IMPROVING GRADE 6 STUDENTS' ENGLISH SPEAKING SKILLS THROUGH THE COMMUNICATIVE APPROACH AT GOVERNMENT HIGH SCHOOL NO.1, MYITKYINA, MYANMAR

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Abstract

This study aimed to improve the English speaking skills of Grade 6 students at Government High School No.1 in Myitkyina, Myanmar through the application of the Communicative Language Teaching (CLT) approach. The research was motivated by persistent deficiencies in oral English proficiency among Myanmar primary learners, where traditional instruction has been largely grammar-focused and lacking in communicative practice. A quasi-experimental one-group pre-test/post-test design was employed over six months (October 2024–March 2025). Twenty Grade 6 students (out of 45) were purposively selected as the sample.

The intervention consisted of eight weekly lessons using CLT techniques such as role-plays, pair work, group discussions, interviews, and language games, all integrated with the Grade 6 English curriculum. Speaking performance was measured before and after the intervention using an analytic rubric assessing four criteria: fluency, pronunciation, vocabulary, and interaction. Supplementary data were collected via a student attitude survey and classroom observations to capture qualitative changes in confidence and participation.

The results showed a statistically significant improvement in students' speaking performance after the intervention (paired *t*-test, $p < 0.05$). Post-test scores were markedly higher across all four speaking aspects, indicating gains in fluency, clearer pronunciation, broader vocabulary usage, and more active conversational interaction. Survey responses also reflected increased student confidence and enjoyment in speaking activities, and observations noted greater student engagement and reduced anxiety during English speaking tasks. The findings demonstrate that the Communicative Approach is effective in enhancing young EFL learners' speaking skills in a Myanmar public school context. This study's outcomes offer practical implications for English language teachers, curriculum developers, and policymakers in Myanmar by providing an evidence-based model for implementing learner-centered, communicative pedagogy at the primary school level.

Keywords: Communicative Language Teaching (CLT); speaking skills; Grade 6; Myanmar; EFL education

Introduction

English has become a vital international language for education, science, and communication in the modern world. It is widely used as the medium for the majority of scientific and technical knowledge – for instance, over 85% of scientific reference materials are in English. In Myanmar, English is introduced from primary school up to university with the aim of equipping citizens for globalization and knowledge access. The effectiveness of English language education, however, depends greatly on the teaching methodologies employed. Traditionally, Myanmar's public schools have relied on teacher-centered approaches such as the Grammar Translation Method (GTM), which emphasizes reading and grammar exercises but provides little opportunity for oral practice. Consequently, most students complete primary education with limited ability to speak English confidently or fluently. Historical reliance on rote learning and exam-oriented instruction has meant that even after years of English classes, students struggle to express themselves in spoken English.

At the Grade 6 level in Myanmar – a transitional stage when students are expected to start using English more independently – this problem is particularly evident. Many Grade 6 students in public schools (including Government High School No.1 in Myitkyina) show low speaking proficiency: they often hesitate to respond orally, struggle with pronunciation and limited vocabulary, and lack confidence in participating in class discussions. Several factors contribute to these outcomes. Class sizes are large, making individual speaking practice rare; many English teachers have not been trained in interactive teaching methods; and cultural factors (such as students' shyness and fear of making mistakes) further inhibit active use of English. Teaching materials have also traditionally been textbook-centric and exam-focused, rather than engaging students in meaningful communication. As a result, by the end of primary school, students have had little exposure to using English in real communicative contexts, leaving them unprepared for practical oral communication.

Education policymakers and language experts have recognized these challenges and increasingly call for a shift toward more communicative, student-centered pedagogy in Myanmar's English classrooms. In particular, the Communicative Language Teaching (CLT) approach has been advocated as a means to address the shortcomings of traditional methods. CLT was developed in the 1970s as a response to the limitations of grammar-focused and audio-lingual methods, emphasizing real-life communication and interaction as the core of language learning. This approach focuses on developing learners' communicative competence – the ability to use the language appropriately in varied contexts – rather than just their explicit knowledge of grammar rules. In practice, CLT shifts classroom activities away from rote

memorization towards authentic language use through tasks like role-playing, interviews, information gaps, games, and group problem-solving exercises. Such activities create opportunities for students to practice speaking in meaningful situations, thereby improving both fluency and confidence. The CLT approach aligns with well-established theories of language acquisition: *e.g.*, it leverages meaningful input slightly above learners' current level as per Krashen's Input Hypothesis and provides plentiful opportunities for output and interaction, which Swain and others highlight as crucial for developing fluency. Moreover, CLT's emphasis on a low-anxiety, learner-centered environment directly addresses affective barriers to speaking – an important consideration in cultures where students are typically shy to speak up. By creating a more relaxed, supportive atmosphere for communication, CLT can lower learners' affective filters, making them more receptive and willing to use the target language.

International and regional research has shown substantial benefits of communicative approaches for language learners. Studies in various ASEAN countries – including Thailand, Vietnam, and Cambodia – report that adopting CLT can significantly enhance students' speaking confidence, participation, and overall communicative competence. For example, in neighboring Thailand, communicative, content-based programs have led to improved student engagement and English proficiency, illustrating the method's effectiveness in contexts with previously traditional teaching cultures. Despite these promising findings, the implementation of CLT in Myanmar's basic education has remained limited. While a few private schools and pilot projects have experimented with communicative techniques, the vast majority of Myanmar public schools continue to employ teacher-centered, exam-driven methods. Especially in less urbanized regions like Myitkyina (Kachin State), factors such as multilingual student backgrounds and resource constraints have further delayed the adoption of innovative teaching approaches. This gap in practice is mirrored by a gap in research: there have been few empirical studies examining CLT at the primary school level in Myanmar. Most existing local research has focused on secondary or tertiary levels, or remained at the theoretical discussion stage, leaving a need for practical evidence on how younger learners in Myanmar respond to communicative teaching.

Recognizing this need, the Myanmar Ministry of Education's National Education Strategic Plan (NESP 2016–2021) has explicitly emphasized the shift toward learner-centered, competency-based teaching approaches across all subjects. Improving English communication skills is a national priority under the NESP, as Myanmar seeks to produce more globally competent students. The present study responds to this context by implementing a CLT-based intervention in a real public school classroom and rigorously evaluating its impact. **In summary,** improving English speaking skills among Myanmar students is critical for their academic and future success in an increasingly globalized environment. Traditional methods

in use have not delivered satisfactory speaking abilities, so a pedagogical innovation is warranted. The Communicative Approach offers a promising solution, and this study aims to provide empirical evidence of its effectiveness for Grade 6 learners in Myanmar's public school setting. By doing so, the research not only addresses an immediate classroom problem but also contributes to broader efforts in curriculum reform, teacher professional development, and education policy in Myanmar.

Research Objectives

This study was conducted with the following specific research objectives:

1. **To investigate the existing problems in English speaking skill development** among Grade 6 students at Government High School No.1, Myitkyina – identifying baseline speaking proficiency and the key challenges (linguistic or affective) hindering their oral English performance.
2. **To develop and implement a set of communicative English lessons** tailored for these Grade 6 students – using the Communicative Language Teaching (CLT) approach and age-appropriate interactive activities – in order to provide more opportunities for students to practice speaking English in meaningful contexts.
3. **To evaluate the effectiveness of the Communicative Approach** in improving the students' English speaking skills – assessing post-intervention outcomes in terms of students' fluency, pronunciation, vocabulary usage, and interactive communication, and comparing them to the pre-intervention baseline.

