

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF APPLIED ECONOMICS
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**AN ANALYSIS OF THE ENGLISH LANGUAGE NEEDS FOR
GOVERNMENT EMPLOYEES IN SMALL SCALE INDUSTRIES
DEPARTMENT**

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EMPA -60 (18th Batch)

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**AN ANALYSIS OF THE ENGLISH LANGUAGE NEEDS FOR
MYANMAR GOVERNMENT EMPLOYEES
(CASE STUDY: SMALL SCALE INDUSTRIES DEPARTMENT)**

A thesis submitted in partial fulfillment of the requirements for the Degree of
Master of Public Administration (MPA).

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This is to certify that this thesis entitled “**An Analysis of the English Language Needs for Government Employees at Small Scale Industries Department**”, submitted in partial fulfilment towards the requirements for the degree of Executive Master of Public Administration (EMPA) has been accepted by the Board of Examiners.

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ABSTRACT

Due to the multi-polar world, English skills are essential for government employees in for qualified work performance in Myanmar. They are still in need and difficulties of English skills for daily work done. This study aims to analyze the English needs of government employees working under Small Scale Industry Department, Ministry of Cooperatives and Rural Development. The study is descriptive type in use of primary data. The key finding revealed that 60% agree that English is important for their present job whereas 40% do not agree. Some low rankers and high rankers perceived that English was essential and they want to improve it. However, majority of mid-level of government staff are less need of English due to less incentives. They perceive that being good at English skills do not represents job promotion. The government employees perceived their own English condition as fair in all four skills. Reading and writing were rated as “moderately needed’ while listening and speaking were indicated as “slightly needed.” Writing and reading are indicated as “moderately difficult” whereas listening and speaking skills are explored slightly difficult. They want English trainings that focus on reading and writing more than that focus on listening and speaking. They also suggest to attend effective occupational English training, promote motivation and strengthen meritocracy.

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LIST OF ABBREVIATIONS

EAP	English for Academic Purposes
ELT	English Language Teaching
ESP	English for Specific Purpose
MCRD	Ministry of Cooperatives and Rural Development
MOFA	Ministry of Foreign Affairs
MSMEs	Micro, Small and Medium Enterprises
SSID	Small Scale Industries Department
TEFL	Teaching English as a Foreign Language

CHAPTER I

INTRODUCTION

1.1 Rationale of the Study

The world becomes a multi-polar one. So, English skills are essential for government employees for qualified work performance in Myanmar. It is one of key performance indicators in successful workplace. Today, Myanmar government employees are still in need of English skills and in face of difficulties in completion of daily routines. Most government employees learn and apply English like straw fire. They mostly learn just for emergency purpose or urgent need, but not for passion or lifelong use. They are explored to be with the wide gaps in transforming paper into practice, practice to proficiency, proficiency to life-immunity despite stressful countless trainings throughout of their life. Such is the long standing problem for the Myanmar government community.

The essential gatekeepers in the country are government employees. They are the helpful hands for the country's productivity and the main driving engines for national development. Thus, the input of English skills plays a major role for Myanmar government employees. Language is the vital source of communication. There is no smooth partnership without good communication. Language is the intangible cultural heritage. Its importance is significant when we share our ideas, feelings, views, heartfelt emotions and thoughts with others. To communicate with people around the world and keep track on various situations, we need to use one language that can connect us with people, with at least one language out of different languages. One of the common languages is English. It is the international language used by global people of different clusters.

In today's world, multilingualism is becoming more important. For opening up employment opportunities, ability to speak a foreign language helps to make a real connection with people and to know more about their ever-changing psychology, diverse cultures, places and lifestyles. The more you use it, the easier you are. The more you use as daily basis, the more well-exposed you are.

The more skilled you are, the better you can express yourself in English because it is the crucial international communicative tool to deal with people of different backgrounds, different languages, different cultural diversities and different countries. With dynamic paradigms, Myanmar is on transitional pathway of localization to globalization. It becomes an accessible shelter to welcome, breed, host and energize international diplomatic relationships in terms of economics and politics through invitation of international investments. Beyond the endemic crisis with recovery and resilience programs, Myanmar foreign investors and more visitors will visit soon. Myanmar governmental organizations must be well-prepared for receiving such normalized opportunities.

In reality, government employees are the lifeblood of national prosperity. They are steering wheels for the national development. They are also the key players for national GDP and productivity. Thus, they need to equip themselves with the sufficient input of English skills. Language is an essential icon of communication like a steering oar in lifeboat. However, language difficulties recurred several years ago at many Ministries. This is still the remaining problem in Myanmar. For above-mentioned reasons, the analysis of English needs plays a major role for government employees in Myanmar.

Every ministry and governmental organization has own unique functions and responsibilities which provides to become the modern and developed nation. Some Ministries are dealing with foreign organizations daily but some are often. Out of them, Ministry of Cooperatives and Rural Development (MCRD) is one of the multifunctional ministries that deals with foreign organizations and give financial and technical support for rural people in Myanmar. There are four departments and two universities, Lacquerware Technology Colleges, Saunders' Weaving and Vocational Institute, Cooperatives Training Schools and Weaving and Vocational Training Schools under MCRD.

