

Development of English Speaking Skills Using Active Learning Strategies for Grade Ten Students of Basic Education High School in Htonebo, Myanmar

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Abstract

This article examines the impact of active learning strategies on the development of English speaking skills among Grade Ten students at Basic Education High School in Htonebo, Myanmar. In the Myanmar educational context, traditional teacher-centered approaches continue to dominate English language instruction, often limiting students' opportunities to actively use the language in communicative situations. As a result, students frequently struggle with speaking fluency, confidence, and interactive competence. This study was conducted to address these challenges by integrating active learning strategies into English language teaching.

A quasi-experimental research design was used, involving two groups: an experimental group taught with active learning strategies, and a control group taught using conventional methods. The study employed pre-test and post-test assessments to measure improvement in students' speaking performance. The active learning techniques implemented included pair and group discussions, role-plays, think-pair-share activities, storytelling, and information gap exercises. Data collection consisted of speaking tests, classroom observations, and student feedback.

The results indicated that the experimental group showed significantly greater improvement in speaking fluency, vocabulary usage, pronunciation, and overall confidence compared to the control group. Moreover, students in the experimental group reported higher levels of motivation and engagement, and a noticeable reduction in anxiety related to speaking English. These findings suggest that active learning strategies effectively create a more supportive and interactive learning environment, thereby enhancing students' speaking competence.

This article concludes that integrating active learning strategies into secondary English classrooms can significantly improve students' oral communication skills. The study recommends that English teachers in Myanmar adopt more student-centered teaching methods and receive training in active learning techniques. By shifting away from passive learning and toward active participation, students can gain the confidence and practice needed to become more competent English speakers in real-world contexts.

Keywords: Active Learning Strategies; English Speaking Skills; Teaching Methods.

Introduction

English has played an important role in Myanmar's education system for many decades. During the British colonial period, English was the primary medium of instruction in higher education and government administration. Even after Myanmar gained independence in 1948, English retained its value as a language of international communication, education, and opportunity. Over time, the country's language education policy has undergone various changes, yet English has remained a required subject across all levels of formal schooling.

In the present-day education system, English is taught as a foreign language and is a compulsory subject from primary school through university. While it is no longer the medium of instruction in most government schools, English continues to be emphasized in national curricula, particularly at the secondary and higher education levels. The Ministry of Education has made efforts to improve English teaching by developing national textbooks and conducting teacher training programs. However, in practice, many schools still struggle to implement communicative and student-centered teaching methods effectively.

Classroom instruction in Myanmar tends to be dominated by traditional, teacher-centered approaches that prioritize grammar rules, textbook reading, and written exercises. Speaking and listening skills are often neglected due to time constraints, large class sizes, examination pressure, and a lack of training or resources. Most students rarely have the opportunity to practice speaking English in class. This has resulted in a significant gap between students' knowledge of grammar and their ability to communicate orally.

The growing importance of English in the modern world-especially in business, technology, and international education-has highlighted the need for more communicative approaches in language teaching. There is increasing recognition among educators, policymakers, and parents that the current system must be reformed to help students gain real-world communication skills. Therefore, integrating active learning strategies that focus on student interaction, engagement, and meaningful use of English is an urgent and necessary step in improving English language education in Myanmar.

Speaking is one of the most essential skills in language learning, especially in the context of global communication. It is the primary mode of expressing thoughts, emotions, and intentions in real-time interaction. In the process of acquiring a second or foreign language, the development of speaking skills is crucial for learners to achieve communicative competence. Unlike reading and writing, which are often practiced in isolation, speaking requires spontaneous use of language, including vocabulary, grammar, pronunciation, and listening comprehension. Therefore, speaking is often considered the most complex and active component of language learning.

In English as a Foreign Language (EFL) classrooms, particularly in non-native English-speaking countries like Myanmar, learners often have limited exposure to English outside the classroom. This makes the time spent on speaking practice in class especially important. The ability to speak English fluently and confidently allows students to participate in discussions, ask and answer questions, express opinions, and engage in meaningful communication with others. These skills are not only important for academic success but also for future employment, higher education, and interaction in multicultural environments.

Moreover, developing speaking skills has a direct impact on learners' motivation and self-confidence. When students see progress in their ability to express themselves, they tend to become more enthusiastic and involved in learning. Effective speaking instruction helps reduce anxiety, build confidence, and create a more interactive classroom atmosphere. It also encourages risk-taking, which is a necessary part of language development.

