistic diversity, a select few languages hold international prominence. English, among them, stands out as the most widely recognized and utilized (Graddol, D, 2006: 57). The significance of English transcends geographical boundaries, enabling communication not only among native English speakers but also across nations and cultures. In today's interconnected world, proficiency in English is integral for effective engagement in educational, religious, social, political, and economic realms (Phillipson, Robert, 2003: 42).

Presently, English boasts a staggering 1.5 billion speakers globally, with an equally substantial number still endeavoring to master the language. Remarkably, English serves as the official language in 88 countries, a testament to its universal importance. Its prevalence extends to the realm of international conferences and competitions, where English is the lingua franca (Seidlhofer, B, 2004: 52). Beyond these accolades, mastering English widens the spectrum of life's opportunities, facilitating interaction with individuals of diverse nationalities. The language serves as a bridge, fostering mutual understanding and camaraderie. Undoubtedly, English occupies a pivotal role in education. Even in nations where it holds no official status, English is embraced as a second language. This is particularly pronounced in scientific and engineering fields, where a substantial volume of syllabi and research literature is composed in English (McKay, S. L., 2002: 129). The language's dominance in the scientific realm ensures that a significant portion of scholarly discourse and investigation is conducted in its sphere. Furthermore, English is the conduit through which higher education is accessible to international students. Across various universities, courses are offered in English to facilitate comprehension for an international student body (Modiano, M., 2011: 208-223).

For children, mastering English is a cornerstone of education. Proficiency in English empowers them to communicate effectively, not only with native speakers but also within a diverse, global community. This skill is particularly crucial in classrooms with immigrant students, enriching their learning experience by fostering inclusivity and understanding (Widdowson, H. G., 1994).

In the professional arena, a robust command of English can be a decisive factor in career progression. Many companies, especially those engaged in international business, necessitate English proficiency for effective communication with global counterparts. Consequently, numerous Asian countries have now integrated English into their government education college curricula, recognizing its pivotal role in equipping future generations for success (Graddol, D., 2000: 53).

The research acknowledges the importance of providing teachers with the resources and professional development necessary to excel in their roles. Empowering educators with enhanced Learning methods and language skills ultimately benefits both teachers and students. A robust English language education equips students with the skills needed to access higher education institutions and secure well-paying jobs, thereby contributing to regional and national economic development (Payne, C. M., 2008: 63).

While emphasizing English language proficiency, the research also recognizes the value of preserving the rich linguistic and cultural diversity of Mandalay Division. Adapting Learning methods to evolving global standards ensures that students remain competitive on an international scale and are better prepared for further studies abroad. The findings of this research can inform evidence-based policies that enhance English language instruction and address the unique challenges faced by government secondary schools in the Mandalay Division.

In summary, a study of English Learning methods in government secondary schools in Mandalay Division, Mahachulalongkornrajavidyalaya University, is not only an educational issue but also a matter of regional development, global competitiveness, and equitable access to opportunities. This research endeavors to address these challenges, contribute to positive change in the education landscape and empower the next generation of students to succeed in an interconnected world.

Research Questions

- 1) What is the approach of English learning methods of the first-year students Mahachulalongkornrajavidyalaya University?
- 2) How is the development of English learning methods of the first-year students Mahachulalongkornrajavidyalaya University?
- 3) What is the satisfaction of students with English learning methods of the first-year students Mahachulalongkornrajavidyalaya University?

Research Objectives

- 1) To study the English learning methods of the first-year students Mahachulalongkornrajavidyalaya University.
- 2) To develop English learning methods of the first-year students Mahachulalongkornrajavidyalaya University.
- 3) To study students' satisfaction with English learning methods of the first-year students Mahachulalongkornrajavidyalaya University.

Methodology

The study entitled “The development of English learning methods of the first-year students Mahachulalongkornrajavidyalaya University” are: 1) The target group of this research is 50 the first-year students Mahachulalongkornrajavidyalaya University, using purposive sample. 2) The sample group in this research consists of 20 the first-year students Mahachulalongkornrajavidyalaya University using purposive sample and Pre-experimental research by using pre-experiment and post-experiment with the samples is shown in the below figure.

Table 1 Pre-Experimental research by using pre-experiment and post-experiment with the samples

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T ₁	X	T ₂

E means Samples
T₁ means Pre-Experimental Test
X means English learning methods of the first-year students Mahachulalongkornrajavidyalaya University
T₂ means Post-Experimental Test

Research Results

1) The study of English learning methods at the first-year students Mahachulalongkornrajavidyalaya University illustrates that of the study of English learning methods at the first-year students Mahachulalongkornrajavidyalaya University. 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 9. The Learning and learning activities do not provide opportunities for learners to use English for communication. ($\bar{x} = 4.65$, S.D. = 0.49), and the second item was o. 10. The Learning materials are not suitable for the students. ($\bar{x} = 4.55$, S.D. = 0.69), and the third item was no. 7. You can use English correctly according to English grammar rules. ($\bar{x} = 4.35$, S.D. = 0.67), and the lowest level was no. 6. You feel pressured every time you have to communicate in English. ($\bar{x} = 3.90$, S.D. = 0.45), respectively. In conclusion, the study of English learning methods at the first-year students Mahachulalongkornrajavidyalaya University was at satisfied level.