Small Scale Industries Department (SSID) is one of the departments under MCRD. SSID is responsible government departments not only for weaving and lacquerware industries development but also for organizing upgrading other handicraft industries in Myanmar. SSID makes cooperative effort with NGOs and INGOs such as UNIDO, JETRO, JICA, KOICA, Pact Global Microfinance Fund (PGMF), Stromme Foundation (SF), Asia Crafts Link (ACL), Entrepreneurs du Monde (Edm), Korea Foundation for Life and Culture Movement (FLCM), Finn Church Aid (FCA), Food

Science and Technology Association – FoSTA. (Myanmar) and British Council (Myanmar) for the development of handcrafts and MSMEs sector.

There are 15 SSID branch offices in States and Region and 40 SSID branch offices in 40 districts. Moreover, under SSID, Lacquerware Technology College and Lacquerware Museum in Bagan, Myanmar Heartland, are bustling with tourists and global researchers. Guidebooks do not always work. Google data become less fresh. In person dealing sounds louder and more lively. However, a bit silence remains instead of interactive debate among the educated crowd. Now is time to pinpoint the linguistic difficulties for them.

Besides, English communication prevail in Saunders Weaving and Vocational Institute (Amarapura), in Mnadalay. A steady and swift flow of scholars and foreign visitors were on the rise and will be on the rise in pre and post-Covid 19. Occupational English Four Skills become the main ingredient of their daily dining table, but they still suffer from language indigestion to date. So, now is time to digest it into pieces and drive them away through needs and difficulties analysis by this thesis.

Myanmar Handicraft Center (MHC), is located in North Okkalapa Township, Yangon. It is a novice exhibition center of Myanmar handcrafts opened in March, 2022. It can enhance local and global tourists. It is to say that one of tourist's attractions in Myanmar. All the staff, young and old are busy with daily visitors, rich and poor. Thus, communication matters. Also, Myanmar natural and cultural resources based products should penetrate global market and sustain in niche. Thus, their wants or their suggestions are a must to explore.

Industrial Workshop (Yangon) is situated in Mingalardon Township, Yangon. The functions of Industrial Workshop (Yangon) is producing of small industrial equipment and machinery through research and innovation, carrying out for the promotion of micro industries in MSME sector, conducting and supervision of mechanical and electrical maintaining and operating trainings for small industrial workshops, providing the industrial service of Metal Workshop and Wood Workshop. Most of staff in Industrial Workshop (Yangon) are engineers and technicians in need of technical and functional English skills.

Hence, English language proficiency is like the life-saving injection in emergency room of SSID and its related sectors' development for troubleshooting in case of MOU, forum and seminar. Sadly, the competitive edge is grasped by another party due to language tricks and fluency. Thus, now is time to explore the linguistic

need for them. Preventive measures are more energy-saving than corrective measures. Likewise, remedy is better than regret.

Therefore, it is important for government employees to demonstrate confident, effortless and independent English communication skills and effective discussion in face of visitors from international organizations. It is essential for senior level officers to troubleshoot challenges in MOU discussion, face to face international meeting, presentation and interactive debate. It is also necessary for operational level staff to overcome barriers in meeting minutes' documents, clerical works such as writing, sending, replying and re-editing email so far. For above-mentioned reasons, the analysis of English needs plays a major role for government employees in Myanmar.

SSID was selected as the study area because Cooperatives mean sharing prosperity for the needy. It brings out public welfare by 4 importance: academic importance, cultural importance, employment importance and SME developmental importance. SSID has academic importance by producing incredible human resources from Bagan Lacquerware Technology College, Saunders' Mandalay Weaving and Vocational Institute (Amarapura). Thus, they need to be endowed with language ration. Moreover, SSID has cultural importance. It is the source of intangible cultural heritage like Myanmar Handicraft Center (MHC) that exhibit and sell Myanmar handicaps and art crafts at one stop service in Yangon. That's why they need to have language background to showcase their resource to the world.

SSID has Employment importance by opening vocational training for the jobless people in rural and urban. For its contribution, 70% of rural people can initiate startups and small and medium scales enterprises without being costly. (eg One Village, One Product). To help rural people, technical and financial support are needed. To get such support, SSID must communicate and negotiate with international organization. So the government employees at SSID need to use functional language. Finally, SSID has SME developmental importance. It plays avital role in national GDP enhancement by founding industrial workshops in Mingalardon township, Yangon, Food safety registration, Startups Registration). Thus, they need to have background knowledge on industrial English.

1.2 Objective of the Study

The objective of the study is to analyze English language needs and difficulties of Myanmar government employees in dealing with international organizations and

completing their daily responsibilities. They are currently working at 4 departments of SSID namely Bagan Lacquerware Technology College, Saunders' Weaving and Vocational Institute (Amarapura), Myanmar Handicraft Center (MHC) (Yangon) and Industrial Workshop (Yangon).

