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The Thai Journal Citation Index Center (TCI) requested cooperation from journal editors in the selection of a specific journal's sub-areas stored in the TCI database. As a result, each journal is permitted to select 1-5 sub-areas for the papers published in the journal. In this regard, the "BRU ELT JOURNAL" would like to declare that beginning with the 1st Volume, 1st Issue (January-April 2023), articles covering the main subject area, Social Sciences, will be accepted for publication. Furthermore, these articles must be pertinent to the subject areas of Arts and Humanities, and they must cover these two sub-subject areas: 1) Language and Linguistics, and 2) Literature and Literary Theory.

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The journal is published three times a year: January-April, May-August, and September-December. However, BRU ELT JOURNAL, with no more than two (2) issues per year, might be published as a special issue upon joining in the special academic events of national and international conferences held both in Thailand and other countries.

All articles in this journal must be reviewed by at least three (3) external peer reviewers in the relevant fields from different institutes. More importantly, the authors' and reviewers' identities are concealed from each other (Double-blind peer review) in order to have the articles with high quality and academic standards. The articles submitted for publication in this journal have not already been published *elsewhere* or are not under consideration by peer reviewers for publication in other journals. The authors must strictly comply with the reference system and the criteria for the publication of academic or research articles set by the journal.

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Professional Development Needs of English Language Teachers in Myanmar: A TPACK-Based Study

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Abstract

This study investigated the professional development (PD) needs of English as a Foreign Language (EFL) teachers in Myanmar through the lens of the Technological Pedagogical Content Knowledge (TPACK) framework. Using a quantitative and qualitative research design, data were collected from 105 EFL teachers across primary, secondary, and tertiary educational levels via a structured questionnaire. The findings revealed a generally moderate level of perceived professional development need across all TPACK components. Among individual domains, teachers reported higher perceived needs in pedagogical knowledge, particularly in areas related to developing students' critical thinking skills and classroom management strategies. Variation in perceived needs was observed across educational levels, with primary teachers indicating higher pedagogical and technological pedagogical knowledge needs, while secondary and tertiary teachers reported moderate levels in these domains. Technological pedagogical knowledge (TPK) was also identified as a notable perceived need, particularly for technology-integrated assessment, peer coaching, and alternative assessment. In addition, teachers' participation in professional development appeared to be influenced by several reported barriers, particularly lack of time due to heavy teaching workloads and limited financial support. Teachers reported preferences for school-based professional development, peer observation and coaching, as well as online learning formats such as webinars. The study highlights the importance of context-sensitive, needs-based professional development programs that address both pedagogical and technology integration challenges faced by EFL teachers in Myanmar.

Keywords: needs analysis, professional development, EFL teachers

Introduction

In today's globalized world, new teaching methods and technologies are becoming increasingly common in EFL education, especially after the global pandemic. As education continues to evolve, technology plays a vital role in improving teaching methods, learning experiences, and overall outcomes (Li & Zhang, 2025). These challenges often prevent teachers from reaching their greater academic and professional development. According to Zhao and Watterston (2021), the COVID-19 pandemic provided a unique opportunity to reshape education as it affected schools across the

world, allowing teachers and students to reconsider the kind of education truly needed instead of continuing with outdated systems.

Building on these developments, educational practices have undergone further changes in relation to teaching approaches, subject matter delivery, and the use of digital technologies in the classroom. The shift toward more flexible and technology-enhanced learning environments has required teachers to reconsider traditional methods of instruction and adopt more student-centered and interactive approaches. Teachers have been required to modify their instructional approaches, adapt content delivery, and implement alternative assessment methods, while also engaging students through online and blended learning environments (UNESCO, 2022). This transformation has not only increased the complexity of teaching but has also placed greater demands on teachers' ability to effectively combine different types of knowledge in their daily practice.

In the context of Myanmar, these challenges are further intensified by limited technological infrastructure, unequal access to digital resources, and varying levels of teacher preparedness for online instruction (Sein, 2022; Aung, 2025; Oo & Deocampo, 2025). In many cases, teachers must navigate these constraints while still attempting to maintain the quality of instruction, often with minimal institutional support or training opportunities. At the same time, many EFL teachers continue to face challenges in effectively translating English language content into meaningful classroom instruction, particularly in large and resource-constrained classrooms (Khin, 2025). These difficulties can affect not only the delivery of lessons but also student engagement and overall learning outcomes.

As a result, the ability to integrate content knowledge, pedagogy, and technology has become increasingly important for effective teaching practice rather than an optional skill (Harris et al., 2009). For EFL teachers in particular, these demands are even more pronounced, as language teaching relies heavily on interaction, communication, and the use of varied instructional strategies. Therefore, understanding teachers' needs across these interconnected areas is crucial for supporting their professional development in the Myanmar context, especially in the post-pandemic period, where adaptability and innovation in teaching are more important than ever.

Although Myanmar was under British rule for 50 years, the English proficiency of its people remains very low. One reason is that EFL teachers in Myanmar often rely solely on the Grammar-Translation Method. Students study English for nearly 10 years in school, yet Myanmar has consistently ranked around 93rd globally from 2020 to 2025, indicating persistently low English proficiency (EF Education First, 2024). Additionally, the EfECT Project (2014), conducted by the Ministry of Education and the British Council Myanmar, found that a total of 2,222 EFL teachers were assessed across different institutions. The baseline test results showed low average scores in reading (22.2), listening (21.6), grammar and vocabulary (23.5), speaking (11.9), and writing (19.9). Using the Aptis assessment system, teachers' reading and listening skills were at B1 level on the CEFR scale, while speaking and writing were at A2 level (British Council, 2020). These findings suggest that low English proficiency may be influenced not only by teachers' language ability but also by their pedagogical practices and access to professional development. In this context, it is important to examine teachers' professional development needs, particularly in relation to pedagogy

and technology integration, in order to better understand how classroom practices can be improved to support students' English learning outcomes.

According to Pannasami et al. (2020), many English teachers in public schools lack proper training and motivation to improve their skills. This highlights the need for a stronger education system in developing countries like Myanmar, where education plays a key role in helping people succeed in society. Many countries are doing their best to keep up with these changes. However, EFL teachers in Myanmar still face many difficulties, such as political instability, lack of support, limited time, and few opportunities to develop professionally (Aung, 2025). In teacher-specific study, Oo and Fernandez Deocampo (2025) identified narrative accounts of English teachers struggling with proficiency and pedagogical demands in Myanmar's evolving educational context. Thus, it is clear that Myanmar teachers still need to improve their English proficiency and pedagogical skills to meet teaching demands and support student learning.

Literature Review

Professional development of English language Teacher in Myanmar

English language teachers play a crucial role in the success of EFL learners because their teaching style, knowledge, and support help students learn and use English better. Most teachers have a very positive attitude toward professional development, particularly in areas like lesson planning, teaching methods, language skills and the use of ICT (Aung, 2025; Wati et al., 2025; Poonpon, 2021). Before the COVID-19 pandemic, most EFL teachers mainly relied on face-to-face teaching methods in the classroom (Zhang et al., 2021; Isaee and Barjesteh, 2023). However, the demand for technology in education was already rising rapidly in many developed countries. During and after the pandemic, this demand grew even more, with online tools such as Zoom and other digital platforms becoming essential for teaching and learning (Zhang et al., 2021). Therefore, EFL teachers in developing countries like Myanmar need to strengthen their professional development, particularly in technology integration and language skills (Machmud et al., 2021).

Many countries are working hard to improve EFL teacher professional development, and each country has its own approach to supporting teachers. In Myanmar, numerous training projects and programs have been offered to EFL teachers at all levels. In alignment with UNESCO's recommendation, the Ministry of Education (MOE) is implementing its National Education Strategic Plan 2021-2030, which emphasizes the integration of digital tools and modern pedagogy. In accordance with the National Education Strategic Plan (2021-2030), education reforms are being implemented, guided by the Teacher Competency Standards Framework (TCSF). These reforms include enhancing teachers' capabilities to implement new teaching methodologies, providing reskilling, upskilling, and Continuous Professional Development (CPD) for all teachers and administrative staff, and reforming the assessment system alongside providing scholarships. Furthermore, for a quality education, the English language proficiency and ICT skills of all teachers and staff are considered both fundamental and critically important (New, 2020).

Myanmar TESOL Association, founded in 2013, is a non-profit organization that supports English teachers in Myanmar. It promotes professional development (PD) by sharing ELT experiences and research locally and internationally, organizing free training events and virtual conferences, and offering online support for remote teaching (Myanmar, 2013). Additionally, the Mobile Education Partnership (MEP) has been supporting education in Myanmar for over 20 years, focusing on individuals affected by war, poverty, and oppression, regardless of ethnic or religious background. The organization implements various initiatives, including teacher training and Cambridge English programs in Mawlamyine (Mon State), Myitkyina (Kachin State), and Mae Sot along the Thai–Myanmar border. Through its work with refugees and marginalized communities, MEP provides educational support and professional development opportunities. As an education-focused organization, MEP emphasizes teacher training integrated with English language instruction, leading to internationally recognized Cambridge certifications, with the aim of improving life opportunities for learners in disadvantaged contexts (MEP, n.d.).

In 2014, the British Council organized one of Myanmar's largest PD programs for EFL teachers, called English for Education College Trainers (EfECT). The EfECT project in Myanmar followed a detailed plan for both its design and how it measured success. Assessments were carried out a wide range of pre-, mid-, and post training to study and understand the impact of the program. The project (EfECT) lasted two years, with British Council and VSO trainers working with 2,222 teacher educators across the country (British Council, 2015). Its main goals were to improve teachers' English proficiency, increase their knowledge of effective teaching methods, strengthen their training abilities, and help them use modern teaching materials more effectively. Data from questionnaires, tests, classroom observations, interviews, and written reflections were used to evaluate how the project influenced teachers' understanding of teaching methods, practical skills, reflective thinking, and professional confidence. Overall, the outcomes were positive, showing improvements in teachers' English proficiency, confidence, teaching knowledge, and classroom performance especially in using interactive teaching methods (British Council, 2016).

Despite the training programs and workshops provided for English teachers, there is little evidence to show whether these programs truly meet the teachers' needs (Poonpon, 2021). Assessment skill is fundamental component in teacher professional development. Many studies show that teacher training or PD programs often fail to align with teachers needs in many countries, especially in developing countries as they usually overlook on assessment of teachers' PD needs (Mekie & Gezahegn, 2023; Akcor & Ergul, 2025). Training programs that are developed without first assessing teachers' needs may lead to ineffective outcomes. To address this issue, teachers' needs should be carefully assessed before organizing training programs or workshops.

Need Analysis for Professional development

Needs analysis in PD is the process of identifying and analyzing the challenges, problems, and opportunities that teachers face in their teaching contexts to determine what they need to learn, know, and do to enhance their professional growth and improve student learning (Widodo, 2018). Needs analysis is important as it helps policymakers, administrators, and schools identify teachers' professional learning needs, align training with actual classroom practice, prioritize resources, and design

targeted PD programs that are relevant, effective, and sustainable (Darling-Hammond et al., 2017; Cuiccio & Husby-Slater, 2018).

According to McGowan (2023), when professional development (PD) is designed based on teachers' identified needs, educators report higher satisfaction and greater application of new strategies in their classrooms. Needs assessment surveys provide teachers with a voice in shaping PD, validate their perspectives, and highlight shared concerns among colleagues. Most teachers implemented multiple practices learned from PD, demonstrating its relevance and practical impact. Quantitative findings further support this, showing an increase in the mean use of PD strategies in the classroom from 1.25 previously to 2.63 currently. These results underscore the importance of aligning PD content with teachers expressed needs to ensure professional learning is both effective and meaningful.

To sum up, needs analysis is a systematic process that helps educators and administrators identify, understand, and address areas where teachers require professional growth. It involves evaluating the gap between teachers' current knowledge, skills, and practices and the desired competencies needed to enhance instructional effectiveness. Conducting a needs assessment is a critical first step in designing PD programs that are targeted, relevant, and likely to improve both teacher performance and student learning outcomes. (Cuiccio & Husby-Slater, 2018).

Previous Studies

As far as I am aware, only a few studies have examined the PD needs of EFL teachers in Myanmar. These studies, which focused on English teachers, found that they have limited training opportunities, insufficient institutional support, and low English proficiency. The findings also show that teachers prefer PD in teaching methods, understanding students, and attending workshops, and they consider instructional technology and pedagogical knowledge to be the most important areas for improvement. (Thu, 2025; Oo & Deocampo, 2025; Sein, 2022; Aung, 2025). These priority areas correspond closely to the core domains of the TPACK framework, particularly pedagogical knowledge (PK) and technological pedagogical knowledge (TPK).

For example, Sein (2022) conducted a study with 93 university English teachers in Myanmar to explore their PD needs. The results showed that the top priority for teachers was Teaching Skills and Methods, followed by Understanding Students as the second most important area. The next preferred areas were Attending Conferences and Seminars and Workshops. These findings primarily reflect teachers' need to strengthen their pedagogical knowledge (PK) within the TPACK framework. The study also found that many English teachers in Myanmar had not received formal teacher training before entering the profession, which explains why so many identified Teaching Skills and Methods as a key development need. In contrast, teachers in higher education appeared to be more knowledgeable about current teaching methods and more confident in their classroom practices.

Similarly, Aung (2025) explored the perceptions, needs, provision and participation of 24 Burmese EFL teachers regarding professional development, comparing teachers from Myanmar with those from other countries, including ASEAN countries and Japan. The qualitative findings indicated that teachers required more opportunities, such as scholarships and fellowship, to improve their PD through

workshops and seminars. The study also highlighted those teachers needed further training in classroom management, assessment skills, and the integration of ICT into their teaching. Within the TPACK framework, classroom management and assessment skills relate mainly to pedagogical knowledge (PK), while ICT integration reflects technological pedagogical knowledge (TPK).

In the study of 15 faculty members, department chairs, and senior administrators from Myanmar, technology was also identified as a significant area of concern. A common theme in the participants' responses was the absence of structured PD programs and the limited access to such opportunities for most staff. Participants also frequently highlighted their concerns about the shortage of PD options and the challenges they face in improving their teaching and technology skills (Thu, 2025). This again suggests gaps in both technological knowledge (TK) and its pedagogical application (TPK).

Additionally, some studies have emphasized that teachers need to improve both their language skills and pedagogical abilities. For example, Oo and Deocampo (2025) reported that Myanmar EFL teachers have received insufficient training in teaching methods and have low language proficiency. Another studies (Oo & Deocampo, 2025; Ulla, 2018) also found that teachers need to improve their language proficiency, which is essential for effective classroom communication and quality English instruction. From a TPACK perspective, language proficiency can be viewed as part of teachers' content knowledge (CK), which interacts with pedagogical knowledge in effective English teaching.

Teacher training in Myanmar often follows a top-down approach and is rarely based on teachers' actual needs, especially in government schools (Ulla, 2018; Bank, 2018). Moreover, there are only a few studies on needs analysis, and most of them focus on a single level or location, which makes it difficult to apply their findings to all teachers. In addition, the frameworks for PD in these studies are not clearly defined. Drawing on the findings of previous studies, key areas such as teaching methods, classroom management, assessment, language proficiency, and technology integration were identified as recurring professional development needs. These areas were then systematically mapped onto the TPACK framework to guide the development of the questionnaire. For example, teaching methods and classroom management were categorized under pedagogical knowledge (PK), language proficiency was considered part of content knowledge (CK), and technology integration was aligned with technological pedagogical knowledge (TPK) and technological knowledge (TK). This mapping informed both the selection of questionnaire domains and the categorization of individual items within each TPACK component.

Therefore, this study extends previous research by providing a more structured way of understanding EFL teachers' professional development needs in Myanmar. It uses the TPACK framework to organize these needs into content, pedagogical, and technological areas. It also compares teachers' needs across different educational levels, giving a clearer and more context-based understanding of their professional development requirements.

Technological Pedagogical Content Knowledge (TPACK) Framework

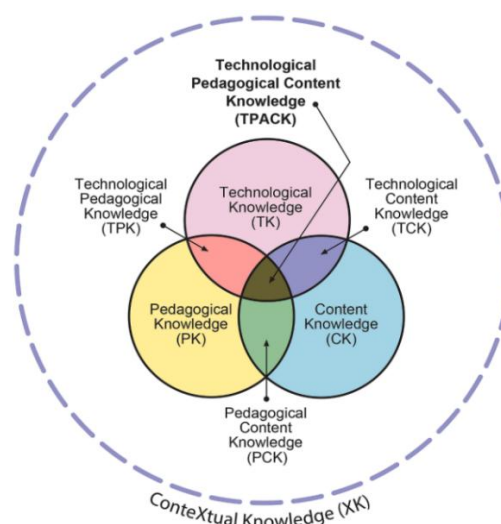
The Technological Pedagogical and Content Knowledge (TPACK) framework is widely recognized as a key model that outlines how teachers effectively use technology alongside their teaching methods and subject knowledge (Petko et al., 2025). TPACK was created almost 20 years ago by Punya Mishra and Matthew J. Koehler, expanding on Lee Shulman's idea of Pedagogical Content Knowledge (PCK). This framework explains how the three main areas of a teacher's knowledge (technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK)) are connected and work together in teaching. More recently, the TPACK framework has been updated to include a new area called "Contextual Knowledge" (XK), which focuses on teachers' understanding of different educational environments which is important for both practitioners and researchers (Petko et al., 2025).

Content knowledge (CK) means teachers understand the subject they teach, including its ideas, theories, and ways to explain it clearly. Pedagogical knowledge (PK) is about knowing how to teach well such as planning lessons, managing the class, assessing students, and understanding how they learn. Technological knowledge (TK) focuses on using digital tools and resources to make learning more effective and engaging. More recently, Contextual knowledge (XK) involves understanding the educational environment, including factors at the classroom level, school level, and broader societal or technological influences that affect teaching and learning.

The framework also emphasizes how these types of knowledge intersect. Pedagogical content knowledge (PCK) links teaching strategies with subject matter, technological content knowledge (TCK) connects technology with content learning, and technological pedagogical knowledge (TPK) focuses on integrating technology into instructional methods. More recently, contextual knowledge (XK) has been incorporated, highlighting the importance of understanding the educational environment, including classroom, school, and broader societal or technological factors. Mishra and Koehler (2006) note that TPACK is flexible, allowing educators to adapt it to different teaching contexts.

Figure 1

The Updated TPACK Model



In the context of Myanmar, where teachers face challenges such as limited access to professional development, reliance on traditional teaching methods, and increasing demands for technology integration, a comprehensive framework is needed to examine multiple aspects of teacher knowledge. TPACK is particularly suitable for this study because it allows for the simultaneous examination of content knowledge, pedagogical practices, and the use of technology in teaching. This is important in the Myanmar EFL context, where improving teaching quality requires not only strengthening language proficiency but also enhancing instructional methods and the effective use of digital tools. Therefore, TPACK provides a relevant and structured framework for identifying teachers' professional development needs across different domains.

Research Questions

Professional development is widely recognized as crucial for enhancing teaching quality and improving student learning. However, existing research on EFL teachers' professional development needs in Myanmar remains limited in several important ways. First, most studies have focused on a single educational level, such as primary or tertiary education, without providing cross-level comparisons across primary, secondary, and tertiary teachers. Second, although some studies have identified general areas of need such as teaching methods, classroom management, and technology integration, few have systematically examined these needs through a theoretical framework such as TPACK to distinguish between content, pedagogical, and technological knowledge. Third, limited attention has been given to how teachers' professional development needs have evolved in the post-pandemic context, where online learning and digital tools have become more prominent in education systems.

To address these gaps, the present study investigates the professional development needs of EFL teachers across primary, secondary, and tertiary levels in Myanmar's evolving educational context. It examines teachers' needs in content, pedagogical, and technological knowledge through the TPACK framework, along with their preferences for training formats, types, and organizational structures.

1. What are the PD needs of EFL teachers in Myanmar in terms of pedagogical (PK), technological (TK), and content knowledge (CK)?
2. What preferred PD formats and perceived barriers affect EFL teachers' participation in PD in Myanmar?
3. Are there differences in patterns of PD needs across primary, secondary, and tertiary levels?
4. Which TPACK component (TPK, PCK, or TCK) represents the weakest area of PD among EFL teacher in Myanmar?
5. What is the overall level of PD need for TPACK among EFL teachers in Myanmar?

Methodology

This study used a questionnaire to collect data from in-service English language teachers working at primary, secondary, and tertiary levels in both international and government schools across Myanmar. Participants were recruited using a convenience sampling technique based on accessibility and availability. The sample included teachers from different educational levels; however, the number of participants was uneven across groups, with a relatively smaller number of tertiary-level teachers compared to primary and secondary levels due to limited accessibility to higher education institutions. The purpose of the study was to examine teachers' professional development needs in the areas of content knowledge, pedagogical knowledge, technological knowledge, and language knowledge. The study also aimed to identify their preferences for training formats and organizational arrangements. Descriptive statistics, including mean, standard deviation, and percentage, were used to analyze the responses, particularly for Likert-scale items and background information.

Participants

The study involved 105 English language teachers from four regions of Myanmar. Most participants were from the southern part of the country ($n=61$, 58.1%), followed by the northern region ($n=20$, 19%), the eastern region ($n=17$, 16.2%), and the western region ($n=7$, 6.7%). The majority of respondents were female 86 (81.9%), while 17 (16.2%) were male and 2 (1.9%) preferred not to disclose their gender. Participants' ages ranged from 20 to over 55 years. The largest age group consisted of teachers aged 30–39 ($n=48$, 45.7%), followed by those aged 20–29 ($n=33$, 31.4%), 40–49 ($n=19$, 18.1%), and those aged 50 and above ($n=5$, 4.8%). Regarding teaching experience, 36 teachers (34.3%) had 5–10 years of experience, 34 (32.4%) had less than 5 years, 15 (14.3%) had 11–15 years, 9 (8.6%) had around 20 years, and 11 teachers (10.5%) had more than 20 years of experience. In terms of educational background, 58 teachers (55.2%) held a bachelor's degree, 26 (24.8%) had a graduate diploma in teaching, 11 (10.5%) held a master's degree, and 10 (9.5%) were categorized as "others," including first-, second-, and third-year distance university students. Regarding current teaching level, 63 teachers (60%) were teaching at the primary level, 48 (45.7%) at the secondary level, 3 (2.9%) in vocational colleges, 5 (4.8%) were university tutors, and the remaining participants taught in other contexts such as YLE programs, English language centers, and ACCESS. As participants could choose multiple teaching levels, the total percentage is greater than 100%.

Research Context

The research context of this study involves EFL teachers from four regions of Myanmar: the northern, southern, western, and eastern parts of the country. In Myanmar, EFL teachers have limited opportunities to improve their PD due to programs that are often insufficiently tailored to their specific needs (Ulla, 2017; Thu, 2025). Within the broader field of TESOL, understanding teachers' perceptions, access to training, participation in professional development, and their suggestions for improvement is essential for enhancing the quality of English language education in the country.

Research Instruments

This study used a 40-item structured questionnaire to collect data from EFL teachers across four regions of Myanmar. Guided by the TPACK framework, the instrument examined teachers' technological, pedagogical, and content knowledge, as well as their PD needs and preferences for future training formats and organizational arrangements. The questionnaire consisted of four sections: (A) demographic information, (B) current PD experience, (C) identification of PD needs, and (D) preferences and barriers related to professional development. A 5-point Likert scale (1 = very low need, 5 = very high need) was used in Sections B and C, while a 6-point Likert scale (1 = most preferred, 6 = least preferred) was employed in Section D to improve clarity and minimize neutral responses. The questionnaire was validated by three experts with more than 20 years of teaching experience, and it was revised according to their feedback. To prevent misunderstanding among government school teachers, a Burmese-language version of the questionnaire was prepared. The translated version was reviewed by bilingual experts to ensure that the items conveyed the same meaning as the original English version and were culturally appropriate for the local context. Necessary revisions were made based on their feedback to improve clarity and semantic equivalence. After the final version was completed, an online format was created to support efficient data collection.

Demographic information was collected using a six-item questionnaire designed to obtain background details (gender, age, highest qualification, years of experience as an English teacher, current teaching level, and school location). These data were used to contextualize participants' responses and support meaningful comparisons across different groups. The content validity of the questionnaire was confirmed through evaluation by three experts in English language teaching. A pilot study conducted with the author's fellow teachers produced the following Cronbach's alpha values for each section.

