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Contents

Teachers' Self-Efficacy, English Proficiency, and the Instructional Strategies used for Student-Centered Classroom in Myanmar

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Abstract

This study examined the in-service teachers' efficacy to teach English as a medium of instruction in Myanmar contexts. In order to find out the teachers' efficacy to teach English as medium of instruction in student-centered classroom, the researcher explores teachers' sense of self-efficacy, their self-reported English proficiencies, and their instructional strategies used for student-centered classroom. A modified version of the teacher's efficacy scale (Tschannem-Moran and Woolfolk Hoy, 2001) was used to assess efficacy for engagement, management, and instructional strategies. Self-reported English proficiency scale was adopted and modified from Chacon's (2005). The survey questionnaire for teachers used of student-centered pedagogical strategies was adapted and modified from the EDC/NMEF Student-Centered Learning (2016). The respondents of this study were 50 teachers from University of Distance Education and University of Yangon in Myanmar. The results showed that the respondents judged their self-efficacy as a certain extent of effectiveness and having an appropriate level of proficiency to teach English as a medium of instruction. Moreover, the result also showed that teacher respondents consistently employ student-centered approaches in their instructions. The positive relationships between perceived level of language proficiency for listening and self efficacy were found**.** Other interesting findings were the positive relationships between pedagogical strategies for student-centered approach and perceived level of language proficiency for writing, and speaking and cultural knowledge and classroom management.

Introduction

Myanmar education system is based on the United Kingdom's system due to nearly a century of British presence in Myanmar. During that period Myanmar universities were thought to be the most prestigious in Southeast Asia. After military dictatorship took hold in 1962 and Myanmar became an isolated and impoverished nation. Educational standards began to fall due to grossly underfunded in education sector (Hayden and Martin, 2013).

The Myanmar education system focuses heavily on the first pillar of 'learning- the learning to know' (UNESCO, 2006), that means the model of learning is receptive and students are fully dependent on teachers and assessment focuses on the quantity of knowledge learned.

Myanmar has embarked a period of major political, economic and social changes. The objectives of New Myanmar National Educational Law (2014) states that national educational system is to create international-standard learning environments and to upgrade the quality of teaching, learning, research and administration. The Myanmar National Education Strategic Plan – NESP (2016-21) aims to provide quality education for students at all levels of the national education system (Ministry of Education, 2016). Therefore, both basic education and university classrooms have adapted curriculum with English as a medium of instruction.

In order to rebuild the higher education capacity of the country, Myanmar collaborated with the USA, the UK and other organizations such as US institute of International Education (IIE), the British council and Japan International Cooperation Agency (JICA). These changes

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indicated higher interest in teacher training and strengthening the English language skills of state teacher trainers (Ulla, 2017).

From 2001, UNICEF's Child Friendly Schools and Early Childhood Care Project focused on promoting Child-Centered Approach through in-service training. However, evident suggests that Child-Centered Approach has failed to take root in Myanmar due to the large range of factors such as high student-teacher ratios, lack of space, lack of teaching aids and lack of time (Lall, 2010).

The British Council introduced the English for Education College Trainers (EfECT) Project in Myanmar with the aims of improving the quality of education by delivering English language proficiency and methodology training across primary, secondary and tertiary schools of Myanmar. This program ran for two years from 2014-2016. Through EfECT program teachers have opportunities to interact and practice English skills, learned student-centered teaching methodologies. Some obstacles were lack of time for preparation, having poor listening skills, and pronunciation and difficulties in adapting communicative teaching methodologies (Ulla, 2017).

Another study that conducted observations of initial teacher education sessions in four Education colleges was done by Aung, Hardman, and Myint (2013) concluded that in initial teacher education in Myanmar there was a dominant emphasis on transmitting theoretical knowledge about teaching and that student teachers were lectured to in large group much of time. Similarly, Borg, Clifford, & Htut (2018) examined the impact of the two-year project on 1647 Myanmar teacher educators' propositional knowledge of teaching methodology, practical teaching skills; reflective abilities and professional confidence. The results showed that overall, but not exclusively, the outcomes of the project in relation to these issues were positive.

Taken as a whole, despite reform efforts, education in Myanmar is characterized, in both state schools and education colleges, by the continued dominance of a learning paradigm emphasizing knowledge accumulation, memorization, and reproduction (Borg, Clifford, & Htut, 2018).