1.3 Methods of Study

This research was a descriptive study and conducted among government employees working under Small Scale Industries Department, Ministry of Cooperatives and Rural Development, Myanmar from July 2022 to November 2022. A total of 100 samples were collected by simple random method. The study uses primary and secondary data collected from the publications, journals, international and national studies through library, literature books, research paper and relevant websites. 100 respondents consist of general levels of staff (multi-layers), from four study areas of Small Scale Industries Department: 30 respondents from Bagan Lacquerware Technology College, 30 respondents from Saunders' Mandalay Weaving and Vocational Institute (Amarapura), 20 respondents from Myanmar Handicraft Center (MHC) (Yangon) and 20 respondents from Industrial workshop (Yangon).

1.4 Scope and Limitation of the Study

This study only focuses on the government employees of general levels at four study areas: Lacquerware Technology College (Bagan), Saunders Weaving and Vocational Institute (Amarapura), Myanmar Handicraft Centre (Yangon), Industrial Workshop (Yangon) of Small Scale Industry Department, Ministry of Cooperatives and Rural Development. It aims analyze the English language needs and difficulties of Myanmar government employees. It does not cover other staff from foreign-related ministries and non-governmental organizations. The needs of The English language skills that were most frequently used in the workplace were assessed, including speaking, listening, writing, and reading. It does not cover other competencies.

1.5 Organization of the Study

This study is organized into five chapters. Chapter one is the introduction, and includes rationale of the study, objective of the study, methods of study and scope and limitations of the study. Chapter two provides a literature review. Chapter three presents the overview of the importance of English and the needs of English in Myanmar government ministries. Chapter four consists of a survey profile, survey design of the study and survey results. This study finally concludes with chapter five, which provides findings and recommendations regarding the analysis of English language needs for government employees at Small Scale Industry Department, Ministry of Cooperatives and Rural Development.

CHAPTER II

LITERATURE REVIEW

2.1 Concepts of Needs Analysis

Need is defined as the gap between the present state and desired state, and difficulty is defined as the state of being difficult or lack in case or currently by Kaunfman and English (1979). Need is both objective and subjective. The term "needs analysis" was created in 1920 by Michael West in an attempt to develop a method for learners to study English. Generally, needs analysis may refer to different concepts. It can refer to identifying general and specific English language needs that can be addressed by improving aims, purposes, and the subject matter in language courses, including general factors of a language course or on particular demands (Richards & Rodgers, 1986). Similarly, Nunan (1988) argues that needs analysis is a series of instruments, techniques, and processes for defining language subject matter and the processes of learning, which concerns a systematic collection of specific data regarding language demands to meet the learning demands of a specific group. Needs analysis of the English language may be viewed as a useful tool to specify where the student ought to be (Fahmongkolchai, 2011).

With respect to language course planning, needs analysis is the primary phase in the construction of any particular language syllabus or course (Brown, 1995). Casper (2003) describes needs analysis as activities concerned with gathering data that contribute to the foundation for improving a language syllabus to meet the demands of a specific learner group. Moreover, Michalak and Yager (1979) state that a needs analysis is conducted to determine the source of a problem, which would be beneficial for developing a training program or a whole management system.

These views are consistent with Khamkaew (2009), who defines needs analysis as a well-ordered and continuous process of collecting data about learners' demands, translating the data, and then making program decisions grounded on the interpretations to meet the requirements. Viravaidya (2011) has formalized some principles of needs analysis including formulating and asking questions, testing to validate the target's needs requirements, comprehending the requirements and writing them down,

requirements for one's needs help to identify tradeoffs, always manifesting findings from the target's perspective, realizing that there may be contradictory requirements, requirements for one's needs are complex and confusing, making sure that all target's needs requirements are taken into consideration, noting your requirements precisely and ensuring that you cover all categories of related requirements, reserving sufficient time during the development process to inspect and validating your target's needs requirements; and continuing to question your targets until you have a true understanding of their requirements.

Additionally, needs analysis consists of all the activities employed to collect the data concerning needs, wants, desires, and much more. Hutchinson and Waters (1987) note that the process also relates to the anticipations and requirements of other persons who may be affected by the program. Needs analysis may be less formal, narrowly focused, and fast, or it may be very formal, expanded, and time-consuming. Resources for executing a needs analysis include questionnaires, observations, surveys, focus groups, test scores, or in-depth interviews. The data derived from needs analysis can be employed to aid in developing program goals. For instance, a needs analysis may be used to develop training courses for staff members within an organization (Spaventa, 2006).

Over the years, the needs analysis approach has been improved to assess the current needs or wants of learners, which may be called an analysis of the lacks or inadequacies of learners (Songhai, 2008). Dudley-Evan and St. John (1998) highlight distinct ways that needs analysis can meet the learners' demands in the learning process of second language acquisition. Needs analysis can be a dependable indicator of what is required in order to strengthen learning. A broad needs analysis theory has been developed by Dudley-Evans and St. John

Needs analysis is a basic component of ESP and, therefore, an analysis of learners' needs ought to be regarded as a framework for a syllabus design or ESP program (Abu-Zahra & Shayeb, 2011). Indeed, Songhori (2008) claims that need analysis today must be concerned with both the field of ESP and general English since learners' needs are a significant factor in any language approach. Overall, the results of a needs analysis help instructors to identify learners' prospective professional needs, learners' needs in terms of language skills, and learners' deficiencies in the area of language skills. After examining learners' needs and determining the purposes of the language course, instructors can select material that meets their needs. Needs analysis, therefore, is the foundation on which instructors can develop curriculum content,

teaching materials, and methods that can lead to augmenting learners' motivation and success.