Section B gathered information about teachers' PD participation and experiences. This part of the questionnaire included three components. This section contained three main items. The first item asked teachers how often they engaged in professional development, with response options including more than four times a year, two to three times a year, once a year, less than once a year, or never. The second item examined the main sources of their recent PD opportunities, allowing participants to choose multiple options, including government-based training, school-based programs, university-led training, private organizations, online platforms, and self-initiated study. The third item consisted of a series of statements designed to measure teachers' perceptions of their current PD experiences. Participants rated each statement using a five-point Likert scale ranging from strongly disagree to strongly agree. This section helped identify the relevance, quality, and supportiveness of the PD opportunities available to them. The scale was good, with a Cronbach's alpha of .83 (Saidi & Siew, 2019).

Section C represents the core of the questionnaire, focusing on teachers' self-identified PD needs across several key areas. Participants were asked to indicate their level of need for training using a five-point Likert scale, ranging from 1 (Very Low Need) to 5 (Very High Need). This section was divided into five main domains: (1) "Language Proficiency" = TCK, (2) "Pedagogical Knowledge and Skills" = PK, (3) "Assessment and Evaluation" = TPK, (4) "Curriculum and Materials Development" =

PK and (5) “Research and Professional Growth” = TPK. Collectively, these items provided insight into teachers’ perceived gaps and priorities for further professional development, helping to guide future PD planning and support. The scale had got excellent reliability, with a Cronbach’s alpha of .90.

Section D explored teachers’ preferences and perceived obstacles related to PD. The first item asked participants to rank their preferred PD formats from 1 (Most Preferred) to 6 (Least Preferred). The second item investigated the most significant barriers preventing participation, allowing teachers to select up to three options. The third item invited participants to provide brief written suggestions on what could make PD more effective for them. Together, these items offered insight into both the practical and motivational factors influencing teachers’ engagement with PD initiatives. The scale was acceptable, with a Cronbach’s alpha of .73. Content validity was evaluated using the Index of Item-Objective Congruence (IOC), which yielded scores of 1.00 for Section A, 0.89 for Section B, 0.73 for Section C, and 0.96 for Section D, indicating strong agreement among the three language experts for all sections (Ismail & Zubairi, 2022).

TPACK Mapping of Questionnaire Items

The questionnaire items were mapped to the TPACK framework to identify the types of knowledge required for effective teaching. Each item was carefully categorized into the appropriate TPACK domain based on its primary focus. The following tables presents the mapping of questionnaire items along with justifications for their classification.

Table 1

Teachers’ Language Proficiency Skill Needs

Item	Description	TPACK domain	Justification
Speaking and pronunciation	Ability to teach speaking skills and correct pronunciation	PCK	It involves both content knowledge (English sounds, speaking skills) and pedagogical knowledge (how to teach them effectively)
Academic writing	Knowledge of formal writing structure and conventions	CK	It reflects teachers’ subject knowledge of English language (grammar, structure, academic style)
Grammar for teaching	Knowledge of grammar and how to teach it	PCK	It combines content knowledge (grammar rules) and pedagogical knowledge (methods for teaching grammar)

Table 2*Teachers' Pedagogical Knowledge and Skills Needs*

Item	Description	TPACK domain	Justification
Teaching in a Mixed-Ability Classroom	Adapting teaching for different student levels	PK	It focuses on general pedagogical strategies for managing diverse learners
Integrating Technology (EdTech)	Using technology tools in teaching	TPK	It involves applying technology to support pedagogical practices
Student-centered Approaches	Learner-focused teaching methods	PK	It reflects general teaching strategies that promote active learning
Classroom Management Strategies	Managing classroom behavior and environment	PK	It relates to general pedagogical skills for organizing and controlling the class
Teaching English for Specific Purposes (ESP)	Teaching English for specific fields (e.g., business, medical)	PCK	It combines subject knowledge (English for specific contexts) and pedagogy
Developing Critical Thinking Skills in Students	Promoting higher-order thinking skills	PK	It involves teaching strategies to develop thinking skills
Teaching English through Content (CLIL)	Teaching English via subject content	PCK	It integrates content knowledge and pedagogy in a specific teaching approach

Table 3*Teachers' Assessment and Evaluation Needs*

Item	Description	TPACK domain	Justification
Designing Effective Tests and Quizzes	Creating classroom tests and quizzes	PK	It reflects general pedagogical knowledge about assessment design without requiring technology
Alternative Assessment Methods	Using portfolios, projects, peer assessment, etc.	TPK	It involves pedagogical strategies for assessing student learning in non-traditional ways (PowerPoint, Google form)
Using Assessment Data to Improve Teaching and Learning	Using feedback and results to adjust instruction	PCK	It connects assessment understanding with pedagogical decision-making in teaching English

Table 4*Teachers' Curriculum and Materials Development Needs*

Item	Description	TPACK domain	Justification
Adapting the National Curriculum to Local/School Context	Modifying curriculum to suit classroom needs	PCK	It involves applying pedagogical knowledge to adapt subject content to learners' context
Designing and creating my own teaching materials	Developing worksheets, activities, and lesson materials	TPK	It combines subject knowledge and pedagogy to create instructional materials (Pictures, Videos, Games)
Selecting and evaluating textbooks and commercial materials	Choosing appropriate teaching resources	PCK	It reflects pedagogical decision-making based on content suitability and teaching goals

Table 5*Teachers' Research and Professional Growth Needs*

Item	Description	TPACK domain	Justification
Conducting Classroom-Based Research (Action Research)	Investigating classroom practices to improve teaching	PK	It reflects pedagogical knowledge related to improving teaching practices through systematic inquiry
Academic Writing and Publishing	Writing research papers or academic work	CK	It represents knowledge of English language structure, academic conventions, and writing skills
Peer Observation and Coaching	Observing and supporting colleagues' teaching	PK	It involves pedagogical skills related to collaboration, feedback, and professional development

The classification was based on the definitions of TPACK domains, ensuring that each item reflects a distinct type of teacher knowledge. Where appropriate, distinctions were made between pedagogical knowledge and technology-related pedagogical knowledge to avoid conceptual overlap.

Data Collection and Analysis

Data were collected from 105 EFL teachers across four regions of Myanmar: the northern, southern, western, and eastern areas of the country. The questionnaire was distributed online through Google Forms, with the link shared via email, Facebook, and Telegram groups. To ensure wider participation, hard copies of the questionnaire were also provided for teachers who preferred paper-based responses. All participants were informed of the study's purpose, assured of confidentiality, and provided their consent before completing the questionnaire. Data collection took place over a period of one and a half months. Online responses were automatically recorded, while data from the hard copies were manually entered into SPSS version 20 for analysis.

The data analysis was conducted using SPSS version 20 over a one-month period. Descriptive statistics were generated for all 40 questionnaire items. Percentage distributions were calculated for the six demographic questions to summarize participants' background information. For the 32 Likert-scale items, percentage distributions, mean scores, and standard deviations were computed to examine response patterns, average levels of need or perception, and the variability among participants. The criteria for interpreting the mean scores were as follows:

- 4.21–5.00 = most needed
- 3.41–4.20 = high needed
- 2.61–3.40 = moderately needed
- 1.81–2.60 = less needed
- 1.00–1.80 = least needed

Additionally, the responses to the open-ended questions were analyzed using inductive content analysis. All responses were carefully read and coded into themes based on recurring ideas. The coding was conducted by one researcher. The frequency of each theme was then calculated.

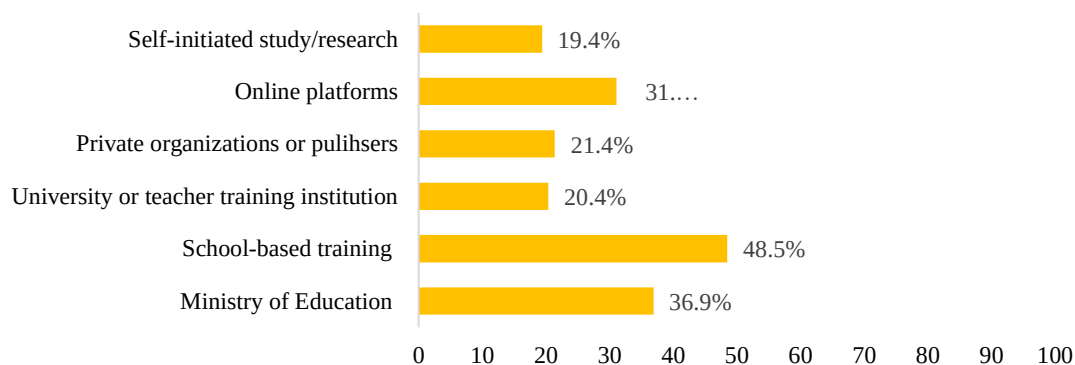
Research Result

The results are presented in accordance with the five research questions of the study. The first section reports EFL teachers' professional development needs in relation to pedagogical knowledge (PK), technological knowledge (TK), and content knowledge (CK). The second section presents teachers' preferred professional development formats and perceived barriers affecting their participation in PD activities. The third section examines variations in PD needs across primary, secondary, and tertiary educational levels. The fourth section focuses on the TPACK components (TPK, PCK, and TCK) to identify the area of weakest professional development need. The final section reports the overall level of PD need within the TPACK framework among EFL teachers in Myanmar.

This section presents the findings on EFL teachers' participation in PD activities and the sources from which they accessed these opportunities. The results indicate that teachers in Myanmar engage in PD with varying levels of frequency and rely on multiple providers to support their professional growth. More than half of the teachers ($n = 66$, 62.9%) participated in PD activities two to three times per year. Nearly 17% of the teachers engaged in PD activities once a year, while 13% participated more than four times a year. Only 8% took part in PD activities less than once a year. In term of PD resources, just over half of the teachers ($n=52$, 49.5%) received PD opportunities through school-based training. In addition, 36% ($n=38$, 36.2%) reported that their PD activities were provided by the Office of the Basic Education Commission and the Ministry of Education. About 31% of the teachers identified online platforms as their primary source of PD. Teachers also accessed PD opportunities from universities or teacher training institutions, private organizations, and self-initiated learning, each accounting for approximately 20%. Because many teachers received PD from more than one source, the percentages exceed 100%.

Figure 2

The Main Sources of Teacher's Recent Professional Development Opportunities (n=105)



Regarding their current PD experiences, teachers reported that training providers generally used effective and engaging instructional methods ($\bar{x}=3.87$, $SD = 0.98$). They also indicated that the PD activities they received were relevant to their everyday teaching needs ($\bar{x}=3.79$, $SD = 1.05$) and that they had sufficient opportunities to apply what they learned in their classrooms ($\bar{x}=3.52$, $SD=1.03$). However, teachers expressed a neutral perception concerning the level of follow-up support offered after PD sessions ($\bar{x}=3.23$, $SD=1.19$).

RQ1. What are the PD needs of EFL teachers in Myanmar in terms of pedagogical (PK), technological (TK), and content knowledge (CK)?

In terms of teachers' PD needs, five areas were identified: language proficiency skills, pedagogical knowledge and skills, assessment and evaluation, curriculum and materials development, and research and professional growth. Teachers indicated a moderate need across all language proficiency skills, including speaking ($\bar{x}=3.26$, $SD=1.12$), teaching grammar ($\bar{x} = 3.17$, $SD = 1.14$) and academic writing ($\bar{x}=3.06$, $SD=1.12$). Regarding pedagogical knowledge and skills, teachers reported a high need for support in classroom management strategies ($\bar{x} = 3.71$, $SD=1.20$) and in fostering students' critical thinking skills ($\bar{x}=3.72$, $SD=1.11$). They also indicated a need for guidance in teaching mixed-ability classes ($\bar{x}=3.50$, $SD=1.04$) and implementing student-centered approaches ($\bar{x}=3.40$, $SD=1.20$). Conversely, teachers expressed a moderate need for integrating technology in teaching ($\bar{x}=3.38$, $SD=1.25$), teaching English through Content and Language Integrated Learning (CLIL) ($\bar{x}=3.32$, $SD=1.21$), and teaching English for Specific Purposes ($\bar{x}=3.28$, $SD=1.11$). Concerning assessment and evaluation, teachers indicated a high need for utilizing assessment data to enhance teaching and learning ($\bar{x}=3.57$, $SD=1.11$), adopting alternative assessment methods ($\bar{x}=3.45$, $SD=1.11$), and designing effective tests and quizzes ($\bar{x}=3.43$, $SD=1.21$). In relation to curriculum and materials development, teachers reported a strong need for selecting and evaluating textbooks and commercial materials ($\bar{x}=3.42$, $SD=1.13$). In contrast, designing and creating their own teaching materials ($\bar{x}=3.38$, $SD=1.17$) and adapting the national curriculum to the local or school context ($\bar{x}=3.29$, $SD=1.20$) were reported as moderate needs. In terms of research and personal growth, teachers reported a significant need to develop skills in peer observation and coaching ($\bar{x} = 3.49$, $SD = 1.08$), whereas conducting classroom-based research (Action Research)

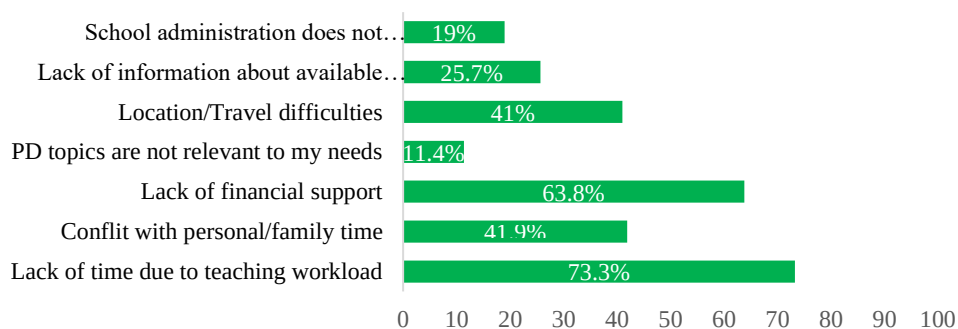
($\bar{x}$ = 3.25, SD = 1.19) and academic writing and publishing ($\bar{x}$ = 3.04, SD = 1.26) were reported as moderate needs.

RQ5. What preferred PD formats and perceived barriers affect EFL teachers' participation in PD in Myanmar?

In Section D, teachers were asked to rank their preferences and barriers for PD from 1 (most preferred) to 6 (least preferred). Teachers indicated a strong preference for peer observation and coaching within their school ($\bar{x}$ = 2.29, SD = 1.15). This was followed by hands-on workshops ($\bar{x}$ = 2.35, SD = 1.22) and action research projects ($\bar{x}$ = 2.60, SD = 1.26). However, they expressed a moderate preference for online courses ($\bar{x}$ = 2.61, SD = 1.33), webinars or live online sessions ($\bar{x}$ = 2.63, SD = 1.21), and conferences or seminars ($\bar{x}$ = 2.89, SD = 1.35). In relation to barriers that prevent teachers from participating in professional development, many teachers reported that the most significant barrier was a lack of time due to heavy teaching workloads (n = 77, 73.3%). This was followed by a lack of financial support (n = 65, 63.1%). Some teachers indicated conflicts with personal or family time, as well as location and travel difficulties (n = 44, 41.9%). In addition, about 26% (n =27, 25.7%) of teachers reported that they lacked information about available opportunities, while nearly 20% stated that their school administration did not encourage or support their participation in professional development. Finally, only about 12% of teachers reported that the PD topics offered were not relevant to their needs.

Figure 3

The Most Significant Barriers to Prevent Teachers from Participating in PD (n =105)



RQ2. Are there differences in patterns of PD needs across primary, secondary, and tertiary levels?

As shown in Table 1, when closely examining the details, primary school teachers and secondary school teachers agreed almost equally with regard to their current PD experiences, whereas tertiary teachers showed slightly different responses. For primary and secondary school teachers, the results indicate agreement that PD providers used effective and engaging training methods (Primary: $\bar{x}$ = 3.87, SD = 0.68; Secondary: $\bar{x}$ = 3.98, SD = 0.56), while tertiary teachers responded neutrally ($\bar{x}$ = 3.33, SD = 0.40). Similarly, both primary and secondary teachers agreed that the PD they received was relevant to their daily teaching challenges (Primary: $\bar{x}$ = 3.81, SD = 0.72; Secondary: $\bar{x}$ = 3.98, SD = 0.56), whereas tertiary teachers again reported a neutral response ($\bar{x}$ = 2.78, SD = 0.31). Additionally, primary and secondary teachers agreed that they had sufficient opportunities to apply what they learned in PD to their

classrooms (Primary: $\bar{x} = 3.54$, $SD = 0.84$; Secondary: $\bar{x} = 3.59$, $SD = 0.48$), while tertiary teachers remained neutral ($\bar{x} = 3.11$, $SD = 0.33$). However, when it comes to receiving adequate follow-up support after PD sessions, all three groups expressed neutral agreement (Primary: $M = 3.29$, $SD = 0.80$; Secondary: $\bar{x} = 3.25$, $SD = 0.81$; Tertiary: $\bar{x} = 2.78$, $SD = 0.27$).

Table 5

Teachers' Perceptions of Current Professional Development Experiences (n=105)

Current professional development experiences	Primary school teacher			Secondary school teacher			Tertiary school teacher		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
The PD I receive is relevant to my daily teaching challenges.	3.81	0.72	Agree	3.98	0.61	Agree	2.78	0.31	Neutral
PD providers use effective and engaging training methods.	3.87	0.68	Agree	3.98	0.56	Agree	3.33	0.40	Neutral
I have sufficient opportunities to apply what I learn in PD to my classroom.	3.54	0.84	Agree	3.59	0.48	Agree	3.11	0.33	Neutral
I receive adequate follow-up support after PD sessions.	3.29	0.80	Neutral	3.25	0.81	Neutral	2.78	0.27	Neutral

When considering language proficiency skill needs, the three groups of teachers (primary, secondary and tertiary) show both similarities and differences (see Table 2). Primary teachers ($\bar{x}=3.17$, $SD=0.81$) and tertiary teachers ($\bar{x}=2.67$, $SD = 0.28$) reported a moderate need for speaking skills, whereas secondary school teachers reported a high need for speaking and pronunciation ($\bar{x} = 3.48$, $SD = 0.69$). In academic writing, all three groups reported only a moderate need: tertiary teachers ($\bar{x} = 3.33$, $SD = 0.28$), secondary teachers ($\bar{x} = 3.11$, $SD = 0.64$) and primary teachers ($\bar{x} = 2.96$, $SD = 0.87$). Similarly, they also showed a moderate need for grammar for teaching: secondary teachers ($\bar{x} = 3.32$, $SD = 0.64$), primary teachers ($\bar{x} = 3.13$, $SD = 0.82$) and tertiary teachers ($\bar{x} = 2.67$, $SD = 0.40$).

Table 6

Teachers' Language Proficiency Skill Needs (n=105)

Language proficiency skills	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Speaking and Pronunciation	PCK	3.17	0.81	Moderately needed	3.48	0.69	High needed	2.67	0.28	Moderately needed
Academic Writing	CK	2.96	0.87	Moderately needed	3.11	0.64	Moderately needed	3.33	0.28	Moderately needed
Grammar for teaching	PCK	3.13	0.82	Moderately needed	3.32	0.64	Moderately needed	2.67	0.40	Moderately needed

According to Table 3, the three groups of teachers demonstrate both shared and distinct needs regarding pedagogical knowledge and skills. Primary ($\bar{x}$ =3.83, SD =0.82) and secondary school teachers ($\bar{x}$ =3.68, SD =0.64) expressed a very strong need for developing students' critical thinking skills, whereas tertiary teachers indicated only a moderate need ($\bar{x}$ =3.33, SD =0.35). A similar pattern appears in classroom management. Both primary ($\bar{x}$ =3.77, SD =0.84) and secondary teachers ($\bar{x}$ =3.68, SD =0.64) reported high needs, in contrast to tertiary teachers, who rated this area as moderately needed ($\bar{x}$ =3.22, SD =0.44). However, the pattern reversed in the area of technology integration. Primary ($\bar{x}$ =3.40, SD =0.90) and secondary groups ($\bar{x}$ =3.34, SD =0.81) rated their needs as moderate, while tertiary teachers identified a high need ($\bar{x}$ =3.56, SD =0.29). For teaching English through Content (CLIL), primary ($\bar{x}$ =3.27, SD =0.96) and tertiary teachers ($\bar{x}$ =3.33, SD =0.35) again reported moderate needs, whereas secondary teachers considered it highly needed ($\bar{x}$ =3.41, SD =0.68). In teaching mixed-ability classes, all three groups indicated high levels of need: primary ($\bar{x}$ =3.58, SD =0.82), secondary ($\bar{x}$ =3.58, SD =0.82), and tertiary ($\bar{x}$ =3.44, SD =0.25). A similarly high need was reported across all groups for student-centered approaches, with primary ($\bar{x}$ =3.52, SD =0.93), secondary ($\bar{x}$ =3.48, SD =0.64), and tertiary teachers ($\bar{x}$ =3.44, SD =0.38) all rating this area strongly. Finally, for teaching English for specific purposes, all three groups indicated moderate needs: primary ($\bar{x}$ =3.38, SD =0.86), secondary ($\bar{x}$ =3.16, SD =0.63), and tertiary teachers ($\bar{x}$ =3.22, SD =0.27).

Table 7*Teachers' Pedagogical Knowledge and Skills Needs (n=105)*

Pedagogical Knowledge and skills	TPAC K	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Teaching in a Mixed-Ability Classroom.	PK	3.58	0.82	High needed	3.41	0.59	High needed	3.44	0.25	High needed
Integrating Technology (Ed Tech)	TPK	3.40	0.90	Moderately needed	3.34	0.81	Moderately needed	3.56	0.29	High needed
Student-centered Approaches	PK	3.52	0.93	High needed	3.48	0.64	High needed	3.44	0.38	High needed
Classroom Management strategies	PK	3.77	0.84	High needed	3.77	0.69	High needed	3.22	0.44	Moderately needed
Teaching English for Specific Purposes (ESP)	PCK	3.38	0.86	Moderately needed	3.16	0.63	Moderately needed	3.22	0.27	Moderately needed
Developing Critical Thinking Skills in Students.	PK	3.83	0.82	High needed	3.68	0.64	High needed	3.33	0.35	Moderately needed

Teaching English through Content (CLIL)	PCK	3.27	0.96	Moderately needed	3.41	0.68	High needed	3.22	0.27	Moderately needed
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When examining the details, teachers from all levels showed both similarities and differences regarding assessment and evaluation (see Table 4). All groups reported a high need for using assessment data to improve teaching and learning (Primary: $\bar{x} = 3.71$, $SD = 0.85$; Secondary: $\bar{x} = 3.43$, $SD = 0.61$; Tertiary: $\bar{x} = 3.44$, $SD = 0.35$). Regarding the design of effective tests and quizzes, secondary ($\bar{x} = 3.50$, $SD = 0.70$) and tertiary teachers ($\bar{x} = 3.44$, $SD = 0.35$) indicated high needs, while primary teachers reported a moderate need ($\bar{x} = 3.37$, $SD = 0.92$). For alternative assessment methods, primary ($\bar{x} = 3.46$, $SD = 0.85$) and secondary teachers ($\bar{x} = 3.52$, $SD = 0.66$) expressed high needs, in contrast to tertiary teachers, who indicated only a moderate need ($\bar{x} = 3.00$, $SD = 0.24$).

Table 8

Teachers' Assessment and Evaluation Needs (n=105)

Assessment and Evaluation	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Designing Effective Tests and Quizzes	PK	3.37	0.92	Moderately needed	3.50	0.70	High needed	3.44	0.35	High needed
Alternative Assessment Methods	TPK	3.46	0.85	High needed	3.52	0.66	High needed	3.00	0.24	Moderately needed
Using assessment data to improve teaching and learning	PCK	3.71	0.85	High needed	3.43	0.61	High needed	3.44	0.35	High needed

Concerning Curriculum and Materials Development, teachers demonstrated varying levels of need. All groups reported a moderate need for adapting the national curriculum to the local or school context (Primary: $\bar{x} = 3.37$, $SD = 0.95$; Secondary: $\bar{x} = 3.23$, $SD = 0.65$; Tertiary: $\bar{x} = 3.11$, $SD = 0.33$). However, their needs differed in other areas. In designing and creating teaching materials, primary ($\bar{x} = 3.46$, $SD = 0.89$) and secondary teachers ($\bar{x} = 3.41$, $SD = 0.64$) indicated a high need, while tertiary teachers reported a moderate need. For selecting and evaluating textbooks and commercial materials, secondary ($\bar{x} = 3.32$, $SD = 0.58$) and tertiary teachers ($\bar{x} = 3.11$, $SD = 0.36$) reported moderate needs, whereas primary teachers showed a high need ($\bar{x} = 3.56$, $SD = 0.89$).