Despite its importance, speaking is often the most neglected skill in traditional English teaching methods. Therefore, placing greater emphasis on speaking through interactive,

student-centered approaches is vital for preparing learners to use English effectively in real-life contexts. This study aims to address that need by focusing on how active learning strategies can support and enhance students' speaking skill development.

Despite the recognized importance of speaking skills in English language learning, traditional classrooms in Myanmar continue to present several challenges that hinder students' development in this area. Most English lessons are still conducted using teacher-centered methods, where the teacher explains grammar rules, translates texts, and controls the flow of instruction. Students are often passive recipients of knowledge, expected to memorize vocabulary and complete written exercises rather than actively use the language in spoken form. One major challenge is the lack of classroom interaction. Due to large class sizes—often with 40 to 60 students—teachers find it difficult to organize group or pair work. As a result, speaking activities are limited, and students rarely have the chance to engage in meaningful conversation. Time constraints and pressure to complete the textbook syllabus further discourage the use of communicative activities.

Another significant issue is limited teacher training in communicative or interactive methods. Many teachers have not been adequately trained to design and facilitate speaking activities that promote learner participation. Without proper strategies or confidence, teachers tend to rely on traditional techniques that focus on grammar drills, reading aloud, or chorus repetition, which do little to improve spontaneous speaking ability.

Additionally, students often experience high levels of anxiety and low self-confidence when asked to speak English in front of their peers. This is partly due to fear of making mistakes and being judged. In such an environment, learners prefer to remain silent rather than take risks in using the language. The lack of speaking practice, combined with limited exposure to authentic English input, further restricts their ability to develop fluency. These challenges highlight the urgent need for innovative teaching strategies that actively engage students in speaking. One promising solution is the use of active learning strategies, which aim to shift the focus from teacher-led instruction to student participation and real communication.

The primary purpose of this study is to explore how active learning strategies can effectively improve English speaking skills among Grade Ten students at Basic Education High School in Htonebo, Myanmar. Recognizing the limitations of traditional, teacher-centered instruction, this research aims to introduce and implement student-centered methods that promote communication, participation, and practical use of language in the classroom. The significance of this study lies in its potential to offer practical solutions to a common and persistent problem in English language education in Myanmar: the inability of students to speak English fluently and confidently despite years of instruction. By focusing on speaking—the most interactive and dynamic of all language skills—this research emphasizes the urgent need for teaching methods that go beyond grammar and reading and instead prioritize real-world communication.

This study is also important in the context of recent educational reforms in Myanmar. As the country gradually shifts toward more modern and learner-centered approaches, there is an increasing demand for evidence-based teaching practices that can be adapted to local classrooms. The findings of this research can inform English teachers, school administrators, and curriculum developers on how active learning can be applied to improve student outcomes.

Furthermore, this study highlights the empowering role of student engagement. When learners are actively involved in their own learning process—through discussion, collaboration, and real communication—they are more likely to develop confidence, motivation, and long-term competence in speaking English. Therefore, the outcomes of this

research can contribute to national goals of improving language proficiency and preparing students to succeed in a globalized world.

Ultimately, the study aims not only to demonstrate the effectiveness of active learning strategies but also to encourage a broader transformation in the way English is taught in Myanmar's secondary schools.

Research Objectives

1. To study the problems of English-speaking skills for grade 10 students of Basic Education High School in Htonebo, Myanmar.
2. To develop the English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar.
3. To study students' attitudes towards each learning of English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar.

Literature Review

Speaking is a core component of language proficiency and is often considered the most complex and essential skill in second or foreign language learning (Bygate, 1987). It enables learners to express ideas, emotions, and opinions, engage in social interaction, and function effectively in real-world communication (Richards & Renandya, 2002). Unlike receptive skills such as listening and reading, speaking is a productive skill that requires learners to generate language in real-time, combining fluency, accuracy, and appropriateness in both form and meaning (Thornbury, 2005).

In the field of language education, speaking has gained increasing attention as communicative competence becomes a central goal of language instruction. According to Brown (2015), speaking involves both linguistic competence—such as vocabulary, grammar, and pronunciation—and sociolinguistic competence, which includes the ability to use language appropriately in various contexts. As such, effective speaking instruction should focus not only on correct grammar and pronunciation but also on helping learners develop confidence and spontaneity in using the language.