2.2 Concepts of Communication

According to Scott (1981), communication is the process of interaction between a speaker and a listener sharing information with each other. Similarly, Bygate (1987) considers communication skills as the interaction and maintaining of relationships with others. During communication a speaker should make decisions in choosing proper language use for a listener and a situation (Littlewood, 1995) and communicative elements should include sound, word, and structure (Luoma, 2004). Moreover, for efficient communication, a speaker and a listener should be able to use the language fluently and accurately (Gower et al., 1995).

The communicative competence comprises of not only grammatical features but also socio-cultural features, including when and how to use language to communicate appropriately in each circumstance (Brown, 2007). English communication consists of both listening and speaking abilities, which are the basis of literacy (Bachman, 1990). Indeed, communication skill is the ability to use the language fluently and appropriately in any situation. Bachman also proposed a framework for communicative skill analysis, which is composed of knowledge, strategy, psychology, context, and language. Bartz (1979) also proposed the concept of quality of communication content and quantity of communication content. Quality of communication content is how the speakers communicate with language accuracy, while the amount of communication content refers to the capacity of content used to communicate.

In conclusion, communication is the process of thinking, making a decision, and interaction by integrating sound, word, structure, and meaning. To communicate, learners require more than knowledge of language elements. They are also required to have the ability to use language meaningfully and appropriately in real situations.

2.3 The Critical Importance of English Language Four Skills

A number of studies have examined the importance of English language communication skills. Maes, Weldy, and Icenogle (1997) pointed out that in 1975, communication skill was not considered one of the essential qualifications for hiring decisions. However, the importance of language communication skills has increased more and more, and language communication skill is now ranked as the most important

competency and skill (Maes, Weldy, and Icenogle, 1997). Indeed, communication skill is one of the top three criteria for general management positions (Kane, 1993). According to Crosling and Ward (2002), employees should be proficient in oral communication skills and require adequate experiences and instruction in order to be able to communicate effectively. However, Crosling and Ward (2002) found that there are not enough preparation courses for training employees to develop their oral communication to use in their future careers. Indeed, English language communication skill is very important and helpful for careers and employees perceive spoken communication as a more important skill for the workplace than written communication skills (Hetherington, 1982). Mellinger (1992) also states that communication and social interaction are two essential aspects of successful careers.

2.3.1 Listening Skills

Listening is one of the most important skills for sharing and exchanging ideas and feelings in daily life. Listening to the second language, especially when listening to conversation conducted in the second language, is quite challenging as it requires the listeners to try to construct the meaning from the information they are hearing. Listening skills are essential in communicative situations, which require listeners' focus and concentration at the time of participating in any dialogue (Khamprated, 2012). To successfully perform listening skills in the communicative situation, listening comprehension is necessary to construct meaning from the listening source (Gilakjani & Sabouri, 2016). Listening comprehension can be defined as the ability of the listeners to comprehend the interlocutor on the base of sense, aural organs, and the meaning of the information.

Tangniam (2006) revealed that listening is one of the most important skills for Thai Airway staff, and it is essential for providing services to passengers as the failure to understand spoken language would lead to dissatisfaction with services. In the context of English language learning, Khamprated (2012) also stated that listening is the main distributor of English learning, as learners need to acquire the correct pronunciation of words through listening. Hamouda (2013) also explained that listening skills are very important when acquiring knowledge through comprehensible input. The process of learning cannot take place if the learners fail to receive input through listening. However, despite the importance of listening skills, language users still

encounter hearing difficulties. The difficulties in listening comprehension discussed further in the next section.

2.3.2 Speaking Skills

One of the essential skills that play a fundamental part in communication in any language is speaking, particularly in English. Speaking is necessary for communication as we communicate with others, express our ideas, and exchange information through speaking Quershi, I.A. (2010) without speech, such a process of communication not takes place. We use speaking for communication with different purposes and in a variety of situations. The speakers need to ensure that their speech is conducted correctly and effectively to communicate well in spoken situations.

Quershi, I.A. (2010) stressed the importance of speaking in the following points: Speaking skills need to be purposively trained to prepare the speakers to carry on smooth and effective speech when taking part in any spoken communication. Language users need to have a good command of four communicative skills: listening, speaking, reading, and writing. However, they gained some advantages if they are capable of performing speaking skills fluently because it helps the language users to express thoughts, ideas and emotional expression, in the form of words, in a meaningful way.

Speaking skills, especially effective ones, can be used to draw the attention of the audience or interlocutor and results in the achievement of personal goals. The speakers may need speaking skills for making presentations, answering job interviews, or convincing others to reach an agreement. These spoken tasks were not being successful if the speakers have a poor level of proficiency in speaking.

