



THE DIFFICULTIES AND CHALLENGES IN TEACHING AND LEARNING ENGLISH TO NON-NATIVE SPEAKERS USING QUALITATIVE RESEARCH METHOD

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ABSTRACT

Learning a language is a difficult process. Despite being a global language, learning all four micro skills is tough. Learning English presents a number of challenges and stumbling obstacles, particularly for non-native speakers such as Myanmar students. Inadequate teaching and learning materials, such as high numbers of students in courses, utilizing their home language instead of English, not being in an English-speaking context, being less secure in speaking English, and using the improper curriculum, are all examples. These are only a few instances. I occasionally teach English in Myanmar. While teaching and learning English in Myanmar, I met a number of challenges and roadblocks. It motivates me to undertake further study on the challenges that students and instructors confront in Myanmar.

To discover the unique challenges and obstructions experienced when teaching and studying English, I employed qualitative research methodologies. I visited with each of the five experienced English instructors individually: one retired teacher, a high school founder who teaches from primary to secondary school, two public high school teachers, and one senior lecturer. I asked them four questions regarding their teaching experience, the challenges they had when teaching English, and how they overcome them.

Following the interview, I documented their comments as well as the instructors' comparable experiences with the problems of learning and teaching English to their pupils, and the findings indicated how to overcome all of the hurdles throughout the whole learning and teaching process. They, as well as their sound advice on teaching and learning English. Then I concluded by describing how we could use approved tactics and new technology to overcome all of the problems that we have when teaching and learning English.

KEY WORDS: *Challenges¹, Obstacles², Encounter³, Non-native Speakers⁴, Qualitative Research Methodology⁵*

¹ Challenges: Something that requires a great deal of mental or physical strength to complete and thus puts a person's abilities to the test.

² Obstacles are defined as anything that prevents or makes it more difficult for you to move, act, or move forward.

³ Encounter means to have an experience, especially a bad one.

⁴ Individuals who learned a language as adults or children rather than as babies are considered non-native speakers.

⁵ Qualitative Research Methodology : An experimental method that involves collecting and analyzing nonnumerical data (e.g., text, audio, video) can be used to understand concepts, opinions, or experiences. It can be applied to understand a problem in greater detail or to generate new research ideas.



RATIONALE FOR THE RESEARCH

An expanding, intensifying, and accelerating interdependence in all spheres of modern social life is one of the first definitions of globalization. It is a natural progression. Many academics contend that English is no longer regarded as the exclusive property of the English-speaking world and has instead evolved into an international commodity known as the International Language of English. Businesspeople, dealers, engineers, scientists, and academics must also be fluent in English because it is the language used for international information interchange.

Because English is the key to accessing the world's free knowledge, students should study it.

A country's ability to engage in the global economy and to access information and knowledge depends on a significant portion of its population speaking English. Learning a second language is not as easy as flipping a coin. Myanmar English users, sometimes known as "non-native speakers," face a number of challenges. English as a foreign language is also taught in Myanmar schools at the secondary, college, and higher education levels. Furthermore, English is primarily taught in Myanmar's classrooms. As a result, students either solely study English in class or pay little attention to honing English skills outside of the school.

The fact that Myanmar students still have difficulty speaking English hinders their jobs and causes them to continue taking English classes even after graduating from university.

English proficiency is advantageous in the workplace and can help attract investment and increase career opportunities. The majority of issues with teaching English as a foreign language in other nations are comparable. English teachers encounter numerous challenges in nations where English is a second language, like Myanmar. English is one of the disciplines that are taught in almost all schools worldwide.