Table 9*Teachers' Curriculum and Materials Development Needs (n=105)*

Curriculum and Materials Development	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Adapting the National Curriculum to Local/school context.	PCK	3.37	0.95	Moderately needed	3.23	0.65	Moderately needed	3.11	0.33	Moderately needed
Designing and creating my own teaching materials.	TPACK	3.46	0.89	High needed	3.41	0.64	High needed	2.78	0.37	Moderately needed
Selecting and evaluating textbooks and commercial materials.	PCK	3.56	0.89	High needed	3.32	0.58	Moderately needed	3.11	0.36	Moderately needed

As shown in table 6, with respect to research and professional growth, primary ($\bar{x} = 3.65$, $SD = 0.79$) and secondary teachers ($\bar{x} = 3.45$, $SD = 0.62$) reported a high need for peer observation and coaching, while tertiary teachers indicated a moderate need ($\bar{x} = 2.67$, $SD = 0.28$). A contrasting pattern is observed in academic writing and publishing, tertiary teachers expressed a high need ($\bar{x} = 3.07$, $SD = 0.70$), whereas primary ($\bar{x} = 2.92$, $SD = 0.98$) and secondary teachers ($\bar{x} = 3.46$, $SD = 0.89$) reported moderate needs. However, all groups demonstrated similar levels of need for conducting classroom-based research, with primary ($\bar{x} = 3.31$, $SD = 0.94$), secondary ($\bar{x} = 3.20$, $SD = 0.64$), and tertiary teachers ($\bar{x} = 3.11$, $SD = 0.33$) all indicating moderate needs.

Table 10*Teachers' Research and Professional Growth Needs (n=105)*

Research and Professional Growth	TPACK	Primary school teacher			Secondary school teacher			Tertiary school teacher		
		Mean	SD	Need level	Mean	SD	Need level	Mean	SD	Need level
Conducting Classroom-Based Research (Action Research)	PK	3.31	0.94	Moderately needed	3.20	0.64	Moderately needed	3.11	0.33	Moderately needed
Academic writing and publishing	CK	2.92	0.98	Moderately needed	3.07	0.70	Moderately needed	3.56	0.35	High needed
Peer Observation and Coaching	PK	3.65	0.79	High needed	3.45	0.62	High needed	2.67	0.28	Moderately needed

As regards teachers' preferences for professional development, both similarities and differences were observed across all levels (see table 7). Teachers from all groups expressed a strong preference for workshops (Tertiary: $\bar{x} = 1.89$, $SD = 0.17$; Primary: $\bar{x} = 2.40$, $SD = 0.98$; Secondary: $\bar{x} = 2.40$, $SD = 0.98$). Similarly, online courses were highly preferred (Tertiary: $\bar{x} = 2.00$, $SD = 0.32$; Primary: $\bar{x} = 2.54$, $SD = 0.94$; Secondary: $\bar{x} = 2.82$, $SD = 0.83$), and peer observation and coaching within the school was also regarded as a strong preference (Secondary: $\bar{x} = 2.00$, $SD = 0.69$; Primary: $\bar{x} = 2.44$, $SD = 0.84$; Tertiary: $\bar{x} = 2.44$, $SD = 0.29$). Nevertheless, some differences emerged. Webinars and live online sessions were highly preferred by primary ($\bar{x} = 2.50$, $SD = 0.84$) and tertiary teachers ($\bar{x} = 2.56$, $SD = 0.20$), while secondary teachers reported only a moderate preference ($\bar{x} = 2.80$, $SD = 0.81$). In action research projects, tertiary ($\bar{x} = 2.00$, $SD = 0.32$) and secondary teachers ($\bar{x} = 2.55$, $SD = 0.79$) indicated a high preference, whereas primary teachers reported a moderate preference ($\bar{x} = 2.75$, $SD = 0.90$). Finally, conferences and seminars were rated as highly preferred by tertiary teachers ($\bar{x} = 1.89$, $SD = 0.22$), in contrast to secondary ($\bar{x} = 2.84$, $SD = 0.80$) and primary teachers ($\bar{x} = 3.10$, $SD = 1.01$), who indicated only a moderate preference.

Table 11*Teachers' Preferences for Professional Development (n=105)*

Teachers' Preferences for Professional Development	Primary school teacher			Secondary school teacher			Tertiary school teacher		
	Mean	SD	Prefer level	Mean	SD	Prefer level	Mean	SD	Prefer level
Hands-on workshops	2.40	0.98	Very preferred	2.39	0.70	Very preferred	1.89	0.17	Very preferred
Online courses (self-paced)	2.54	0.94	Very preferred	2.82	0.83	Very preferred	2.00	0.32	Very preferred
Webinars/Live Online Sessions	2.50	0.84	Very preferred	2.80	0.81	Moderately preferred	2.56	0.29	Very preferred
Peer observation and coaching within my school	2.44	0.84	Very preferred	2.00	0.69	Very preferred	2.44	0.29	Very preferred
Conferences and seminars	3.10	1.01	Moderately preferred	2.84	0.80	Moderately preferred	1.89	0.22	Very preferred
Action Research Projects	2.75	0.90	Moderately preferred	2.55	0.79	Very preferred	2.00	0.32	Very preferred

RQ3. Which TPACK component (TPK, PCK, or TCK) represents the weakest area of PD among EFL teacher in Myanmar?

Based on the mean scores presented in Table 12, both PCK and TPK were rated at a moderate level of need. Among these components, Technological Pedagogical Knowledge (TPK) recorded a slightly higher mean score ($\bar{x} = 3.33$) compared to Pedagogical Content Knowledge (PCK) ($\bar{x} = 3.26$), indicating that TPK represents a relatively greater area of professional development need among EFL teachers in Myanmar.

Table 12

Mean Scores of PD Needs in TPACK Components (TPK and PCK) among EFL Teachers in Myanmar

Item	TPACK	Primary	Secondary	Tertiary	Average
Speaking and pronunciation	PCK	3.17	3.48	2.67	3.11
Grammar for Teaching	PCK	3.13	3.32	2.67	3.04
Teaching English for specific purpose	PCK	3.38	3.16	3.22	3.25
Teaching English through Content (CLIL)	PCK	3.27	3.41	3.22	3.30
Using assessment data to improve teaching and learning	PCK	3.71	3.43	3.44	3.53
Adapting the National curriculum to local/school context	PCK	3.37	3.23	3.11	3.24
Selecting and evaluating textbooks and commercial materials	PCK	3.56	3.32	3.11	3.33
Average		3.37	3.34	3.06	3.26
Teaching in a Mixed-Ability classroom	PK	3.58	3.41	3.44	3.48
Student-centered approaches	PK	3.52	3.48	3.44	3.48
Classroom management strategies	PK	3.77	3.77	3.22	3.59
Developing critical thinking skills in students	PK	3.83	3.68	3.33	3.61
Designing effective tests and quizzes	PK	3.37	3.50	3.44	3.44
Conducting classroom-based research	PK	3.31	3.20	3.11	3.21
Peer Observation and coaching	PK	3.65	3.45	2.67	3.26
Average		3.58	3.50	3.24	3.44
Academic writing	CK	2.96	3.11	3.33	3.13
Academic writing and publishing	CK	2.92	3.07	3.56	3.18
Average		2.94	3.09	3.45	3.16
Integrating Technology (Ed Tech)	TPK	3.40	3.34	3.56	3.43
Alternative assessment method	TPK	3.46	3.52	3.00	3.33
Designing and creating my own teaching materials	TPK	3.46	3.41	2.78	3.22
Average		3.44	3.42	3.11	3.33
TPACK Average		3.33	3.34	3.22	3.30

RQ4. What is the overall level of PD need for TPACK among EFL teachers in Myanmar?

To determine the overall level of professional development needs in TPACK, the average mean score across all components was calculated. As shown in Table 12, the overall mean score was 3.30, which indicates a moderate level of PD need among EFL teachers in Myanmar. This suggests that teachers generally require further professional development across technological, pedagogical, and content-related domains, although the level of need is not extremely high.

There were two open-ended questions in this study. The first question explored teachers' opinions on what would make professional development more effective. A total of 72 participants responded to this question. The results are presented in Table 13.

Table 13*Teachers' Opinions on What would Make Professional Development More Effective*

Category	Theme	Frequency
Collaborative Practices	Peer observation practices	15
	Supportive learning environment in schools	1
Practical & Relevant Training	Practical, classroom-based training strategies	13
	Addressing teachers' actual professional needs	9
Flexible Learning Opportunities	Online PD courses (webinars and workshops)	13
Support & Resources	Follow-up support mechanisms (e.g., teaching materials)	11
	Financial constraints and support needs	4
Time & Workload Factors	Time management challenges in professional development	8
	Work-life balance issues	1
Professional Growth & Reflection	Self-reflection and reflective practice	1

Table 13 shows teachers' opinions on what would make professional development more effective. The most frequently mentioned theme is peer observation practices (15). This is followed by practical, classroom-based training strategies (13) and online PD courses such as webinars and workshops (13). Follow-up support mechanisms (11) and addressing teachers' actual professional needs (9) are also reported by participants. Time management challenges in professional development (8) are mentioned by several respondents. Less frequently reported themes include financial constraints and support needs (4). Work-life balance issues (1), self-reflection and reflective practice (1), and supportive learning environment in schools (1) are mentioned by only one participant each.

The second open-ended question invited participants to share any additional thoughts or suggestions regarding professional development for English teachers in Myanmar. A total of 92 participants responded to this question. The results are presented in Table 14.

Table 14*Additional Thoughts or Suggestions Regarding Professional Development for English Teachers in Myanmar*

Category	Theme	Frequency
Language & Pedagogical Development	English language proficiency training	35
	Training in modern teaching methodologies	15
	Practical, classroom-relevant PD topics	8
	Training on action research	1
Flexible & Accessible PD	Online PD programs (webinars, workshops, seminars)	14
Support & Resources	Financial and instructional support (funding, teaching materials)	13
	Institutional opportunities for PD participation	2
Collaborative Practices	Peer observation opportunities	11
Technology Integration	Training on educational technology	4
Workload & Contextual Challenges	Heavy workload and large class sizes	3

Table 14 presents additional thoughts and suggestions regarding professional development for English teachers in Myanmar. The most frequently mentioned theme is English language proficiency training provided by PD providers (35). This is followed by training in modern teaching methodologies such as task-based learning and other approaches (15), online PD programs including webinars, workshops, and seminars (14), and financial and instructional support such as funding and teaching materials (13). Opportunities for peer observation among teachers (11) and PD programs focusing on practical and classroom-relevant topics (8) are also reported by participants. Training on the use of educational technology (4) and heavy workload and large class sizes as challenges affecting PD (3) are mentioned by fewer respondents. Less frequently reported themes include institutional opportunities for participation in PD activities (2) and training on action research for teacher growth (1).

Discussion

This discussion interprets the findings in relation to the research questions and the TPACK framework. It focuses on EFL teachers' professional development (PD) needs across TPACK domains, the weakest TPACK components, the overall level of TPACK-related needs, and variations across teaching levels. It also examines teachers' preferred PD formats and the barriers affecting their participation, with reference to relevant literature and implications for PD in the Myanmar context.

In terms of participation in PD activities, more than half of EFL teachers in Myanmar reported engaging in such activities two to three times per year. In addition, the majority of teachers indicated that their PD opportunities were mainly provided through school-based training and the Ministry of Education, which aligns with Ulla (2018, p. 67), who noted that "generally, the Ministry of Education in Myanmar is the main provider of education." Regarding their existing PD experiences, teachers generally perceived the instructional methods employed by training providers were effective and engaging. They also viewed the content of PD activities were also relevant to their everyday teaching contexts and reported having adequate opportunities to apply newly acquired strategies in their classrooms. However, teachers' perceptions of follow-up support after PD remained neutral, suggesting that sustained guidance and post-training support were not consistently available. This finding is consistent with previous studies (Aung, 2025; Sandar, n.d.; Thu, 2025) who noted that greatest concern for Myanmar EFL teachers was institutional support from their organization.

With regard to teachers' needs within the TPACK framework, the findings indicate a generally moderate level of need across all domains, suggesting ongoing professional learning requirements across the TPACK knowledge base. Among the core domains, teachers reported the highest level of need in Pedagogical Knowledge (PK), particularly in fostering students' critical thinking and strengthening classroom management strategies. This suggests that teachers may face challenges in transforming content knowledge (CK) into effective instructional practice, reflecting needs in both PK and PCK. Variations were observed across educational levels. Primary school teachers tended to report higher levels of pedagogical need, whereas secondary and tertiary teachers showed relatively moderate levels of need in this area. The higher level of PK needs reported by primary teachers may reflect the complex demands of primary classrooms in Myanmar. Teaching very young learners often in large classes with limited resources requires strong classroom management and differentiated

instructional skills. From the perspective of the expanded TPACK framework, these contextual pressures (XK) likely heighten teachers' perceived need to strengthen their pedagogical competence. This finding supports previous research indicating that pedagogical skill needs tend to be higher among teachers at lower educational levels compared to higher levels (OECD, 2019). Across educational levels, primary and secondary teachers tended to report greater needs in developing students' critical thinking skills and managing classrooms, whereas tertiary teachers showed relatively higher emphasis on mixed-ability teaching and student-centered approaches. These patterns suggest variations in how teachers apply PCK in response to different classroom contexts and learner groups.

In addition, within the multidisciplinary domain of TPACK, teachers reported a substantial level of need in technological pedagogical knowledge (TPK), which concerns the effective integration of technology into teaching and learning processes, particularly in areas such as using Ed technology and implementing alternative assessment methods (e.g., portfolios, presentations, and peer assessment). This indicates that teachers may have basic familiarity with technology (TK), but experience difficulties in applying it effectively in pedagogical practice. Within the TPACK framework, this reflects a gap at the intersection of technology and pedagogy rather than technology alone. Some variation was observed across educational levels. Tertiary teachers tended to report a higher level of need in integrating educational technology, while primary and secondary teachers reported only a moderate level of need. In contrast, regarding alternative assessment methods, secondary teachers indicated a higher level of need, whereas primary and tertiary teachers reported a moderate level of need. This finding aligns with prior research in similar contexts. For instance, studies on faculty development in Myanmar have identified a lack of knowledge and skills relating to technology as a critical barrier to professional development (Hlaing, 2022, p. 9). Similarly, faculty in higher education settings have emphasized that instructional technology and pedagogical knowledge are among the most critical aspects of PD (Thu, 2025, p. 84). A similar pattern to that observed for pedagogical knowledge (PK) emerged across educational levels: primary teachers reported a higher level of need for TPK, whereas secondary and tertiary teachers indicated a moderate level of need. Variations were observed across educational levels in relation to TPK. Primary teachers tended to report a higher level of need in areas such as designing and creating my own teaching materials and alternative assessment methods, suggesting limited exposure to technology-integrated pedagogical practices and assessment strategies.

Turning to Content Knowledge (CK), primary and secondary teachers identified academic writing and publication (CK) as a moderate need. Tertiary teachers' strong need for academic writing and publication (CK), alongside their lower preference for peer coaching, may reflect the professional culture of higher education. In many universities, research productivity and publication are key performance indicators, which likely heightens the demand for academic writing skills, while the more autonomous nature of university teaching may reduce reliance on collaborative practices. This suggests that professional development for tertiary EFL teachers in Myanmar should emphasize research-oriented training and advanced digital pedagogy while also encouraging greater professional collaboration. In contrast, tertiary teachers indicated strong needs in academic writing and publication as well as in the integration

of technology, while rating peer observation and coaching as a moderate need. Secondary teachers reported high needs related to alternative assessment methods and the design of effective tests and quizzes, but similarly identified academic writing and publication as a moderate need. This pattern of needs aligns with Swaie and Algazo's (2023) findings, where teachers' heavy reliance on exam-aligned, teacher-made tests and lack of training in alternatives (p. 07) explains the high demand for these skills, while their classroom-practical focus (p. 05) places academic writing as a secondary concern.

With regard to pedagogical content knowledge (PCK), teachers reported a higher level of need in using assessment data to improve teaching and learning. Primary teachers tended to report the highest level of need in this area, while secondary and tertiary teachers indicated a more moderate level of need. This pattern suggests that teachers, particularly at the primary level, may require additional support in interpreting and applying assessment results to adapt instruction effectively. Another finding was observed in relation to Pedagogical Content Knowledge (PCK), particularly in the teaching of grammar and speaking. Some variations were observed across educational levels. Teachers at all levels rated grammar, and speaking as areas of moderate need, with the exception of secondary teachers, who tended to report a high level of need in speaking and pronunciation, suggesting a greater demand for support in applying appropriate instructional strategies for language teaching. The present finding echoes prior observations about oral proficiency gaps among Myanmar EFL teachers, though it highlights a level-specific urgency. Whereas Han and Sin (2018) noted that university teachers rated speaking as their lowest proficiency area, the current study specifies that secondary teachers perceive speaking and pronunciation as a high-need domain within PCK. This suggests that while speaking is a systemic challenge across educational stages, it may be felt most acutely at the secondary level, where pedagogical expectations increasingly emphasize interactive, student-centered oral communication.

With respect to future professional development, teachers across primary, secondary, and tertiary levels expressed a shared preference for peer observation and coaching within their own schools. This finding supports prior research suggesting that collaborative professional development is highly valued by teachers, as it facilitates mutual learning and the sharing of classroom experiences (Ahmed et al., 2018; Sandar, n.d.). Variations were also observed in PD preferences across teaching levels. Primary and tertiary teachers tended to prefer webinars and live online sessions, while secondary teachers demonstrated a more moderate inclination toward these formats. In contrast, primary teachers showed relatively lower preference for action research activities than other levels, possibly reflecting limited familiarity with research-based professional learning. While previous research in other contexts has shown that primary teachers tend to place greater value on action research (Zajić et al., 2021), the present findings indicate an opposite pattern in the Myanmar context. In addition, conferences and seminars were particularly favored by tertiary teachers, whereas primary and secondary teachers expressed only moderate preferences for such PD opportunities.

In relation to barriers to participation in PD, teachers most frequently identified a lack of time resulting from heavy teaching workloads as the primary challenge. This suggests that workload pressure may limit opportunities for sustained engagement in professional learning, including the development of integrated TPACK competencies. This finding is consistent with previous researches on university-level

EFL teachers in Myanmar, which identified excessive workloads and additional responsibilities as major barriers to teachers' participation in PD programs (Sein, 2022; Oo & Deocampo, 2025; Aung, 2025). Financial constraints were also commonly reported, indicating that limited funding remains a significant obstacle to PD participation. Research confirms that "faculty development remains limited and inaccessible due to a lack of institutional funding, support, and resources at universities in Myanmar" (Thu, 2025, p. 1), which directly affects teaching quality and institutional advancement. In addition, some teachers experienced difficulties related to personal or family commitments, as well as challenges associated with location and travel. An interesting finding of the present study is that relatively few teachers perceived PD topics as irrelevant to their needs, which contrasts with reports from several developing contexts. One possible explanation is that many EFL teachers in Myanmar are still at an early stage of structured professional development engagement, making a wide range of PD content appear useful. Another possibility is that major providers, particularly the Ministry of Education, have focused on foundational pedagogical (PK) and technological skills (TK) aligned with teachers' immediate classroom needs. This suggests that while current PD relevance appears satisfactory, future initiatives should move toward more differentiated and advanced professional learning pathways. While prior research suggests that professional development programs in developing countries often fail to align with teachers' needs due to inadequate needs assessments (Mekie & Gezahegn, 2023; Akcor & Ergul, 2025; Bank, 2018; Ulla, 2018) the findings of the present study indicate that relatively few teachers in Myanmar perceived professional development topics as irrelevant to their needs. This suggests that, within the Myanmar context, professional development providers may have been more effective in aligning content with local priorities, particularly in areas such as instructional technology (TK) content (CK) and pedagogical knowledge (PK), which have been identified by faculty as critically needed (Thu, 2025).

Open-ended Question

Two open-ended questions were included in the study to gain deeper insights into teachers' views on professional development for EFL teachers in Myanmar. The responses were analyzed thematically to identify key patterns and themes. The first question asked teachers to share their opinions on what would make professional development more effective for them. The second question invited teachers to provide any additional thoughts or suggestions regarding professional development for EFL teachers in Myanmar.

1. Teachers' Opinions on What would make PD more Effective

With regard to teachers' opinions on what would make professional development more effective, collaborative practices were emphasized, particularly peer observation.

One teacher stated

Teacher 47: *"Professional development would be more effective if monthly peer observation cycles and lesson study groups were implemented."* (Teacher 47).

Practical, classroom-based training and addressing teachers' actual professional needs were also highlighted, along with flexible learning opportunities such as online PD courses.

Teacher 6: *“Professional development would be more effective if it focused on practical, hand-on learning that I can immediately apply to my work, included interactive discussion or real examples rather than just theory, and provided follow-up support or feedback to ensure continuous improvement.”*

Support-related factors, including follow-up support and financial assistance, were mentioned.

Teacher 36: *“Professional development would be more effective if it included practical activities, clear examples, and strategies that can be used immediately in the classroom. I also prefer interactive sessions that focus on teachers’ needs, provide opportunities for practice, and include follow-up support, including financial assistance.”*

Time and workload challenges were reported as barriers to participation in professional development. Other factors, such as supportive school environments, work–life balance, and reflective practice, were less frequently mentioned.

2. Additional Thoughts or Suggestions Regarding Professional Development for English Teachers in Myanmar

In terms of additional thoughts regarding professional development, teachers mentioned several areas, including language and pedagogical development, flexible and accessible PD, support and resources, collaborative practices, technology integration, and workload and contextual challenges.

2.1 Language and Pedagogical Development

Most teachers emphasized the importance of improving their English language proficiency, indicating that language competence remains a key priority in professional development.

Teacher 24: *Teachers PD program should align with teachers needs especially in government school. Even though English subject was assigned to teach as a language. However English teacher are still using grammar translation method. Government needs to give proper training to fix that concern. Teachers in public school should learn in language proficiency because they have low proficiency level, reinforcing the need for language-focused training.*

Many participants also highlighted the need for training in modern teaching methodologies, reflecting a growing interest in more effective and updated instructional approaches. As one teacher mentioned

Teacher 20: *In my opinion, I see that only a small percentage of English teachers received proper trainings in terms of methodologies, pronunciations and the others. As we were taught as they had been trained, we also have misconceptions when it comes to teaching. For me, personally, I thought teaching means where only teachers speaks and learners have to just sit down and listen. But, when I became a teacher myself, I had to get rid of the opinion that I have had. I wish every teacher, especially the government school teachers, could also have the better strategies and methods to make the learners have more fun in the lessons, highlighting how limited training can shape traditional, teacher-centered practices.*

2.2 Flexible and Accessible PD Programs

Online professional development programs such as webinars, workshops, seminars were frequently mentioned, indicating a preference for flexible and accessible learning opportunities.

Teacher 17: *PD provider should give free online and offline class (video lesson).*

Teacher 23: *Teachers should attend online sharing session and British Council courses and workshop.*

Teacher 32: *Online workshops and training programs should be provided more.*

2.3 Support, Resources and Collaborative Practices

Teachers also pointed out the importance of financial and instructional support, as well as opportunities for peer observation, showing that both institutional support and collaboration play an important role in their professional growth.

Teacher 73: *English teachers in Myanmar, especially those from government schools, often lack sufficient teaching aids and classroom support. Moreover, they have fewer opportunities to upgrade their teaching skills because of limited access to quality training programs, funding, and exposure to modern teaching methodologies. Many teachers also face heavy workloads and large class sizes, which make it difficult to implement student-centered approaches. To make professional development more effective, it would be helpful to provide more practical, ongoing training sessions, peer-sharing opportunities, and access to online resources that fit the local teaching context.*

Teacher 80: *I think every English teacher should seek and apply up-to-date teaching techniques, as well as effective classroom management methods. Most importantly, teachers should discuss the difficulties they face in their daily teaching with colleagues without hesitation.*

2.5 Technology Integration, workload and Contextual challenges

Participants also mentioned the need for training in educational technology, challenges related to workload and large class sizes.