2.3.3 Reading Skills

Reading is another important communicative skill that we encounter in our everyday life. Chawwang (2008) claimed that reading is the most important English language skill because it is used as the main instrument to acquire knowledge and information. The information we learn today is mostly available in the form of both printed and online materials, and the English language is often the original source of those materials.

Chawwang (2008) also adds that it is the skill that people are most likely to encounter in real-life as various English printed materials are available to read, while opportunities to speak, listen, and write are few. Individuals need to read in order to

enlighten themselves, especially reading in English, because it is used worldwide, not only as a global language but also in the language of science, technology, and advanced research (Pangsapa, 2012). Moreover, Pangsapa (2012) also argues that reading is important for people in various careers because they can use it as the primary means of independent learning to fulfil the goals of achieving academic or professional tasks. Chetsadanuwat (2018) studied the attitude of Thai people towards English and showed that doctors, engineers, teachers, and hotel business people need reading skills to read newspapers, academic textbooks, and journals, while students may encounter most textbooks, sources of knowledge, and information published in English.

2.3.4 Writing Skills

Writing is viewed as a difficult skill since it is an integrated skill. Indeed, different subskills are needed in writing and it includes basic structural elements namely paragraphing, sentence structure, grammar, punctuation, and spelling. Besides, writing includes word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order and sentence structure), mechanics (punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form. Thus, to produce a piece of writing, writers must consider many elements.

People conduct written communication to express ideas, thoughts, opinions, and attitudes to others (Alfaki, 2015). Similar to other English language skills, writing is considered crucial for various careers as it is a means of communication that is related to speaking as they are both expressive. Even though the writing is believed to be less frequently used when compared with other English language skills, it is still crucial in various careers, in both academic and professional areas.

Afrin (2016) views writing skills as an important part of communication for students throughout their academic life because it allows them to organize their feelings and ideas as well as to convey meaning through well-constructed text. Moreover, Park (2015) also argued that writing skills should not be disregarded for Korean naval officers to perform tasks. Writing expertise is needed for sending e-mails, messages, or other correspondence. The role of written communication in military operations is gradually increasing as it is more reliable and useful when exchanging a lot of information among many parties.

In conclusion, English language has become an essential need and an integrated part of their work done for Myanmar Government employees across the country. On the base of their artistic language based performance, they need to win their day and successfully accomplish their responsibilities. Therefore, educators, teachers, and researchers should identify the best approach to help them improve their English communication skills: listening, speaking, reading and writing.

2.4 Concept of English for Specific Purpose (ESP)

ESP has been defined in many different perspectives by a number of linguists since 1960. The development of linguistics established ESP as one of the most effective branches in Applied Linguistics and Teaching English as a Foreign Language (TEFL) and a tool to understand the learners' desire for learning a foreign language. Gamal Abdullah (2015) agrees that ESP associates with the learners' purposes either as a foreign or second language, for example, English for Medical Studies, English for Hospitality, and English for Airline Services, etc. Vijay Bhatia (2017) adds that not only does ESP meet learners' demand in language practices and contexts, but it also bridges the gap between professional discourses and classroom discourses. ESP model acquires the integrity of professional expertise and specialized communication amongst certain career.

Moreover, Sinha & Sadorra (1991) is also described as studying English with a very particular objective instead of a common goal Orr (2012) identified the term of ESP as a teaching approach that concentrates on explicit linguistic knowledge and communicative skills. This approach is necessary for accomplishing distinctive purposes within a specific discipline or profession. ESP is also an introduction to language learning based on the learners' commitment. It is designed to suit adults rather than children, and it is a requirement in many countries.

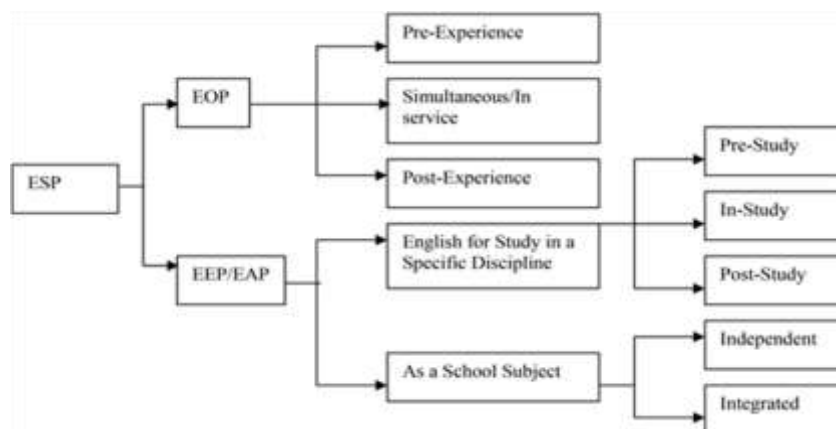
Robinson's (1991) also emphasize that the prime objective of ESP is to meet learners' needs. Thus, ESP courses should be founded upon a comprehensive analysis of the needs of the learners. Each ESP curriculum varies in terms of skills, topics, situations, functions, and language. Moreover, learners are at various levels of competence in the language, including beginner, intermediate and advanced levels (Robinson, 1980). Likewise, Rostami and Zafarghandi (2014) characterize ESP as a process of language learning that should identify specific situations for learners.