However, the medium of instruction should be English or not has become a controversial issue currently debating among the educators. The critics argue that giving instruction in the mother tongue, Myanmar language is more effective than English as a medium of instruction. They argue that Myanmar students have been learning these subjects in English without understanding. Learning is mainly based on memorizing and recalling memory just to earn high scores in the examinations. Consequently, many graduates do not have enough subject knowledge in their field of study, and English proficiency levels required getting job. However, there is little discussion on teachers' efficacy in teaching, teachers' English proficiency in teaching subjects as a medium of instruction and teachers' pedagogical strategies used in student-centered classroom in Myanmar.

In order to understand the current issue, it is necessary to find out teachers' self-efficacy beliefs, and teachers' confidence on their English language proficiency in applying English as a medium of instruction and their pedagogical strategy used in student-centered classroom. Moreover, challenges they encountered and how do they approach these issues were never discussed in Myanmar teachers context. It is expected that the findings of this study may help the educational policy makers in their attempt in improving Myanmar educational system to meet educational objectives of creating international-standard learning environments and to upgrade the quality of teaching.

1. Teacher Efficacy

Previous studies have investigated and recognized teachers' self-efficacy as a powerful aspect of teachers' beliefs about teaching. Teachers' efficacy is related to teachers'

commitment to teaching and job satisfaction (Turkoglu, Cansoy & Parlar, 2017) and students' motivation and achievement (Mojavezi and Tamiz, 2012), and (Shahzad and Naureen, 2017).

Tschannen-Moran, Woolfolk-Hoy, & Hoy, (1998) define teacher efficacy as teachers' beliefs in their abilities to organize and execute courses of action necessary to bring about desired results. The study made by Mojavezi and Tamiz (2012) showed that teacher self-efficacy has a positive influence on the students' motivation and achievement. In the same manner, the study of Eslami and Fatahi (2008) showed that the teachers' perceived efficacy was positively correlated with self-reported English proficiency. Similar study was done by Chacon (2005) revealed that teachers' perceived efficacy was correlated with self-reported English proficiency.

The studies of Ozokcu (2018), Chesnut and Burley (2015), McKim and Velez (2015) confirmed that teachers' self-efficacy beliefs influence their commitment to the teaching profession. Self-efficacy is a significant contributing factor to innovative work behavior Hsiao, Chang, Tu & Chen (2011). There is a significant relationship between teachers' self-efficacy and their teaching styles (Baleghizadeh and Shakouri, 2017).

Teachers' self-efficacy also related to teachers' teaching innovations in their respective lessons and their classroom management skills (Cousins and Walker, 2000; Woolfolk, Rosoff, & Hoy, 1990). In this study, the definition of teacher efficacy is adapted from (Hoy, Davis & Pope, 2006) that states "teacher's beliefs in his/her ability to organize and execute the courses of action required to successfully accomplish a specific teaching task in a particular context".

2. Student-Centered Learning

There is a variety of definitions to describe student-centered learning. According to Collins and O'Brien, 2003, "Student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003)."

Student Centered Learning (SCL) provides an environment where students play more active role in obtaining knowledge by accessing key materials and resources in the learning process. In SCL classroom, the instructor plays a role as a learning facilitator instead of a learning organizer. Students engage actively as doers in education setting who are empowered to decide on what, when, where, and how to learn. Students are flexible and empowered individuals to access important source of knowledge (Lu *et al.,* 2007). The SCL environment consists of a number of methods and among them are: collaborate learning, inquiry based learning, cooperative learning, and computer supported collaborative learning (CSCL).

2. 1. Collaborative Learning

Collaborative learning involves group of students working together to solve a problem, complete a task, or create a product. According to Gerlach, Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994). It is through the talk that learning occurs."

Smith and MacGregor (1992) stated a set of assumption about learning process as follow: Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge. Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it. Learners benefit when exposed to diverse viewpoints from people with varied backgrounds. Learning flourishes in a social environment where conversation between learners takes place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.

2. 2. Inquiry Based Learning

Inquiry" is defined as "a seeking for truth, information, or knowledge, seeking information by questioning." The process of inquiring begins with data gathering information through applying the human senses such as; seeing, hearing, touching, tasting, and smelling.