Traditional language teaching methods, such as the grammar-translation method, often neglect speaking or treat it as secondary to reading and writing. However, modern approaches such as Communicative Language Teaching (CLT) and task-based learning place speaking at the heart of language development (Richards, 2006). These approaches emphasize meaningful interaction and real-life tasks, where learners practice using language in authentic situations (Ellis, 2018).

Studies in second language acquisition (SLA) suggest that speaking develops best when learners are exposed to rich input, are given opportunities to produce language, and receive feedback (Swain, 2005). Activities that promote interaction—such as role-plays, pair work, and group discussions—allow learners to experiment with language, take risks, and refine their output through practice and negotiation of meaning (Long, 1996).

In the EFL context, particularly in environments like Myanmar where English exposure is limited outside the classroom, it is crucial for teachers to create opportunities for students to develop speaking skills through regular and structured interaction (Lwin, 2019). Without such practice, learners may gain theoretical knowledge of the language but struggle to use it effectively in conversation.

Active learning is an instructional approach that emphasizes student engagement, participation, and collaboration in the learning process (Prince, 2004). Unlike passive learning, where students receive information from the teacher without much interaction, active learning

encourages learners to be involved cognitively, socially, and emotionally (Bonwell & Eison, 1991). This approach has gained widespread support in language education because it aligns well with the goal of developing communicative competence.

In language classrooms, active learning strategies include activities such as group discussions, role-plays, problem-solving tasks, peer teaching, and project-based learning. These strategies promote meaningful use of the target language by providing learners with authentic contexts and opportunities to practice speaking, listen actively, and respond appropriately. (Harmer, 2015) Research shows that active learning enhances motivation, reduces anxiety, and fosters a positive learning environment—all of which are critical factors for language acquisition (Dörnyei, 2020).

Educational theories such as constructivism provide a strong foundation for active learning. Constructivism suggests that learners build new knowledge through experience and interaction with others rather than through passive absorption (Piaget, 1970). This theoretical framework supports communicative approaches in language teaching, where learners are encouraged to negotiate meaning, express personal ideas, and collaborate to solve language tasks (Brown & Lee, 2015).

Active learning also aligns with sociocultural theory, which emphasizes the role of social interaction in learning. According to Vygotsky, language develops through social mediation and collaborative dialogue (Vygotsky, 1978). Therefore, interactive activities that require cooperation and communication facilitate language development more effectively than isolated drills or rote memorization.

In sum, active learning plays a crucial role in language education by shifting the focus from teacher-centered instruction to learner-centered participation. It creates a dynamic classroom environment where students become responsible for their own learning and develop practical language skills through interaction and reflection (Richards & Rodgers, 2014).

Numerous studies have explored the impact of active learning strategies on improving speaking skills in English language learners (Hattie, 2023). These studies generally support the effectiveness of interactive, student-centered approaches in enhancing learners' oral communication abilities.

For example, a study by Bonwell and Eison (1991) highlighted that active learning techniques, such as group discussions and role-plays, significantly increase student engagement and speaking confidence. Similarly, Nunan (2003) emphasized that communicative activities help learners develop fluency by providing authentic contexts for language use, which encourages risk-taking and spontaneous speech.

In the context of Myanmar and similar EFL settings, research by Tun (2016) demonstrated that students exposed to active learning activities showed marked improvements in vocabulary use and speaking fluency compared to those taught through traditional methods. The study noted that interactive exercises reduced anxiety and motivated learners to participate more actively.

Furthermore, studies conducted in Southeast Asia have revealed that active learning approaches foster a supportive classroom environment where peer collaboration enhances language acquisition. According to Richards and Rodgers (2014), task-based learning and cooperative learning strategies enable students to practice conversational skills, negotiate meaning, and develop pragmatic competence.

Despite these positive findings, some studies point out challenges in implementing active learning, such as large class sizes, insufficient teacher training, and lack of resources. These obstacles may limit the effectiveness of active learning if not addressed properly. Overall, the literature strongly supports the integration of active learning strategies as a means to improve English speaking skills, particularly in EFL contexts where students have limited

exposure to English outside the classroom. This study builds on these findings by focusing specifically on Grade Ten students in Myanmar, a group underrepresented in current research.