2) Develop English Learning Methods at the first-year students Mahachulalongkornrajavidyalaya University. Comparison of competency of pre-test and

post-test in the use experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. indicates that comparison between the students' pre-test and post-test in the use experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. is found that the pupils who have the score post-test of use of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. ($\bar{x} = 17.70$, S.D. = 1.22) are higher than the pre-test score pre-test in the use experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. ($\bar{x} = 9.10$, S.D. = 1.12) as statistically significant at 0.5.

3) Study students' satisfaction with English language Learning manuals of English learning methods of the first-year students Mahachulalongkornrajavidyalaya University illustrates the satisfaction of using experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University by using English Learning Communicative Language Learning. was found that the overall average was 4.26 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. 5. Learning activities and lessons help learners converse and share opinions with their peers. ($\bar{x} = 4.50$, S.D. = 0.69), and the second item was no. 8. Modern and suitable Learning materials for learners. ($\bar{x} = 4.45$, S.D. = 0.76), and the third item was no. 2. Learning activities encourage learners to express themselves and share their opinions. ($\bar{x} = 4.40$, S.D. = 0.50), and the lowest level was no. 4. Learning activities and lessons that are understandable and easy stimulate learners to grasp the content better. ($\bar{x} = 4.05$, S.D. = 0.22), respectively. In conclusion evaluate the satisfaction of using the experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University by using English Learning Communicative Language Learning. which was at satisfied level.

Discussion

The study of English learning methods at the first-year students Mahachulalongkornrajavidyalaya University illustrates that of the study of English learning methods at the first-year students Mahachulalongkornrajavidyalaya University. 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 9. The Learning and learning activities do not provide opportunities for learners to use English for communication. ($\bar{x} = 4.65$, S.D. = 0.49), and the second item was o. 10. The

Learning materials are not suitable for the students. ($\bar{X} = 4.55$, S.D. = 0.69), and the third item was no. 7. You can use English correctly according to English grammar rules. ($\bar{X} = 4.35$, S.D. = 0.67), and the lowest level was no. 6. You feel pressured every time you have to communicate in English. ($\bar{X} = 3.90$, S.D. = 0.45), respectively. In conclusion, the study of English learning methods at the first-year students Mahachulalongkornrajavidyalaya University was at satisfied level. It is also consistent with the research of **Emily Brown (2020)**, "Effective Pedagogical Strategies for English Language Instruction in Secondary Education" Emily Brown's research study focuses on evaluating the effectiveness of communicative language Learning (CLT) methods in government secondary schools, particularly in the context of English language instruction. The study underscores the pivotal role of student engagement and language acquisition in enhancing the quality of English education in secondary schools. The findings emphasize the importance of engaging students in meaningful language use and promoting active learning as key strategies for improving English language education in government secondary schools. It is also consistent with the research of **Tisakorn Khamprakon (2017)**. The research study Situations, Problems, and Guided Development of Learning Learning English Instruction Towards the ASEAN Community Secondary Schools in Sakaeo, under the Secondary Educational Service Area Office 7. The findings were as follows: 1. Situations and problems of Learning-learning English instruction Towards the ASEAN Community of secondary schools in Sakaeo province, under the Secondary Educational Service Area Office 7, overall were at medium level. 2. The comparison of problems in Learning-learning English instruction towards the ASEAN Community of secondary schools in Sakaeo province, under the Secondary Educational Service Area Office 7, overall was not significantly different, considering each aspect except the size in part of learning management was statistically different at the.05 levels of significance. 3. The guided development of Learning-learning English instruction towards the ASEAN Community of secondary schools in Sakaeo province consists of: 1) policy and scaffolding of English language skills development should be clearly defined; 2) assessment and evaluation should be continuously proceeded; 3) organizations and stakeholders should engage in Learning development and budget allocation for Learning materials, learning laboratories, and native English teachers; and 4) promoting professional development relating to teachers interests and expertise by providing scholarships or education funds. It is also consistent with the research of **Chonchalita Kamutthapichai (2020)**. The research study The Guidelines for Development of Standard Based Model in English subject at Primary Education level for the English Program students in Learning English for Primary Education course. The result found that 1) from the study of current conditions, problems, needs and conditions and the Learning and learning of English language, it was found that the