HYPOTHESIS

Non-native English speakers in Myanmar face challenges when teaching and studying English. We all know how difficult it is for many students to learn English and how difficult it is for teachers to teach the language. We discovered that speaking and writing are the most difficult for Myanmar students to master. They can master the grammar and occasionally identify the pronunciation, but they are terrified of speaking. They can communicate in English, but not always correctly, due to difficulties with vocabulary, grammar, structure, and pronunciation. When we encounter difficulties in English learning and teaching, we can utilize the implemented solutions listed below to solve all of our problems. We can use stories, situations, and other materials that students are already familiar with. If we engage in a positive English environment while developing English classroom routines. They should encourage students to get involved in English-speaking communities and practice English with native speakers. If we can teach students how to correct and improve their mistakes, and if they can learn from one another. Finally, because today's students are technologically savvy, we can incorporate multimedia English

Despite the fact that English is a topic that is required from primary school through university, the majority of students in Myanmar lack competency in the language, making it the most challenging subject for them. Teachers of English as a Second Language (ESL) or English as a Foreign Language (EFL) face many difficulties. We have a variety of problems that need to be solved. Myanmar students still struggle with the English language even after 11 years of basic education classes. Several Asia-Pacific nations receive dismal scores on the EF English Ability Index (EPI) 2021, which evaluates the proficiency of the English language in 112 nations.

Myanmar has an extremely low English proficiency rating (93 out of 112).

When the British colonized Myanmar, all of the high schools were run by missionaries. During their studies, they were required to speak English at school. Otherwise, students would be fined if they spoke a single Myanmar word. Even those who had dropped out of high school at the time were able to communicate effectively and confidently in English. Myanmar students today are overly reliant on their mother tongue and speak exclusively in Myanmar, even in English class. U Thant, the Secretary-General of the United Nations was among the scholars. The works of Dr. Htin Aung and Daw Khin Myo Chit were even published by Oxford University Press.

Their English expressions were admired by native English speakers. Why are younger generations less confident in English than older generations? What are their challenges?

How are we going to overcome them? That encourages me to investigate the actual problems and obstacles in teaching and learning English, as well as methods for resolving and highlighting such concerns and transforming them into positive changes in English study. The majority of researchers squandered the opportunity to produce useful results by utilizing teaching and learning pedagogies.

language labs into teaching and learning, and Myanmar students will conquer all English problems and enjoy studying English without issue.

RESEARCH QUESTIONS AND OBJECTIVES

Nowadays, one of people's fundamental needs is to learn English. Additionally, English is frequently utilized in a worldwide environment as a tool to access new opportunities and knowledge. Every continent uses a significant amount of English for daily necessities, so English teachers have a difficult job.

What difficulties do non-native English speakers encounter when learning and teaching English?

The difficulties are being overcome through efforts, right? What strategies are employed to combat them?

The primary goal is to look into the obstacles and problems faced by students in Myanmar. The second goal is to offer solutions to the difficulties and issues so that Myanmar students can easily and painlessly learn and teach English. Although Myanmar students now speak their native tongue at home or in



their country, this does not exclude them from learning a second language, with English being far more challenging to learn. Understanding learning within each competence (linguistic skills), which is composed of four microskills, involves additional factors as well. The only time that students are taught English is in the classroom, or they give little thought to honing their English skills outside of it.

Numerous problems might occur when learning a foreign language. There are many levels of difficulty and variance for each skill (listening, reading, speaking, and writing). As a result, teaching foreign languages to Myanmar students in the classroom might be challenging. There is a continuing need to find a way to get around, or at least decrease, the obstacles that students confront when trying to establish language patterns, from technological problems to the motivations of both students and teachers. The instructor must adopt a methodology to solve the current challenges in a foreign language class because the language skill, in particular, has its own impediments and challenges for students.

The purpose of this study is to analyze the difficulties in teaching English and to provide solutions. It is anticipated that the study's findings will give English teachers direction on how to effectively teach English. Additionally, it is anticipated that this study would improve the standard of English instruction in Myanmar. English teaching problems are obstacles, challenges, and barriers that arise when teaching English as a foreign language. As a result, identifying issues, identifying solutions, and assessing effective approaches are crucial elements in the teaching and learning process.