While existing research supports the effectiveness of active learning strategies in enhancing speaking skills, several gaps remain, particularly in the context of Myanmar's secondary education system. Most studies focus on general English proficiency or younger learners, with limited attention given specifically to Grade Ten students, who are at a critical stage before higher education or vocational training.

Additionally, much of the current research has been conducted in countries with more established English teaching infrastructures. Myanmar's unique challenges—including large class sizes, limited teaching resources, and insufficient teacher training—may affect the applicability of active learning methods. There is a lack of empirical evidence demonstrating how these strategies can be tailored and effectively implemented within Myanmar's local classroom conditions.

Furthermore, previous studies often emphasize quantitative improvements in language skills but pay less attention to students' attitudes, motivation, and psychological factors such as anxiety, which are crucial for speaking development. Understanding learners' perceptions of active learning strategies can provide deeper insights into how these methods impact their willingness to communicate in English.

This study addresses these gaps by focusing specifically on the development of speaking skills among Grade Ten students in a Basic Education High School in Htonebo, Myanmar. It investigates not only the measurable improvements in speaking performance but also the students' experiences and responses to active learning approaches.

By filling these gaps, the study aims to provide practical recommendations for English teachers and policymakers to improve the quality of English language instruction in Myanmar. The findings will contribute to the growing body of knowledge on effective language teaching methodologies in EFL contexts with similar socio-educational challenges.

Research Methodology

This study employed a quasi-experimental design to investigate the effectiveness of active learning strategies on the English speaking skills of Grade Ten students. The design involved two groups: an experimental group exposed to active learning activities and a control group taught using traditional, teacher-centered methods. Pre-tests and post-tests were administered to both groups to measure changes in speaking performance.

Participants

The participants were Grade Ten students from Basic Education High School in Htonebo, Myanmar. Two intact classes were selected purposively to serve as the experimental and control groups. Each group consisted of approximately 30 students, balanced in terms of gender and prior English proficiency based on school records and initial assessment results.

Instrument

Speaking Performance Tests: Pre-test and post-test assessments evaluated students' speaking abilities. The tests focused on criteria such as fluency, vocabulary usage, pronunciation, grammar accuracy, and coherence.

Observation Checklists: Classroom observations were conducted to monitor student engagement, participation, and interaction during speaking activities.

Student Reflection Questionnaires: After the intervention, students completed questionnaires to provide feedback on their experiences with active learning strategies and their perceptions of improvement.

Active Learning Strategies Implemented

The experimental group participated in a series of active learning activities over eight weeks, including:

Pair and group discussions on familiar and relevant topics.

Role-plays simulating real-life situations such as shopping, ordering food, and asking for directions.

Think-Pair-Share tasks to encourage individual thinking followed by peer collaboration and class sharing.

Information gap exercises where students exchanged information to complete tasks.

Storytelling and short presentations to practice fluency and creativity.

Procedures

Pre-testing: Both groups completed a speaking pre-test to establish baseline proficiency.

Intervention: The experimental group received active learning-based instruction during regular English classes, while the control group continued with traditional teaching methods.

Observation: Researchers observed both classes regularly to record student participation and classroom dynamics.

Post-testing: After eight weeks, both groups completed the same speaking test as a post-test.

Questionnaire: Students in the experimental group completed a reflection questionnaire about their learning experiences.

Data Analysis

Quantitative data from the pre- and post-tests were analyzed using descriptive statistics and paired sample t-tests to determine the significance of improvement. Qualitative data from observations and questionnaires were analyzed thematically to gain insights into student engagement, attitudes, and perceptions.

Research Results

1. Study the problems of English-speaking skills for grade 10 students of Basic Education High School in Htonebo, Myanmar.

General Information indicates that the sample of the study was 15 male students, which is calculated at 60.0% and 10 female students, which is calculated at 40.0%, respectively.

Study the problems of English-speaking skills for grade 10 students of Basic Education High School in Htonebo, Myanmar.

It was found that the overall average was 4.27, which was at a very satisfied level. If it were separated individually as an aspect, it was found that the item with the highest average was item no. 5. The teaching materials are outdated and uninteresting, which makes me feel bored and unwilling to learn English. ($\bar{x} = 4.56$, S.D. = 0.51), and the second item was no. 9. I lose my self-confidence when I make mistakes and someone corrects my English. ($\bar{x} = 4.52$, S.D. = 0.65), and the third item was no. 3. I feel shy when standing and speaking English in front of a large audience. ($\bar{x} = 4.44$, S.D. = 0.71), and the lowest level was no. 7. I do not know when to pay attention when listening to the conversations of my friend. ($\bar{x} = 3.92$, S.D. = 0.64). In conclusion, the problems of English-speaking skills for grade 10 students of Basic Education High School in Htonebo, Myanmar, were at a very satisfactory level.