Inquiry learning views could include artistic, scientific, historic, economic, and other perspectives. While disciplines should interrelate, inquiry learning includes the application of certain specific "ground rules" that insure the integrity of the various disciplines and their world views. An important outcome of inquiry should be useful knowledge about the natural and human-designed worlds. While questioning and searching for answers are extremely important parts of inquiry, effectively generating knowledge from this questioning and searching is greatly aided by a conceptual context for learning. Well-designed inquiry-learning activities and interactions should be set in a conceptual context to help students accumulate knowledge as they progress from grade to grade (WNET-EDUCATION)

2. 3. Cooperative Learning

Cooperative learning is the instructional use of small groups so that student's work together to maximize learning. It may be contrasted with competitive and individualistic learning. In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. The teacher role is to decide which goal structure to implement within each lesson. Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Smith, 1991).

2. 4. Computer Supported Collaborative Learning (CSCL)

Computer supported collaborative learning (CSCL) environments; students collaborated to solve a problem with the help of computer technology. CSCL trains students with procedure by sharing their thoughts, exploring computer tool to construct solution and using skills in knowledge building to solve the given problems (De Corte, Verschaffel, & Eynde, 2000).

Methodology

Research Questions

The following questions are addressed in this study:

1. What is the perceived levels of self-efficacy in terms of
   1.1 interactive engagement,
   1.2 classroom management, and
   1.3 instructional strategies among teachers in Myanmar Universities in adapting student-centered approach and English as a medium of instruction?

2. What is the level of self-reported English proficiency of Myanmar university teachers in reading, writing, listening and speaking skills?
3. What are the teachers' pedagogical strategies for student-centered approach?
4. Is there a significant relationship between the teacher's sense of efficacy, and Self-reported English proficiency and pedagogical strategies for student-centered approaches in terms of:
   4.1 interactive engagement
   4.2 classroom management
   4.3 instructional strategies

Respondents

The respondents of this study were 50 teachers from two universities namely University of Yangon and Yangon University of Distance Education. This research was conducted in 2017-2018 academic year. The names of the respondents and their personal information were kept for ethical consideration. They participated in this study voluntarily with fully understanding of the purpose of the research.

The convenient and snowball sampling procedures were used in selecting the participants this study. Teachers are free to decide whether they want to participate in the study. Survey and interview were used only to the teachers who voluntarily participated. The demographic data of the respondents are showed in Table 1.

Table 1: Profile of Teacher Respondents

Indicator		Frequency	Percentage
Age			
20-29		-	-
30-39		-	-
40-49		20	40
50 and above		30	60
	Total	50	100%
Sex			
Male		14	28
Female		36	72
	Total	50	100%
Highest Educational Attainment			
Bachelor Degree (B.A; B. Sc)		-	-
Master degree (M.A)		4	8
Master Degree (M. Sc)		4	8
Doctorate Degree (Ph. D) Science		18	36
Doctorate Degree (Ph. D) Arts		24	48
	Total	50	100%

Years of Teaching Experience			
1-10 years			
11-20 years		18	36
More than 20 years		32	64
	Total	50	100%
Teaching methodological and language proficiency training attended			
Teaching methodological training (TEFL, ESP)		19	38
Language proficiency training		-	-
Other training related to teaching pedagogies		3	6
	Total	19	18%

Instrument

The instruments used in this study are the following: (1) The teachers' demographic information (2) Teachers' sense of efficacy scale (3) Teachers' self-reported English proficiency scale (4) Teachers' pedagogical strategies for student-centered classroom.

The teachers' sense of self-efficacy scale was adapted and modified from Tschannen-Moran & Woolfolk Hoy, 2001. Teachers' sense of self-efficacy scale consists 12 items including four items for each of the three subscales: efficacy for engagement, efficacy for management, and efficacy for instructional strategies. Each item was measured by using the term "how much can you do" in regards to efficacy for engagement, management, and instructional strategies. The 5-point liker scale was used in this study. The scale anchors at 1-nothing, 2-very little, 3-some influence, 4- quite a bit, and 5 a great deal. To determine the extent of teachers' self-efficacy, the researcher used the following scale of interpretation.