In Robinson's (1991) view, ESP is a method for learning language based on the learner's needs. All decisions as to subject matter and methodologies depend on the reason for learning. ESP has, therefore, developed a new concern for need analysis. Consequently, needs analysis is indispensable to ESP practitioners regarding establishing particular objectives for a course, and it is also fundamental to designing any language program.

In the current study, the focus is on the employment-related English language needs for the government employees of Small Scale Industries Departments, Ministry of Cooperatives and Rural Development. The aim is to create an English training course to meet the particular government employee's needs. At present, the employees of MOFA must use English to provide quality service for department and ministry, which cannot be accomplished by using only general English. As proposed by Robinson (1991), ESP is an approach involving practice and training, which can be divided into three main spheres of knowledge: language, pedagogy, and learners' special interest. ESP could hence be applied to help the Thai employees to communicate effectively with foreigners or international organizations.

Bhatia, V.(2017) stress that ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). They also introduced a type of ESP, which divides EAP and EOP according to the discipline or professional area.

Figure (2.1) Branches of ESP based on Dudley-Evans and St. John (1988)



Source: Dudley-Evans and St. John (1988)

Johns and Price-Machado (2001) have created another set of ESP categories, and they stress that the chart is far from exhaustive as there is a remarkable array of ESP courses throughout the world including English for Academic Purposes (EAP), English for Science and Technology (EST), English for Business and Economics (EBE), English for Medical Purposes (EMP), English for Law Purposes (ELP), English for Occupational Purposes (EOP), and English for Professional Purposes (EPP). Robinson (1991) also divided ESP into two types consisting of English for Occupational Purposes (EOP) and English for Educational Purposes (EEP), which are outlined below:

English for Occupation Purposes or EOP courses compound with pre-experience for the English curricula designed for preparing learners before getting a job. Next, simultaneous/In-Service: The English curricula designed for learners who are already working to improve their skills. Also, post-experience: The English curricula design for learners who already have experience in the related field.

English for Educational Purposes or EEP courses provide language instruction for students in specific disciplines which can be classified into three levels: pre-study, in study and post-study. The first stage is described as the English curricula designed for EAP and EOP English for Academic Medical Purposes, Academic Science and Technology, English for Academic Legal Purposes, English for Management, Finance, and Economics ESP, English for Professional Purposes, Pre-Vocational English, English for Medical Purposes for Business Purposes, English for Vocational Purposes, Vocational English preparing learners before the study such as listening, speaking, reading and writing skills.

Next, the English curricula are created for learners who do not have any previous knowledge in the field, and lastly, the English courses are purposed for learners who already have basic knowledge in the particular area. Likewise, the curriculum for study as a school subject can be classified into two types: integrated type and independent type which accordingly mean the English curricula integrated with other subjects, and the English curricula taught independently.

2.5 The Effectiveness of ESP

Nowadays, English is a common language that is accepted and spoken everywhere. English also plays a significant role in various sectors, including medical engineering and education. Wright (1992) defined the effectiveness of ESP into three

aspects, including a faster method for acquiring demanded linguistic items, an ultimate method of using linguistic resources, and a ready-to-use method for people who aim to learn English for a specific use. Initially, ESP was effective as people were able to acquire the required linguistic items faster than usual. Since ESP allowed people to follow native speakers' language acquisition patterns for particular purposes, speakers could learn what they need in authentic content-based contexts ESP also provided an opportunity to learn in an accelerated and intensive context. Moreover, ESP generated the maximal use of learning resources to enable people to acquire both precision and per-identification of linguistic components and competencies. Assessment is a crucial component of ESP as it allows the trainers to determine and assess their trainees' specific requirements. Finally, the concept of ESP method has equipped learners with the readiness to use language appropriately and correctly in related job tasks as ESP sets the assignments based on a needs analysis. Learners can, therefore, promptly use it.

Over the years, the needs analysis has been improved to assess the current needs or wants of learners, which may be called an analysis of the lacks or inadequacies of learners (Songhori, 2008). Dudley-Evan and St. John (1998) highlight distinct ways that needs analysis can meet the learners' demands in the learning process of second language acquisition. Needs analysis can be a dependable indicator of what is required in order to strengthen learning. A broad needs analysis theory has been developed by Dudley-Evans and St. John.

Needs analysis is a basic component of ESP and, therefore, an analysis of learners' needs ought to be regarded as a framework for a syllabus design or ESP program (Abu-Zahra & Shayeb, 2011). Indeed, Songhori (2008) claims that need analysis today must be concerned with both the field of ESP and general English since learners' needs are a significant factor in any language approach.

Overall, the results of a needs analysis help instructors to identify learners' prospective professional needs, learners' needs in terms of language skills, and learners' deficiencies in the area of language skills. After examining learners' needs and determining the purposes of the language course, instructors can select material that meets their needs. Needs analysis, therefore, is the foundation on which instructors can develop curriculum content, teaching materials, and methods that can lead to augmenting learners' motivation and success.

2.6 Review on Previous Studies

A number of previous studies have conducted English language needs analyses in various occupational careers. These studies can be broadly categorized into two categories: research conducted in the global context and Myanmar context.