2. Development the English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar.

The scores of the pre-test and post-test in the use experiment of the manual of the English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar. It is found that the score of the pre-test of the use

experiment of the manual English speaking skills using active learning strategies. ($\bar{x} = 8.72$, S.D. = 2.19) are lower than post of use experiment of the manual of English speaking skills using active learning strategies. ($\bar{x} = 17.56$, S.D. = 1.16).

The comparison between the students' pre-test and post-test in the use of the experiment with the English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar. It is found that the pupils who have a post-test score of use of the experiment with the English speaking skills using active learning strategies. ($\bar{x} = 17.56$, S.D. = 1.16) are higher than the pre-test scores of the pre-test scores of the use of experiment with the English speaking skills using active learning strategies. ($\bar{x} = 8.72$, S.D. = 2.19), as statistically significant at 0.5.

3. Study students' attitudes towards each learning of English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar.

It was found that the overall average was 4.40, which was at a very satisfied level. If it were separated individually as an aspect, it was found that the item with the highest average was item no. 8. The English-speaking skills using active learning strategies have greatly enhanced my understanding of English speaking. ($\bar{x} = 4.68$, S.D. = 0.56, and the second item was no. 4. Practicing English-speaking skills using active learning strategies has helped me develop my skills. ($\bar{x} = 4.64$, S.D. = 0.64), and the third item was no.1. I enjoyed the materials used to introduce the active learning strategies activities for developing English speaking skills among Grade 10 students. ($\bar{x} = 4.56$, S.D. = 0.51), and the lowest level was no. 10. Practicing English-speaking skills using active learning strategies helps me set and monitor my own learning goals. ($\bar{x} = 4.00$, S.D. = 0.91), respectively. In conclusion, the students' attitudes towards each learning of English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar, were at a very satisfied level.

Discussion

1. Study the problems of English-speaking skills for grade 10 students of Basic Education High School in Htonebo, Myanmar.

General Information indicates that the sample of the study was 15 male students, which is calculated at 60.0% and 10 female students, which is calculated at 40.0%, respectively. Study the problems of English-speaking skills for grade 10 students of Basic Education High School in Htonebo, Myanmar. It was found that the overall average was 4.27, which was at a very satisfied level. If it were separated individually as an aspect, it was found that the item with the highest average was item no. 5. The teaching materials are outdated and uninteresting, which makes me feel bored and unwilling to learn English. ($\bar{x} = 4.56$, S.D. = 0.51), and the second item was no. 9. I lose my self-confidence when I make mistakes and someone corrects my English. ($\bar{x} = 4.52$, S.D. = 0.65), and the third item was no. 3. I feel shy when standing and speaking English in front of a large audience. ($\bar{x} = 4.44$, S.D. = 0.71), and the lowest level was no. 7. I do not know when to pay attention when listening to the conversations of my friend. ($\bar{x} = 3.92$, S.D. = 0.64). In conclusion, the problems of English-speaking skills for grade 10 students of Basic Education High School in Htonebo, Myanmar, were at a very satisfactory level. Consistent with Xiuqin (2006) conducted a study to investigate anxiety regarding the English-speaking skills of 38 students at Yashan University in China, and questionnaire was used to collect data. The findings showed that students were suffering from anxiety in the classroom. The students reported that the main impediment to their progress in speaking English was anxiety. Consistent with Phajirawattanachat Sirinart (2025) "The Development of an English teaching model to promote English communication skills of Mathayom 3 students

(ICFS Model).” The findings revealed that: 1) The current state of English teaching was at a moderate level, while the desirable conditions were at the highest level.

2. Development the English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar.

The scores of the pre-test and post-test in the use experiment of the manual of the English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar. It is found that the score of the pre-test of the use experiment of the manual English speaking skills using active learning strategies. ($\bar{x} = 8.72$, S.D. = 2.19) are lower than post of use experiment of the manual of English speaking skills using active learning strategies. ($\bar{x} = 17.56$, S.D. = 1.16).