Numerical Rating	**Description**
4.51-5.00	A great deal
3.41-4.50	Quite a bit
2.31-3.40	Some influence
1.21-2.30	Very little
1.00-1.20	Nothing

Teachers' self-reported English proficiency scale was adapted and modified from Chacon (2005). Teachers' self-reported English proficiency scale assessed the participant teachers' proficiency in reading, writing, listening, speaking and cultural knowledge in English communication. There were 16 items included in the Teachers' self-reported proficiency scale. The 5 point-likert scale is used to determine the teachers' self-perceived English proficiency level, which is ranging from "Very much like me (5), somewhat like me (4), Neutral (3), not much like me (2), and Not at all like me (1). The higher the score, the more proficient teachers self-reported themselves in reading, writing, listening, and speaking and culture knowledge in English. To determine the extent of teachers' English proficiency, the researcher used the following scale of interpretation.

Numerical Rating	**Description**
4.51-5.00	Very much like me
3.41-4.50	Some what like me
2.31-3.40	Neutral
1.21-2.30	Not much like me
1.00-1.20	Not at all like me

The survey questionnaire for teachers' used of student-centered pedagogical strategies was adapted and modified from the EDC/NMEF Student-Centered Learning (2016). To assess the pedagogical strategies used in their classrooms, respondents were asked to rate their response from 5 to 1 on a Likert-scale ranging from Almost always (5), oftentimes (4), sometimes (3), rarely (2), and Never (1)**.** To determine the extent of teachers' use of student-centered pedagogical strategies, the researcher used the following scale of interpretation.

Numerical Rating	**Description**
4.51-5.00	almost always
3.41-4.50	Oftentimes
2.31-3.40	Sometimes
1.21-2.30	Rarely
1.00-1.20	Never

The reliability of the instrument was assessed by using Cronbach alpha coefficient, which resulted in .80 for efficacy in engagement, .83 for management, .82 for instructional strategy, .78 for Self-reported English Proficiency, .80 for pedagogical strategies for student-centered classroom.

The main statistical tools used to analyze the data obtained in this study are frequency, percentage, weighted mean, Pearson Correlation. Frequency and percentage distribution were used to describe students' and teachers' profile. Mean score were used to verify the level of teachers' sense of efficacy and teachers' self-reported English proficiency levels and pedagogical strategies for student-centered learning. Additionally, the researcher used the correlation method to ascertain whether or not there was a significant relationship between the following: the level of teachers' sense of efficacy and teachers' self-reported English proficiency and pedagogical strategies for student-centered learning.

Results and Discussion

1. Teachers' self-efficacy beliefs for engagement, management and instructional strategies

The descriptive statistics for self-reported efficacy for student engagement, management, and instructional strategies are shown in Table 2.

Based on the data in Table 2, teachers' self-efficacy for class management has the highest weighted mean M=4.52. This score belongs to the assigned mean range of 4.51-5.00 with the descriptive value of "a great deal". This implies that teacher respondents judged their abilities in managing their classes as significantly efficient.

The efficacy for student engagement has M=3.94 and instructional strategies has M=4.36 which are in the numerical range of "3.41-4.50" with a descriptive meaning of "quite a bit". This suggested that teacher respondents judged themselves having a certain extent of efficiency in student engagement and instructional strategies.

The overall mean value for teacher self-efficacy is M=4.27. This mean value belongs to the assigned mean range of "quite a bit". In view of Bandura's theory and Tschannen-Moran *et al.*'s model this finding indicates that the respondents judged their abilities in motivating students to engage in learning, managing student behavior, and designing instructional strategies as a certain extent of effectiveness.

Table 2: Means and standard deviations of teachers' sense of efficacy

	Efficacy subscales	Mean	SD
	Efficacy for engagement		
1	How much can you do to motivate students who show low interest in learning?	4.76	.436
2	How much can you do to get students to believe they can do well?	4.00	.577
3	How much can you do to help your students' value in study?	4.12	.332
4	How much can you assist families in helping their children do well in school?	2.88	.332
	Overall Mean	**3.94**	
	Efficacy for management		
5	How much can you do to control disruptive behavior in the class?	4.64	.638
6	How much can you do to get students to follow classroom rules in your class?	4.84	.374
7	How much can you do to calm a student who is disruptive or noisy in your class?	3.96	.351
8	How well can you establish a classroom management system with each group of students?	4.64	.569
	Overall Mean	**4.52**	
	Efficacy for instructional strategies		
9	How much can you use a variety of assessment strategies in your class?	3.84	.374
10	To what extent can you provide an alternative explanation or example in English when your students are confused?	4.80	.408
11	To what extent can you craft good questions for your students in English?	3.92	.277
12	How well can you implement alternative strategies in your classroom?	4.90	.007
	Overall Mean	**4.36**	
	Average Means	**4.27**	