Literature Review

Theoretical Foundations – Language Development and Learning: The ability to speak a second language effectively is supported by insights from developmental psychology and second language acquisition theory. Jean Piaget's theory of cognitive development indicates that 11–12 year-old children (the typical age of Grade 6) are in the *concrete operational stage*, meaning they learn best through concrete experiences and social interaction rather than through abstract rules. Language instruction for learners at this stage should thus be interactive and context-based. In other words, children will grasp and retain language more effectively if they are actively using it in realistic situations (telling a story, role-playing, etc.) instead of merely memorizing grammar rules. Complementing this, Lev Vygotsky's Social Development Theory emphasizes the role of social interaction in learning. His concept of the Zone of Proximal Development suggests that with appropriate scaffolding and peer collaboration, children can perform at a higher level than they would independently. Applied to language learning, this means students benefit from communicative activities (like pair or group work) where they can support each other, practice dialogues, and receive feedback in

real time. Such interactive practice helps learners bridge the gap between their current speaking ability and their potential ability. Additionally, Stephen Krashen's Second Language Acquisition hypotheses provide a rationale for a communicative approach: according to Krashen, language acquisition is driven by exposure to *comprehensible input* slightly above the learner's current level (his *i+1* principle), delivered in a low-anxiety setting. In a CLT classroom, students are indeed immersed in meaningful input (teacher's and peers' speech) that stretches their understanding. Krashen also noted the importance of the *Affective Filter* – emotional factors like anxiety or motivation can block or facilitate acquisition. By fostering a friendly, game-like environment, communicative activities lower anxiety and thus help more English input "get through" to the learners. Furthermore, Merrill Swain's *Output Hypothesis* argues that producing language (speaking or writing) is not just a result of learning but a driver of it: when learners attempt to speak, they notice gaps in their knowledge, adjust their language, and improve through practice. This underscores why ample speaking practice is essential – it pushes students to actively formulate language, leading to better fluency and accuracy over time.

Communicative Competence and the CLT Approach: By the late 20th century, linguists and educators had reframed the goal of language teaching from purely grammatical mastery to *communicative competence*. Dell Hymes (1972) introduced the term communicative competence to describe a speaker's ability to not only apply grammatical rules but also to know *when, how,* and *what* to say appropriately in different social contexts. Building on this idea, Canale and Swain (1980) elaborated a model of communicative competence including grammatical, sociolinguistics, discourse, and strategic competencies. These developments laid the groundwork for Communicative Language Teaching (CLT) as a pedagogical approach. CLT emerged in the 1970s as educators sought methods that reflected real-life language use and addressed the communicative needs of learners. Pioneers like Littlewood (1981) and Richards and Rodgers (2001) helped formalize CLT principles, which can be summarized as follows: **(1)** Language is best learned through using it to communicate meaning, rather than through isolated drills. **(2)** Fluency is just as important as accuracy – making oneself understood is the priority, and errors are a natural part of learning. **(3)** Interaction and negotiation of meaning (asking for clarification, rephrasing, etc.) are central in the classroom. **(4)** Authentic materials and situations (e.g. realia, role-play scenarios) engage learners and link language to real-world contexts. In a CLT classroom, the teacher's role shifts to facilitator, creating situations where students talk to each other to solve problems or exchange information, thereby practicing the language spontaneously. Grammar and pronunciation are still taught, but typically inductively or as needed to support

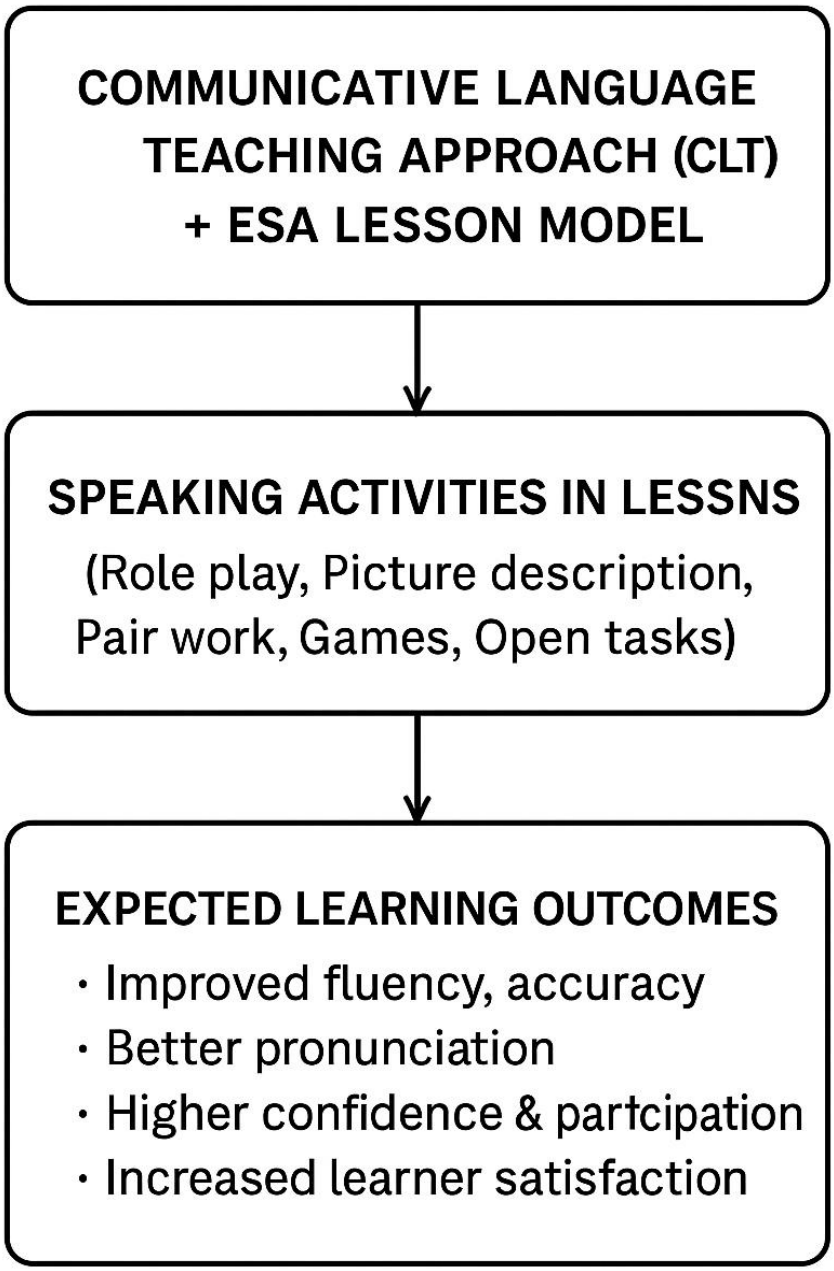
communication, rather than as the main ends. This approach aligns with the view that *communication* is both the means *and* the goal of language learning.