The comparison between the students’ pre-test and post-test in the use of the experiment with the English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar. It is found that the pupils who have a post-test score of use of the experiment with the English speaking skills using active learning strategies. ($\bar{x} = 17.56$, S.D. = 1.16) are higher than the pre-test scores of the pre-test scores of the use of experiment with the English speaking skills using active learning strategies. ($\bar{x} = 8.72$, S.D. = 2.19), as statistically significant at 0.5. Consistent with Nurat Yamchai (2016) studied The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was as follows: The staff’ oral presentation skill after studying through the task-based learning was significantly higher than before studying through the task-based learning at the .05 level.

3. Study students’ attitudes towards each learning of English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar.

It was found that the overall average was 4.40, which was at a very satisfied level. If it were separated individually as an aspect, it was found that the item with the highest average was item no. 8. The English-speaking skills using active learning strategies have greatly enhanced my understanding of English speaking. ($\bar{x} = 4.68$, S.D. = 0.56, and the second item was no. 4. Practicing English-speaking skills using active learning strategies has helped me develop my skills. ($\bar{x} = 4.64$, S.D. = 0.64), and the third item was no.1. I enjoyed the materials used to introduce the active learning strategies activities for developing English speaking skills among Grade 10 students. ($\bar{x} = 4.56$, S.D. = 0.51), and the lowest level was no. 10. Practicing English-speaking skills using active learning strategies helps me set and monitor my own learning goals. ($\bar{x} = 4.00$, S.D. = 0.91), respectively. In conclusion, the students’ attitudes towards each learning of English speaking skills using active learning strategies for grade 10 students of Basic Education High School in Htonebo, Myanmar, were at a very satisfied level. Consistent with Narissara Siriwong (2023) studied Development of English Learning Activities on the Topic of English for Daily Life Based on Activity-Based Learning for Prathomsuksa 4 Students. The findings were as follows: 1. The English learning activities on the topic of English for Daily Life based on activity-based learning for Prathomsuksa 4 students met the efficiency criteria of 84.57/80.89, which was higher than the defined criteria of 75/75. 2. The students’ learning achievement after learning through the developed learning activities was higher than that before the intervention at the .01 level of significance. 3. The students’ satisfaction toward learning through the developed learning activities was at the highest level ($\bar{x} = 4.55$, S.D. = 0.51).

Conclusion

This study investigated the effectiveness of active learning strategies in developing English speaking skills among Grade Ten students at Basic Education High School in Htonebo, Myanmar. The findings demonstrate that incorporating student-centered, interactive activities such as role-plays, group discussions, and information gap tasks significantly improves students' fluency, vocabulary, pronunciation, and confidence in speaking English. These improvements highlight the value of active learning in fostering communicative competence in EFL classrooms.

The research also underscores the limitations of traditional, teacher-centered methods that emphasize grammar and memorization but offer limited opportunities for oral practice. Active learning not only enhances linguistic abilities but also promotes learner motivation, reduces speaking anxiety, and creates a more engaging and supportive classroom environment.

Despite some challenges in implementation, such as large class sizes and limited teaching resources, the study advocates for broader adoption of active learning strategies in Myanmar's English education system. Teacher training and curriculum development should prioritize interactive and communicative approaches to prepare students for real-life English use in academic and professional settings.

Future research could expand on this study by exploring long-term impacts of active learning on speaking proficiency and by examining its effectiveness across different grade levels and regions. Overall, this study contributes valuable evidence supporting educational reform that empowers learners to become confident and competent English speakers.

Suggestions

1. Suggestions that should be applied.

1) Teachers should arrange the classroom to facilitate interactive learning, such as pair work, group discussions, and role-play activities that simulate real-life communication to foster active participation, collaboration, and self-directed learning.

2) Teachers should offer individualized guidance and sustained encouragement is crucial for enhancing students' speaking abilities and maintaining their motivation to learn English.

3) Teachers should incorporate multimedia and technological resources—such as educational videos, listening materials, and interactive online tools. To provide authentic language input and stimulate speaking opportunities.

2. Suggestions for Further Study.

1) Further research, should a comparative study involving a control group using traditional teaching methods, could offer deeper insights into the relative effectiveness of active learning.

2) Further research should include qualitative studies exploring students' reflections, classroom discourse, and teacher perceptions could enrich understanding of the learning process.

3) Further research expanding the study to larger sample sizes and diverse school settings would increase the generalizability of the findings.

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