2. Self-Reported English Proficiency

Table 3 presents the mean and standard deviations of the respondents' self perceived English proficiency in reading, writing, listening, and speaking and cultural knowledge of English language. The weighted means in the four subscales suggest that respondents judged themselves to some extent proficient in reading and writing skills in English with the mean scores of M=4.00 in reading, M=3.86 in writing, M=4.18 for listening and M=3.61 for speaking and cultural knowledge. All these scores belong to the assigned mean range of 3.41-4.50. This means that respondents judged their English language proficiency as appropriate level of proficiency to teach for English as a medium of instruction.

Table 3: Means and Standard Deviations of Self-Reported English Proficiency

	English Skills	Mean	SD
	Reading		
1	I can understand magazines, newspapers, and popular novels when I read them in English.	4.00	.000
2	I can draw inferences/conclusions from what I read in English.	4.00	.000
3	I can figure out the meaning of unknown words in English from the contest.	4.00	.000
	Overall Mean	**4.00**	
	Writing		
4	I can write business and personal letters in English without errors that interfere the meaning I want to convey.	3.44	.507
5	I can write a short essay in English on a topic of my knowledge.	4.00	.000
6	I can fill in different kinds of applications in English (e.g. credit card applications)	4.16	.374
	Overall Mean	**3.86**	
	Listening		
7	I can understand when two English speakers talk at a normal speed.	4.24	.436
8	I understand English films without subtitles.	4.28	.458
9	I can understand a message in English on an answering machine.	4.04	.003
	Overall Mean	**4.18**	
	Speaking and Cultural knowledge		
10	In face-to-face interaction with an English speaker, I can participate in a conversation at a normal speed.	3.52	.510
11	I can express and support my opinions in English when speaking about general topics.	4.12	.600
12	I understand the meaning of common idiomatic expressions used by English-speakers.	3.32	.476
13	I know the necessary strategies to help maintain a conversation with an English speaker.	3.84	.374
14	I can talk in English about cultural themes and norms in the US.	3.24	.436
15	I know how to act in social English-speaking situations.	3.20	.408
16	I know the English terms to use in regular classroom interaction with students.	4.08	.400
	Overall Mean	**3.61**	
	Total Average Mean	**3.91**	

3. Teachers' Pedagogical Strategies for Student-Centered Classroom

Table 4 presents the means and standard deviations for each of 12 items determining teachers' pedagogical strategies used in student-centered classroom. Data showed that "I provide instruction through extended formal presentation/lecture", "I provide students with in-depth guidance on the content or organizational of their work", and "I give oral and written feedback to students." have the highest mean score M=4.00 with the assigned mean range of 3.41-4.50 with a descriptive value of "oftentimes". This means teacher respondents habitually apply these pedagogical strategies in the classroom.

"I differentiate activities or instruction to meet individual students' needs." has the lowest mean score M=2.96 with the assigned mean range of 2.31-3.40 with a descriptive value of "sometimes". This means that teacher respondents occasionally utilized this teaching strategy in their instructions.

Overall means score M=3.78 indicate that teacher respondents often utilize the student-centered teaching pedagogies. This suggests that the teacher respondents consistently employ student-centered approaches in their instructions. This finding further confirmed Borg, Clifford, & Htut (2018) that stated overall Myanmar teachers' teaching methodology, practical teaching skills, reflective abilities and professional confidence were positive, although not exclusively.

Table 4: Means and Standard Deviations of Pedagogical Strategies in Student-centered classroom

	Strategies of Student-Centered Classroom	Mean	SD
1	I lead a class of students doing an investigation or activity that demands complex reasoning or problem solving.	3.80	.408
2	I provide instruction through extended formal presentation/lecture.	4.00	.500
3	I facilitate whole class discussion where students present ideas or receive feedback.	3.72	.458
4	I organize and facilitate student-led-activity.	3.88	.440
5	I provide students with in-depth guidance on the content or organizational of their work.	4.00	.000
6	I ask open-ended questions to promote engagement with big ideas.	3.88	.332
7	I give oral and written feedback to students.	4.00	.000
8	I modify and adjust instruction based on classroom assessments.	3.96	.351
9	I model for students how to approach a problem or task.	3.76	.436
10	I use technology to personalize instruction.	3.96	.351
11	I differentiate activities or instruction to meet individual students' needs.	2.96	.200
12	I make connection between content and/or activities and students personalized learning plans of pathway.	3.52	.510
	Overall Mean	**3.78**	