Previous Studies and Contextual Research: Numerous studies worldwide have demonstrated the effectiveness of CLT in improving speaking skills. For example, research across Asia and Europe has found that students in CLT-based programs often outperform peers in traditional programs in terms of oral fluency and willingness to speak. In Southeast Asia, educational reforms in countries like Thailand and Vietnam have incorporated communicative approaches as part of modernizing language education. These reforms were driven by evidence that interactive, learner-centered teaching yields better language outcomes and more motivated learners. Within the context of Myanmar, implementing CLT faces both challenges and opportunities. A study by Khin Su Su Win (2021) noted that Myanmar's English teachers are aware of communicative methods but often encounter obstacles such as large classes, heavy curricula, and lack of training in CLT methodologies. Nonetheless, pilot projects (for instance, in some Yangon and Mandalay schools) have reported positive student responses to communicative activities, aligning with trends observed in neighboring countries. The Myanmar Education Sector Review by UNESCO also highlighted that updating teaching methods is crucial for improving English proficiency among Myanmar students, advocating approaches that increase student talking time and interaction in class. However, until recently, there has been a paucity of empirical research focusing on **primary-school** learners in Myanmar and how they benefit from CLT. Most local research has either been at the high school/university level or descriptive in nature. This study therefore addresses an identified gap by providing data on CLT at the primary level in a government school setting. By drawing on the theories of Piaget, Vygotsky, Krashen and others, and by leveraging lessons from CLT successes in the ASEAN region, the study's design bridges theory and practice. In summary, the literature suggests that a communicative, interactive approach is well-supported by learning theory and has proven effective in developing speaking skills elsewhere. What remained to be seen – and what this study investigates – is how such an approach can be practically implemented in a typical Myanmar classroom and what the measurable outcomes would be in terms of students' speaking abilities and attitudes.

Conceptual Framework

Based on the reviewed literature and the identified needs, this study formulated a conceptual framework linking the instructional intervention to expected outcomes. At the core of the framework is the **independent variable**: the Communicative Language Teaching (CLT) approach employed in teaching English speaking. This involves learner-centered instructional strategies (interactive tasks, group work, etc.) implemented over an eight-week period for Grade 6 students. Through this intervention process – including exposure to comprehensible input, interactive practice, and supportive feedback – changes are anticipated in the **dependent**

variables, namely the students' English speaking skills and related attitudes. The key *dependent* outcome is the improvement in students' speaking performance, assessed across four components: fluency (speaking flow), pronunciation (clarity and accuracy of speech sounds), vocabulary usage (range of words and expressions), and interaction ability (skill in engaging in conversation). In addition, the framework considers students' affective outcomes (confidence, motivation, and willingness to communicate) as an important dependent variable, since CLT is expected to positively influence how students feel about speaking English. The theoretical underpinnings of this framework draw from cognitive-developmental theory, sociocultural theory, and second language acquisition theory – all of which predict that an interactive, communicative learning environment will lead to better language outcomes for children. Figure 1 illustrates this conceptual model: the CLT intervention (IV) is shown as driving improvements in speaking skill dimensions and attitudes (DVs), within the context of a Grade 6 classroom in Myanmar. In this model, improved speaking skills are seen as a result of both increased linguistic input/output practice and reduced communication anxiety under the CLT approach. **Overall,** the conceptual framework posits that by engaging students in meaningful communicative activities (process), the study will achieve its objectives of enhancing their speaking proficiency and confidence. This framework guided the research design, instruments, and data analysis, ensuring that each element of the study was aligned with examining the cause-effect relationship between the communicative teaching approach and student outcomes.



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Research Methodology

Research Design: This study used a quasi-experimental research design, specifically a one-group pretest and post-test approach, to evaluate the impact of the communicative teaching intervention. There was no separate control group; instead, the Grade 6 participants served as their own controls by comparing performance before and after the intervention. The research design is categorized as **Research and Development (R&D)** combined with an experimental element. In practical terms, the study first involved developing a CLT-based teaching model (lesson plans and materials), then implementing it in the classroom, and finally measuring outcomes to test its effectiveness. The overall procedure spanned approximately six months: initial baseline assessments were conducted in October 2024, the intervention lessons took place from November 2024 through January 2025, and post-tests and feedback collection were completed in February 2025. This timeline was aligned with the school's semester schedule.

Participants and Sampling: The target population was the Grade 6 cohort at Government High School No.1 in Myitkyina, Kachin State. The entire Grade 6 population consisted of 45 students (aged roughly 11–12). From this population, a sample of 20 students was selected to participate in the study. The sampling method was purposive: the researcher (who was also the class teacher) chose one intact class of 20 students that was considered representative of the grade in terms of English ability and demographic background. Care was taken to include a mix of genders and academic performance levels in the sample. All participants were Myanmar-native speakers learning English as a foreign language in a regular public school curriculum. None had extensive exposure to English outside the classroom. Before the intervention, informed consent was obtained from school administrators, the class English teacher (who in this case was the researcher), and verbal assent from the students and their parents, given that the study activities would occur during normal class time.

Intervention – Communicative Lessons: The independent variable introduced was a set of **eight communicative English lesson plans** designed by the researcher, aimed at improving speaking skills. These lessons were crafted based on content from the Grade 6 English syllabus but taught using CLT techniques. Each lesson was 60 minutes, delivered once a week as part of the English class schedule. The lesson topics included everyday communicative situations relevant to Grade 6 students, such as *introductions and greetings*, *describing daily routines*, *talking about family*, *asking for and giving directions*, *shopping and prices*, etc. These topics corresponded to units in the curriculum but were expanded into interactive activities. Key features of the lessons included: **(a)** pair and group activities (for example, dialogues, role-play scenarios, information gap tasks where students had to speak to complete an activity); **(b)** minimal use of Burmese language – English was the primary medium for communication in class to simulate an immersive

environment; **(c)** use of visual aids and realia (pictures, maps, objects) to provide context and support understanding; and **(d)** a focus on student talk time – students were encouraged to speak as much as possible, with the teacher facilitating and offering prompts rather than lecturing. For instance, in one lesson on giving directions, students worked in pairs with a city map: one student asked for directions to a place and the other gave directions in English, practicing relevant phrases ("turn left," "go straight," etc.). In another lesson about shopping, students role-played a customer and a shopkeeper to practice a transactional dialogue in English. Throughout the intervention, the teacher took on the role of a coach – introducing language as needed (vocabulary or sentence patterns) but quickly moving to practice activities. Mistakes in grammar or pronunciation were generally not corrected on the spot unless they impeded communication; instead, feedback was given after activities to avoid interrupting the flow of conversation. This approach was intended to create a safe, enjoyable environment in which students felt comfortable speaking without fear.

Data Collection Instruments: Multiple instruments were used to gather data corresponding to both the linguistic and affective outcomes:

Speaking Skill Tests: Two equivalent speaking tests – a **Pre-test** and a **Post-test** – were developed to quantitatively assess students' speaking performance before and after the intervention. Each test consisted of five structured speaking tasks (such as introducing oneself, describing a picture, answering simple questions, engaging in a short role-play, and telling a short story from prompts). These tasks covered a range of speaking skills from controlled to more open-ended responses. The format and difficulty of the post-test mirrored the pre-test to ensure comparability. Students' performances were audio-recorded and scored by the researcher (and an assistant teacher for cross-checking) using a **speaking assessment rubric**. The rubric, adapted from standard ESL speaking rubrics, included four criteria: *Fluency* (flow of speech), *Pronunciation* (including accent and clarity), *Vocabulary and Grammar* (adequacy and accuracy of words/structures used), and *Interactive Communication* (ability to maintain conversation, respond, and clarify). Each criterion was rated on a 5-point scale (1 = very weak, 5 = very strong). Thus, each student's total speaking score could range from 4 to 20 points. The rubric was validated by three experienced English teachers for content validity (using Item-Objective Congruence index) prior to use. Inter-rater reliability was also checked: the researcher and assistant independently scored a sample of recordings and achieved a high agreement (Pearson $r > 0.85$), indicating the scoring was consistent. These measures ensured the speaking test results would accurately reflect true improvements rather than subjective bias.