Teacher 44: *I think professional development for English teachers in Myanmar could be improved by providing more practical training, updated teaching resources, workshops, and technology integration that match our real classroom needs. I would also help to have ongoing support, more chances to share ideas with other teachers, and training that focuses on modern teaching methods and technology. Regular follow-up would make the training more effective and meaningful.*

Teacher 50: *There are many teachers in Myanmar in their respective fields, but some still rely on previously acquired knowledge in their teaching. Therefore, they need to update their teaching practices and improve their knowledge of educational technology.*

Teacher 85: *PD providers should offer training on the use of AI tools, online resources, and educational applications to enhance effective English teaching for children.*

Teacher 24: *there is no good teacher and student proportion.*

Teacher 25: *Teachers need more techniques for teaching large classes.*

Conclusion

This study examined the professional development needs of EFL teachers in Myanmar using the TPACK framework. The findings suggest a generally moderate level of perceived professional development need across all TPACK components, indicating an ongoing need for systematic professional support. Pedagogical knowledge appeared to be a relatively more prominent area of need, particularly in developing students' critical thinking skills and improving classroom management, with primary teachers tending to report higher levels of need in this domain. Technological pedagogical knowledge was also identified as a notable area of need across educational levels, suggesting challenges in integrating technology into teaching, assessment, and collaborative practices. Some variations were observed across educational levels. Secondary teachers tended to report relatively higher levels of need in alternative assessment methods and test design, while tertiary teachers tended to place greater emphasis on academic writing, publication, and technology integration. These patterns suggest the importance of differentiated professional development that responds to teachers' varying instructional contexts and roles. Teachers' participation in professional development was constrained primarily by heavy teaching workloads and limited financial support. Nevertheless, teachers expressed strong preferences for school-based professional development, peer observation and coaching, and flexible online learning formats. Overall, the study underscores the need for context-responsive, needs-based professional development initiatives that support both pedagogical development and effective technology integration in Myanmar's EFL context. Policymakers, educational institutions, and professional development providers should consider these findings when designing and implementing professional development initiatives to ensure they are responsive, sustainable, and aligned with teachers' professional realities.

Limitation

Several limitations of this study should be acknowledged. First, although the questionnaire did not include politically sensitive items, data collection was somewhat challenging due to teachers' concerns about potential repercussions. This apprehension may have influenced participants' responses and introduced response bias, thereby affecting data reliability. Future research could enhance trust and data accuracy by employing anonymous data collection platforms and clearly communicating confidentiality measures. Second, the study relied primarily on quantitative data and limited open-ended responses, which may not have fully captured the nuanced and context-specific professional development needs of teachers. To gain deeper insights into both pedagogical and language proficiency needs, future studies should incorporate qualitative methods such as interviews or focus group discussions. Third, convenience sampling was used to recruit participants, and the number of participants across educational levels was not evenly distributed, particularly with a relatively smaller number of tertiary-level teachers. This imbalance may limit the strength of comparisons across educational levels, and findings related to tertiary teachers should therefore be interpreted with caution. Future research should ensure more balanced and purposive sampling across educational levels to strengthen cross-level comparisons and improve representativeness. In addition, language proficiency was measured through self-reported data, which may be subject to over- or

underestimation. Future studies are encouraged to employ standardized or performance-based language proficiency assessments with established reliability and validity. Moreover, another limitation of this study is that some participants reported teaching at multiple educational levels. This may have introduced overlap in group comparisons and affected the independence of the data. To address this issue, a sensitivity analysis was conducted by excluding these participants, and the results showed no substantial differences. This suggests that the overall findings remain stable despite this limitation. Future studies may consider assigning participants to a single teaching level to ensure clearer group comparisons. Finally, while this study identified general professional development needs, it did not examine how these needs vary according to institutional contexts, such as government schools, private institutions, or international schools. Future research exploring these contextual variables could provide more targeted and actionable recommendations for professional development planning.

Recommendations

Based on the findings, several practical implications can be drawn. First, policymakers and educational institutions should strengthen both financial and structural support for school-based and collaborative professional development, such as peer coaching and mentoring, as teachers appear to benefit from context-embedded learning opportunities. In addition, professional development should be differentiated across educational levels. A one-size-fits-all approach may not adequately address the distinct needs of primary, secondary, and tertiary EFL teachers. To address the commonly reported barrier of limited time, schools and institutions are encouraged to allocate protected time within teachers' regular workload for participation in professional development activities. This structural support may improve both participation and sustained engagement. Furthermore, professional development providers should design integrated programs that combine technological pedagogical knowledge (TPK) with core pedagogical knowledge (PK), particularly in areas such as classroom management, assessment literacy, fostering students' critical thinking and the effective use of digital tools to support student learning. Finally, expanding blended professional development formats that combine face-to-face workshops with online components may provide greater flexibility and accessibility for teachers working in diverse and resource-constrained contexts. Most importantly, policymakers and educational institutions may consider introducing a "protected time" policy that allocates approximately two hours per week within the official school timetable for teachers' professional development activities. This dedicated time could support continuous learning through peer observation, collaborative planning, and participation in structured PD programs without adding to teachers' workload outside regular teaching hours. Such a policy would help address the major barrier of time constraints identified in this study and promote more sustained and systematic professional growth.

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English as a Global Language in Multilingual Thai Universities: Perceptions and Experiences of Myanmar Students

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Abstract

This study investigated Myanmar students' perceptions of English as a global language in Thai universities, explored the factors shaping those perceptions, and examined the challenges and opportunities they experienced in multilingual academic settings. A sequential mixed-methods design was employed, combining questionnaire and semi-structured interview data. One hundred Myanmar students enrolled in undergraduate and graduate international programmes at four Thai public universities completed the questionnaire, and twelve volunteers participated in follow-up interviews. The questionnaire examined five constructs: Mutual Intelligibility, Varieties of English, Multicultural Communication, Identity, and Assessment. Quantitative findings revealed generally positive perceptions across all five constructs, with Identity recording the highest mean score and Varieties of English the lowest and most variable. Qualitative analysis identified four key factors shaping students' perceptions, as well as four challenge themes and four opportunity themes. The findings also revealed tensions between confidence and insecurity, together with differing experiences of English language development. Overall, challenges and opportunities frequently coexisted within the same multilingual environment, with communicative difficulties often accompanied by opportunities for language development and intercultural learning

Keywords: English as a global language, intercultural communication, Thai higher education, Myanmar students

Introduction

English has become a widely used tool for communication in higher education across Southeast Asia, particularly as universities adopt English as a medium of instruction (EMI) in response to globalization and regional integration (Kirkpatrick, 2010). In this context, English functions not as a native language but as a lingua franca (ELF)-a shared medium among speakers from different linguistic backgrounds (Firth, 1996). This growing use of English among multilingual students raises important questions about how students perceive and relate to English when it is used as a global tool rather than a language tied to any particular culture or native-speaker.

Thailand has increasingly adopted English-medium instruction (EMI) programmes to support internationalization and regional integration in higher education (Lavankura, 2013). Myanmar students represent one of the largest international student populations in these programmes. According to the Thai Ministry of Higher Education, Science, Research, and Innovation, over 6,600 new Myanmar students enrolled in Thai universities in 2024 alone. Beyond their growing presence, Myanmar students represent a particularly important population for research because they have experienced a distinctive educational context shaped by political instability, resource constraints, and educational disruption (Lall, 2021; Brown & Hung, 2022). Upon entering Thai international programmes, they engage in multilingual and multicultural learning environments in which English serves as the primary medium of communication among speakers from diverse linguistic backgrounds. Despite this unique educational background and their increasing participation in Thai higher education, Myanmar students remain underrepresented in research on English as a global language, which has focused largely on East Asian contexts. Suoc et al. (2025) similarly called for further research on English use and perceptions in underrepresented ASEAN contexts, including Myanmar. Addressing this gap can contribute to a more comprehensive understanding of English as a global language in multilingual university settings while also providing insights that may help universities better support international students.

Therefore, this study addresses the following research questions:

- (1) What are the perceptions of Myanmar students toward English as a global language in Thai universities?
- (2) What factors influence the perceptions of Myanmar students toward English as a global language in Thai universities?
- (3) What challenges and opportunities do Myanmar students experience when using English as a global language in Thai universities?

Literature Review

1. Perceptions Toward English as a Global Language

English as a global language (EGL) refers to the status of English as a language that has developed a special role recognized across nations, functioning as a medium of official communication, education, and international exchange (Crystal, 2003). In many contemporary contexts, this communication occurs among speakers from diverse linguistic backgrounds, a phenomenon commonly described as English as a Lingua Franca (ELF) (Firth, 1996; Seidlhofer, 2011). ELF communication prioritizes mutual intelligibility and successful communication rather than conformity to native-speaker norms. In Southeast Asian higher education, such interactions frequently occur within English-medium instruction (EMI) programmes, where English serves as the language of teaching and learning (Kirkpatrick, 2014). Although EGL, ELF, and EMI are closely related concepts, they serve different functions in this study. EGL provides the conceptual lens through which students' perceptions of English are examined, ELF represents the communicative context in which English is used among multilingual speakers, and EMI describes the institutional setting in which these perceptions are formed.

Research on perceptions of English as a global language has increasingly focused on how learners view communication across diverse linguistic backgrounds. In ASEAN higher education, Kirkpatrick and Lixun (2020) argue that the goal of English learning should be mutual intelligibility rather than conformity to Inner Circle models. Rose and Galloway (2019) similarly emphasize effective communication rather than native-speaker norms as the primary goal of English use. However, native-speaker orientations remain common among many Asian learners (Boonsuk & Fang, 2022), suggesting that acceptance of English as a global language is neither uniform nor complete across contexts.

The theoretical framework of this study integrates the ASEAN ELF framework (Kirkpatrick & Lixun, 2020) and an adapted version of the English as an International Language Perception Scale (EILPS) based on Lee and Chen Hsieh (2018). The ASEAN ELF framework (Kirkpatrick & Lixun, 2020) emphasizes the role of English as a shared means of communication among multilingual speakers and advocates mutual intelligibility, communicative effectiveness, and contextually appropriate language use over conformity to native-speaker norms. The framework also highlights the importance of assessment practices that reflect real-world communication needs rather than exclusively native-speaker standards. As the present study examines students' perceptions of English in multilingual university environments, the ASEAN ELF framework provides a suitable conceptual foundation for understanding communication-oriented views of English.

The EILPS includes dimensions related to English varieties, multicultural communication, and English-speaking identity. The scale is particularly relevant to this study because it focuses on learners' attitudes toward linguistic diversity, intercultural interaction, and ownership of English beyond native-speaker norms. These dimensions complement the communication-oriented principles of the ASEAN ELF framework and provide a means of examining students' perceptions beyond intelligibility alone.

Together, the two frameworks provide a comprehensive basis for examining perceptions of English as a global language in multilingual higher education settings. Mutual Intelligibility (MI) and Assessment (AS) were derived from the ASEAN ELF framework, while Varieties of English (VE), Multicultural Communication (MC), and Identity (ID) were adapted from the EILPS. Collectively, these five dimensions capture key aspects of English as a global language, including communication, linguistic diversity, intercultural interaction, identity, and language evaluation.

2. Factors Influencing Perceptions Toward English as a Global Language

Previous research suggests that learners' perceptions of English as a global language across dimensions such as mutual intelligibility, varieties of English, multicultural communication, identity, and assessment are shaped by a range of experiences and contextual conditions.

Communicative experience in multilingual environments has been identified as an important influence on learners' perceptions of English. Wang and Jenkins (2016) found that learners with greater ELF and intercultural communication experience became less attached to native-speaker norms and developed greater awareness of communication strategies that support successful intercultural communication. Although Canagarajah (2007) argues that communicative competence develops not merely through exposure to English but through the negotiation and

adaptation of language during interaction, both studies highlight the importance of authentic communicative engagement in shaping language use and understanding.

Exposure to diverse English varieties has also been associated with learners' attitudes toward English. Native-speaker preferences remain common among Asian learners, particularly those with limited intercultural contact (Boonsuk & Fang, 2022; Huang & Hashim, 2024). However, sustained interaction with diverse English users has been linked to more accepting attitudes over time (Mu et al., 2023). These suggest that attitudes toward English varieties may be shaped by learners' opportunities to engage with different English users in authentic communicative settings. Furthermore, linguistic identity represents another important influence on learners' perceptions. Learners who perceive their own English as legitimate rather than deficient are more likely to develop positive orientations toward English as a global language (Jenkins, 2007).

Intercultural contact has been associated with the development of intercultural competence and more flexible language attitudes (Baker, 2015; San & Htwe, 2023). However, the quality and diversity of contact appear to be more important than programme enrolment alone, as meaningful interaction across cultural groups is critical for developing intercultural sensitivity (Pastena, 2025). Finally, institutional assessment practices may shape learners' perceptions by signaling which forms of English are valued. Assessment emphasizing communicative effectiveness may reinforce EGL-oriented perceptions, whereas assessment that penalizes non-native features may reinforce native-speaker norms and undermine learners' confidence in their own English use (Canagarajah, 2006).

Collectively, these studies suggest that learners' perceptions of English are shaped through the interaction of communicative experiences, social relationships, and institutional practices rather than by exposure to English alone. At the same time, the literature indicates that these influences may operate differently across contexts, highlighting the need to examine how they are experienced by learners in underrepresented multilingual settings.

3. Challenges and Opportunities in Multilingual Learning Environments

Research suggests that studying in multilingual academic environments presents both challenges and opportunities for students using English as an additional language. This study draws on EMI research to contextualize the instructional setting in which participants' perceptions were formed, as Thai international programmes operate as EMI environments where Myanmar students engage with English-medium content alongside peers from diverse linguistic and cultural backgrounds (Thumvichit & Laoriandee, 2024).

Among the most commonly reported challenges are difficulties understanding diverse English accents and varieties, particularly during the early stages of study in international programmes (Özçelik et al., 2024; Li et al., 2023). Subject-specific vocabulary has also been identified as a recurring obstacle (Jiang & Sukying, 2025), while language anxiety may reduce participation and communication (Ahmed, 2025).

At the same time, multilingual academic environments provide opportunities for language development, intercultural growth, and future career development. Dewey (2012) argues that multilingual English-using environments create authentic opportunities for language development, although Canagarajah (2007)

cautions that effective development depends on how English is used and negotiated during interaction. Intercultural contact has been associated with increased intercultural competence and broader acceptance of linguistic diversity (Baker, 2015; San & Htwe, 2023). Participation in English-medium academic programmes has also been linked to enhanced employability, expanded professional opportunities, and the development of communication skills valued in international workplaces (Ahmed, 2025; Jiang & Sukying, 2025).

As Myanmar students study within multilingual EMI environments in Thai universities, the challenges and opportunities identified in previous research provide important background for understanding their experiences of using English in multilingual academic settings.

Objectives

1. To investigate Myanmar students' perceptions toward English as a global language in Thai universities
2. To explore the factors influencing Myanmar students' perceptions toward English as a global language in Thai universities
3. To examine the challenges and opportunities Myanmar students experience when using English as a global language in Thai universities

Methodology

1. Research Design

This study employed a sequential mixed-methods design consisting of two phases. First, quantitative data were collected through an online questionnaire distributed via Myanmar student associations and Facebook groups affiliated with four Thai public universities. The questionnaire examined students' perceptions of English as a global language across five constructs: Mutual Intelligibility (MI), Varieties of English (VE), Multicultural Communication (MC), Identity (ID), and Assessment (AS). Second, semi-structured interviews were conducted with volunteer participants from the questionnaire respondents to explore the factors influencing those perceptions and the challenges and opportunities they experienced when using English in multilingual university settings. Qualitative findings were used to provide deeper understanding of patterns identified in the survey results.

2. Participants

One hundred Myanmar students enrolled in undergraduate and graduate international programmes at four Thai public universities-Chulalongkorn University, Chiang Mai University, Thammasat University, and King Mongkut's University of Technology Thonburi-participated in the questionnaire survey. Purposive sampling was employed to recruit participants who met the following criteria: (a) being Myanmar students enrolled at one of the selected universities, (b) being enrolled in an international programme, and (c) having completed at least one semester (approximately six months) of study in Thailand. Participant characteristics are presented in Table 1.

Table 1*Demographic Characteristics of Survey Participants*

Variable	Category	Frequency (n)	Percentage (%)
Level of Study	Undergraduate	66	66.0
	Graduate	34	34.0
Length of Study at University	Less than 1 year	22	22.0
	1–2 years	62	62.0
	3–4 years	15	15.0
	More than 4 years	1	1.0

Instruments

1. Questionnaire

The questionnaire consisted of 18 items measuring five constructs: Mutual Intelligibility (4 items), Varieties of English (3 items), Multicultural Communication (4 items), Identity (3 items), and Assessment (4 items). Responses were recorded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) (Likert, 1932).

The instrument was developed by integrating Kirkpatrick and Lixun's (2020) ASEAN ELF framework with an adapted version of Lee and Chen Hsieh's (2018) English as an International Language Perception Scale (EILPS). Items for Varieties of English, Multicultural Communication, and Identity were adapted from the EILPS, with minor wording modifications to reflect the multilingual university context of the study. Items for Mutual Intelligibility and Assessment were developed by the researcher based on key principles of the ASEAN ELF framework, particularly the emphasis on mutual intelligibility, communicative effectiveness, and assessment that reflects real-world communication needs.

Content validity was evaluated by three experts in English language teaching using the Index of Item-Objective Congruence (IOC). Based on expert feedback, three items were revised to improve clarity and alignment with the intended constructs before the final administration. Prior to the main study, the questionnaire was pilot tested with 15 Myanmar students who met the participant criteria. The pilot data yielded a Cronbach's alpha coefficient of .808, indicating satisfactory reliability.

2. Semi-Structured Interview

The semi-structured interview protocol was designed to explore the factors shaping students' perceptions of English as a global language (RQ2) and the challenges and opportunities they experienced in multilingual university settings (RQ3). The protocol consisted of two parts addressing the research questions and included a set of optional follow-up prompts to elicit more detailed responses where appropriate. Content validity was evaluated by three experts using the Index of Item-Objective Congruence (IOC), and one question was revised based on their feedback before final administration. The interview protocol was pilot tested with students who met the participant criteria but were not included in the final sample to assess question clarity, wording, flow, timing, and comprehension. Minor revisions were subsequently made to improve question clarity and provide additional contextual prompts where necessary.

Validity and Reliability

Table 2 presents the factor structure of the 18-item instrument based on exploratory factor analysis using principal axis factoring with oblimin rotation. The KMO measure of sampling adequacy was .804 and Bartlett's test of sphericity was significant ($p < .001$), indicating that the data were suitable for factor analysis despite the modest sample size. Five factors were extracted, corresponding to the theoretical framework, collectively explaining 63.7% of the total variance. All items demonstrated their strongest loading on the theoretically expected construct, with factor loadings ranging from .437 to .886, exceeding the minimum threshold of .40 (Hair et al., 2010). The five-factor solution provided support for the structural validity of the adapted instrument within this sample. Internal consistency reliability was acceptable to good across all constructs, with Cronbach's alpha coefficients ranging from .79 to .86, exceeding the recommended threshold of .70 (Nunnally & Bernstein, 1994).

Table 2

Exploratory Factor Analysis Results for the Adapted EGL Questionnaire

Item	Construct	Factor Loading	Factor
MI1	Mutual Intelligibility	.702	3
MI2	Mutual Intelligibility	.718	3
MI3	Mutual Intelligibility	.786	3
MI4	Mutual Intelligibility	.886	3
VE1	Varieties of English	.777	1
VE2	Varieties of English	.713	1
VE3	Varieties of English	.792	1
MC1	Multicultural Communication	.774	4
MC2	Multicultural Communication	.807	4
MC3	Multicultural Communication	.437	4
MC4	Multicultural Communication	.590	4
ID1	Identity	.491	5
ID2	Identity	.741	5
ID3	Identity	.597	5*
AS1	Assessment	.663	2
AS2	Assessment	.760	2
AS3	Assessment	.624	2
AS4	Assessment	.809	2

Note. Five factors were extracted. ID3 showed a secondary cross-loading on Factor 1 but was retained because its primary loading remained conceptually consistent with the Identity construct.

Data Collection and Analysis

Questionnaire data were analyzed using SPSS. Descriptive statistics, including means and standard deviations, were used to examine students' perceptions of English as a global language across the five constructs.

Qualitative data were analysed using Braun and Clarke's (2006) reflexive thematic analysis. Interview transcripts were coded inductively in Taguette, and related codes were grouped and refined into themes. Interviews were conducted in English or Myanmar according to participants' preferences, and Myanmar-language responses were translated into English by the researcher. Trustworthiness was enhanced through verbatim transcription, documentation of coding decisions, and the use of representative quotations in the findings. Consistent with reflexive thematic analysis, coding and theme development were conducted by the researcher rather than through intercoder agreement procedures. As a Myanmar researcher studying Myanmar students in Thailand, the researcher remained aware of how shared experiences might influence data interpretation throughout the analysis.

Research Results

RQ1: Perceptions of Myanmar Students Toward English as a Global Language

Table 3

Descriptive Statistics of Myanmar Students' Perceptions toward English as a Global Language

Construct	M	SD	Interpretation
Mutual Intelligibility (MI)	4.20	0.70	Agree
Varieties of English (VE)	3.91	0.90	Agree
Multicultural Communication (MC)	4.13	0.62	Agree
Identity (ID)	4.32	0.76	Strongly Agree
Assessment (AS)	4.19	0.68	Agree

The results presented in Table 3 indicate that students generally held positive perceptions toward English as a global language across all five constructs, with mean scores ranging from 3.91 to 4.32, corresponding to the "Agree" to "Strongly Agree" levels. Identity recorded the highest mean score ($M = 4.32$, $SD = 0.76$), suggesting generally positive attitudes toward maintaining participants' own linguistic identities while using English. In contrast, Varieties of English recorded the lowest mean score ($M = 3.91$, $SD = 0.90$) and the highest variability, indicating less consistent attitudes toward English accents and varieties than toward the other constructs. Overall, the findings suggest favorable perceptions of English as a means of communication, multicultural interaction, and communicatively oriented language use and assessment. Given the descriptive nature of the analysis, differences among construct means should be interpreted cautiously and are intended to provide an overview of response patterns rather than evidence of statistically significant differences.

RQ2: Factors Influencing Perceptions

Thematic analysis of the interview data identified four themes representing key factors that shaped students' perceptions of English as a global language. Table 4 provides an overview.

Table 4

Summary of Factors Influencing Students' Perceptions of English as a Global Language

Theme	Influence on EGL Perceptions
Multilingual Communicative Environment	Encouraged prioritization of intelligibility over grammatical accuracy
Personal Identity	Strengthened ownership of English while revealing occasional accent insecurity
Multicultural Contact	Increased acceptance of diverse English users and communication styles
Institutional Assessment Practices	Reinforced communicative or accuracy-oriented views of English depending on assessment approach

Theme 1: Multilingual Communicative Environment

The multilingual communicative environment emerged as an important factor shaping students' perceptions. Daily interaction with classmates and lecturers from diverse language backgrounds led participants to prioritize message clarity over grammatical correctness. As one participant explained:

"I think clear message is more important than being able to talk correctly because in our class... we just prioritize to understand what we say to each other." (P1_UG)

When communication difficulties occurred, participants reported using strategies such as repetition, clarification, and simpler language to maintain understanding. These experiences suggest that students viewed English primarily as a tool for communication rather than a language that must be used perfectly. However, several participants noted that grammatical accuracy remained important in formal academic tasks such as writing assignments.

Theme 2: Personal Identity

Personal identity and accent attitudes emerged as an important factor shaping students' perceptions. Most participants expressed confidence in their own accents and did not believe they needed to conform to native-speaker norms. As one participant stated:

"our own accent is who we are and our identity... we should not try to copy but we should try to improve our English to a standard" (P3_GR).

Many participants viewed accent as part of their cultural identity while emphasizing pronunciation clarity for effective communication. However, some reported accent-related insecurity triggered by comparison with more fluent peers.

Participants also noted that comfort with diverse accents developed gradually through exposure and experience.

Theme 3: Multicultural Contact

Multicultural contact emerged as an important factor shaping students' perceptions. Living and studying with peers from diverse cultural and linguistic backgrounds encouraged greater acceptance of difference and increased appreciation of cultural diversity. As one participant explained:

"the difference in culture will bring together all the people into one — I find it really lovely and adorable" (P9_GR).