CRITICAL ANALYTICAL REVIEW OF PAST RESEARCH

One aspect of improving school quality is the contribution of the instructional process to increasing school quality (Fuller, 1985). According to him, a good textbook can have a consistent impact on students' success. This phrase implies that a textbook or coursebook should include at least one important component that contributes to improved learning. They might consider the Cambodian government's effort to collaborate on textbook development, which will promote a standard textbook for students' English learning needs.

According to Thu'aimah (1989), a variety of variables influence meaning while learning a second language. Students who have poor hearing, eyesight, memory, speech impairment, mental illnesses, and are less able to get along with their peers may contribute to these concerns. Some students may also be dealing with personal or social problems. Another issue is a lack of knowledge of second languages. Among the other variables listed, the characteristics of foreign languages that differ from the learner's native tongue have a significant impact on this topic. As a result, it is easy to see that no one can learn a new language without making mistakes. Making mistakes

demonstrates that students have learned from their mistakes and understand what they should do differently in the future.

When learning English, learners were influenced by issues such as shyness, pronunciation problems, a lack of linguistic knowledge, and incorrect vocabulary item usage, according to Khan (2007). The following description outlined the various problems that Bangladeshi students encountered when speaking English. In his research, he focused on phonological (pronunciation), morphological (word), semantic (meaning), and syntactic (sentence and grammar) issues: Disparities in L1 and L2 pronunciation patterns cause phonological issues. The first language influences the use of stress diphthongs and intonation. This happened as a result of less interaction with native English speakers in real life. As a result, they're unfamiliar with stress patterns and intonation. Abuse of parts of speech causes morphological problems. Learners will occasionally use nouns instead of verbs, such as (choice for choose and loss for lose).

As a result of negative language transfer, students developed issues with vocabulary, grammar, and pronunciation. Alam and Uddin (2013) discovered that when English learners improve their communication skills, they have some syntactic difficulty speaking and appropriately structuring spoken sentences. These issues were caused by teachers who relied solely on Grammatical Methods rather than Communicative Methods. When writing sentences, students frequently used subjective pronouns like "my" and "I" incorrectly. Another problem was that they incorrectly used the relative pronouns "who, which, whose, and that" in their spoken sentences. Learners did not make these errors when practicing writing skills because they had time to think about their sentences before writing them on paper.

Al-khresheh (2013) identified a number of issues that foreign and second language learners face. These are linguistic issues that impair all language skills. Although they now speak their native tongue, this does not rule out the possibility of learning a second language (English or any other language), which is much more difficult to master. Other factors contribute to understanding learning within each competence (linguistic skills), which is made up of four abilities. As a result, most non-native English speakers may easily misunderstand the rules and technical concerns of all four micro-skills, particularly in writing structure and style.

When it comes to learning science, challenges can be defined as difficulties in the context of learning. This is consistent with Dimiyati and Mudjiono's belief that the problem preventing learning is the failure of schools to teach English as a foreign language at the secondary, college, and higher education levels. As a result, students either only study English in class or pay little attention to practicing English skills outside of the institution.



Thandar Soe's (2015) research was the first to report on "A study of contemporary trends and challenges in English language teaching in Myanmar." According to her research findings, English language education in Myanmar is similar to that of other Asian contexts in terms of the growing impact of globalization on English teaching, concern for teachers' English competence, and a gap between policy and practice. Teacher confidence, a gap between curriculum and student preparedness, a low wage, an over-reliance on the transmission model, and a large class size were also cited as challenges.

Aisyah Mumary Songbatumis (2017) investigated "English Teaching Challenges Facing English Teachers at MTsN Taliwang, Indonesia." The purpose of this study was to evaluate English teaching issues as well as the solutions implemented by English instructors at MTSN Taliwang. Teachers face challenges such as a lack of teacher training, language fluency, mastery of teaching techniques, familiarity with technology, and a lack of professional development.