4. Correlations among teacher respondents sense of efficacy and self-reported English proficiency, pedagogical strategies used in student-centered learning

Table 5: Pearson r result among teachers sense of efficacy and self-reported English proficiency, and pedagogical strategies used in Student-Centered Approach

Variables	Pedagogical Strategies for student centered	English proficiency			
		Reading	Writing	Listening	Speaking & Cultural knowledge
Self-efficacy for student engagement	**.166**	**-.072**	.064	**.217**	**.152**
Self-efficacy for class management	**.328**	**-.191**	.435*	**.226**	**.333**
Self-efficacy for instructional strategies	**.077**	**-.314**	.086	**.252**	**.026**

Sig* <.05

4.1. Self-efficacy and Use of Pedagogical Strategies

As noted in Table 5, the Pearson product-moment correlation coefficients were computed to investigate the relationships among the subscales of teacher respondents' sense of self-efficacy, and their use of student-centered teaching pedagogical strategies.

With regards to the relationship between pedagogical strategies for student-centered learning and self-efficacy for class management a positive correlation (r=.328) was found, which suggests that the higher the teacher's use of student-centered learning pedagogies in instruction, the higher their sense of efficacy for classroom management. This finding agreed with the findings of Baleghizadeh & Shakouri (2015) and Cousins & Walker (2000) that affirmed the relationship between the teachers' self-efficacy for classroom management and their pedagogical used in instruction.

No correlations were found between efficacy for engagement and pedagogical strategies r= .166 and efficacy for instructional strategies r= .077. This finding suggested that teachers' use of pedagogical strategies is not associated with the teachers' self-efficacy beliefs for student engagement and instructional strategies.

4.2. Self-Efficacy and English Proficiency

The Pearson product-moment correlation coefficients were computed to investigate the relationships among the subscales of teacher respondents' sense of self-efficacy, and their self-reported English proficiency.

A noticeable significant correlation between the efficacy for class management and writing proficiency r=.435* was found, whereas efficacy for engagement and instructional strategies and writing were found no correlations. This finding exposes that the more proficient in writing skills the teachers rated themselves, the higher their efficacy in classroom management.

Positive correlations were found among the Myanmar teachers' self-reported proficiency for listening and self-efficacy beliefs for student engagement r=.217; class management r=.226; instruction strategies r=.252. These results reveal that the more proficient

in listening skills the teachers rated themselves, the higher their efficacy to engage student, organize in class management and instruction.

Positive correlation was found between speaking and cultural knowledge and efficacy for class management r=.333 whereas no correlations were found between proficiency for speaking and cultural knowledge, and efficacy for engagement r=.152, and efficacy for instructional strategies r=.026. This finding suggested that the higher the proficiency in speaking and cultural knowledge, the more efficient in the classroom management. This finding acknowledged, but not exclusively, Chacon (2005) which affirms the correlation between the teachers' perceived efficacy and teachers' self-reported English proficiency.

Interview

An interview with ten teacher-respondents was conducted as another important data collection that cross check data gathered from survey. This interview allowed the participants to clarify their ideas in more detail and or elaborate what they have answered in the survey questionnaire. There is a set of open-ended questions addressing the various issues related to teachers' perceived self-efficacy, their self-reported English proficiency and the use of student-centered pedagogical approach. The interview questions are as follow:

1. How effective is your teaching in terms of engagement, management, and instructional strategies in the English medium classroom?
2. What pedagogical strategies do you apply in student-centered classroom?

According to the interview, teachers have no doubt about their efficacy in teaching in terms of their engagement, management, and instructional strategies in English medium classroom. They also try to use pedagogical strategies of student-centered instruction. However, when they deem it necessary, they use bilingual approach in instruction. Teachers solicited English proficiency training and training for pedagogical strategies for student-centered approaches.