Participants also reported becoming more comfortable with different communication styles and English accents through regular interaction. One participant described unconsciously adopting the Thai particle "ka," suggesting that multicultural contact influenced not only attitudes but also communicative practices. However, some participants noted that those whose social networks remained primarily within the Myanmar community had fewer opportunities for intercultural engagement and language development.

Theme 4: Institutional Assessment Practices

Institutional assessment practices emerged as an important factor shaping students' perceptions of English. When assessment emphasized ideas and communication, participants viewed English primarily as a tool for expressing meaning rather than a system of rules to be performed correctly. As one participant explained:

"the ideas and performance are more important to be evaluated on, since the whole project and assessments are based on whether the student gets the concept or not — this is not an English exam." (P9_GR)

However, participants reported that heavy emphasis on grammar in content courses sometimes reduced their confidence and shifted attention away from idea development:

"I even forgot what I want to say and it affects the ideas parts as I have to focus a lot on grammar and vocabulary." (P11_UG)

RQ3: Challenges and Opportunities Experienced by Myanmar

Students

The qualitative findings for the third research question revealed four challenge themes and four opportunity themes. These two sides of the experience are closely connected: many of the challenges students faced in the early stages of their studies became the starting point for meaningful development over time.

Challenges

Table 5

Summary of Challenge Themes and Key Experience

Challenge Theme	Key Experience
Communicating across diverse accents	Difficulty following accent varieties, particularly in early stages
Language barriers in academic settings	Difficulties with lecture comprehension, subject-specific vocabulary, academic writing, and exclusion from Thai-medium classroom interactions
Speaking anxiety and loss of confidence	Nervousness during presentations, social comparison with fluent peers, reduced participation
Limited English practice and perceived proficiency decline	Simplified English use with peers, Burmese-dominant social networks, and increasing reliance on AI writing tools

Theme 1: Communicating Across Diverse Accents and Language

Backgrounds

The most commonly reported challenge was difficulty understanding classmates and lecturers from diverse language backgrounds, particularly in the early stages of study. Students described struggling to follow Thai, Chinese, Iranian, and native English-speaker accents in real time.

"When he says 10 things, I only understand 2 things. I was very worried at first — what would I do if I can't understand the lessons as well. (P4_UG)"

Most participants reported that this challenge diminished considerably over time through sustained exposure — connecting directly to the opportunities discussed below.

Theme 2: Language Barriers in Academic and Classroom

Communication

Beyond accent comprehension, participants described broader language barriers affecting their academic participation, including understanding lectures at speed, keeping up with subject-specific vocabulary, and the cognitive effort of translating ideas from Burmese into English before speaking.

"When catching up with the lectures, it was so difficult for me and I couldn't do very well because of the speed and accent. Moreover, I didn't know and understand the terms of social science very well. (P11_UG)"

An additional challenge emerged when lecturers and Thai students shifted temporarily into Thai during class, creating communicative exclusion for international students in English-medium programmes. Unlike accent or vocabulary difficulties, this barrier was institutional rather than linguistic in nature. Several participants reported

that they were unable to follow these exchanges because they had no access to Thai as a linguistic resource.

Theme 3: Speaking Anxiety and Loss of Confidence

Speaking anxiety was reported across all participant profiles, though it appeared in different ways depending on each student's personality and classroom environment. For some, anxiety manifested physically during presentations, causing pronunciation errors and loss of fluency:

"I am nervous and scared of people so when I have to do presentation, some of the pronunciations are wrong and sometimes, my speech is paused and I repeated the same thing for three times. (P6_UG)"

For others, anxiety prevented participation altogether, even when they had ideas to contribute:

"I have idea but I have no confidence in my English — that's why I don't participate mostly. (P5_GR)"

Theme 4: Limited English Practice and Perceived Proficiency Decline

A counterintuitive finding was that several participants felt their English had not improved, and in some cases had declined, despite studying in English-medium international programmes.

"I don't think my English proficiency has improved a lot as we have to adjust a lot to understand each other and cannot use difficult vocab. Sometimes I think my English proficiency has dropped since I have to use broken English a lot. (P4_UG)"

A small number of participants also associated frequent use of AI writing tools with reduced independent writing practice and perceived declines in writing proficiency. As one participant noted:

"I use AI more and my writing skill has dropped." (P1_UG)

Although this concern was reported by only a few participants, it suggests that some students perceived a relationship between digital tool use and their own language development.

Students in Burmese-dominant social networks faced particularly limited informal English use, pointing to a gap between the formal English demands of their programmes and the informal English ecology they actually inhabited. One participant described this directly:

"My confidence in English is reduced... I don't use English at home and also in the class, I don't speak much in English as my friends are mostly Burmese. (P1_UG)"

Opportunities

Table 6

Summary of Opportunity Themes and Key Experiences

Opportunity Theme	Key Experience
English proficiency development	Improved reading, writing, and speaking through real-world academic demands
Academic communication skills	Stronger presentation skills, critical thinking, and research competence
Intercultural competence and World Englishes awareness	Broader acceptance of diverse English varieties and cultural understanding through peer contact
Future career and academic prospects	Perceived advantage in career readiness, and international academic pathways

Theme 1: English Proficiency Development Through Real-World Exposure

Despite the challenges above, most participants reported meaningful improvements in their English through the daily demands of academic study, including reading, writing, listening to diverse varieties of English, and communicating with peers from different language backgrounds.

"In my country, I think I have to simplify my language, but now the classmates are the same level with me so I can also use the advanced vocab and I don't forget them now. (P3_GR)"

Theme 2: Development of Academic Communication Skills

A second major opportunity was the development of academic communication skills, particularly public speaking, presentation skills, critical thinking, and research competence, through the genuine communicative demands of international programmes.

"Public health is not just fixed to one country — it is global health. So, whenever the public health student got an opportunity to attend a global health event, this learning opportunity in English would create a chance to present themselves at a global level. (P9_GR)"

Theme 3: Intercultural Competence and Broader Understanding of World Englishes

Through direct and sustained contact with peers from diverse linguistic and cultural backgrounds, participants developed a broader acceptance of English variety diversity and a richer understanding of other cultures.

"Before I joined this programme, I preferred British English, American English — like native speakers. But now I can accept our English after this programme. (P10_GR)"

One participant described a shift in how she perceived her own accent after being exposed to diverse varieties of English:

"I used to think that my accent is very bad back in Myanmar. But now I see that Thai people also have accent and it is not easy to understand too. (P7_UG)"

Theme 4: Expanded Future Career and Academic Prospects

Participants consistently identified long-term career and academic benefits as meaningful outcomes of their global English experience, spanning professional communication skills, career mobility, and regional opportunities.

"I think it will be useful for future English communication because we have to meet with different people in our workplace as well. Now we have Thai teachers, Indian teachers, so when we meet with people from different backgrounds in the workplace, it will be useful for us. (P4_UG)"

Discussion

1. Perceptions of Myanmar Students toward English as a Global Language

Myanmar students held broadly positive perceptions toward English as a global language across the five constructs of Mutual Intelligibility, Varieties of English, Multicultural Communication, Identity, and Assessment. These findings suggest a tendency toward communicative views of English rather than strict native-speaker conformity, consistent with Kirkpatrick and Lixun (2020). However, the qualitative findings reveal important variation that was not fully captured by the quantitative data.

Identity recorded the highest mean score, indicating generally positive ownership of English and acceptance of participants' own linguistic identities. This finding is consistent with Chanwaiwit and Mori (2024), who found that Thai university students became more confident in using their own English accents after recognizing that variation in English accents does not necessarily hinder successful communication. Qualitative findings, however, revealed a more nuanced picture. While many participants expressed pride in their own English accents, some also reported accent-related insecurities and social comparison with more proficient international peers. These contrasting perceptions often coexisted within the same individual, suggesting that students generally held positive English-speaking identities while still experiencing occasional self-doubt.

Varieties of English recorded the lowest mean score and the greatest variation among all constructs, suggesting that attitudes toward diverse English varieties were less consistent and may still be developing among some participants. Qualitative findings indicate that participants were at different stages of acceptance. While some expressed strong support for their own and others' English varieties, others continued to compare themselves with native-speaker norms or more proficient English users. This variation may help explain the lower mean score and wider spread of responses. The finding also aligns with Boonsuk and Fang (2022), who found that international students often maintained preferences for native-speaker accents while simultaneously recognizing the legitimacy of their own English, reflecting a tension between native-speaker idealization and more global orientations toward English.

The Assessment construct similarly reflected a preference for communicative competence over grammatical accuracy. Participants consistently described assessment approaches that prioritized meaningful communication as more supportive of learning. Qualitative findings also revealed that heavy emphasis on grammatical correctness reduced confidence and sometimes hindered idea generation. This finding is consistent with Canagarajah (2006), who argued that assessment in international English contexts should move beyond formal grammatical competence toward communicative performance and language awareness. Together, these findings suggest that students value assessment practices that recognize successful communication rather than conformity to native-speaker standards.

2. Factors Influencing Perceptions of Myanmar Students toward English as a Global Language

Four key factors shaped students' perceptions: the multilingual communicative environment, personal identity, multicultural contact, and institutional assessment practices. Together, these factors provide insight into the experiences and conditions that shaped participants' perceptions of English as a global language.

The multilingual communicative environment was the most frequently reported influence. Daily interaction with speakers from diverse linguistic backgrounds led students to prioritize being understood over being grammatically correct, reflecting the practical demands of communication in multilingual settings. This finding is consistent with Wang and Jenkins (2016), who found that learners with greater ELF and intercultural communication experience became less attached to native-speaker norms and developed greater awareness of communication strategies that support successful intercultural communication. This interpretation is further supported by the quantitative findings, which suggest that participants generally viewed successful communication as depending on mutual understanding rather than linguistic accuracy. Personal identity produced the most complex pattern. While the quantitative findings suggest broadly positive ownership of English, the qualitative findings revealed both confidence and insecurity. Many participants expressed pride in their own English accents and viewed them as part of their cultural identity, whereas others reported anxiety and social comparison with more proficient peers. This finding is consistent with Ahmed (2025), who found that language anxiety in EMI contexts can reduce learners' confidence and classroom participation despite the opportunities provided by multilingual learning environments.

Multicultural contact also contributed to more positive perceptions of English. Participants generally reported becoming more open to diverse English accents and communication styles through interaction with peers from different backgrounds, consistent with findings that intercultural engagement in multilingual environments promotes greater acceptance of linguistic diversity and more flexible language attitudes (San & Htwe, 2023). However, opportunities for intercultural engagement varied. Students whose social networks remained largely within the Myanmar community reported fewer opportunities for meaningful intercultural interaction and expressed a desire for greater engagement with students from other backgrounds. This finding aligns with research showing that the quality and diversity of contact, rather than programme enrolment alone, are critical for developing intercultural sensitivity (Pastena, 2025). Finally, assessment practices shaped how students perceived the role of English. Participants reported that assessment emphasizing ideas, content, and

communication reinforced the view of English as a tool for meaning-making rather than a set of grammatical rules. These findings suggest that assessment practices can influence learners' perceptions by signaling which forms of English are valued in educational settings.

3. Challenges and Opportunities Experienced by Myanmar Students

Myanmar students' experiences of using English as a global language in Thai universities were neither entirely positive nor entirely negative. Rather, the findings suggest that challenges and opportunities often emerged from the same multilingual environment. The most commonly reported challenge was difficulty understanding diverse accents, particularly during the early stages of study, consistent with Özçelik et al. (2024). However, most participants reported that these difficulties diminished over time as they gained greater exposure to diverse English users, suggesting that adaptation to linguistic diversity develops through repeated interaction (Wang & Jenkins, 2016). Language-related challenges also included subject-specific vocabulary, academic writing demands, and the cognitive effort required to process and express academic ideas in English, which have similarly been identified as common challenges in multilingual academic settings (Jiang & Sukying, 2025). Speaking anxiety was also widely reported and was often linked to social comparison with more proficient peers, consistent with findings that language anxiety can reduce learners' confidence and willingness to participate in communication (Ahmed, 2025).

A distinct challenge emerged when lecturers and Thai students shifted temporarily into Thai during English-medium classes. Unlike accent or vocabulary difficulties, this barrier was institutional and situational in nature, limiting international students' ability to fully participate in classroom interaction. This finding aligns with Sahan et al. (2022), who documented continued local language use in Thai EMI classrooms, and supports Sah and Karki's (2023) argument that students may experience exclusion when classroom language practices do not adequately accommodate diverse linguistic backgrounds.

An important tension also emerged regarding English language development. While most participants reported improvement through academic and social engagement, a smaller group felt their English had stagnated or declined despite studying in an English-medium programme. These participants more often described limited English use outside academic tasks, language simplification during communication, and reliance on AI writing tools. A few participants specifically expressed concern that AI reduced opportunities for independent writing practice, echoing emerging concerns that excessive dependence on AI may limit opportunities for language development (Nhan et al., 2025). Together, these findings suggest that exposure alone does not guarantee positive language development outcomes; the quality and diversity of language use appear equally important, extending Canagarajah's (2007) argument that multilingual language development is shaped through the negotiation and adaptation of language during interaction.

Despite these challenges, participants identified several important opportunities associated with studying in multilingual university environments. Regular use of English in academic and social contexts was widely perceived as contributing to improved proficiency, supporting Jiang and Sukying's (2025) argument that multilingual academic settings provide valuable opportunities for language development. Beyond linguistic gains, participants reported becoming more accepting

of diverse English varieties and communication styles through interaction with peers from different countries. This suggests that multilingual environments may contribute to the development of intercultural competence by increasing learners' awareness of cultural and linguistic diversity (Baker, 2015; Wang & Jenkins, 2016). Participants also viewed their international university experience as enhancing future academic and career opportunities, indicating that English was valued not only as a means of communication but also as a resource for educational and professional mobility (Özçelik et al., 2024; Meenasantirak & Chaiyasuk, 2024).

Overall, the findings suggest that challenges and opportunities often coexisted within the same multilingual environment. Experiences such as unfamiliar accents, communication barriers, and speaking anxiety often coincided with the development of intercultural awareness, communicative confidence, and greater ownership of English. While the quantitative findings capture the overall direction of these perceptions, the qualitative findings reveal how they were shaped through students' everyday experiences in multilingual university settings.

Conclusion

This study examined Myanmar students' perceptions of English as a global language in Thai universities, the factors shaping those perceptions, and the challenges and opportunities they experienced in multilingual academic settings. The findings revealed generally positive perceptions of English and its role in facilitating communication across linguistic and cultural boundaries. At the same time, the qualitative findings highlighted important complexities, including tensions between confidence and insecurity, as well as differing experiences of English language development.

Four key factors shaped students' perceptions: the multilingual communicative environment, personal identity, multicultural contact, and institutional assessment practices. The findings further suggest that challenges and opportunities often coexisted within the same multilingual environment. Difficulties such as accent comprehension, language anxiety, and occasional linguistic exclusion frequently occurred alongside opportunities for language development, intercultural learning, and future academic and professional advancement. Together, these findings indicate that perceptions of English as a global language are continually shaped through participation in multilingual academic communities.

This study contributes to research on English as a global language in an underrepresented ASEAN context and highlights the importance of communicative approaches to English use and assessment, meaningful intercultural interaction, and inclusive practices within English-medium programmes. Universities and educators should support students' engagement with diverse English users, create opportunities for intercultural interaction, and promote equitable participation in multilingual learning environments.

Several limitations should be acknowledged. The study was based on a relatively small sample of Myanmar students from four Thai public universities and may not fully represent the wider Myanmar student population in Thailand. Future research could examine larger and more diverse samples, conduct comparative studies across ASEAN contexts, and explore how factors such as English proficiency, length

of study abroad, intercultural contact, and academic discipline influence perceptions of English as a global language.

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Appendix

Item	Questionnaire Item	Source/Development
MI1	I use English to understand and be understood, rather than to speak like a native English speaker.	Developed from ASEAN ELF
MI2	I feel successful when my message is clear even if my grammar is wrong.	Developed from ASEAN ELF
MI3	I understand English spoken by people from different language backgrounds as long as they speak clearly.	Developed from ASEAN ELF
MI4	I believe I can understand English spoken with a non-native accent if the message is clear.	Developed from ASEAN ELF
VE1	I accept that speaking English with an American or British accent is not necessarily important for effective communication.	Adapted from EILPS
VE2	I believe teachers can use listening materials with different accents.	Adapted from EILPS
VE3	I am comfortable hearing English spoken with different accents.	Adapted from EILPS
MC1	I can adjust my speaking style with people from other cultures.	Adapted from EILPS
MC2	I can explain my culture clearly in English to people from other cultures.	Adapted from EILPS
MC3	I accept different speaking and pronunciation styles that are different from my country.	Adapted from EILPS
MC4	I communicate appropriately with people from different cultures.	Adapted from EILPS
ID1	My teacher should not force me to sound like a native speaker when speaking English.	Adapted from EILPS
ID2	I accept my English accent as my own.	Adapted from EILPS
ID3	I do not think speaking English with an American or British accent is important for effective communication.	Adapted from EILPS
AS1	I think communicating ideas clearly is more important than having perfect grammar in oral presentations.	Developed from ASEAN ELF
AS2	I think students should not lose marks for having non-native accents when speaking English.	Developed from ASEAN ELF

Item	Questionnaire Item	Source/Development
AS3	I think English tests should reflect real-life communication.	Developed from ASEAN ELF
AS4	I think speaking English fluently is more important than speaking without grammatical errors in exams.	Developed from ASEAN ELF

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Development and Implementation of Integrated English Learning Materials Using Folktales and Legends

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Abstract

This study aimed to: 1) develop and evaluate the efficiency of integrated English learning materials using ethnic folktales and legends of Surin Province for the 21st-century learners; 2) compare students' integrated English skills before and after using the developed materials; and 3) investigate students' satisfaction with the materials. The participants were 50 third-year students enrolled in the Bachelor of Education Program in English at Surindra Rajabhat University, selected through purposive sampling. The research instruments consisted of integrated English learning materials based on ethnic folktales and legends of Surin Province, lesson plans, a 60-item multiple-choice pre-test and post-test, and a satisfaction questionnaire.

The data were analyzed using the E1/E2 efficiency criterion, paired-samples t-test, mean and standard deviation. The results revealed that the efficiency of the developed materials was 84.74/85.03 exceeding the 80/80 criterion. The students' post-test scores were significantly higher than the pre-test scores at the 0.05 level of significance. In addition, students reported a very high level of satisfaction with the developed materials ($M = 4.97$, $SD = 0.16$). The findings suggest that the integrated English learning materials based on ethnic folktales and legends can effectively enhance students' integrated English skills while promoting cultural awareness and learner engagement.

Keywords: integrated English learning materials, folktales and legends, integrated language skills, culture-based learning

Introduction

In real-life communication, language skills are rarely used in isolation. Generally, two or more skills are used simultaneously. Therefore, all four skills of English language-listening, speaking, reading, and writing-are equally essential. Each skill plays an important role in different communicative contexts. Listening and reading are considered receptive skills that enable learners to comprehend complex messages whereas speaking and writing are productive skills that enable learners to communicate effectively.

In the past, English language teaching often emphasized segregated-skill instruction. Under the Grammar-translation Method, language instruction primarily focused on grammatical structures and translation. Later, the Audio-Lingual Method shifted its focus to listening and speaking skills. However, this method emphasizes repetitive drills, which may hinder natural communication and creativity. Teachers played a dominant role in classroom activities, and students practiced fixed language patterns through repetition and memorization.

Many scholars have argued that segregated-skill instruction is inadequate for effective communication. For example, Skehan (1998) and Hinkel (2018) argue that focusing solely on one skill at a time prevents students from developing their language abilities in a balanced manner. Students can encounter difficulties when they have to use the language in real communicative situations. Furthermore, learners who lack foundational knowledge of how to integrate language skills may struggle when they are at a higher level.

Nowadays, the integration of all skills-listening, speaking, reading and writing-are emphasized as a cohesive learning experience in English language teaching. Many teachers have to carefully select and utilize materials that facilitate an integrated approach. Furthermore, they need to design materials that promote the use of authentic language in real- life contexts. It is necessary that the content, teaching methods, and students' abilities are aligned to promote effective learning. Teachers should design lessons that engage and motivate learners while fostering a dynamic and interactive learning environment. Moreover, English teachers need to recognize the importance of integrating multiple skills in the language classroom and select suitable materials that enhance students' language abilities.

Learning materials play a crucial role in language learning because they provide the foundation for classroom instruction and influence the quality of learners' language experiences. Effective materials not only present language knowledge but also create opportunities for meaningful communication, skill integration and learners' engagement. As put by Tomlinson (2013), language learning materials should expose learners to authentic language use, stimulate interest, and support learners in achieving learning objectives. Moreover, materials that reflect learners' cultural backgrounds can enhance motivation and facilitate comprehension by connecting new knowledge with existing experiences.

In this study, the researchers produced teaching materials in which the four skills of English were integrated based on traditional stories and folk literature. As noted by Spiro (2009), stories can be used in various ways, such as practicing listening, speaking, reading, and writing skills, encouraging group sharing, team building, cooperative learning, and developing oral fluency. Additionally, recent studies also show that storytelling activities can enhance students' integrated language skills,

engagement, and communicative competence in EFL classrooms. Nguyen and Phillips (2022), for example, found that storytelling facilitated learners' language development through multimodal interaction, scaffolding, and meaningful communication.

The study focused not only on the four language skills but also considered the knowledge of local traditions and culture in order to raise students' cultural awareness in the language classroom. MacDonald et al. (2013) suggest that cultures are embedded in stories, which convey the values and realities of the societies from which they originate. When learners engage with these narratives, they are exposed to different cultural perspectives. Therefore, it is essential to consider the cultural origin of the stories when using them in instruction, as they often refer to traditions that students may wish to explore further. Integrating folktales into language instruction also promotes intercultural learning and cultural awareness. Kim and Lee (2020) argue that folktales provide meaningful cultural contexts that promote language learning while encouraging learners to comprehend different cultural perspectives.

Students enjoy hearing stories from their own cultures, which help them recognize the value of cultural heritage. Using local traditional stories in teaching English not only helps students connect with their cultural background but also facilitates comprehension of the lesson. Furthermore, incorporating traditional stories from students' cultures can enhance students' background knowledge. As Nunan (2003) notes, building background knowledge is crucial as it allows students to connect what they already know to what they are learning. Background knowledge includes students' life experiences, educational background, and working experiences, all of which contribute to their understanding of the lessons. Additionally, Lwin (2015) suggests that folktales from any culture when translated into English can be useful for beginners learning simple grammatical features. Since folktales are rooted in oral tradition, their language tends to be less complex than that of academic texts. In the Thai EFL context, Tachom (2021) also found that storytelling activities based on Thai folktales significantly improved students' vocabulary knowledge and increased learner engagement. The study also reported positive student attitudes toward learning English through culturally familiar stories.

Although folktales are widely available in published collections, many local traditional stories remain part of the oral heritage preserved by community storytellers who serve important custodians of local knowledge, cultural values, beliefs, and historical experiences that may not be fully documented in written sources. In the present study, traditional stories were directly collected from local storytellers therefore helps preserve authentic cultural content and ensures that the narratives reflect the unique identity of the community. Furthermore, the use of locally collected stories provides learners with cultural familiar content that is closely connected to their social and cultural backgrounds. Such familiarity can increase learners' interest, motivation and comprehension while simultaneously promoting awareness and appreciation of local cultural heritage. For these reasons, the researchers collected traditional stories from local storytellers and used them as the primary source for developing the integrated- skill English learning materials. The collected narratives were subsequently adapted into language-learning activities that combined listening, speaking, reading, and writing skills while maintaining the cultural authenticity of the original stories.

The contexts of English teaching and learning English today are increasingly complex and varied due to the diverse purposes for which the language is used in our changing era. Consequently, English teachers need to be aware of these factors. Students should also recognize the variety of approaches to English language use. According to Ur (2015), students must understand that they cannot rely on a single model for using English. It is the responsibility of English teachers to make students aware of different language models that vary according to levels of formality and communicative purposes. English writing, for example, differs depending on the context, such as composing an email, writing a formal letter, or sending personal messages to friends. Therefore, English language instruction should expose learners to a variety of language models and provide opportunities for them to practice using English appropriately in different contexts. The syllabus and classroom activities should be designed to reflect these diverse forms of language use.