In addition, there are facility issues such as insufficient resources and facilities, as well as a time constraint. English teachers' efforts in addressing English teaching challenges include suggesting solutions by using various teaching methods and techniques, matching students' proficiency level and learning situation, reflecting on how they use resources and facilities, providing motivated feedback, striving for the best methods or materials, and using resources and facilities.

According to **Harmer (2001)**, students cannot learn a language just in the classroom. They should continue to learn outside of the classroom. He went on to add that language learners should be encouraged and educated to be self-directed learners, which other academics refer to as autonomous learners.

It is necessary to talk about textbooks (**Dejene, 2017**). Students can study English utilizing an English handbook in addition to teachers and other sources. Many teachers contend that English textbooks are not always relevant for the demands of today's pupils (as reflected by Japan, Senegal, Mongolia, and Cambodia). It takes time and multiple procedures and modifications to create a well-prepared textbook depending on the demands of students.

According to studies, perceptions and attitudes can be examined using a variety of measures and evaluations. The perspectives of teachers on their students' work are a valuable skill and an important component of any language program. It is regarded as an essential component of the extensive learning process because it promotes the development of learners, motivates them, and ensures linguistic clarity. The responses of teachers to students' grammatical errors in text writing are critical for learners' progress. The curriculum is considered to be the most important aspect of the teaching and learning process. As a result, instructional materials must be tailored to the needs of the students (**Du, 2013; Chen, 2019**).

Another significant issue is classroom size, which is also the most challenging situation in those countries (China, Japan, Senegal, and Laos). With a small number of students, teaching English will be effective (**Broughton et al., 2003**). A class of 20-25 students will be most successful because learning English requires four skills: listening, speaking, reading, and writing.

This figure must be difficult for some countries, such as Senegal, where each district has only one school. When looking at underdeveloped countries or even wealthy countries that are **non-NESCs (non-Native English Speaking Countries)**, they all have the same problem: too large a classroom size. This problem is most likely solvable by employing a variety of teaching strategies and approaches, as well as providing supplemental material to teach English in large classroom settings. Internal challenges included linguistic competence, native language interference, and learner motivation, while external factors included the classroom environment, classroom sizes, teaching media, supporting resources, updated curriculum, and time management.

If we try our best to handle all of these issues and hurdles, we will finally overcome the difficulties of learning and teaching English.

METHODOLOGY

For this research study, the qualitative research was used to identify the challenges and obstacles in learning and teaching English to non-native speakers.

DESCRIPTION OF PARTICIPANTS OF THE STUDY

For the interview, 5 well-experienced English instructors were chosen as responses. The first two are male instructors; one is retired and 86 years old, while the other is 56 years old and teaches in a private school. The second and third are female; they are current public high school teachers between the ages of 40 and 45. The last is my classmate, a female instructor who is about 46 years old and works as a lecturer at Government College.

DESCRIPTION OF INTERVENTION (TREATMENT) AND/OR DATA COLLECTION TOOLS AND MATERIALS

My first interviewee was a respected former English teacher who taught me from high school to college. He educated students from middle school through college and runs his own private English school. The second was the principal of the private high school where I worked as an English tutor at the time. The third and fourth were English teachers from my alma mater high schools, where I had spent my whole youth. My last responded was a college friend lecturer with whom I studied English.



Four comparable questions on the problems and obstacles of teaching and studying English to Myanmar students were used in the interviews. Interview Transcript I, II, III, IV and V. contains a recording of all of the questions and responses.

DETAILED AND DESCRIPTIVE DATA COLLECTION PROCEDURE

Making appointments with instructors, as we all know, requires a great deal of patience. First, I met with my former English teacher. I believe meeting with my teacher will be simple because he is already retired. My assumption was incorrect. He didn't feel good enough to visit anyone outside of his immediate family. However, I was granted permission to meet him owing to his surprise desire to see me. I was greeted warmly and completely addressed all of my research inquiries. As I expected, given his extensive teaching expertise, his responses were very extraordinary.