Interview Questions	Interview Results
1. How effective is your teaching in terms of engagement, management, and instructional strategies in the English medium classroom?	"I'm satisfied with my teaching effectiveness. I teach the excellent group of students, so that I don't have problem to use English as a medium of instruction. However, for some difficult concepts or terms, I use Myanmar language to explain my class." "I use Myanmar language when I teach students with low English proficiency level. I don't tolerate the destructive behavior in my class. I can see students with destructive behavior only in the big size classrooms. Students usually follow the classroom rules". "I notice that students pay more attention when I use English. I think this is because they try to focus for clear understanding. However, some students are less proficient in English than others. To make understand all students, I switch to Myanmar language from time to time". "Using Myanmar language is unavoidable when dealing with classroom management. However, I try to use English in teaching such as defining new vocabulary, explaining new concept and asking open-ended questions". "Although English should be a medium of instruction, I normally use Myanmar, students' mother tongue in my instruction to make

Interview Questions	Interview Results
	all students understand completely. I can speak English, yet I myself do not have much exposure to English speaking environment and so do my students." "In my opinion, people who are highly proficient in English skills do not want to be teachers, because teaching job is poorly paid job in Myanmar. That's why existing in-service teachers need to be trained to improve their English skills." "I think most of the teachers are not fluent in spoken English, although they are highly proficient in reading and writing. So, they use Myanmar language in the instruction."
2. What pedagogical strategies do you apply in student-centered classroom?	"I think instruction is more effective when I use technology such as power-point and projector, I get more attention and students are more engaging. We have digital library and internet access to do research without restraint. Teachers and students are more resourceful now. For that reason, I think instruction is more effective than before". "I used interactive teaching approach in my teaching. I encourage interaction among student groups and between teacher and students. I also facilitate class discussions." "I carefully prepare higher-order thinking questions for each lesson. I also try to use different questioning techniques. I notice myself using more English in my teaching." "I feel that we should be given trainings on instructional strategies such as how to adapt different assessment strategies and alternative teaching strategies, etc. I have never attended these types of training." "We don't have enough input for student-centered pedagogical strategies and no feedback on our use of strategies. If we have appropriate training, we can design better student-centered classroom." "I want to be trained for student-centered approach. So that I can be able to design an effective student-centered instruction. I have never been trained for that."

Discussion

The results indicated that Myanmar university teachers believed a certain level of effectiveness in their abilities of motivating and engaging students, classroom management, and instructional strategies. They also perceived their efficacy to motivate and engage students to learn is not as high as their efficacy for classroom management and the use of instructional strategies. Moreover, the teachers perceived their reading and listening skills to be more highly developed language skills and speaking and cultural knowledge to be the less developed language skills. With regard to the use of pedagogical strategies, the university teachers consistently employed pedagogical strategies for student-centered classroom. Teachers habitually used pedagogical strategies in instruction through extended formal presentation, providing in-depth guideline on the context or organization of the work, and given oral and

written feedback to students. On the other hand, teachers rarely differentiated the activities of instruction to meet the individual students' need.

The most important finding was the positive relationships between perceived level of language proficiency for listening and sense of self efficacy. The higher the teachers' perceived proficiency in listening skill, the more efficacious they felt. Another interesting finding was the positive relationships between speaking and cultural knowledge, and the pedagogical strategies and classroom management. The higher the teachers' perceived proficiency in speaking and cultural knowledge, the higher the sense of efficacy in classroom management. The more pedagogical strategies for student-centered approaches are used, the higher the sense of efficacy in classroom management.

The interview results, further confirmed the teachers self-belief in teaching efficacy as positive. They have great confidence in their teaching efficacy; however, they need more training and input to improve student-centered pedagogical strategies in order to effect the implementation of student-centered classroom. Some of the teachers need English proficiency training since they lack the exposure. The findings also revealed that there are a few opportunities and a little incentive for professional development.

Conclusion

This study aimed at exploring Myanmar teachers' self-efficacy, their English language proficiency and teaching pedagogical strategies for student-centered instruction. Additionally, it also aimed to find out the challenges they are facing in teaching. Findings revealed that teachers are satisfied with their effectiveness in their teaching, and most of the teachers have confident in their proficiency in English, but some of them needed more English proficiency trainings. Finding also pointed out that more pedagogical strategy trainings are needed by the teachers. However, the findings were only limited to the group of university teachers from Yangon and could not represent the teachers all over the country. So, for future studies may focus on wider scope of population across the country. Therefore, the implication of this study is for Ministry of Education and educational policy makers to support the teachers to overcome the obstacles they encountered to successfully implement student-centered classrooms and to become better teachers in the country.

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