



An English Language Classroom at Kachin Theological College, Kutkai, Myanmar. (Sam Yung, 2017).

Background

- The Military Government ruined the education system
- Although primary school enrollment rate is 98%, 6 in 10 children drop out before completing middle school (due to poverty and language barriers)
- Education budget has been raised from 1.3% to 5%; substantial challenges remain
- Myanmar students are not competitive at international level (not qualified to enter international universities)

Challenges

- Teachers are not competent in English
- Curriculum and Instructions are outdated
- Teacher Training is not effective
- The use of English is limited.
- Language barriers exist for both teachers and students
- Classrooms are overcrowded (50-60 students)
- Access to books and library is limited.

Introduction

TESOL can contribute to bringing quality education in Myanmar by helping students to succeed in academic/professional settings and teachers to attain/deliver knowledge more proficiently thereby creating quality education.

Case Study

Kachin Theological College Kutkai in Myanmar and the role TESOL in adding quality to lessons and classes so as to promote quality education.

what's happening:

- translating in classes
- rote learning for exams
- very few reading assignments

what can be done?

- improve Students' English Skills
- encourage critical thinking rather than rote learning
- give more reading assignments and discussions in classes



A photo taken in English Language classroom in Northern Shan State, Myanmar. (Sam Yung, 2016).

Solutions

- Analyze, evaluate and redesign Teacher Training
 - context and contents
 - assessment before training(s)
 - design training in accord with trainees' needs
- Upgrade curriculum and pedagogy
 - resources should be taken from local regions
 - approaches must meet international standards
 - interactive approach should be used
- Create English speaking environments for learners
- Upgrade assessment methods
 - exams must encourage critical reasoning



Education for Peace Training conducted at Thabyay Education Foundation, Myanmar. (2017).

References

Laura Greenstein, (2012). Assessing 21st century skills: A guide to mastery and authentic learning.
 Dr. Thanda Soe, (2015). A Study of Contemporary Trends and Challenges of English Language Teaching in Myanmar.
 Gary V. Ireland, Robert Van Benthuyzen, (2014). Contemporary Issues in EFL Education in Myanmar. Available at: [https://www.u-bunkyo.ac.jp/center/library/151-160\(Gary%20V.%20Ireland%E3%83%BB%20Robert%20Van%20Benthuyzen\).pdf](https://www.u-bunkyo.ac.jp/center/library/151-160(Gary%20V.%20Ireland%E3%83%BB%20Robert%20Van%20Benthuyzen).pdf) (retrieved on Aug 4, 2019)
 Joseph Lo Bianco, (2017). Multilingualism in Education: Equity and social cohesion: Considerations for TESOL. Available at: https://www.researchgate.net/profile/Joseph_Lo_Bianco/publication/318216901_Multilingualism_in_education_Equity_and_social_cohesion_Considerations_for_TESOL/links/5b4bf87e0f7e9b4637dd68ef/Multilingualism-in-education-Equity-and-social-cohesion-Considerations-for-TESOL.pdf (retrieved on Aug 4, 2019)
 Marie Lall et al, (2015). Myanmar Teachers' Voice: A report by Myanmar Egress. Available at: <http://marielall.com/wp/wp-content/uploads/Myanmar-teachers-voice-report-FINAL.pdf> (Retrieved on Aug 5, 2019)
 Po Po Thaug Win, (2015). An overview of higher education in Myanmar.
 Comprehensive Education Sector Review, (2012). Terms of References