Student Attitude Survey: To capture changes in the students' attitudes and confidence regarding English speaking, a **questionnaire** was administered immediately before and after the intervention. The survey was a simple 10-item instrument with statements about the student's feelings and self-assessed abilities in speaking (for example, "I feel confident

speaking English in class," "I enjoy activities like role-plays and games in English," "I can introduce myself in English," etc.). Students rated each statement on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The survey was administered in the students' native language (Myanmar language) to ensure comprehension of the statements. The difference between the pre-intervention and post-intervention responses would indicate any shifts in confidence, anxiety, or enjoyment as a result of the communicative approach.

Classroom Observation Checklist: Throughout the 8-week intervention, the researcher kept a **weekly observation log** focusing on student engagement and behavior during speaking activities. A checklist was used to note the frequency of certain behaviors (e.g. number of students volunteering to speak, incidences of students using English spontaneously, signs of enthusiasm or boredom, instances of peer support or conversely off-task behavior). These qualitative observations were important for contextualizing the test and survey results – for example, noting whether students became more relaxed and active over time. Additionally, at the end of the program, a brief focus group discussion was held in the class (informally) where students were asked how they felt about the new activities compared to their usual English lessons. This provided some anecdotal evidence and student voice to complement the quantitative data.

Data Analysis: Both quantitative and qualitative analysis techniques were applied. The pre-test and post-test speaking scores for each student were compared using descriptive statistics (mean, standard deviation) and inferential statistics. Given the one-group design, a **paired-samples *t*-test** was conducted to determine whether the improvement in speaking scores from pre-test to post-test was statistically significant. The significance level was set at 0.05. Assumptions for the *t*-test (such as normal distribution of score differences) were checked and met; with a sample of 20, the test could reliably detect a medium to large effect size. In addition to overall scores, improvements in each rubric category (fluency, pronunciation, etc.) were examined descriptively to see if any aspect improved more or less than others (though no separate significance tests were run per category due to the small sample). The survey data were analyzed by calculating the mean rating for each item pre- and post-intervention. The change in these mean ratings was used to assess gains in confidence and attitude. Because the sample was small, the survey results are presented mainly in narrative form (e.g., "the average rating for confidence increased from 2.1 to 4.0 out of 5" etc.) rather than through formal statistical tests. The observation notes and student feedback were reviewed and thematically summarized to identify trends (such as increased participation or remaining challenges). Triangulation was done by comparing the findings from the test, survey, and observations to get a comprehensive picture: for instance, a rise in test scores coupled with positive survey responses and lively observations would strongly indicate success of the intervention. All

analyses were done manually and with the help of simple spreadsheet software (Microsoft Excel) for calculations of means and *t*-test. The results are presented in the next section with appropriate tables and commentary.

Research Results

After implementing the eight-week communicative teaching intervention, data from the pre-test and post-test, surveys, and observations were analyzed to address each research objective. The findings are summarized below.

Baseline Speaking Skills (Pre-Intervention): The initial assessment confirmed that students' English speaking skills were quite limited before the intervention, which corresponds to Objective 1 (identifying existing problems). On the pre-test, many students could only give very brief responses or needed prompting to speak. Common issues included long pauses (disfluency), mispronunciation of basic words, reliance on a few simple vocabulary items, and minimal interaction (students tended not to elaborate or ask for clarification). Using the 5-point scoring rubric, the class's mean scores in each category were around the "Needs Improvement" level. Specifically, as Table 1 shows, the average **Fluency** score before the intervention was approximately 2.0 out of 5 (indicating halting, hesitant speech) and **Pronunciation** averaged about 1.9 (many words not clearly or correctly pronounced). Average **Vocabulary** use was rated 2.2 (students had very limited word choice), and **Interaction** ability was also about 2.2 (students struggled to engage in dialogue). These low baseline scores quantitatively illustrate the challenges noted earlier – most Grade 6 students were far from fluent, and some were nearly unable to express themselves in English beyond a few memorized phrases. In classroom terms, this meant that prior to the intervention, English speaking activities were often met with silence or one-word answers, and students rarely initiated any English conversation. This finding validated the need for a new teaching approach to boost oral skills.

Speaking Performance After CLT Intervention: Following the two-month CLT intervention, there was a marked improvement in students' speaking abilities, fulfilling Objective 3 of the study. The post-test results showed that students spoke more confidently and competently. Table 1 below presents the class average scores on the pre- and post-tests for each aspect of speaking, illustrating the gains made.

Table 1. Pre-test vs. Post-test Mean Speaking Scores by Aspect (5-point scale)

Speaking Skill	Mean Pre-test Score	Mean Post-test Score
Fluency (flow of speech)	2.0	3.9

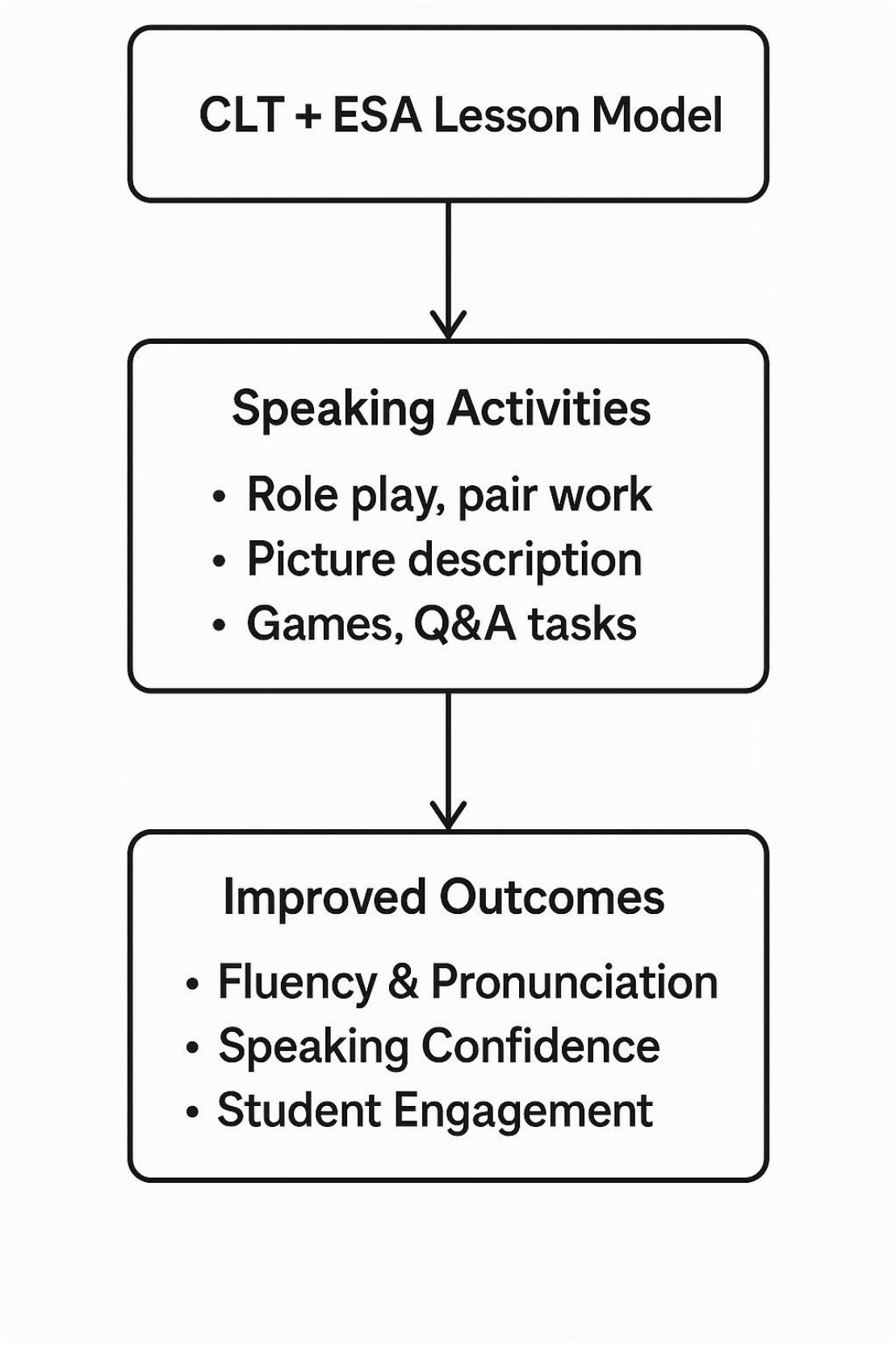
Speaking Skill	Mean Pre-test Score	Mean Post-test Score
Pronunciation (clarity & accuracy)	1.9	3.8
Vocabulary (range & usage)	2.2	4.0
Interaction (conversation skills)	2.2	4.0