opinions of the sample group were concluded that the management of English language Learning teachers should have expertise and experience in Learning English. Have psychology in Learning, speak English clearly and correctly according to the pronunciation and principle, emphasizing the use of tone. Teach naturally without hurry and understand learners thinking about the differences of learners. Encourage students to dare to express themselves and the strengths of each English person to use. Create familiarity, familiarity, understand learners. So that children can express themselves. Speak English all the time, teach, report rules, rules of study and understand the basics of each child. Create an attitude to love learning English focus on memorization in some topics. Should train the child to think as much as possible Learning things near for students to use in daily life. There are a variety of new Learning techniques. 2) Preparation of the lesson plans in accordance with current conditions, problems and needs by designing the lesson plans to encourage learners to practice English skills using communication language Learning (CLT). 3) The Learning and learning process according to the instructional management lesson plan that was designed has found that students were satisfied. They able to identify the activities that they were like learning in English.

Develop English Learning Methods at the first-year students

Mahachulalongkornrajavidyalaya University. Comparison of competency of pre-test and post-test in the use experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. indicates that comparison between the students' pre-test and post-test in the use experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. is found that the pupils who have the score post-test of use of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. ($\bar{x} = 17.70$, S.D. = 1.22) are higher than the pre-test score pre-test in the use experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University using English Learning Communicative Language Learning. ($\bar{x} = 9.10$, S.D. = 1.12) as statistically significant at 0.5. It is also consistent with the research of **Mananya Manaratchasak (2020)**. The research study the development of English communicative language Learning and collaborative learning instructional model to develop the communicative skills and self-confidence in using English for the elementary students. The results were as follows: 1. The developed model consisted of five components: 1) Principle: The management of language Learning for communication emphasizing the cooperative learning process in practice. And is advertised Encourage and inspire students to improve their confidence and communication abilities.

2) Objective: To develop students' communication skills and confidence in their use of English. 3) Evaluation: To test the communication skills and assess the confidence in using English of the students. 4) Learning procedure: L3PE model consists of five steps are Lead in, Presentation, Practice, Production and Evaluation 5) Success factor: All students interact with peers and teachers with using English. Teachers carefully research and prepare their lessons. 2. The effectiveness of L3PE model indicated that 2.1) The development of communication skills of students found that students had improved English communication skills significantly higher at the .05 level. 2.2) After using the model, students are confident in their use of English at the moderate level. It is also consistent with the research of **Kanjana Wutthisak (2018)**. The research study The Development of an English Instructional Model Based on "Learning by Not Learning" Approach to Enhance the Ability of Reading Comprehension of Matayomsuksa 5 Students. The findings were as follows: 1) The English instructional model based on "Learning by Not Learning" Approach to Enhance the Ability of Reading Comprehension consists of 4 components: (1) principles, (2) objectives, (3) 5 stages of instructional procedures including Introducing How to Learn, Searching and Organizing Data, Constructing Knowledge, Creating Products, and Changing Students to Learning Leader's Roles, and (4) assessment and evaluation. The experts confirmed that all elements of the model were appropriate. 2) The effectiveness of the developed instructional model revealed that 1) the experimental group had higher ability of reading comprehension than before studying through the developed instructional model at 05 level of significance. 2) the experimental group had higher ability of reading comprehension than the criteria at .05 level of significance 3) the experimental group had higher ability of reading comprehension than the controlled group at .05 level of significance 4) the experimental group showed reading ability behavior at a high level. It is also consistent with the research of **Patcharee Ruennak (2021)**. The research study Development of English Skills Using Cooperative Learning STAD Technique with Multimedia for Prathomksa 5 Students. The purposes of this research were: 1) to examine the effectiveness of the learning activities to improve English skills using cooperative learning STAD technique with multimedia for Prathomksa 5 students to meet the efficiency criteria of 75/75, 2) to compare students' English skills before and after learning through the developed learning activities, 3) to investigate the students' group work behaviors after the intervention, and 4) to examine students' satisfaction toward learning through the developed learning activities. The sample, obtained through purposive sampling, consisted of 27 Prathomksa 5 students who enrolled in the second semester of the academic year 2020 at Thairathwittaya 51 (Bankhokkwang) School, Bungkla District, Buengkan province. The research tools included five lesson plans, an English skills achievement test, an evaluation form of students' group work behaviors, a form of

students' satisfaction questionnaires. The statistical methods used for data analysis were percentage, mean, standard deviation and Dependent Samples t-test. The findings were as follows: 1. The learning activities for developing English skills using the cooperative learning STAD technique with multimedia for Prathomksa 5 met the efficiency criteria of 80.10/81.27, which was higher than the defined criteria of 75/75. 2. The students' English skills after learning through the developed learning activities were higher than those of before the intervention at a statistical significance of .01 level. 3. The group work behaviors of students after the intervention were overall at a high level ($\bar{x} = 4.64$, S.D. = 0.49) 4. The students' satisfaction toward learning through the learning activities for developing English skills was at a high level ($\bar{x} = 4.30$, S.D. = 0.66)