In developing the materials for this study, the researchers also considered the characteristics of 21st-century learners. According to Larson and Miller (2011), 21st-century learners must be well-prepared with essential skills for the society in which they will work and live. These skills should not be taught in isolation but integrated across all curricula. The Partnership for 21st-Century Skills (2011) has developed a framework outlining the essential skills needed for success, known as “4Cs”: critical thinking, communication, collaboration, and creativity. Therefore, the researchers created teaching materials to enhance all four of these skills, while simultaneously promoting language development. Recent research also suggests that storytelling-based learning encourages creativity, collaboration, communication, and critical thinking, which are considered essential skills for 21st-century learners (Nguyen & Phillips, 2022).

Although previous studies have reported the benefits of storytelling, folktales, and integrated-skills instruction in English language learning, limited research has focused on the development of integrated English learning materials based on ethnic traditional stories like folktales and legends in the Thai EFL context. In particular, few studies have examined how local cultural resources can be effectively incorporated into teaching materials to enhance integrated language skills, cultural awareness, and 21st- century competencies simultaneously. Additionally, studies that investigated the effectiveness of such materials with university students remain limited. For these reason, the present study aimed to develop and evaluate integrated English learning materials based on ethnic folktales and legends of Surin Province and to examine their effects on learners’ integrated English skills and satisfaction

Review of Literature

Effective materials should not only provide language input but also create opportunities for meaningful language use, learner engagement, and the integration of language skills. Since the present study aimed to develop integrated English learning materials based on ethnic folktales and legends, several theoretical perspectives were reviewed to guide the development of the materials and instructional activities. The review focuses on integrated language instruction, content-based and task-based instruction, using literature in language classroom and material design principles.

Nunan (2003) proposes key principles, including focusing on the learner, developing contextually appropriate teaching methodologies, and organizing instruction through, 1 pre-task, task, and follow-up stages. Effective instructional sequences typically begin by activating learners' background knowledge through questioning, review, or preparatory activities. This pre-task stage is followed by meaningful learning tasks and concluded with follow-up activities that reinforce understanding and provide feedback.

Teaching Integrated English Skills

Previous language teaching approaches often separated language skills, limiting learners' communicative competence in authentic contexts (Skehan, 1998; Hinkel, 2018). Integrated-skill instruction enables learners to develop balanced language proficiency by using multiple skills simultaneously in meaningful contexts. This approach more closely reflects authentic communication and supports higher-level language development.

Modern English language teaching emphasizes the integration of language skills within authentic learning contexts. Teachers are required to select appropriate materials and design activities that align content, teaching methods, and learner abilities to promote effective learning. When implementing integrated-skill instruction, teachers must consider individual learner differences, including language proficiency levels and learning styles. Jing (2006), and Akram and Malik (2010) highlight that integrated instruction requires careful lesson planning to accommodate diverse learners and ensure active participation. Without such consideration, some students may struggle to engage fully in learning activities.

Teaching materials are a crucial component of language learning because they serve as a bridge between instructional objectives and classroom practice. Effective materials provide meaningful language input, opportunities for communication, and activities that promote learner engagement. They also support the integration of language skills by allowing learners to use listening, speaking reading, and writing in connected and purposeful ways. Since the present study aimed to develop integrated English learning materials based on ethnic folktales and legends, principles of material development were considered alongside instructional approaches. In particular, content-based instruction and task-based instruction provide useful frameworks for integrating language learning with authentic content and communicative activities. Therefore, these approaches informed the development of the learning materials used in the present study.

Content-Based and Task-Based Instruction

Integrated English instruction can be broadly categorized into content-based instruction and task-based instruction. Content-based instruction focuses on learning subject matter through the target language, while task-based instruction emphasizes using language to complete meaningful tasks (Ur, 2009). Both models promote active language use, learner engagement, and the development of communicative competence by embedding language learning within purposeful contexts.

In the present study, these two approaches provided important foundations for the development of the learning materials. The ethnic folktales and legends served as meaningful content through which students could learn and practice English, reflecting the principles of content-based instruction. At the same time, the learning activities, which are consistent with task-based instruction. Therefore, both approaches supported the integration of listening, speaking, reading, and writing skills throughout the materials.

Using Literature in the Language Classroom

Literature has long been recognized as a valuable resource in language education. Duff and Maley (2007) identify three major benefits of literary texts: linguistic development, cultural awareness, and personal growth. From a linguistic perspective, literary texts provide rich language input, including varied vocabulary, syntactic patterns, and cohesive discourse structures. Culturally, literature offers insights into social values, traditions, and contexts that promote intercultural understanding. In terms of personal growth, literary engagement stimulates emotional response, creativity, critical thinking, and deeper cognitive processing.

Traditional stories are particularly effective for integrated language learning. Spiro (2009) notes that storytelling can support listening, speaking, reading, and writing skills through cooperative activities, group discussions, and creative tasks. Similarly, Lwin (2015) emphasizes that folktales enhance language comprehension while fostering cultural awareness among both EFL and ESL learners.

Material Design

Material design is a fundamental component of language instruction because teaching materials function as a bridge between curriculum goals and classroom practice. Well-designed materials should provide meaningful language input, promote learner engagement, and create opportunities for the integration of language skills. Tomlison (2001) argues that effective materials should expose learners to authentic language use, stimulate cognitive and emotional involvement, and encourage communicative interaction. Likewise, Hutchinson and Waters (1989) emphasize that materials should be developed according to learners' needs and should include appropriate content, language focus, and tasks that facilitate language learning. Since the present study aimed to develop integrated English learning materials based on ethnic traditional stories, these principles provided an important foundation for the design, organization, and evaluation of the instructional materials.

Apart from Hutchinson and Waters (1989), Tomlinson (2001) also provides useful principles for developing teaching materials, which can be summarized as follows:

- 1) Set clear goals for using the materials by aiming to enhance students' ability to use the target language. Good materials should include novelty, variety, attractive presentation, appealing content, and achievable challenges.

- 2) Teaching materials should not create unnecessary anxiety but rather help students feel relaxed. There should be ample white space on the page to avoid overcrowding with information. Additionally, the cultural contexts presented should be relevant to the students' own culture.

- 3) Teaching materials should prioritize students' learning over assessment.
- 4) The language used in the materials should be comprehensible, clear, and suited to students' level of understanding.

In addition, Ur (2015) proposes several criteria for effective learning materials, including:

- 1) Establishing clear learning objectives
- 2) Presenting content appropriate to students' proficiency level
- 3) Including clear and engaging illustrations
- 4) Providing interesting content
- 5) Offering a variety of activities that align with students' proficiency levels.
- 6) Organizing the content in a coherent manner.
- 7) Developing integrated language skills

Research Objectives

1. To develop and evaluate the effectiveness of integrated English learning materials using ethnic folktales and legends of Surin Province for 21st-century learners
2. To compare learners' integrated English skills before and after using the developed integrated English learning materials
3. To examine learners' satisfaction with the developed materials

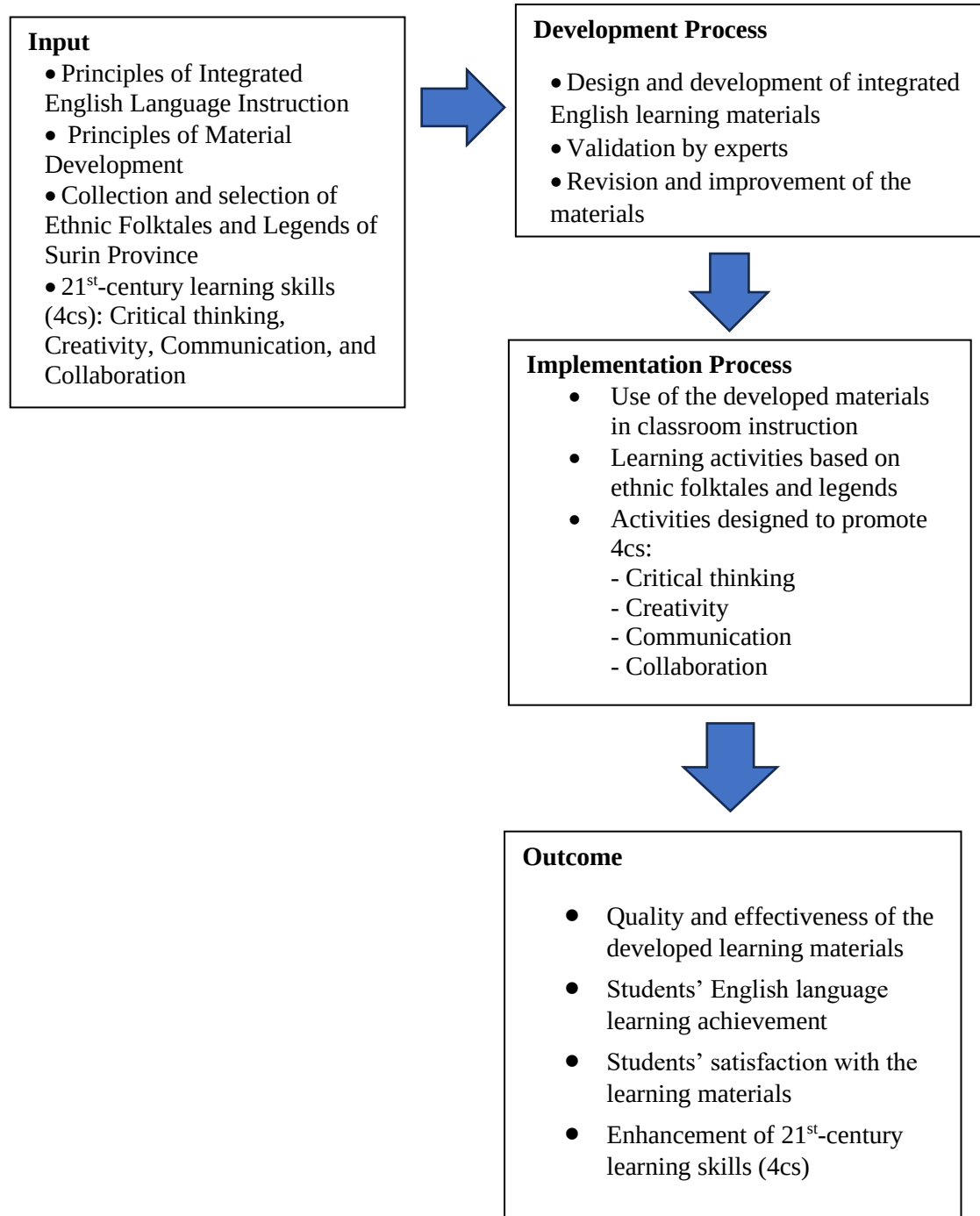
Research Questions

1. Do the integrated English learning materials using ethnic folktales and legends of Surin Province achieve the 80/80 effectiveness criterion?
2. Do learners' integrated English skills improve after using the developed learning materials?
3. To what extent are learners satisfied with the developed learning materials?

Research Framework

The study entitled "*Development of Integrated English Learning Materials Using Ethnic Folktales and Legends of Surin Province for 21st-Century Learners*" was conducted based on the following research framework:

Figure 1
Research Framework



Research Methodology

This study employed a quasi-experimental research design.

Participants

The population for this study comprised 200 students enrolled in the Bachelor of Education Program in English at Surindra Rajabhat University. The sample consisted of 50 third-year students from this program enrolled in the course “*Learning Management for Thinking Skill Development through Children’s Literature*”, during the first semester of the academic year 2023. The participants were selected through purposive sampling based on the following criteria: 1) they were third year students in the Bachelor of Education Program in English, 2) they were officially enrolled in the target course during the study period, and 3) they were available and willing to participate in all research activities throughout the intervention. This group was chosen because the course content directly incorporated children’s literature and thinking-skill development, which aligned with the objectives of the study.

Instruments

The research instruments used in this study included:

1) Integrated English learning materials: Materials developed based on ethnic folktales and legends of Surin Province

2) Lesson plans: Eight lesson plans were developed to accompany the integrated English learning materials. The sixteen stories were organized into eight instructional units, with each lesson plan consisting of two stories that followed the same instructional sequence. Each lesson plan specified learning objectives, instructional procedures, learning activities, teaching materials, and assessment methods to ensure that the materials are implemented systematically.

3) Pre-test and post-test: A 60-item multiple-choice test designed to assess integrated English skills before and after the intervention.

4) Satisfaction questionnaire: A questionnaire used to assess students’ satisfaction with the learning materials developed by the researchers.

Procedures and Data Analysis

The study was conducted through the following procedures:

1) Relevant literature on theories and approaches in English language teaching, teaching material development, local literature, and the study area was reviewed.

2) Local storytellers were interviewed to collect traditional stories and legends.

3) In developing the materials, the researchers selected 16 traditional stories from the collected data. These included four stories each from local legends, folktales, fairy tales, and animal tales. Stories were selected based on their representation of cultural uniqueness, lifestyles, and beliefs, ensuring that they were neither offensive nor contrary to morality and local traditions. The length of the stories was appropriate for the learners’ language level, being neither too long nor too short. The selected stories were then reviewed by experts to examine their content accuracy and cultural appropriateness.

4) The stories were translated into English. Additional details, such as situational dialogues or setting descriptions, were incorporated to provide students with models for daily communication (e.g., greeting, thanking, apologizing, and giving directions) and to offer insights into cultures, traditions, and lifestyles of the ethnic groups. The vocabulary used in the stories was appropriate for the B1 level according to the Common European Framework of Reference for Languages (CEFR). The translated stories were reviewed by six experts for accuracy and appropriateness. The translated stories were reviewed by six experts for accuracy and appropriateness.

5) The selected stories were divided into sixteen lessons and implemented through eight lesson plans. Each lesson plan integrated two stories and followed the same instructional sequence consisting of Introduction, Language Focus, Let's Talk, Read the Story, Check Your Understanding and Let's Discuss which are explained as follows:

Introduction: This part introduces the traditions, cultures, beliefs, and ways of life reflected in the story.

Language Focus: This part presents vocabulary and idioms from the story, along with grammatical structures. It also includes vocabulary and grammar exercises.

Let's Talk: This part consists of speaking practice activities. Students will practice speaking using the expressions from the story.

Read the Story: This part presents the full story for students to read and comprehend.

Check your understanding: After reading the story, students answer comprehension and analytical questions about it.

Let's Discuss: This part encourages students to apply a variety of language skills. They will write, discuss, share ideas, and respond to the story in their own ways, while encouraging creativity.

6) After the experts examined the accuracy and appropriateness of the developed materials, the researchers constructed 60 multiple-choice items for the pre-test and post-test based on established testing criteria. Each test item consisted of four choices. The tests were then evaluated for validity using the Index of Item-Objective Congruence (IOC). The analysis revealed that all test items obtained IOC values higher than the acceptable criterion of 0.50, indicating that the test items were appropriate and consistent with the intended objectives. The validated tests were subsequently administered to 30 students who were not part of the sample group. After the test scores were analyzed to determine item difficulty and discrimination index, the researchers administered a pre-test to students before instruction using the developed materials. Following the instruction period, a post-test was administered to assess students' improvement. Concurrently, the researchers created and refined a satisfaction questionnaire to assess students' satisfaction. The initial draft was reviewed by experts and piloted with 30 students for preliminary feedback. After finalizing the evaluation form, the researchers used it to collect data.

7) The developed materials were implemented in a classroom setting with the sample group through eight lesson plans during the instructional period. The activities were designed based on the 21st-century learning framework, particularly the development of the 4Cs: communication, collaboration, critical thinking, and creativity. Students participated in individual, pair, and group activities designed to promote integrated language learning. Communication skills were developed through

discussions, storytelling, oral presentations, and sharing opinions about the story. Collaboration was fostered through group tasks and cooperative learning activities. Critical thinking was encouraged through comprehension and analytical questions that required students to interpret, compare, and evaluate story events and characters. Creativity was promoted through activities such as story retelling, role-play, drama activities, and creating alternative endings. Following the instructional period, a post-test was administered to assess students' improvement. After that, the satisfaction questionnaire was administered to collect students' perceptions of the developed materials.

8) Finally, the researchers analyzed the data using the E1/E2 efficiency criterion based on the 80/80 criterion to determine the efficiency of the developed materials. A paired samples t-test was also conducted to compare students' integrated English skills before and after the intervention. Mean scores and standard deviations were calculated to analyze students' satisfaction with the developed materials.

Material Design Framework

The materials were designed based on the principles proposed by Hutchinson and Waters (1989, pp. 108-109), Tomlinson (2001), and Ur (2015). Hutchinson and Waters (1989, pp. 108-109) suggest that when creating teaching materials, teachers should consider the following elements:

1) *Language input*

Language input in teaching materials should be varied to engage students' interests. A variety of content types should be included, such as reading passages, dialogues, poems, news articles, or song lyrics.

2) *Content focus*

The content used in teaching materials must align with students' language abilities and be comprehensible to them. This content can be based on linguistic contexts, such as reading passages, news articles non-linguistic or visual contexts, such as pictures, illustrations and other visual materials.

3) *Language focus*

Teaching materials should offer opportunities for students to practice the language in various contexts, thereby improving their language skills.

4) *Tasks*

Teaching materials should include tasks or activities designed to enhance integrated language skills. The primary goal is to enable students to use the target language effectively.

Research Results

This section presents the findings regarding the effectiveness of the integrated English learning materials, the improvements of students' integrated English skills, and students' satisfaction with the developed materials.

Efficiency of the Learning Materials

The integrated learning materials based on ethnic folktales and legends achieved an efficiency value of 84.74/85.03, which exceeded the established criterion of 80/80. The findings indicate that the developed materials were effective both during the learning process (E1) and in terms of learning outcomes (E2), confirming their instructional quality and suitability for integrated English skill development.

Improvement in Integrated English Skills

A paired-samples t-test was conducted to compare students' scores on integrated English skills before and after the implementation of the learning materials. The results are presented in Table 1.

Table 1

Comparison of Pre-test and Post-test Scores on Integrated English Skills (n = 50)

Test	Full Score	M	SD	Mean Difference	t	df	p
Pre-test	60	25.02	3.80	26.00	18.42	49	< .001
Post-test	60	51.02	2.88				

Note. $p < .05$ was considered statistically significant.

As shown in Table 1, students' post-test scores ($M = 51.02$, $SD = 2.88$) were significantly higher than their pre-test scores ($M = 25.02$, $SD = 3.80$). The mean difference between the two tests was 26.00 points. The paired-samples t-test revealed a statistically significant improvement in integrated English skills following the intervention, $t(49) = 18.42$, $p < .001$. These findings indicate that the integrated English learning materials effectively enhanced students' integrated English skills.

Students' Satisfaction with the Learning Materials

Students' satisfaction with the developed materials was assessed across four aspects: content, format and design, learning activities, and assessment and evaluation. The findings indicated a very high overall level of satisfaction ($M = 4.97$, $SD = 0.16$).

Table 2

Students' Satisfaction with the Integrated English Learning Materials (n = 50)

Aspect	M	SD	Level
Content	4.86	0.35	High
Format and design	4.95	0.22	High
Learning activities	4.96	0.21	Very High
Assessment and evaluation	4.99	0.11	Very High
Overall	4.97	0.16	Very High

The highest satisfaction scores were reported for assessment and evaluation ($M = 4.99$, $SD = 0.11$) and learning activities ($M = 4.96$, $SD = 0.21$), indicating that students particularly appreciated the interactive activities and well-organized assessment methods included in the materials. Content ($M = 4.86$, $SD = 0.35$) and format and design ($M = 4.95$, $SD = 0.22$) also received high rating, reflecting positive perceptions of instructional relevance, cultural appropriateness, and the visual organization of the materials. Overall, the findings indicate that the integrated English learning materials were engaging, well-structured, and effective in supporting students' learning.

Discussion

This study aimed to: 1) develop and evaluate the efficiency of the integrated English learning materials using ethnic folktales and legends for the 21st-century learners; 2) compare students' integrated English skills before and after the implementation of the materials; and 3) assess students' satisfaction with the developed materials. The findings are discussed as follows:

1. The analysis demonstrated that the developed materials achieved an efficiency value of 84.74/85.03 (E1/E2), indicating that they met the established 80/80 criterion. The efficiency of the materials may be attributed to several factors, which are summarized as follows:

1.1 The research team aimed to incorporate local literature that resonates with the students' cultural background, as many of them are from the region where the stories originate. This approach helps students understand the lessons within familiar cultural contexts, reflecting the beliefs and ways of life embedded in the narratives. Such cultural familiarity facilitates comprehension and fosters an appreciation for local cultural heritage. Furthermore, the development of these materials was informed by Schema Theory, which emphasizes the integration of new information with existing knowledge frameworks and the process of modifying them (Mandler, 1978, as cited in Carrell, 1983).

1.2 The contents and activities were organized to ensure clarity and coherence. The effectiveness of the developed materials may also be attributed to their systematic organization and consistent lesson structure. The materials were designed to provide learners with a clear sequence of learning activities, enable them to become familiar with the instructional process and focus more on language learning tasks. Such structured learning experiences may reduce cognitive burden and facilitate comprehension. This finding is consistent with Nunan (2003), who emphasizes that effective instruction should be organized through a sequence of pre-task, task, and follow-up activities that supports the findings of Wongpinit et.al. (2016), who reported that clearly organized materials and activities contributed to students' comprehension and language performance.

The effectiveness of the materials may also be explained by the principles of content-based and task-based instruction that guided their design. The materials were developed using ethnic folktales and legends as the core content, allowing learners to learn English through meaningful and culturally relevant subject matter rather than through isolated language exercises. According to content-based instruction, language learning is enhanced when learners engage with interesting and comprehensible content that promotes meaningful communication. The cultural themes reflected in the stories provide authentic contexts for language use and enabled learners to connect new knowledge with their existing background. Furthermore, the materials incorporated principles of task-based instruction through activities such as storytelling, discussion, role-plays, problem-solving tasks, and creative responses to the stories. These activities required learners to use language for meaningful communication and interaction rather than simply practicing grammatical forms. As a result, students were able to develop listening, speaking, reading, and writing skills in an integrated manner while actively participating in the learning process. The findings therefore support the view that content-based and task-based approaches can effectively promote language learning when learners engage with meaningful content and authentic communicative tasks.

2. After the implementation of the materials, students' post-test scores of the sample were significantly higher than the pre-test scores ($p < 0.05$). This result may be attributed to several factors as follows:

2.1 The materials were systematically developed based on established principles of English language teaching experts, which led to significant improvement in the integrated English skills of the sample group. The learning process followed an appropriate sequence, beginning with the activation of learners' prior knowledge to facilitate the understanding of new content. The instructional materials encouraged learners to connect new knowledge with their existing experiences, thereby making the lessons more relevant to their social and cultural contexts. This integration of background knowledge with new information helped learners develop their language skills systematically.

2.2 The clear organization of contents and activities in each unit together with a consistent lesson structure, familiarized students with the learning process, and supported better comprehension of the lessons. Wongpinit et al. (2016) supported this view in their study on the development of reading materials using folk tales of the Khmer ethnic group in the southern Isan region. Their finding indicated that a well-structured format of contents, exercises, and activities helped students better understand the learning content and anticipate the learning process. A well-organized material structure also enhanced students' comprehension and language proficiency. Even when the content became more complex, the organized lesson structure enabled students to understand the lessons more effectively and further develop their analytical and evaluative skills.

2.3 Additionally, the researchers developed the materials based on a conceptual framework that included essential 21st-century skills, known as the "4Cs": critical thinking, communication, collaboration (teamwork) and creativity. The materials effectively promoted the development of these skills among students.

3. The level of students' satisfaction with the materials created by the researchers was very high ($M = 4.97$, $SD = 0.16$). Several factors may have contributed to this result:

3.1 Students had background knowledge of the stories or legends presented in each unit because the contexts—encompassing lifestyles, traditions, cultures, and beliefs—reflected aspects of their daily lives. This cultural familiarity facilitated their understanding of the lessons and fostered a sense of appreciation of the local culture presented in the materials. Additionally, the materials heightened students' awareness of the value of their local literary and cultural heritage.

3.2 The sample group, consisting of students from the Bachelor of Education Program in English, demonstrated positive engagement with the developed materials. In particular, the activities included in the "Let's Discuss" section encouraged students to extend their learning beyond story comprehension through creative and communicative tasks. As part of the implementation of the developed materials, students participated in activities such as storytelling, role-play, short drama performances and storybook creation based on the stories they had studied. These activities promoted collaboration, creativity, and communicative confidence while providing opportunities for meaningful language use. The findings suggest that the materials supported not only language development but also active learner participation and creative expression.