Second, I scheduled another critical meeting with my former workplace, where I began teaching English after receiving my first degree. Fortunately, despite his busy schedule, I was granted permission to see him. He, too, had enough experience teaching English, therefore he flawlessly answered to all of the selected questions without any thought. Our meeting was over in less than 30 minutes.

Despite attending separate public schools, I was able to secure the third and fourth visits with high school English teachers. I was permitted to visit them twice a day, once in the morning and once in the afternoon. They are both teaching English immediately following their Bachelor of Education with a specialization in English Teaching. Despite having less experience than my previous two interviewees, they carefully and appropriately answer all of my questions with excitement in order to obtain valuable research statements.

My fifth and last visit was with a classmate with whom I had studied English in college. She is a senior lecturer at Mandalay's Yadanabon University. She, too, was teaching and arranging various lectures for college students majoring and minoring in English. But, for the sake of an old acquaintance, she backed me and agreed to let me visit her for the interview despite her schedule constraints. The study would not be as successful without her tireless efforts.

DATA ANALYSIS AND PRESENTATION OF FINDINGS

What I discovered during Interview (I) is: He has sixty years of English teaching experience at various levels of students. The majority of the students speak Myanmar rather than English. Students frequently misspell and mispronounce particular words. His students usually make grammar, tense, and syntax errors. He encouraged the students to speak English on a daily basis and to watch English movies appropriate to their level. He

urged students to speak English in front of English experts regardless of whether they would make mistakes.

During Interview (II), I observed: He founded a private high school and continues to teach English to students from elementary to high school. His teaching career spans more than 30 years. They are educating 50-80 students in one class according to his experiences. Because it is a huge classroom, it is impossible to focus on individual students. They lack an English-speaking environment as well as adequate resources. All of the issues in English teaching and learning can be solved by familiarizing oneself with the language, for example, by practicing speaking, listening, and viewing English movies and TV shows. He also supplied solid advise to students by speaking English with teachers and friends despite mistakes.

During Interviews (III) and (IV), I noticed: The former has over ten years of experience, while the latter has over twenty years of expertise teaching English to high school students. They are both employed at Public State High School. They both stress about the need to reduce classroom size in order to ensure optimal student attentiveness. They urge the students to use English frequently. They both discuss appropriate and up-to-date learning resources and desire to supply them in order to make the maximum success in teaching and learning English and overcome all the issues as quickly as possible. They inspire students to be active learners by exhibiting an interest in reading diverse English literature, watching movies, and mimicking their spoken styles in order to attain all of the English skills.

In Interview (V), I realized the following: She has 20 years of expertise lecturing to college students in English. She is well aware of the usual flaws and weaknesses of Myanmar college students, particularly in tenses, syntax, spelling, and mispronouncing and misinterpretation of specific words and phrases. She wants the students to form an English speaking circle in order to improve their speaking abilities and cultivate speaking habits. She individually recommends out what students should watch and listen to in order to develop their listening and speaking skills. She advises students to read newspapers and articles at their own pace. She instructs the students to emulate the writing styles of successful student writers. Finally, as it is the internet era, she advised all students to use multimedia technology to improve their English skills.

LIMITATIONS

Only English instructors who could be reached were interviewed. If we could expand the interviews to the majority of English instructors in Myanmar, we would undoubtedly see improved results and execution of how to overcome all of the obstacles associated with teaching and studying English in Myanmar. We should invest more time and patience with teachers around the country; we will undoubtedly receive a realistic response to those difficulties.



CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

When I investigate all the interviews with 5 well-experienced teachers, I just conclude the following challenges are encountered in teaching and learning English in Myanmar.