As shown in Table 1, the students' mean scores nearly doubled on the 5-point scale for all four criteria after the communicative lessons. In the pre-test, most aspects hovered around 2 ("low" proficiency), whereas in the post-test they rose to approximately 4 ("good" proficiency). **Fluency** improved from a very halting level (mean ~2.0) to a much smoother level (mean ~3.9), indicating that by the end, students could speak in longer phrases or sentences with less pausing. **Pronunciation** likewise rose from about 1.9 to 3.8; students' speech became noticeably clearer, and many corrected previous mispronunciations of common words. **Vocabulary** usage showed one of the largest gains (from ~2.2 to 4.0) – post-test conversations revealed students using a wider range of appropriate words and even some new expressions they learned during the intervention. Finally, **interaction skills** (such as responding appropriately or taking turns in conversation) climbed from ~2.2 to 4.0. By the post-test, students were far more engaged; they could carry on a brief dialogue, ask simple follow-up questions, and needed less prompting to continue speaking. The improvements were quite uniform across the class: all 20 students showed some degree of progress, and most moved from "poor" to "fair/good" ability. For instance, one student who initially could barely string together a sentence was able, post-intervention, to speak in several sentences about her daily routine. A statistical analysis using a paired *t*-test confirmed that the increase in overall speaking scores (combined across criteria) was **significant at the 0.05 level**, meaning it is very unlikely to have occurred by chance. In fact, the average total score per student increased from about 8/20 points (pre-test) to 16/20 points (post-test) – effectively doubling their speaking performance. This provides strong evidence that the CLT approach had a positive impact. It should be noted that pronunciation, while much improved, remained slightly weaker on average than vocabulary and interaction in the post-test (3.8 vs 4.0). This is understandable, as achieving near-native pronunciation is a longer-term process; however, even in this area the progress was evident (many students moved from very hard-to-understand speech to generally clear articulation with only minor errors). In summary, the one-group pre/post comparison demonstrates that **Objective 3 was met:** students' English speaking proficiency significantly increased after exposure to communicative, interactive lessons.

Student Attitudes and Engagement: In addition to test scores, the study observed notable positive shifts in the students' attitudes toward speaking English, which addresses the "satisfaction and engagement" aspect mentioned in the objectives. Before the intervention, many students felt anxious about speaking and viewed English class as difficult or intimidating. The pre-intervention survey reflected this: for example, on a statement "I feel confident speaking English in class," the average rating was only about **2.1 out of 5**, indicating most students disagreed (lacked confidence). Similarly, the item "I enjoy speaking activities (like dialogues or games)" had a modest pre-test mean of ~2.8 (slightly below neutral), suggesting that prior to this study, students were not particularly enjoying the speaking elements of English lessons. After the communicative intervention, these attitudes improved dramatically. The post-intervention survey showed that **confidence** in speaking English rose to an average of approximately **4.0 out of 5**, meaning the majority of students now agreed that they felt confident to speak. Students' self-reported **enjoyment** of speaking tasks also increased to about **4.2 out of 5** on the Likert scale. This represents a shift from ambivalence to clear agreement that they find such activities fun and engaging. In fact, by the end of the program, many students commented (informally) that English class had become one of their favorite classes because "we get to talk and play games, not just read and write." The survey also included items on specific speaking situations which corresponded to the lesson topics. For instance, "I can introduce myself in English" was rated quite positively even before (mean ~3.6), and it further improved to ~4.5 after the lessons – nearly every student felt fully comfortable doing a self-introduction after ample practice. More striking were gains in areas that were initially very weak. An item like "I know how to ask for directions in English" had one of the lowest pre-survey scores (~1.9, meaning most students *strongly* felt they could not do this) but jumped to ~3.5 post-survey. Similarly, ability to handle a buying/selling conversation rose from ~2.2 to ~3.8. These improvements align with the content of the communicative lessons (directions, shopping dialogues, etc.), indicating the students recognized their own skill development in those practical areas. Another noteworthy change was in the students' preference for learning methods: initially, some were unsure if learning through games or group work would be useful (pre-survey mean ~3.7 on "I like learning English through games, role-plays"), but after experiencing it, they strongly endorsed it (post mean ~4.6). This suggests that the communicative approach not only taught them language but also positively influenced their mindset about language learning – they discovered that learning English can be enjoyable and effective at the same time. Finally, motivation remained high throughout; even at the start, most students expressed a desire to improve their speaking (mean ~4.3 on "I want to improve…"), and by the end this was near a unanimous ~4.7 agreement. In other words, the intervention did nothing to dampen their intrinsic motivation –

if anything, seeing their own progress made them *more* motivated to continue learning English.