Limitation of the Study

1. The study relied primarily on quantitative data, including achievement test scores and satisfaction ratings. Qualitative data such as interviews, reflective journals, or open-ended responses, were not collected. As a result, the study was unable to provide deeper insights into students' learning experiences, perceptions, and challenges related to the use of the developed materials.

2. The study employed a single-group design, which may limit the generalizability of the findings. Since no comparison group was included, it is difficult to determine whether the observed improvements were solely attributable to the developed materials or to other factors that may have influenced students' learning outcomes.

3. The materials were developed using ethnic folktales and legends from Surin Province and were implemented with students from the same local context. Therefore, participants may have been more familiar with the cultural content and background knowledge embedded in the materials than learners from other contexts. This contextual familiarity may have contributed to the positive learning outcomes observed in the study.

Conclusions

In conclusion, the study demonstrated that the integrated English learning materials successfully enhanced students' integrated language skills and achieved an efficiency level that exceeded the established criterion. Students also reported a very high level of satisfaction with the developed materials. These findings suggest that ethnic folktales and legends can serve as valuable resources for integrated English language learning while providing meaningful cultural content for instructional purposes.

In addition, the findings suggest that ethnic folktales and legends can serve as valuable content for integrated English language learning by providing meaningful and culturally relevant contexts for language use. The materials were designed to integrate listening, speaking, reading, and writing skills through a variety of learning activities, thereby supporting learners' opportunities to use English in meaningful ways.

Furthermore, these materials are versatile and can be applied in various educational contexts, supporting both language skill development and literary learning. Teachers may also incorporate the stories into supplementary activities, such as English camps, storytelling events, role-play performances, or cultural learning projects.

Recommendations**Applications of the Materials**

The integrated English learning materials, based on folktales and local legends of ethnic groups in Surin Province, provide activities that promote integrated language development. The guidelines for materials development and the applications of the materials can be summarized as follows:

1) Guidelines for Material Development

- Incorporate stories from diverse ethnic groups to present varied cultural perspectives and broaden learners' cultural awareness.

- Select literary texts that are culturally relevant to learners and appropriate to their language proficiency levels to facilitate comprehension and meaningful language learning.

- Design learning activities that integrate listening, speaking, reading, and writing skills within a coherent instructional sequence.

- Incorporate activities aligned with 21st-century learning skills, particularly communication, collaboration, critical thinking, and creativity to provide opportunities for meaningful language use.

- Develop materials with a consistent lesson structure and clear instructional progression to support learners' understanding and participation throughout the learning process.

- Consider adapting local stories into various formats, such as digital stories, animations or multimedia materials, to increase accessibility and learner engagement.

2) Guidelines for Classroom Implementation

- Teachers may adapt the instructional approach used in this study by integrating local stories and culturally relevant content into English language lessons.

- Learning activities should be designed to support the development of integrated language skills through meaningful communication and interaction.

- To promote 21st-century learning skills, teachers may incorporate activities aligned with the 4Cs framework. Communication can be developed through storytelling, presentations, and discussions; collaboration through pair and group work; critical thinking through analytical and reflective questions; and creativity through role-play, story adaptation, and alternative ending activities.

- Local stories from different ethnic and cultural backgrounds may be incorporated to provide learners with diverse cultural perspectives while maintaining relevance to the local context.

- Teachers may extend classroom learning through supplementary activities such as storytelling events, cultural projects, role-play performances, and creative writing tasks.

Recommendations for Future Studies

1) This study utilized a single-group design to compare students' integrated English skills before and after instruction with the developed materials. Future studies should consider conducting comparative research involving an experimental group and a control group to provide stronger evidence regarding the effectiveness of the materials.

2) Future studies may incorporate qualitative data collection methods, such as interviews, focus group discussions, reflective journals, or open-ended questionnaires, to gain deeper insights into learners' experiences.

3) Future studies may replicate the material development process described in this study using different types of literary texts, populations, or educational settings. Such studies would help determine the applicability and effectiveness of integrated English learning materials across diverse learning contexts.

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The Role of AI Tools in Enhancing Translation Skills: A Case Study of Second-Year English Majors, Mahachulalongkornrajavidyalaya University, Chiang Mai Campus

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Abstract

This study examines the integration of AI translation tools in language learning, focusing on second-year English majors at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus. Using a mixed-methods design with pretests, posttests, questionnaires, and interviews, the research examined both performance outcomes and student perceptions. Results indicate that AI tools enhanced basic accuracy and sentence meaning, particularly in technical and formal texts, while human translators remained superior in tasks requiring cultural awareness, idiomatic fluency, and contextual sensitivity. Students frequently struggled with grammar, tense usage, vocabulary gaps, and figurative language, often relying on borrowed foreign words rather than natural equivalents. To address these challenges, the study proposes a Human-in-the-Loop (HITL) approach in which AI drafts are refined through editing, peer review, and instructor guidance. This method fosters creative vocabulary use, contextual understanding, and cultural sensitivity, while reducing overreliance on machine outputs. Building on these findings, a New Body of Knowledge for AI-assisted translation education is introduced, combining traditional competencies, grammar mastery, vocabulary development, and cultural awareness with modern skills such as technological literacy, structured post-editing, and ethical responsibility. Collaborative learning is emphasized to strengthen student confidence and independence. The study concludes that translation education must evolve toward a hybrid model, ensuring learners achieve technical accuracy alongside cultural and ethical awareness. This balanced approach prepares future translators to meet global communication demands while preserving linguistic diversity and cultural richness.

Keywords: artificial intelligence, translation, English, Myanmar, hybrid approach

Introduction

Artificial intelligence (AI) translation tools are widely used in language education, offering speed and convenience but often lacking cultural and emotional depth. For English majors at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus, translation remains highly challenging. Students frequently struggle with grammar, vocabulary, and cultural meaning, often relying on direct word borrowing rather than natural expressions.

Previous studies have mainly examined the broad role of AI in translation education or its general impact on the translation industry (Oni, 2025). However, few studies have investigated how to effectively integrate AI tools with traditional teaching methods to build students' critical thinking and creativity while preventing technological over-reliance (Oni, 2025). Furthermore, limited research combines quantitative student performance data with qualitative insights to explore how a collaborative, Human-in-the-Loop approach relying on human feedback to correct AI errors in cultural and emotional nuances directly affects translation quality (Xie & Zhan, 2024; Wei, 2024).

Therefore, this study addresses these gaps by testing a Human-in-the-Loop (HITL) approach, where students edit AI-generated drafts with peer and teacher support. Using tests, surveys, and interviews, we measured both student progress and their attitudes toward the tool. The results show that while AI handles formal text well, human translators remain superior in tasks requiring cultural nuance and natural flow.

Based on these findings, we propose a new learning model that blends traditional translation skills (like grammar and culture) with digital skills (like post-editing and AI literacy). Ultimately, this study shows that AI should support, not replace, human translators, helping students work faster while maintaining creative and cultural accuracy.

Research Objectives

1. To identify the main challenges faced by second-year English majors in translating texts
2. To investigate the effectiveness of AI-based translation tool in enhancing students' translation skills in terms of accuracy, fluency, and contextual understanding
3. To explore suitable strategies and the role of AI technology in supporting students' translation skill development

Research Methodology

This research, entitled *Investigating Translation Challenges and the Role of AI Tools among Second-Year English Majors at Mahachulalongkornrajavidyalaya University*, adopts a mixed-methods approach to examine key issues in translation learning. It seeks to identify the specific difficulties students encounter when translating texts, assess the effectiveness of AI-based translation tools in enhancing accuracy, fluency, and contextual understanding, and explore how such technologies can be leveraged to strengthen students' overall translation skills.

Research Tools

The tools employed in this study were organized into three categories to ensure a comprehensive investigation. Treatment tools consisted of translation activity modules designed to engage students in practical translation tasks. Data collection tools included pre-tests and post-tests to measure translation performance over time. Perception tools comprised in-depth interviews and questionnaires, which provided insights into students' experiences and attitudes toward AI-assisted translation.

Population and Sample Design

The study's population includes 75 second-year students at Mahachulalongkornrajavidyalaya University, Chiang Mai Campus, during the 2025 academic year. From this group, 40 second-year English majors from Myanmar were chosen using purposive sampling. This method was used to pick the most dedicated students who give the best effort in their studies, ensuring reliable data. To add deeper insights, two English lecturers and five students were also chosen to share their feedback through interviews after the six weeks of translation practice.

Data Collection

To gather both statistical data and personal insights, five main data collection methods were used throughout the study, with the Gemini AI application selected as the sole tool due to its strong performance in Myanmar-to-English translation.

1. Pre-test: During the first week, students translated 15 sentences to establish baseline data on how they handle vocabulary gaps, idioms, and contextual meanings before using any AI tools.
2. Translation Assignments (Weeks 1–6): Each week, students completed tasks divided into two parts: a human translation done entirely without technology, and an AI-assisted translation using Gemini.
3. Post-test: In the sixth week, students retook the same 15-sentence test. Comparing these results against the pre-test measured their progress in handling meaning, idioms, and context.
4. Weekly Questionnaires: Throughout the six weeks, students answered six reflective questions every week to track their changing views, strategies, and experiences during the translation practice.
5. In-Depth Interviews: After the practical phase, interviews were conducted with two lecturers and five students to deeply explore their personal perceptions, challenges, and how they integrated AI tools into their learning.

Data Analysis

1. Frameworks and Performance Analysis
 - Error Analysis & Translation Effectiveness Frameworks: The Error Analysis Framework categorized and examined the specific types of mistakes students made in their translations. Alongside it, the Translation Effectiveness Framework evaluated the tool's impact on accuracy, fluency, and contextual understanding.
 - Pre-Test and Post-Test Analysis: A line-by-line review of the 15 test sentences tracked changes in student strategies and errors. SPSS software was then used to run statistical analyses on the test scores to measure quantitative progress.

2. Content Validity (IOC)

The translation modules were verified using the Item-Objective Congruence (IOC) index. Five experts reviewed the tasks to ensure they matched the learning goals, with scores between 0.60 and 1.00 accepted as valid.

3. Questionnaire Data Analysis

- Quantitative: Demographic data and closed-ended items (including a Likert-scale question) were analyzed using SPSS software to generate statistical summaries and find behavioral trends.

- Qualitative: Open-ended answers were grouped into themes to understand student challenges, strategies, and changing views on translation.

4. In-Depth Interview Analysis

- Transcription: Interview audio was transcribed word-for-word and anonymized to protect participant privacy.

- Thematic Analysis: Text was coded line-by-line to identify core themes, including the classroom impact of Gemini AI, student improvement, risks like over-reliance on technology, and teacher guidance strategies.

- Synthesis: The final findings were woven into a narrative report using direct quotes to provide real-world insights for future AI-supported language teaching.

Research Results

General Information

- The general information of respondents shows that 72.5% were female (n = 29) and 27.5% were male (n = 11). All participants were second-year undergraduate Myanmar students majoring in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

Translation Challenges

- Students struggled with idioms, phrasal verbs, and proverbs, often defaulting to literal translation (e.g., *keep an eye*, *bite the bullet*, *blood is thicker than water*).

- Frequent lexical borrowing of terms like *manager*, *budget*, *campaign*, and *party* reduced fluency.

- Persistent grammar and tense errors, especially with modal verbs (*could not*) and past tense usage.

- Limited cultural adaptation, with words like *sugar* translated literally instead of contextually as “sweets.”

- Tone & emotion were difficult to capture, showing gaps in conveying writer intent and emotional resonance.

The Effectiveness of an AI-based Translation Tool

- AI consistently achieved high accuracy (often 100%), particularly in grammar and idioms.

- Translations were fluent but overly formal, sometimes losing headline urgency or natural tone.

- AI often borrowed terms directly, showing precision but reduced fluency.

- Overall, AI outperformed students in accuracy and contextual understanding, but required human post-editing for naturalness.

- Students and teachers noted that AI works best in a human-in-the-loop approach, where AI drafts and humans refine for cultural nuance, tone, and ethical fidelity

Strategies for Skill Development

- Emphasize idiom practice and figurative language training to avoid literal renderings.

- Expand lexical resources to reduce reliance on borrowing and improve fluency.

- Strengthen grammar drills for tense consistency and modal verb nuances.

- Encourage cultural sensitivity in translation choices (e.g., interpreting *sugar* broadly).

- Promote creativity in vocabulary, encouraging flexible word choice and paraphrasing.

- Improve contextual understanding, recognizing that meaning depends on tone, emotions, and cultural nuance.

- Prioritize naturalness & ethical fidelity, ensuring authenticity and accuracy.

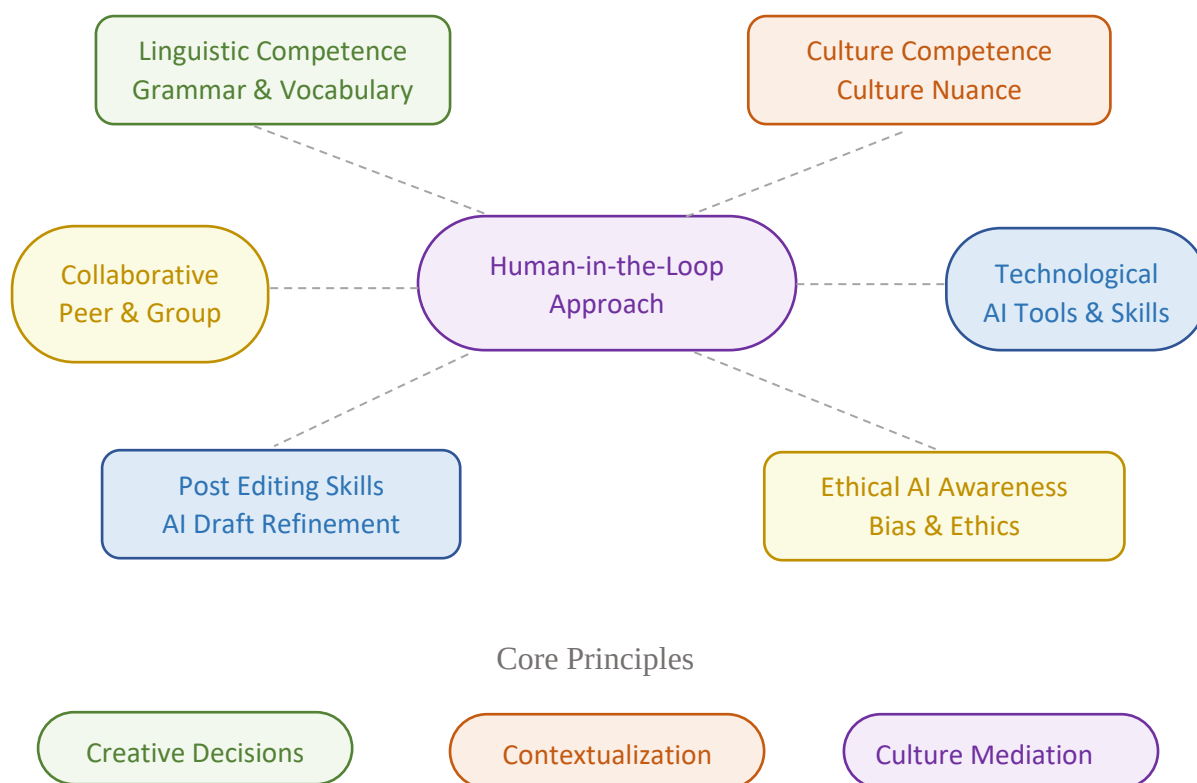
- Adopt a hybrid AI + human approach to balance speed, accuracy, and cultural nuance.

Human-in-the-Loop Approach

Student assignments in this study were designed using a Human-in-the-Loop (HITL) model, where AI served as a drafting tool and learners acted as critical editors and cultural mediators. The process followed a structured cycle: students first generated an AI draft, then annotated errors and alternatives, exchanged drafts for peer review, and finally received instructor synthesis of recurring issues. By embedding HITL strategies into assignments, students practiced creative decision-making, contextualization, and cultural mediation. This approach encouraged critical thinking, ethical responsibility, and balanced skill growth, ensuring that AI support enhanced learning without replacing human judgment.

New Body of Knowledge

The new body of knowledge developed in this study presents a balanced framework for AI-assisted translation education that combines traditional linguistic competence with modern technological skills. At the centre is the Human-in-the-Loop approach, where AI produces initial drafts, and students refine them through editing, peer review, and instructor guidance. This process strengthens accuracy and fluency while also encouraging creativity, contextual awareness, and cultural sensitivity. The framework emphasizes grammar mastery, vocabulary development, and the interpretation of figurative language, while also introducing technological literacy, structured post-editing, and ethical responsibility. Guiding this model are the core principles of creative decisions, contextualization, and cultural mediation, which train learners to evaluate AI outputs critically, correct mismatches, refine tone, and ensure cultural fidelity. Collaborative learning builds independence and confidence, and ethical awareness helps prevent overreliance on machine-generated texts. Ultimately, this body of knowledge positions translation education within a hybrid model that values human creativity alongside AI efficiency, preparing future translators to achieve technical precision with cultural and ethical responsibility in global communication.

Figure 1*New Body of Knowledge for AI-Assisted Translation Learning*

Discussion

The results of this study highlight both the progress and persistent challenges in translation learning with AI support. Pre-test and Post-test scores showed significant improvement (mean +0.55, $p < .001$), confirming that AI-assisted practice enhanced students' accuracy and grammatical control. Students became more confident in handling sentence meaning and basic structures, yet idioms, phrasal verbs, and cultural nuance remained problematic. For example, expressions like *bite the bullet* or *keep an eye* on were often mistranslated literally, and words such as *manager* and *budget* were borrowed rather than adapted.

Questionnaire findings reinforced these issues: 67.5% emphasized creativity in vocabulary, 60% highlighted contextual understanding, and 57.5% identified cultural nuance as a challenge. Students also noted difficulties in capturing tone (25%) and emotion (15%), showing that translation requires more than technical accuracy. Interviews revealed that learners valued AI for speed and precision but recognized its limitations in naturalness and cultural fidelity.

Importantly, the study confirmed that AI tools cannot replace human judgment in tasks requiring sensitivity to tone, ethics, and cultural meaning. The Human-in-the-Loop (HITL) approach emerged as a promising strategy: AI provides drafts, while students refine them through peer review and instructor feedback. This

process fostered creativity, independence, and ethical responsibility. Collaborative activities further strengthened error detection and contextual awareness, aligning with global trends that emphasize hybrid models combining human expertise with AI support.

Conclusion

This research demonstrates that AI translation tools play a valuable role in language education, but their integration must be carefully balanced. AI proved effective in improving technical accuracy and efficiency, yet human translators remain essential for cultural nuance, idiomatic fluency, and natural expression. The findings underscore the importance of a hybrid model that combines grammar mastery, vocabulary development, and cultural sensitivity with technological literacy and structured post-editing.

At the centre of this model lies the HITL approach, ensuring students refine and contextualize AI drafts rather than depend on them passively. This balanced framework prepares learners to meet the demands of global communication while preserving linguistic diversity and cultural richness. More broadly, the study contributes to translation pedagogy by showing that AI should support, not replace, human translators. Education must evolve to cultivate both technological competence and human creativity.

Recommendations

Based on the findings, several recommendations are proposed for educators, institutions, and future researchers:

For Practical Implications:

Pedagogical integration: Incorporate AI tools into curricula as supportive aids, ensuring students develop both technical and creative skills.

Human-in-the-Loop practice: Train students to critically evaluate AI drafts, refine tone, and ensure cultural fidelity through structured post-editing.

Vocabulary development: Use targeted exercises to reduce reliance on lexical borrowing and expand natural equivalents.

Idioms & figurative language: Provide focused practice to improve sense-for-sense translation and avoid literal misinterpretations.

Cultural sensitivity: Emphasize contextual meaning, cultural nuance, and ethical responsibility in teaching strategies.

Collaborative learning: Expand peer review and group translation activities to build confidence and independence.

Ethical awareness: Guide students to recognize AI's limitations and avoid overreliance on machine-generated texts.

For Future Research:

Specialized domains: Investigate AI integration in medical, legal, and news translation.

Pedagogical models: Examine hybrid approaches across different cultural and educational contexts.

Ethics in AI translation: Study the long-term impacts of AI reliance on translator independence and creativity.

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Enhancing First-Year English Teaching Students' Reading Skills Through the SQ5R Method at Mahamakut Buddhist University Lanna Campus

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Abstract

This research aimed to 1) determine the efficiency of the developed SQ5R instructional plans based on the 80/80 standard criterion, 2) compare first-year students' English reading skills before and after implementing the SQ5R method, and 3) investigate first-year students' perceptions of learning English reading through the SQ5R method. The target group of this study consisted of 40 first-year English Teaching students at Mahamakut Buddhist University, Lanna Campus. The study employed a one-group pretest-posttest design. Research instruments included SQ5R lesson plans, proficiency assessments, and a perception questionnaire.

The findings revealed that first, the developed instructional model demonstrated high effectiveness with an efficiency index (E1/E2) of 80.31/84.13, exceeding the 80/80 criterion. Second, the post-test mean score of students' English reading skills (84.13) was significantly higher than the pre-test mean score (59.69) at the .05 level ($t = -13.00$). Third, students expressed a high level of positive perception toward learning English reading through the SQ5R method ($\bar{x} = 3.66$), particularly valuing its utility for future language learning. These results indicate that the SQ5R method is an effective instructional tool for improving the English reading skills of first-year English Teaching students.

Keywords: SQ5R method, English reading skills, English teaching students

Introduction

In the Thai educational context, a study by Sangcharoon (2010) evaluated the improvement of ninth-grade students' English reading and writing abilities at Satri Phatthalung School using the SQ5R metacognitive method, which consists of survey, question, read, recite, reflect, revise, and record. Thirty-two students enrolled in a semester-long English Fundamental Course participated in the study. The results showed that students' skills in answering literal, reinterpretation, and inference questions significantly improved. Additionally, their writing skills improved in areas such as organization, reactivity, summarization, and language quality. The study emphasized the importance of metacognitive techniques like SQ5R in fostering active

reading comprehension and deeper knowledge retention. Kammunkun et al. (2020) examined English-speaking anxiety among first-year English and Communication majors at a public institution in northeastern Thailand. Using a questionnaire based on recognized anxiety assessment models, the study revealed that students had a high level of speaking anxiety, with an average mean score of 3.50. The primary sources of this anxiety were students' attitudes toward language learning, fear of examinations, and concerns about perceived incompetence, followed by their ideas about language acquisition. Students' capacity to communicate successfully in English was severely hampered by these variables, especially when speaking spontaneously, being afraid of making mistakes, and being in new circumstances. The study highlights the need for targeted interventions to reduce speaking anxiety and enhance students' oral communication skills.

Phrakittisarasuthee and Sinak (2024) investigated the contribution of extracurricular activities on improving students' English language proficiency at Mahamakut Buddhist University in 2024. Their findings underscored the importance of organized extracurricular activities in integrating language skill development with interpersonal engagement. According to the results, these kinds of activities helped students develop critical soft skills like confidence, collaboration, and cultural awareness in addition to their language proficiency. The authors underlined that well-thought-out extracurricular activities may function as useful venues for real-world language usage, enhancing formal classroom instruction and promoting comprehensive language learning.

Sakulchinwattanachai et al. (2023) state that reading comprehension in English is one of the four skills and is crucial for developing both speaking and listening comprehension. If students lack the basic skills of speaking and listening, it is challenging to gather information for reading. In practice, reading materials come from a variety of sources, including official documents, textbooks, newspapers, journals, and other audiovisual aids such as television, radio, tape recordings, and online platforms like YouTube. Therefore, Wills (1986) states that English reading proficiency is a skill that can and should be continuously promoted, as it remains valuable throughout a learner's life. Reading is the process of acquiring knowledge from written material. To support EFL learners who face difficulties in reading comprehension, educators have developed various instructional strategies. One such method is the SQ5R approach, originally proposed by Robinson (1941, p. 22) stated that as an extension of the SQ3R methodology. Survey, question, read, recite, reflect, revise, and record are the seven processes that make up the SQ5R technique. By encouraging active interaction with literature, this methodical technique improves comprehension and memory of the material. The SQ5R approach is a useful tool in language instruction as studies have shown how well it works to improve EFL students' reading comprehension.