Most of the schools and institutions both public and private alike in Myanmar have large class room sizes. Students in smaller classes earn higher grades and perform better. Every student is noticed. Learning is improved. Teachers at the front of a small class have more opportunity to monitor and assess the class as a whole as well as individual students. Teachers can spend more time presenting the content and less time trying to recover the attention of easily distracted students in learning spaces with a small number of students.

The Intersegmental Committee of Academic Senates (ICAS), USA states "Given the intensive contacts required by second language acquisition, institutions across all three systems should maintain a regular foreign language class size of no more than 25 students."

Moreover, National Council of Teachers of English Guidelines, USA equally proposes "Classes of more than 25 students prevent students and teachers from engaging with literary works through questions, discussion, and writing." To increase success in teaching and studying English, schools in Myanmar should shift away from overcrowded classrooms and toward smaller ones.

Myanmar students should speak English instead of their home tongue in English classrooms and engage in English-speaking environments more frequently in order to become confident English speakers. Myanmar students typically struggle with pronunciation, spelling, syntax, English tenses, and grammar. In general, students require appropriate learning tools in order to be effective in teaching and studying English.

All of the teachers agreed that students should become acquainted with English and communicate in English with one another through creating an English environment. Students should not be concerned about making mistakes when speaking, and they should continue to strive to speak English without fail. By providing students with appropriate and relevant English teaching and learning tools, they will undoubtedly overcome their hurdles and difficulties in learning English. They will have a better comprehension of English through watching movies and listening to English news and articles. Reading newspapers and articles within the students' abilities will help them understand English more consistently. Writing should be learned by skilled students and then practiced by the students themselves to develop a writing habit.

All students who are learning English are recommended by their teachers. These are really effective and benefit not just students but also any English learner. They encouraged all students,

regardless of mistakes, to speak English with their peers and teachers for the sake of universal language. They also advised students to watch English movies, read newspapers, books, and any other English literature that piqued their interest, and listen to native English speakers and mimic their speech patterns.

I recall one of my friends' family migrating to the United States. They have one daughter who does not speak English at all. At home, they speak Myanmar. When she starts kindergarten, they believe she will have a tough time communicating in English. Surprisingly, she speaks English fluently after only a few months. Now I understand why she can speak English like a native since she lived with and spent time with individuals who spoke that language. As an English instructor, this calls my attention to the fact that we need an English environment for our kids to learn English effectively. We can certainly supply all of these materials to gain a decent grasp of English through Multimedia Labs in our present day without having to make that sacrifice.

My research on "The Effectiveness of 21st Century Multimedia Lab English Teaching compared to Traditional English Teaching for Non-native Speakers of English" was stated the use of multimedia enhances and stimulates students' engagement, enthusiasm, and motivation in learning English. Teachers can establish a favorable learning environment, allowing students to participate in a practical and spontaneous way in the atmosphere of learning English without even recognizing it. Almost everything we need for the four micro-skills of English is available through information and learning resources in the Multimedia Lab for Teaching English. Students learn independently from them and utilize their native tongue less. All learning becomes more student-centered and takes less time as a result.

The use of multimedia technology can help both students' cognitive skills and practical language skills. When teaching English, this will secure and obtain a successful outcome. We can establish the necessary English-speaking atmosphere in modern multimedia classrooms by effectively teaching English in multimedia labs without traveling. So, I agree with the last English instructor who particularly asks students to use multimedia technology to master all four skills because they can access endless English learning resources through the internet.