Siwayingsuwan (2015) conducted a needs analysis regarding English listening and speaking skills among tourist police officers (TPOs) with an aim to improve their English proficiency and make communication with foreign visitors more effective. The researcher used questionnaire, including checklist questions and a Likert rating scale. The participants of this study consisted of 50 TPOs working at Suvarnabhumi Airport. The most problematic skill was speaking, followed by listening, reading, and writing, respectively. The prevalent problems were lack of speaking in English pronunciation, followed by word stress and speaking English in complete sentence.

Sriurai (2013) surveyed Thai government officials' needs and problems related to English at work using a case study at the Department of Agricultural Extension. The study aimed to survey the needs and problems in the English usage of officials at the Department of Agricultural Extension (DOAE) to develop an appropriate English training course for them. Questionnaires were distributed to 500 agricultural extensionists with professional or higher levels from central and provincial officers. For the data analysis, a total of 100 completed questionnaires were returned. The outcome indicated that listening was the most necessary skill for the respondents when using English at the workplace, followed by speaking, reading and writing skills, respectively. Furthermore, listening and speaking were more problematic than reading and writing skills. This study provided the basis for creating suitable and effective English training courses.

Likewise, Prachanant (2012) studied the functions, needs, and problems concerning English language use in the tourism industry. The subjects being 40 tourism employees and a questionnaire were employed to collect the data. The findings indicated that the participants evaluated all four basic skills as needed and essential skills for their work. The most problematic skill was speaking, followed by listening, reading, and writing, respectively. The prevalent problems were lack of speaking capability with proper words and expressions, being incapable of understanding foreign accents, and inadequate knowledge of vocabulary and grammar. The result of the study was expected to help develop English training courses that meet the needs of vocational students who work for 7-Eleven businesses.

Similarly, Luankanokrat (2011) conducted a needs analysis of the English communication skills of HSBC employees. A survey questionnaire was used to assess the respondents' background information, English background, the needs of English communication skills improvement, and their opinions and recommendations. The findings revealed that the participants were encountering problems with listening. Most participants were incapable of translating words and sentences and had the difficulty of remembering information when they contacted their foreign customers. Speaking competency remained an additional main problem as they could not speak with correct grammar and was unable to select the proper words. Overall, the results indicated that employees need to improve all communication skills and the company should provide efficient training to the employees focusing on each communication skill.

Smith Wongwiwat (2008) investigated the needs of studying English for officers working at the Office of the National Security Council Thailand. The study purposed to create effective English courses. The researcher gave questionnaires to 50 officers of the Office of the National Security Council Thailand using a random technique. The findings showed that most officers needed to study English. Moreover, they also needed to improve their listening and speaking skills besides reading and writing skills. The results of the study can be a guideline for the organization in order to improve English courses for officers in the future.

Tiraporn Jaroensak (2009) surveyed the needs and problems of officials working in the Department of Fisheries in terms of using English language for communication at work. The purpose of the study was to design a suitable English training course to match officials' needs. The researcher distributed questionnaires to 200 officials, but 166 copies of questionnaires were returned. The results showed that officials needed listening skill the most for English communication, followed by reading, speaking and writing skills, respectively. In addition, focusing on the problems of English communication, speaking was the most problematic skill they confronted, followed by listening, writing, and reading skill, respectively.

Colonel Ekarat Changkaew (2010) studied the future English language skills needs and expectations about support from the army with privates at the 1st Infantry Regiment, the King's own bodyguards. The purposes of the paper were to find out whether the English language was important for the privates, to explore what level of English skills they needed for their future and career, and to indicate how they expect the army to support their English skills. The researcher distributed questionnaires to

120 privates working at the 1st Infantry Regiment and 14 company executives who hire retired privates. The findings showed that English language was important for respondents in the highest level. In addition, speaking skill was the most needed. Moreover, writing was the least important skill for them.

Nawamin Prachanant (2012) surveyed the English language use of 40 tourism employees in terms of needs, functions and problems. The research intended to point out the English language needs, tasks as well as problems that confront tourism employees who work in the international tour companies in Thailand. The researcher used questionnaires to collect the data. It was found that speaking was the most important, followed by listening, reading, and writing. The three most related tasks in using English language were giving information, followed by providing services, and offering assistance. Problems of using English for them were unable to understand foreigners' accents, incorrect words and expressions, weakness of vocabulary, and lack of grammar knowledge.

Wichanee Sriurai (2013) surveyed Thai government officials' needs and problems of English at work, a case study at the Department of Agricultural Extension. The study aimed to survey the needs and problems in English usage of officials at the Department of Agricultural Extension (DOAE) in order to develop an appropriate English training course for them. The instrument used in the study was questionnaires distributed to 500 agricultural extensionists with professional or higher levels from central and provincial officers. For data analysis, a total of 100 completed questionnaires were returned.

The findings indicated that listening skill was the most necessary skill for the respondents when using English at the workplace, followed by speaking skill. Meanwhile, reading and writing skills were less necessary. Furthermore, listening and speaking were more problematic than reading and writing skills. As a result, this study was useful for creating suitable and effective English training courses.