Students at Buddhist universities in Thailand, particularly those at the Faculty of Humanities and Education at Mahamakut Buddhist University Lanna Campus, are expected to be proficient in English communication. However, B.A. students frequently face challenges in acquiring effective reading and communication skills in English. A study by Atipanyo et al. (2020) explored the use of Aesop's Fables to enhance students' English reading skills at the Faculty of Humanities, Mahamakut Buddhist University Lanna Campus. Although pupils' reading skills generally improved, the study discovered that there was notable gender-based variations. In

particular, female students did better than their male counterparts in reading abilities including literal, inferential, and critical. In order to further develop their abilities, students also said that they needed more experience with reading, vocabulary development, and grammar studies. The study emphasises how crucial customised teaching methods are to meeting the demands of a wide range of learners and fostering fair language development.

Students enrolled in the Bachelor of Arts program at Mahamakut Buddhist University Lanna Campus face several challenges in attaining English language proficiency. These include limited access to reading materials, fear of speaking, a curriculum that does not adequately meet the demands of interactive learning, and a lack of opportunities for real-world language use. Such barriers can impede academic progress and limit future career opportunities. The current study aims to investigate the effectiveness of the SQ5R method—an organized reading technique involving survey, question, read, recite, reflect, revise, and record—in improving first-year students' English reading abilities in order to solve these problems. The particular goals are to determine the effectiveness of the SQ5R method in improving first-year students' English reading skills, compare students English reading skills before and after being taught using the SQ5R method and investigate first-year students' perceptions of learning English reading through the SQ5R method.

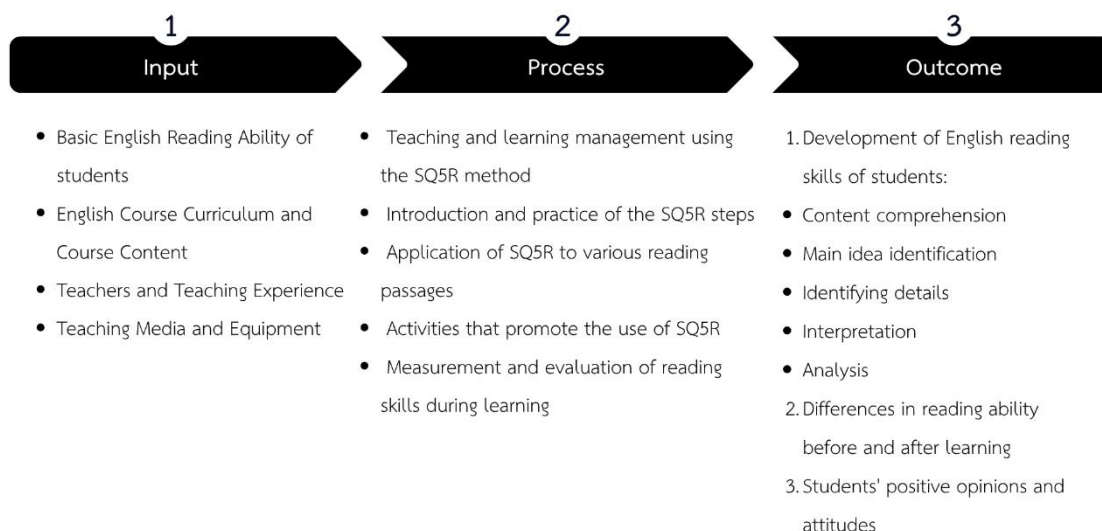
Specifically, preliminary assessments indicated that these first-year students critically lacked cognitive sub-skills in main idea identification and textual interpretation. When encountering dense academic texts, they relied heavily on passive, word-for-word translation, which severely overloads their cognitive working memory. The developed SQ5R instructional model directly addresses these deficits by introducing a structured cognitive routine. The preparatory Survey and Question stages enable students to establish purpose-driven reading goals, while the subsequent Record, Recite, Review, and Reflect phases systematically externalize text processing, reducing mental fatigue and helping readers accurately synthesize information.

The purpose of this study is to methodically investigate how the SQ5R approach enhances English reading skills in English. By examining its effects, the study aims to provide insights for developing effective teaching strategies that improve both understanding and retention. Ultimately, the findings aim to support students' academic success and prepare them for future career opportunities by strengthening a critical language skill necessary for professional achievement and lifelong learning.

Conceptual Framework of the Study

Figure 1

Conceptual Framework of the Study of SQ5R Method



The conceptual framework of this study is designed to illustrate the systematic integration of the SQ5R method into English reading instruction, aiming to enhance the reading proficiency of first-year students. As presented in Figure 1, the framework is structured into three primary components: Input, Process, and Outcome.

The Input Component serves as the foundation, comprising students' prior English reading comprehension skills, the established curriculum and course content, teacher expertise, and necessary instructional media and equipment. This leads into the Process Component, which focuses on the systematic implementation of the SQ5R method, involving the structured introduction and practice of its seven steps, engagement with diverse reading passages, and ongoing formative evaluation to monitor skill development. Finally, the Outcome Component reflects the intended results, specifically the measurable improvement in English reading proficiency-characterized by enhanced content comprehension, main idea identification, and critical analysis-alongside the cultivation of students' positive attitudes and autonomy toward the learning process, as illustrated in the model below.

Research Objectives

1. To determine the efficiency of the developed SQ5R instructional plans based on the 80/80 standard criterion
2. To compare first-year students' English reading skills before and after implementing the SQ5R method
3. To investigate first-year students' perceptions of learning English reading through the SQ5R method

Research Methodology

The research methodology adopts a quasi-experimental action research design with a one-group pretest-posttest approach, employing purposive sampling of 40 first-year English teaching students at Mahamakut Buddhist University, Lanna Campus. While a Dependent Samples t-test analyzes internal changes, the study prioritizes ecological validity within this specific institutional context. Research instruments included four SQ5R-based lesson plans, a standardized English reading achievement test (administered as both pre-test and post-test), and a 5-point Likert scale questionnaire to assess students' perceptions. Data collection involved a systematic process of pre-testing, instructional intervention via the SQ5R framework, and post-testing, followed by the administration of the perception survey. The gathered data were statistically analyzed using Mean ($\bar{x}$), Standard Deviation (S.D.), and Efficiency Criteria (E1/E2), while a Paired Samples t-test was employed to determine the significant difference between pre-test and post-test scores at a .05 significance level.

1. Research Instruments

The research instruments utilized in this study were categorized into two main types: instructional and data collection tools. The instructional instruments consisted of four detailed lesson plans based on the SQ5R method (survey, question, read, recite, record, reflect, and review), specifically designed for English reading instruction. The data collection instruments included:

1.1 An English Reading Achievement Test, used as both a pre-test and post-test to measure linguistic progress.

1.2 A Perception Questionnaire featuring a 5-point Likert scale, designed to investigate students' attitudes toward the SQ5R learning process.

2. Research Instrument Validation

To ensure the quality and accuracy of the instruments, Content Validity was established through the Index of Item-Objective Congruence (IOC). Three experts in the field of English Language Teaching (ELT) and Educational Measurement reviewed the lesson plans, test items, and questionnaire to ensure they aligned with the research objectives and were culturally appropriate for the university context. Only items with an IOC score between 0.67 and 1.00 were retained. Additionally, the achievement test and questionnaire were tried out with a non-sample group of students to calculate the reliability coefficient using Cronbach's Alpha, ensuring the tools provided consistent and dependable results.

3. Data Collection

The data collection process was carried out systematically over a period of six weeks in the 2025 academic year. Initially, the pre-test was administered to the 40 participants to establish a baseline of their reading proficiency. Subsequently, the researcher implemented the instructional treatment using the developed SQ5R lesson plans, focusing on active engagement and the reflect step. After the completion of the lessons, the post-test was conducted to measure improvement. Finally, students were asked to complete the perception questionnaire to provide qualitative and quantitative feedback on their learning experience.

4. Data Analysis

The researcher initiated the development of the SQ5R Metacognitive Transformation teaching guide book by conducting a comprehensive needs analysis and literature review of EFL pedagogy and Metacognitive Theory. To ensure the quality of the instructional materials, the content validity was assessed using the Item-Objective Congruence (IOC) index. Evaluated by five experts, the lesson plans and materials yielded IOC values between 0.8 and 1.00, significantly exceeding the 0.60 minimum threshold. This rigorous validation process, followed by refinements based on expert suggestions, ensured that the model was pedagogically sound and aligned with the academic requirements of the first-year students.

The efficiency of the instructional model was evaluated using the E1/E2 = 80/80 standard criterion. In this analysis, E1 represents the efficiency of the learning process measured through formative scores during the six-week intervention, while E2 reflects the efficiency of the learning outcomes derived from summative post-test results. By analyzing the relationship between the process and the final outcome scores, the researcher could objectively determine if the SQ5R method effectively facilitated knowledge transfer and met the established proficiency benchmarks for instructional materials.

To measure the improvement in English reading skills, the researcher employed a Dependent Samples t-test to compare pre-test and post-test scores. This statistical analysis focused on the mean ($\bar{x}$) and standard deviation (S.D.) of students' achievement before and after the implementation of the SQ5R method. The t-test was utilized to determine the statistical significance of the progress made by the 40 participants. This comparison provides the quantitative evidence needed to verify whether the metacognitive transformation significantly enhanced the students' analytical reading skills at the .05 significance level.

Finally, the researcher investigated student perceptions using a five-point Likert-type scale and open-ended questions, adapted from established scholarly frameworks. The questionnaire's content validity was verified with an IOC score of 0.98, and its reliability was confirmed through a try-out with a similar population using Cronbach's Alpha coefficient. The resulting alpha value (α) of 0.832 indicated a good reliability level. Data from the questionnaire were analyzed using mean and standard deviation, while the open-ended responses underwent content analysis to provide a descriptive summary of how the students perceived the utility and impact of the SQ5R method on their future language learning.

Research Results

The results of this study are presented in accordance with the three research objectives.

1. The results of the determination of the efficiency of the developed SQ5R instructional plans based on the 80/80 standard criterion

1.1 E1 E2 of lesson plans

Results of the analysis of the efficiency (E1/E2) of the lesson plans for using the SQ5R method in improving first-year students' English reading skills of English teaching students, by finding the efficiency of the process.

Table 1*Results of the Analysis of the Efficiency (E1/E2) of the Lesson Plans*

Assessment	N	Percentage (%) of each	Percentage (%)	$\bar{x}$
During Instruction Process (E1)	40	1st lesson: 68.63% S.D. = 16.87 2nd lesson: 87.13% S.D. = 8.46 3rd lesson: 82.63% S.D. = 8.77 4th lesson: 82.88% S.D. = 7.84	80.31%	13.05
Post-test Product (E2)			84.13%	12.49

According to Table 1, the efficiency of the learning process (E1) was 80.31, and the efficiency of the learning outcome (E2) was 84.13. Thus, the lesson plans demonstrated an efficiency level of 80.31/84.13, which is higher than the established criteria of 80/80.

Table 2*Results of the Comparison of Learning Achievement before and after Being Taught Using the SQ5R Method*

Test	N	$\bar{x}$	S.D.	t	p
Pretest	40	59.69	14.01	-13.00	.000
Posttest	40	84.13	12.49		

From Table 2, the comparison of the pre-test and post-test learning achievement of the 40 participants showed a t-test value (t) of -13.00 and a p-value (p) of .000, indicating that the post-test learning achievement was significantly higher than the pre-test at the .05 level.

Table 3

Results of the First-year Students' Perceptions of Learning English Reading through the SQ5R Method

No.	Questions	Mean	SD	Interpretation
1	The SQ5R method has helped me better understand the content of my English reading.	3.40	1.10	Moderate
2	Using the "Survey" step helps me to get a good overview of the content before reading.	3.52	.98	Moderate
3	Asking "questions" before reading helps me to have a purpose in reading.	3.40	1.00	Moderate
4	The "Read" step allows me to read content more efficiently.	3.70	.68	High
5	Taking notes "Record" helps me remember what I read better.	3.52	.90	High
6	Self-review "Recite" helps me understand the material better.	3.57	.93	High
7	The "Review" step helps to enhance your understanding of the content you have read.	3.72	.96	High
8	"Reflection" allows me to apply my knowledge.	3.77	.91	High
9	Overall, I feel that the SQ5R method is useful for learning English reading.	3.75	1.05	High
10	I would like to see the SQ5R method used in learning English in the future.	4.25	4.86	High
Total		3.66	.75	High

Table 3 presents the results of the first-year students' perceptions of learning English reading through the SQ5R method. The perceptions toward the SQ5R method encountered by first-year students in learning English reading were overall at a high level ($\bar{x} = 3.66$, S.D. = 0.75). When examining individual aspects, it was observed that most respondents would like to see the SQ5R method used in learning English in the future ($\bar{x} = 4.25$), followed closely by the perception that reflection allows them to apply their knowledge ($\bar{x} = 3.77$), and the feeling that the SQ5R method is useful for learning English reading overall ($\bar{x} = 3.75$), which were all rated at a high level. The perception that the review step helps to enhance understanding ($\bar{x} = 3.72$), followed by the read step allowing for more efficient reading ($\bar{x} = 3.70$), self-review recite helping to understand the material better ($\bar{x} = 3.57$), taking notes record helping to remember better ($\bar{x} = 3.52$), and the survey step helping to get a good overview ($\bar{x} = 3.52$), while the SQ5R method helping to better understand the content ($\bar{x} = 3.40$), and asking

questions helping to have a purpose in reading ($\bar{x} = 3.40$) were also interpreted at a high and moderate level, respectively.

Discussion

The findings of this study provide a comprehensive understanding of how the SQ5R method functions within a Buddhist higher education context. The following sections discuss the integration of these variables in detail.

1. The current problems in English reading comprehension faced by the first-year English Teaching students at Mahamakut Buddhist University, Lanna Campus

The preliminary investigation and pre-test results revealed that first-year English teaching students at Mahamakut Buddhist University, Lanna Campus, faced significant reading comprehension challenges, primarily due to a lack of systematic strategies and limited vocabulary. These students predominantly engaged in passive word-for-word translation, a struggle that aligns with Nuttall (1996, p. 10) observation regarding the failure to utilize top-down processing to interact with texts. Furthermore, the findings reflect the reading bottleneck described by Aebersold and Field (1997, p. 15) stated that, where a lack of effective monitoring and prior knowledge leads to frustration with complex structures. Ultimately, consistent with Anderson (2003, p. 73) stated that, the absence of metacognitive awareness serves as a major barrier to deep comprehension, underscoring the urgent necessity for a structured framework like the SQ5R method to transform students into proficient and self-regulated readers.

2. Implementation of the Developed SQ5R Instructional Model to Enhance the English Reading Proficiency of First-Year Students at Mahamakut Buddhist University, Lanna Campus

The findings confirm the effectiveness of the SQ5R instructional model in significantly enhancing English reading skills, as demonstrated by the post-test mean score ($\bar{x} = 84.13$) significantly exceeding the pre-test mean ($\bar{x} = 59.69$). By integrating academic content with structured stages-survey, question, read, respond, record, recite, and review-the model facilitated improvements in comprehension accuracy and critical thinking, helping students transition from passive decoding to strategic interaction with texts. Although the initial implementation of the SQ5R instructional model presented challenges, such as students' limited vocabulary and their ingrained habit of word-for-word translation, the structured nature of the method gradually transformed their approach to academic texts. This observation aligns with the concerns of Klingner et al. (2007, p. 77) who noted that while second-language learners may initially struggle with the cognitive demands of multi-step strategies, consistent practice leads to significantly improved comprehension and fluency. As the students moved through the record and recite stages, they began to overcome the linguistic anxiety often associated with complex English texts. This supports the theory of Horwitz (2001) who emphasized the importance of a predictable pedagogical framework in reducing language learning anxiety.

Furthermore, the collaborative environment fostered during the review phase allowed students to clarify conceptual misunderstandings, a process that Vygotsky (1978, p. 86) identified as essential for cognitive development within the Zone of Proximal Development. Consequently, despite the early difficulties, the persistent application of the SQ5R model empowered the first-year English teaching

students to engage with academic texts more autonomously and accurately, ultimately bridging the gap between their baseline abilities and the level of proficiency required at the university level.⁶

3. Evaluation of the Effectiveness of the Developed SQ5R Instructional Model Through Pre- and Post-Implementation Comparison

The evaluation of the developed SQ5R Metacognitive Transformation Model demonstrates its significant effectiveness in enhancing the reading proficiency of first-year EFL teacher candidates at Mahamakut Buddhist University, Lanna Campus. Through a systematic comparison of pre- and post-implementation results, the findings reveal that the post-test mean score ($\bar{x} = 84.13$) was significantly higher than the pre-test mean ($\bar{x} = 59.69$) at the .05 significance level, with the instructional model achieving a high efficiency index (E1/E2) of 80.31/84.13. This quantitative progress, coupled with the students' highly positive perceptions and increased professional confidence, confirms that the structured SQ5R framework effectively bridges the gap between baseline literacy and the advanced analytical skills required for future English educators. This improvement is consistent with the theoretical framework proposed by Robinson (1970, p. 25), who introduced the systematic reading strategies to help learners organize information more effectively and improve retention. Furthermore, the success of this implementation supports the findings of Holschuh and Aultman (2009, p. 121), who emphasized that active engagement during the question and read phases transforms passive readers into active learners, leading to higher academic achievement. Finally, as suggested by McWhorter (2012, p. 158) stated that, the recite and review stages are critical for linguistic reinforcement, equipping students with the metacognitive skills necessary to monitor and regulate their comprehension of complex English texts. Overall, the substantial increase in the mean scores demonstrates that the SQ5R instructional model is an effective tool for enhancing the reading proficiency of first-year English teaching students at Mahamakut Buddhist University Lanna Campus. Crucially, although the post-test summative score (E2 = 84.13) marginally outpaced the formative process score (E1 = 80.31) by 3.82%, this gap does not imply that the final assessment was overly simplistic. Instead, it reflects the progressive metacognitive reinforcement embedded within the six-week SQ5R implementation. As learners gained continuous experience with structured recording and reflecting, their linguistic anxiety gradually faded, leading to superior knowledge retention and higher proficiency on the final post-test than during the initial, demanding process stages.

Conclusion

The study concludes that the implementation of the SQ5R Metacognitive Transformation Model effectively addressed the significant reading challenges faced by first-year English Teaching students at Mahamakut Buddhist University, Lanna Campus, who initially lacked foundational proficiency and systematic reading strategies. By integrating a structured six-week teaching guide comprising seven sequential stages- survey, question, read, recite, record, review, and reflect- the instructional model successfully transformed 77.5% of beginner-level students into active, strategic learners. This success is quantitatively validated by an efficiency index (E1/E2) of 80.31/84.13, which exceeded the 80/80 criterion, and a significant improvement in learning achievement, with post-test mean scores ($\bar{x} = 84.13$, S.D. = 12.49) significantly higher than pre-test mean scores ($\bar{x} = 59.69$, S.D. = 14.01) at the .05

level ($t = -13.00$, $p = .000$). Furthermore, the structured nature of the model reduced language anxiety and fostered student-centered participation, confirming that the SQ5R method is a highly reliable and effective tool for bridging the proficiency gap and enhancing the academic reading abilities of EFL teacher candidates.

Recommendations

Recommendations for Practical Implementation

1. Future English reading instruction should place greater emphasis on students' learning motivation, as motivation plays a crucial role in sustaining engagement and encouraging active participation in the systematic stages of the SQ5R method.
2. Buddhist institutions are encouraged to integrate structured reading strategies, such as the SQ5R method, into both academic and Dhamma-related courses. This integration can support students in effectively communicating and comprehending Buddhist teachings in English.
3. Instructors should provide continuous encouragement and psychological support, including anxiety-reduction techniques and constructive feedback, to help students build confidence, particularly during the reflect and review stages of the reading process.
4. Future studies should investigate the integration of AI-assisted scaffolding or digital logbooks within the Record and Review stages of the SQ5R framework to examine how modern technology balances cognitive allocation and vocabulary acquisition for contemporary EFL learners.

Recommendations for Future Research

1. Future research should examine the long-term impact of the SQ5R instructional model on students' reading retention, as well as their ability to transfer these strategies to other language skills such as writing or speaking.
2. Subsequent studies could apply the developed SQ5R model to different student levels or larger sample groups across other Buddhist universities to evaluate its broader effectiveness and adaptability in diverse academic contexts.
3. Researchers may compare the use of general English texts and subject-specific Buddhist content within the SQ5R framework to determine which type of content more effectively enhances reading proficiency and cognitive engagement in EFL learners.
4. Further studies should investigate the integration of educational technologies or AI-assisted tools within the SQ5R stages to explore how digital scaffolding can further enhance the effectiveness of the record and review processes for contemporary learners.

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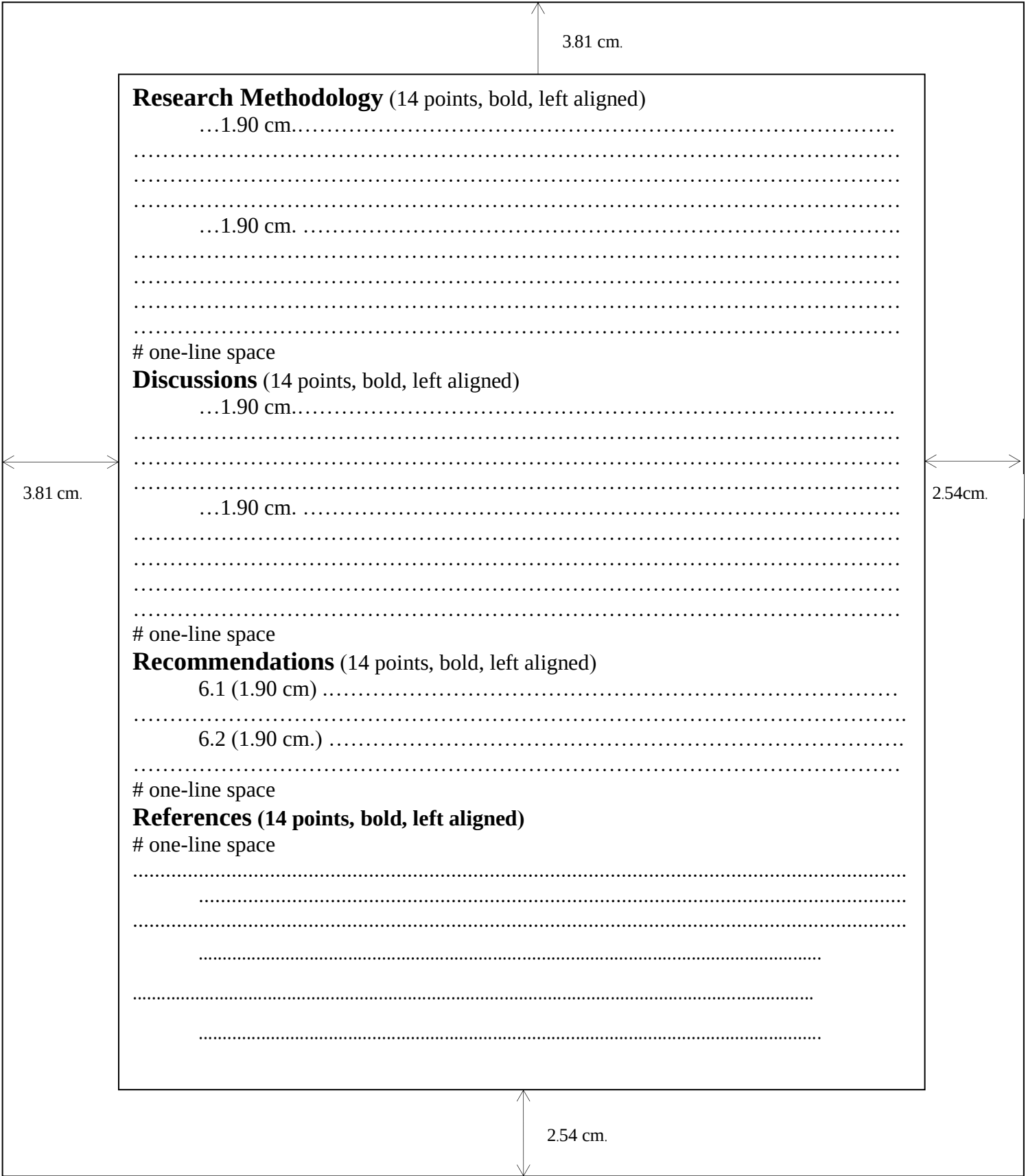
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