The difficulties of teaching and learning English in non-native English-speakers of Myanmar were discovered in this study. The obstacles were classified into lots of major issues based on the findings: learning materials and the curriculums that do not meet students' needs, overcrowded classrooms and ; lack of English speaking environments, and students' too much reliance on their mother's tongue. Myanmar students on the other hand, had made some attempts to tackle such concerns. These explanations serve as the basis for this dissertation, which aims to be more specific in describing the typical issues encountered by non-native speaker students in Myanmar , particularly in the context of the "four language skills" and the linguistic



techniques applied to address each language skill's issues. Therefore, a method must constantly be offered to help students overcome or at the very least lessen the learning challenges they face as they establish their language patterns. By being aware of the issues raised in this study, teachers of English or any other second language will be better able to choose how to approach their lessons with the students. Each competence, but particularly the language skill, presents hurdles and difficulties for students. As a result, the teacher is under pressure to come up with an effective teaching method to address these issues in a foreign language class. In conclusion, students need to pay greater attention to the challenges associated with learning foreign languages. Each talent (listen, read, speak, and write) offers a range of possibilities and varying degrees of difficulty. This makes it challenging for students to learn a foreign language in a classroom setting, beginning with technology challenges and progressing to the motivations of both students and teachers.

"To have another language is to have a second soul," said Charlemagne. Learning a language allows you to make new relationships with fascinating people, experience the world through fresh eyes, and explore new ideas and cultures to the point that you may believe you have a second soul.

According to British novelist Frank Smith, one language locks you in for life, whereas two languages unlock every door along the way. Learning a language may be a challenging and unpleasant experience for students at times. Learning a new language is never easy, but when that new language lacks a common root with your own tongue, the process becomes much more difficult. Thus, students must remain motivated and remember that speaking a foreign language not only opens new possibilities, but also provides several additional benefits, despite the challenges and hurdles.

Previous researchers performed all of their studies based on their results, which corresponded with all of the issues and barriers in teaching and learning to non-native speakers in Myanmar identical.

We can still depend on their advice. Despite the expense, I would suggest the Multimedia Lab English Teaching technique based on my experience and the views of my colleagues. The classroom size will be reduced in the multimedia lab. We may concentrate on the demands of each person. We can quickly practice all of the micro-skills. It may appear to be expensive. But if we invest one moment, it will be beneficial to both students and instructors for the rest of their lives. Not just Myanmar, but every nation that wants to enhance all of its residents' English and stay ahead of other countries' men should support and pay for the sake of their people.

We constantly consider profit and loss when we undertake something. Although there may be several hurdles in the process of teaching and learning English, there is no loss for those who

learn English successfully. Because everything you want to learn about future innovative technology and all references are only available in English. It is very worthwhile to try studying English not only for today's success but also for tomorrow's if we conquer the hurdles.

Finally, this study has limitations since it only includes specific Myanmar students and teachers, which is deemed insufficient to investigate the true rising issues in English teaching in non-native English-speaking nations. However, this study may be used as a starting point for other researchers who want to pursue a comparable problem in greater depth and complexity so that research can be developed throughout time.

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APPENDIX

INTERVIEW . I Transcript

When did you start teaching English?

I started teaching junior high students the day after I graduated from high school. Until I retired, I taught students ranging from middle school to college. As a result, I've spent over 60 years teaching English.

What are the difficulties and obstacles you face when teaching English to your students?

Despite my efforts to communicate with them in English, they preferred to speak Myanmar throughout class. Despite my corrections, the majority of students consistently misspelled and mispronounced specific words. Grammar, tense, and syntax errors were common among my students.

How do you overcome all of the difficulties that come with teaching and learning English?

We can overcome the difficulties of learning and teaching English in Myanmar by requiring students to speak English rather than their native language on a regular basis. We should encourage students to watch English movies and dramas with authentic English accents by delivering English movies and dramas appropriate to their English levels.

What advice would you give to English learners?

It is normal for humans to make mistakes. Sometimes English speakers and teachers make unintentional errors. If students want to master the English language, they must speak it without fear of making mistakes. Students should be able to speak English confidently in front of professionals, professors, and native speakers. When students make mistakes, experienced professors and seniors may correct them.

INTERVIEW . II Transcript

When did you first begin teaching English?

As soon as I completed my English degree in 1990, I opened this private high school and began teaching English to students in grades kindergarten through high school. So I've been teaching English for over 30 years.