These quantitative attitude changes were clearly visible in class. **Classroom observations** noted a transformation in student engagement from the first to the last week of the program. Initially, during the first couple of communicative lessons, many students were hesitant – a number of them were very shy to speak aloud, and activities proceeded slowly. However, as weeks went by, observers recorded that more and more students volunteered for role-plays and participated eagerly in speaking games. By Week 8, the classroom atmosphere was markedly more lively: students were observed laughing, using English phrases spontaneously (even outside of structured activities), and encouraging classmates who were speaking. The teacher's log for the final lesson noted that "nearly every student spoke up during the group discussion, a stark contrast to the silence at the beginning." Students who once would hide at the back to avoid being called on were raising their hands to contribute. Additionally, their *anxiety visibly decreased*: for example, mistakes that previously would have embarrassed them into silence were now taken in stride – students would often self-correct or ask "How do I say... in English?" without fear. The supportive, fun environment cultivated by the CLT approach (where mistakes were treated as learning opportunities and activities had a game-like element) likely played a big role in this change. By the end of the intervention, the Grade 6 students not only could *speak* better, but they also *wanted* to speak, which is a crucial outcome for sustaining language development. In summary, the results demonstrate that employing a Communicative Approach had a multi-faceted positive impact on the Grade 6 students: it significantly improved their objective speaking proficiency (as measured by tests), and it also enhanced their subjective confidence and enthusiasm for speaking English (as evidenced by surveys and observations). These findings suggest that the CLT model implemented can be an effective strategy for similar learner groups.



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Discussion

The outcomes of this study provide clear evidence that a Communicative Approach can substantially benefit young learners' English speaking skills in the Myanmar public school context. In the discussion below, we interpret these results in light of the research objectives and connect them to the theoretical and empirical literature. We also consider implications for teaching practice, acknowledge limitations, and suggest directions for future research.

Improvement in Speaking Skills: The significant gains observed in students' fluency, pronunciation, vocabulary, and interaction confirm the central premise of CLT – that engaging learners in meaningful communication leads to improved communicative competence. By the end of the intervention, students were not only performing better in structured speaking tasks, but they were also more adept at spontaneous conversation. This aligns with findings from previous research globally and regionally: communicative language teaching interventions have consistently led to more fluent and confident language use among learners. For example, in Thailand and Vietnam, similar improvements in oral proficiency were reported when traditional methods were replaced with interactive, content-based or task-based learning (Tan & Tan, 2020). Our study contributes local empirical support to these trends, demonstrating that even in a setting with historically rote learning traditions, young students can markedly improve their speaking ability when given the right pedagogical approach. The increase in mean speaking scores (from roughly 40% to 80% of the total points) is quite dramatic for an eight-week program. One likely reason for this success is the **frequency and quality of speaking opportunities** that students had during the CLT lessons – something notably absent in the previous teaching model. Each student got multiple chances each week to speak English in a supportive setting, which helped convert their passive knowledge into active skills. This finding echoes Swain's Output Hypothesis, which emphasizes the importance of producing language: through role-plays and discussions, students had to retrieve vocabulary and formulate sentences on the spot, thereby refining their speaking competence. Additionally, by working in pairs/groups, students could learn from each other and practice in a low-pressure environment (as opposed to speaking in front of the whole class), which likely contributed to their improved performance.

Enhanced Confidence and Lowered Anxiety: One of the most significant outcomes of this study is the boost in students' confidence and positive attitude toward speaking English. Initially, fear of making mistakes and cultural shyness were major barriers preventing students from speaking up. After the intervention, we observed a marked change: students became more willing to speak and even *enjoyed* the process of learning English through communication. This transformation can be interpreted through Krashen's Affective Filter theory – when anxiety is lowered and motivation is raised, learners can acquire language

more successfully. The communicative activities in our program (games, collaborative tasks, etc.) helped create a friendly and fun classroom climate. Errors were not stigmatized; instead, students often laughed them off or corrected themselves without feeling embarrassed. This supportive atmosphere likely caused a drop in each student's affective filter, enabling them to absorb more language input and take more risks in speaking. Our observation that previously reticent students began volunteering answers and initiating English conversation by the end is a qualitative testament to this affective change. These findings are consistent with other research highlighting the affective benefits of CLT. For instance, **Punthumasen (2007)** noted that one reason students often "do not want to learn" in traditional classes is that the teaching methodology is not interesting or engaging. In our study, once the lessons became interactive and enjoyable, students' willingness to participate skyrocketed. This suggests that a communicative approach not only builds language skills but also can rejuvenate a classroom's learning culture, turning passive learners into active communicators. This is an important implication for educators in Myanmar: by adopting more student-centered techniques, teachers might overcome long-standing issues of student passivity and reluctance in English classes.

Alignment with Theoretical Expectations: The improvements in specific skill areas correspond well with the theoretical framework discussed earlier. For example, the broad improvements across all four rubric categories (fluency, pronunciation, vocabulary, interaction) indicate a holistic development of communicative competence, which is precisely the goal of CLT. Students learned to **speak more fluently** – likely because of increased *automaticity* from frequent practice, a concept H. D. Brown (2007) cites as fundamental to skill acquisition. They improved **pronunciation**, which can be partly attributed to the ample listening and repeating of functional phrases during activities (reflecting some natural acquisition akin to the Direct Method's philosophy of learning through use). The significant growth in **vocabulary** can be tied to the content-based aspect of the lessons: each week's topic introduced new thematic words (for family, shopping, etc.) that students immediately put to use, reinforcing retention. This supports Nation's (2008) emphasis that vocabulary is learned effectively when it's taught in context and used interactively. Perhaps most importantly, the students' **interaction skills** (turn-taking, responding, asking questions) improved markedly – a result that can be credited to the social-interactional nature of the tasks, in line with Vygotskyan theory. Vygotsky's idea that social interaction drives cognitive and linguistic development was borne out by seeing students become better conversationalists after weeks of structured peer interaction. In essence, our findings illustrate how the interplay of comprehensible input, pushed output, and social engagement – as predicted by Krashen, Swain, and Vygotsky, respectively – yielded tangible improvements in speaking proficiency.

Pedagogical and Policy Implications: The success of this intervention carries several implications for English teaching in Myanmar and similar EFL contexts. Firstly, it provides a **model of CLT lesson implementation** that can be adapted by other teachers. The fact that one teacher with limited resources could integrate role-plays, group work, and communicative games into the regular curriculum—and achieve results—suggests that these methods are feasible in government school classrooms. Teachers may need training and support to shift from traditional methods to CLT, but this study shows that even within a constrained environment (large class, limited technology), a motivated teacher can create communicative opportunities. Education authorities and school administrators should consider providing professional development workshops on communicative teaching techniques, using lesson plans like the ones developed in this study as exemplars. Secondly, the improvement in student attitudes is particularly pertinent to curriculum developers. One consistent challenge in Myanmar's English education has been low student engagement. Our findings suggest that revising the curriculum to include more interactive speaking tasks and reducing the overemphasis on rote memorization could greatly enhance student engagement and outcomes. This is very much in line with Myanmar's National Education Strategic Plan, which calls for more learner-centered approaches. The positive results of this research can be used to advocate for policy changes that encourage communicative pedagogy – for instance, updating textbooks to have communicative exercises, or adjusting assessment methods to include oral performance (which would incentivize teachers to teach speaking, not just reading/writing). Additionally, the outcomes speak to broader educational goals: students who are more confident in English speaking will likely perform better in higher education and have improved employment prospects in the future. Thus, investing in methodologies that build speaking and listening skills early on can have long-term benefits for human capital development in Myanmar.