Study students' satisfaction with English language Learning manuals of English learning methods of the first-year students Mahachulalongkornrajavidyalaya University illustrates the satisfaction of using experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University by using English Learning Communicative Language Learning. was found that the overall average was 4.26 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. 5. Learning activities and lessons help learners converse and share opinions with their peers. ($\bar{x} = 4.50$, S.D. = 0.69), and the second item was no. 8. Modern and suitable Learning materials for learners. ($\bar{x} = 4.45$, S.D. = 0.76), and the third item was no. 2. Learning activities encourage learners to express themselves and share their opinions. ($\bar{x} = 4.40$, S.D. = 0.50), and the lowest level was no. 4. Learning activities and lessons that are understandable and easy stimulate learners to grasp the content better. ($\bar{x} = 4.05$, S.D. = 0.22), respectively. In conclusion evaluate the satisfaction of using the experiment of the manual for English learning methods of the first-year students Mahachulalongkornrajavidyalaya University by using English Learning Communicative Language Learning. which was at satisfied level. It is also consistent with the research of **Kanjana Wutthisak (2018)**. The research study The Development of an English Instructional Model Based on "Learning by Not Learning" Approach to Enhance the Ability of Reading Comprehension of Matayomsuksa 5 Students. The findings were as follows: the experimental group had satisfactions towards learning through the developed instructional model at a high level. It is also consistent with the research of **Supannee Charoenwong (2012)**. The research study a study of satisfaction with learning English of upper primary school student's wat Omnoi school (Mitr kru rat rangsan). The main findings of the study indicated that: Wat Omnoi School students (Mitkru Ratrangsan) were satisfied with learning English. Overall, the mean was often at the level of practice ($\bar{x} = 3.82$), separated by aspect. in the field of measurement, measurement, evaluation There was a mean at the frequent practice level ($\bar{x} = 3.97$, $x = 3.72$ and $\bar{x} = 3.29$, respectively) for the

analysis. Compare the level of English learning behavior. Classified by status, age and occupation of the parents studied. It was found that Wat Om Noi School students (Mitkhru Ratrangsan) is no different. But when classifying by year of study, it was found that there were different English learning behaviors at the statistical significance level of .834. It is also consistent with the research of **Chanakanat Chinsorn (2018)**. The research study The Satisfaction of Students in Studying Fundamental English Subject at Rajamangala University of Technology Thanyaburi. The findings of the research were as follows: 1. Satisfaction of students towards on contents; Learning methods and activities; media and facilities as a whole was at a moderate level ($\bar{x} = 3.19$). When considered in each aspect, it was found that their satisfaction was at a high level on contents ($\bar{x} = 3.77$), Learning methods and activities ($\bar{x} = 3.78$), media and facilities ($\bar{x} = 3.54$) on respectively. 2. The overview result of student's satisfactory level was in a high level ($\bar{x} = 3.82$) 3. The students expressed a high level of problems with listening skill. The order of problems skill were listening, speaking, writing, and reading. 4. With regard to students wants for the English lesson, they wanted Travel and asking direction the most highly applied use in daily life. 5. The satisfaction on management of learning and learning in fundamental subject at Rajamangala University of Technology Thanyaburi related with different faculties was a statistical significant difference at level 0.05. 6. Most of the students' interest in learning through song activities to develop English skill outside the class.

Suggestions

Suggestions that should be applied

- 1) The use of learning management activities should be alternated with other activities to prevent students from bearing an excessive workload.
- 2) Students should be allowed to choose topics they are interested in to enhance motivation and curiosity in completing their assignments.
- 3) The lesson plan should be flexible, allowing students the time they need to complete any steps, to ensure confidence in presenting their information and to boost their confidence in future learning sessions.

Suggestions for future research

- 1) Various teaching methods should be employed, such as group discussions, showing interesting videos, or even performing different scenes. Creating videos or writing blogs in English about real-life stories can help build students' confidence, making them feel engaged and encouraged to participate in classroom activities.
- 2) Should use a variety of learning materials and demonstrate how English is useful both inside and outside of school. For example, we can study how technology

affects us, discuss popular culture, or talk about important global issues in English, which makes learning more exciting and meaningful.

3) Parents and the community should be involved in supporting English language learning, such as through conversation exchanges or participating in community activities.

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