What challenges do you face when attempting to teach English to your students?

We are unable to focus on each individual student's English language improvement due to our large class size. We need to be in an English-speaking environment in order to learn the language. There is a limited supply of English study materials available to us.

What challenges must you overcome in order to teach and learn English?

Any difficulties encountered along the way will be resolved by becoming acquainted with the English language. Frequent practice with native English speakers, listening to audio books, and watching movies and TV shows can all help to alleviate the difficulties associated with learning English.

What advice would you give to English students?

Students should not be discouraged and should keep studying English despite errors and flaws. I encourage students to converse and practice English with their classmates and teachers. Being active and motivated in studying English, as a global language, will lead to a brighter future.

INTERVIEW . III Transcript

When did you start teaching English?

I've been instructing English for over ten years.

What difficulties do you have while attempting to teach English to your students?

Because we have a huge class room, it is tough to focus on each student. Aside from English instruction, pupils use Myanmar language exclusively during the day, resulting in a lack of English practice. Students hardly speak English even in English class. They rely far too heavily on their native tongue. They must comprehend that each language has its own set of rules and grammatical techniques.



What obstacles do you need to overcome in order to teach and learn English?

We can overcome all of the barriers to learning English by providing students with updated curriculum that is appropriate for them, assisting them with relevant learning tools, and establishing an English speaking atmosphere and allowing them to practice English more regularly.

What suggestions would you provide to English students?

When we bring up the issue of English, many students feel afraid. A significant interest in any language, such as speaking and reading, is required. Reading newspapers, watching English movies, and reading fascinating novels, short tales, and science fiction are all ways to learn English.

INTERVIEW . IV Transcript

For how long have you been teaching English?

I've been teaching English for over two decades.

What challenges do you face when attempting to teach your students English?

Students learn English less effectively because instructional materials are scarce. Students prefer to communicate in Myanmar rather than English. Importantly, we should have a smaller class size so that we can concentrate on students who are weak in English.

What challenges must you face in order to teach and learn English?

We will be able to overcome all obstacles if we provide students with appropriate teaching and learning resources; if we motivate students to speak English most of the time, regardless of their mistakes; if we make them watch movies with subtitles and assist them in reading with word-limit books; if we make them active learners and make them realize learning English is fun.

What suggestions would you make to English students?

Pay attention to native English speakers and try to imitate their speech patterns. Their English accents will be instantly recognizable. If you read a variety of English literature, use the usages and vocabulary in your writing, and practice a lot, you will be an English master.

INTERVIEW . V Transcript

How long have you been instructing English?

Since receiving my MA in English from Mandalay University, I've been teaching English. So, in total, I taught English to college students for nearly 21 years.

Do you have any difficulties teaching English to your students?

Yes. I certainly have. Myanmar students are occasionally perplexed when it comes to using tenses because the Myanmar language lacks as many as English. When writing and speaking English, they made grammar mistakes. Tenses and sentence structure placement in Myanmar have completely different criteria. Students frequently make mistakes in tenses, active and passive voice, vocabulary, spelling, irregular verb patterns, and pronunciation that even native English speakers find difficult to understand.

What obstacles must you overcome in order to teach and learn English?

Students should establish an English Circle and speak English with one another. Communicate as much as possible with English speakers. This gradually improves their comprehension and makes spoken English more understandable. Watching English films, documentaries, and news, reading word-count articles and newspapers, and listening to English speakers' observations are all good ways to practice your English. Students should write more and explore the writing styles of other brilliant students before developing their own writing and inventive approaches. All of these habits will familiarize students with the English language, allowing them to overcome all of the difficulties on their learning path.

What advice would you give to English learners?

Because we live in the internet age, we can use multimedia technology to improve all four English skills. Students can improve their reading and writing skills by reading a variety of stories and articles using modern technology. They can download their favorite English movies and television shows. They may improve their speaking and listening skills by observing them.