Comparisons with Other Studies: It is useful to compare these results with other research in similar domains. In Thailand, Darasawang (2007) documented the national shift to CLT and noted initial difficulties like teacher resistance and large class sizes – issues also present in Myanmar. However, over time Thai students' proficiency improved as teachers gained more experience with CLT. Our study, on a micro level, mirrors that trajectory: initial challenges gave way to success as both teacher and students adapted to the new approach. In another study, *Matsuda (2011)* found that sustained teacher development in CLT approaches in Southeast Asia led to more effective communicative classrooms. This reinforces the idea that training and time are key – our short-term study showed impressive gains, but sustaining and scaling these gains would require continuous support. Interestingly, one difference in our findings compared to some others is that we did not find any aspect of

speaking that failed to improve. For example, some research has reported that certain skills (like grammar accuracy) might lag in CLT contexts. In our case, while we didn't measure grammar knowledge directly, the speaking rubric included an aspect of grammatical correctness within the broader criteria, and there was improvement there too. Students seemed to internalize certain patterns through use (for instance, consistently using past tense "went" correctly by the end when telling a story, which they often got wrong at the beginning). This suggests that even grammar can improve through communicative practice – a stance supported by researchers like Rod Ellis, who argue that form and meaning need not be dichotomous but can be learned together in context. It would be interesting, however, in future research to examine writing or grammar test results to see if purely formal knowledge also benefited indirectly from the approach.

Limitations: While the results are very encouraging, it is important to acknowledge the limitations of this study. The most obvious is the **lack of a control group**. Without a comparison group following the traditional method, we cannot conclusively prove that CLT was the *only* factor causing improvement. It is conceivable that any focused intervention or simply extra attention could have led to some improvement. However, the magnitude of the gains and the alignment with what CLT specifically targets (speaking and confidence) strongly suggest that the approach played a decisive role. Another limitation is the **small sample size (N=20)** and specific context. The study was confined to one class in one school; hence, the findings may not automatically generalize to all Grade 6 classes across Myanmar, especially those in different regions or with different teacher expertise. The students in this sample may have had particular characteristics (for instance, perhaps they were somewhat above average in motivation since parental consent was obtained for an experimental study). That said, we took care to select a fairly typical class, and the school is a standard government school, so we believe the scenario is reasonably representative of many urban public schools in Myanmar. There is also the **Hawthorne effect** to consider – students knew they were part of a special program and being observed/tested, which might have enhanced their motivation to perform. To mitigate this, we integrated the activities into normal lessons as seamlessly as possible and tried to make students feel it was "just a new way of learning" rather than a formal experiment. By the end, students seemed to treat the communicative activities as a normal part of class rather than something to impress researchers, especially since the researcher was also their regular teacher. Another limitation relates to **measurement**: assessing speaking ability can be subjective. We addressed this by using a rubric and a second rater, but some subtle improvements (like increased spontaneity) are hard to quantify. The survey on attitudes, while showing big trends, relies on self-report, which can be influenced by students wanting to please the teacher. However, the consistency between what they reported (e.g., feeling more confident) and what we observed (them actually speaking more freely) strengthens the

credibility of those results. Lastly, the intervention's duration was relatively short (two months of active instruction). While gains were evident, it is unknown how durable they will be. Will these students retain their improved speaking skills into the next academic year? Sustained practice is necessary to maintain language skills. Ideally, their Grade 7 curriculum would continue to use communicative techniques so that progress does not stagnate or regress. This touches on a practical consideration: unless the wider system adopts similar approaches, a single short-term intervention's effects might diminish over time. Despite these limitations, the study offers valuable preliminary evidence and a foundation for further exploration.

Recommendations for Future Practice and Research: Building on the findings, a few recommendations can be made. Teachers in similar contexts are encouraged to incorporate more communicative activities in their English classes. Even without a full curriculum overhaul, small changes – like adding a 10-minute pair conversation about a daily topic, or using a game to practice new vocabulary – can start to create a more communicative environment. This study's lesson plans and strategies could serve as a starting point. For teacher training programs in Myanmar, it would be beneficial to emphasize classroom management techniques for communicative activities (handling noise, managing large groups, etc.), since one barrier for teachers is fear that CLT means a chaotic classroom. Our experience showed that with clear instructions and roles, young students can handle interactive tasks well and actually stay on-task because they find it enjoyable. From a research perspective, future studies could expand on this work by involving a control group and/or a larger sample across multiple schools. It would also be insightful to investigate the *long-term impact*: for instance, do students who learned via CLT in primary school perform better in speaking (or even writing and reading) in high school compared to those who did not? Additionally, since our study focused on speaking, complementary research could explore how communicative approaches affect other skills – the literature suggests listening often improves concurrently with speaking (as students are exposed to a lot of target language input), which we anecdotally noticed as well (students seemed to understand spoken instructions more readily by the end). Formal testing of listening, reading, and writing outcomes under CLT would give a fuller picture of its benefits or trade-offs. Finally, qualitative research involving teacher and student interviews could deepen understanding of the subjective experiences: for example, how do teachers feel about shifting to CLT? What challenges do they face (curriculum pressure, exam alignment, etc.)? And from the students' perspective, which specific activities did they find most useful or enjoyable? Such insights can refine the approach for broader implementation.

In conclusion, the discussion affirms that the communicative, student-centered approach adopted in this study was effective in achieving its aims. The positive results contribute to the growing body of evidence that **communicative language teaching can be**

successfully applied in Southeast Asian classrooms, including Myanmar, to produce tangible improvements in learners' speaking abilities and confidence. This addresses a crucial gap in Myanmar's EFL education by demonstrating a viable pathway to overcome the long-standing issue of poor speaking proficiency among school students. The challenge moving forward will be to sustain and scale such approaches within the education system, ensuring that more students can benefit from learning English in a way that truly enables them to communicate.

Knowledge from Research

This research yielded several key contributions to both practical pedagogy and academic understanding:

Empirical Evidence of CLT Effectiveness in Primary Education: The study provides concrete data showing that Communicative Language Teaching (CLT) can significantly improve English speaking skills of primary-level students in a Myanmar public school. This is one of the first empirical demonstrations in the local context at the Grade 6 level, thereby filling a research gap. The evidence supports the argument for integrating CLT into the basic education curriculum to achieve better language outcomes.

A Practical CLT Lesson Framework for Teachers: An outcome of the research is a set of eight structured lesson plans and accompanying activities tailored to a Grade 6 EFL class. These lesson plans serve as a model of how to operationalize CLT principles (like pair work, role play, task-based learning) within the constraints of a regular classroom. They can be adapted or adopted by English teachers in similar contexts. The study demonstrated how everyday syllabus topics (e.g., "Daily routines" or "Asking directions") can be taught communicatively without needing expensive resources, making the approach accessible. This contributes a practical framework that schools and teacher training programs can use as a reference.

Insights into Student Engagement and Affective Factors: The research documented not just linguistic gains but also psychological and social changes in learners. It confirmed that young students' confidence and willingness to use English can be dramatically enhanced through interactive methods. This underscores the importance of affect in language learning – a dimension sometimes overlooked in policy and curriculum. The **finding that enjoyment increased alongside achievement** is a valuable insight: it suggests that making learning fun and communicative is not at odds with academic progress, but rather facilitates it. This knowledge can inform teacher attitudes, helping overcome any misconception that serious learning cannot occur through games or informal interaction.

Alignment with Educational Policy Goals: The study's outcomes directly support Myanmar's National Education Strategic Plan goals of learner-centered and competency-based education. By providing a successful example of these abstract goals put into practice, the

research offers a blueprint for policy implementation. It contributes knowledge on *how* to achieve policy targets in real classrooms, bridging the gap between reform ideals and classroom reality. For instance, the lessons learned about managing large classes in communicative activities or about scaffolding language for young learners can guide future curricular reforms and teacher guidelines.

Theoretical Contribution– Contextualizing CLT in Myanmar: Academically, the study adds to the global literature by showing how established theories (CLT, communicative competence, etc.) play out in a culturally specific context. It confirms that core principles of language acquisition (like the need for interaction and low anxiety) are applicable and effective even in a context where classroom norms differ (teacher authority is high, student reticence is common). This contributes to a nuanced understanding that while the principles are universal, their implementation can be tailored. The knowledge gained includes strategies for overcoming initial student reticence (e.g., using group solidarity in games to encourage shy individuals) and integrating local cultural content into communicative tasks (which was done to make activities more relatable). Such culturally responsive adaptation is a knowledge point for educators in other traditionally non-communicative education systems who wish to introduce CLT.

In summary, the research has generated a set of knowledge outputs: proof of concept that CLT works for improving speaking in a Myanmar school; a replicable approach for practitioners; insights into learner affect and engagement; and supportive evidence aligning classroom practice with national educational innovations. Together, these contributions form a body of knowledge that can inform future training, curriculum design, and research in the field of English language teaching.

Conclusion

This study set out to improve and evaluate Grade 6 students' English speaking skills through a Communicative Approach at a government school in Myitkyina, Myanmar. The results were resoundingly positive. After an eight-week intervention featuring interactive, learner-centered activities, the students demonstrated significantly higher speaking proficiency across multiple dimensions, including fluency, pronunciation, vocabulary use, and interactive communication. They moved from being mostly hesitant, one-word responders to being able to express themselves in extended speech with reasonable clarity and confidence. These improvements were statistically significant and practically meaningful. Moreover, the students developed a more positive attitude towards learning English: they became more confident, motivated, and actively engaged in speaking tasks. In effect, the classroom was transformed from a traditionally quiet, teacher-led environment into a vibrant learning community where students were eager to communicate in English.

The success of the intervention confirms that Communicative Language Teaching is not only theoretically sound but also practically effective in the Myanmar public school context. It addresses the initial research problem of low speaking skills by providing an evidence-based solution that directly tackles the root causes (lack of practice, high anxiety, unengaging methods). Through this study, the researcher achieved the stated objectives: the existing speaking problems were identified (low baseline skills and various inhibiting factors), a targeted CLT program was designed and executed, and its effectiveness was validated through improved post-test performance and positive learner feedback.

In concluding, it can be stated that **a communicative, student-centered approach is highly beneficial for developing English speaking skills among young EFL learners in Myanmar**. The findings encourage a re-thinking of how English is taught in primary schools – moving away from an exclusive focus on grammar and textbooks, and towards an interactive model that emphasizes real communication. For educators and decision-makers, this research provides a hopeful message: with relatively simple shifts in methodology, we can produce learners who are not just test-passers but actual communicators in English. Such learners are better equipped for further education and for participation in an increasingly English-connected world.

In a broader sense, the study contributes to bridging the gap between language education theory and classroom practice in Southeast Asia. It shows that even within constraints, it is possible to implement modern teaching methods that yield tangible improvements. The conclusion is clear – **students learn to speak by speaking**, and when given the chance to do so in a supportive environment, they thrive. Therefore, it is recommended that teachers, schools, and curricula incorporate more communicative activities into regular English teaching. By doing so, Myanmar's goal of cultivating a new generation of students proficient in English communication can become an achievable reality rather than an elusive ideal.

Suggestions

Based on the experience and findings of this study, several suggestions are offered for future practice and research:

1. **Integrate Communicative Activities into Regular Curriculum:** Schools and teachers should incorporate CLT techniques (group discussions, role plays, speaking games, etc.) into regular English lessons on a more permanent basis. Even small additions, such as a short speaking warm-up or a pair-work exercise each class, can maintain the gains in student speaking skills and confidence. Education authorities might consider revising curricula and textbooks to include explicit speaking and listening components, ensuring that teachers allocate time for oral activities.

2. **Teacher Training and Workshops:** To successfully implement communicative approaches, teacher capacity building is crucial. It is suggested that the Ministry of Education and teacher training colleges organize workshops or modules focused on CLT methodology, classroom management for interactive activities, and creation of low-cost teaching aids. Training should address common teacher concerns (like handling large classes or mixed ability groups in CLT) by sharing strategies and success stories from studies like this one. Equipping teachers with the skills and confidence to run communicative classrooms will help scale the approach beyond this single study.

3. **Supportive School Policies:** School administrators should support a shift toward more interactive teaching by providing necessary resources and flexibility. For instance, allowing English classes to occasionally use open spaces or multi-purpose rooms can facilitate movement and group activities. Reducing class sizes or arranging furniture into clusters instead of rows can encourage communication. Moreover, assessment policies might be updated to include oral assessments or project work, sending a message to both teachers and students that speaking skill is valued, not just written exams.

4. **Future Research with Control Groups and Larger Samples:** While this study showed positive outcomes, further research is suggested to strengthen generalizability. Future studies could involve control groups (traditional method) versus experimental groups (CLT) across multiple schools to compare results more rigorously. A larger sample would also allow for statistical analyses that generalize to the broader population. Additionally, longitudinal research following the same students over subsequent grades would be useful to see if the improvements are sustained and to examine long-term impact on academic performance in English.

5. **Explore Other Skills and Hybrid Approaches:** Researchers might also explore the effect of communicative approaches on other language skills like listening, reading, and writing. Does improving speaking help listening comprehension automatically? How can communicative methods be blended with reading/writing instruction to ensure balanced language development? Investigating a more **integrated skills approach** would provide a fuller picture of CLT's role in overall language proficiency. Furthermore, comparative studies could test variations of communicative approaches – for example, content-based instruction, task-based learning, or a mix of traditional and communicative techniques – to see which model best suits the local context.

Address Challenges and Local Adaptation: It is recommended to conduct qualitative research (interviews, focus groups) with teachers and students who experience CLT adoption, in order to gather insights on challenges and how to adapt CLT to local needs. For example, large class size was a known challenge; gathering teachers' creative solutions to this

(such as using group leaders or chorus response techniques) could help formulate guidelines for others. Understanding student perspectives can also lead to culturally relevant tweaks – perhaps integrating local topics, stories, or multilingual support in initial stages. This will help in refining the approach so that it is culturally sustainable in Myanmar classrooms.

6. **Policy-Level Recommendations:** Finally, at the policy level, it is suggested that the Myanmar education authorities consider formalizing a move towards communicative teaching in the national English curriculum. This could involve updating the National Education Strategic Plan's targets for English to explicitly include communicative competence, and ensuring alignment of exams with communicative skills. By doing so, the entire system (curriculum, teacher training, assessment) would be oriented to support what this study and others have shown – that interactive, student-centered learning yields better outcomes. Small-scale successes like the one documented here can inform policy on a larger scale, ultimately benefiting thousands of students.

In essence, the suggestions emphasize continuing the momentum from this research: expanding the practice, deepening the investigation, and institutionalizing the pedagogical changes. The improvements witnessed in a single Grade 6 classroom in Myitkyina can serve as a catalyst for broader educational improvements across Myanmar if these recommendations are acted upon. The hope is that future initiatives will build on these findings, leading to a generation of Myanmar students who are confident and competent English speakers.

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