Benjamaporn Pugdeeyothin (2014) surveyed the needs of forest technical officers regarding English improvement for their careers at the Royal Forest Department (RFD). The researcher distributed 75 copies of questionnaires to forest technical officers at RFD. The study revealed that the officers needed listening skill the most, then speaking, reading, and writing. In addition, speaking and listening skills should be highlighted in the English course in order to enhance their job efficiency.

A broad overview of the health sector in Myanmar reveals that English is the core source in the public administrative sectors. Majority of medical professionals use English language. The needs of English language are found high for those who are not well-prepared.

Myanmar government officers are dealing with visitors from international government organizations, Go and INGOs. (Cho Mar, 2020). This is the main problem in Myanmar because most of Myanmar government employees are not skilled in their English communicative skills (Takashi, 2014). Being good at English language brings out professional development for the employees (MOE, 2013, UNICEF Myanmar, 2013). Nevertheless, it is essential that government employee actualize that proficiency in the English language is needed for their professional development and completion of duties. In fact, English is compulsory for government ministries (Chao, 2018). Myanmar is on transitional pathway of localization to globalization. It is open to international partnerships in terms of economics and education. In the last decade, various studies have determined the effect of impact of English Language Proficiency for the young, however, so rare are studies of need analysis for government employee young and old.

Several studies have explored the need analysis of English Course of English (GCE), yet they are limited to pinpoint English for Specific Purposes/Occupational English (ESP). Likewise, ESP is an essential part of government employee as to make them well-equipped with communication skill as winners of every passing day at their workplace (Omar Lin 2021). It is found that a number of studies have examined just the needs, but fails to explore lacks, and wants of communication skills.

In Myanmar, English has been taught as a foreign language based education systems since it gained independence from the British. But, it is found that Myanmar people's English skills seem to go down while Burmese has been specified as the official language in governmental ministries. In day of democratic transition, the government opens to international relation. Since Myanmar government officials need to be endowed with good English language skills to deal with international organizations. In an endeavor to enhance the performance skills among government officials, the Myanmar government has been conducting English language enrichment programs such as workshop, seminar and training through government agencies.

CHAPTER III
OVERVIEW OF THE IMPORTANCE OF ENGLISH
LANGUAGE FOR GOVERNMENT EMPLOYEE AT SMALL
SCALE INDUSTRIES DEPARTMENT

3.1 The Key Role of English Language for Myanmar Government Employees

The role of government employees is very important for the development of nation and country. The governmental organizations and ministries in Myanmar are the Region & State Government Offices, the Union Government Office, Hluttaw Office, Ministries, Union Election Commission, The Union Constitution Tribunal, The Supreme Court of the Union, Union Attorney General's Office, Office of the Auditor General of the Union, Union Civil Service Board, Central Bank of Myanmar, Revenue Appellate Tribunal, Nay Pyi Taw Council, Yangon City Development Committee and Mandalay City Development Committee. The estimated number of government employees in Myanmar is 152,000 in 2020, according to the International Labor Organization (ILO) Survey July, 2020.

Every ministry and governmental organization has own unique functions and responsibilities which provides to become the modern and developed nation. Some Ministries are dealing with foreign organizations daily but some are often. Government employees are the lifeblood of national prosperity. They are steering wheels for the national development. They are also the main driving engines national GDP and productivity. Thus, they need to equip themselves with the sufficient input of English skills. Language is an essential icon of communication like a steering oar in lifeboat.

Myanmar government employees are eager to improve their English level, and there are many learning classes in English-Burmese bilingual teaching. Some private schools offer English classes and employ native English speakers. For example, there are about 40 private schools or training centers in Yangon that offer English course and teach English as a second language.

Each country has their peculiar nationwide language in addition to a multiplicity of local languages spoken and understood by their people in different regions. To communicate with people around the world, we need to use one language that can

connect us with people with different language. The language is called as international language.

English is perceived as a permit to get employment opportunity and upward social mobility in Myanmar. Hence, there seems to be a positive relationship between the socioeconomic status of the people and their proficiency in English, probably due to the difference in opportunities available outside the home and community for learning and using English. Today, multilingualism is becoming compulsory in multi-polar world. In addition to opening up employment opportunities, mastery of foreign language helps to create real connection with people of plural society and cultural diversities. The people who effectively use English as a stepping stone make progress in life. The more they use, the more they get used to. The more they get in touch with English, the better working environment they can create.

Nowadays, numerous films, TV shows, books and music are published and produced in English. By understanding English, Myanmar people and government staff are needless to rely on translations and subtitles anymore. By accessing these media, Myanmar people will also continuously improve your English listening and reading skills. Today is the day of ICE: Internet, Computer and English. English is mostly used in google search engine. There are 565 million of internet users and 52% of the world most searched websites are uploaded in English. Thus, English is the main access to all sectors online. Whether it is for fun or for work, if someone understands English, he will be able to exchange information with more people online and use many more materials.

3.1.1 Problem Solving Approaches for English Language Communication

Communication is the way in giving and getting information in relation with human life. In this world, every people has different background such as different nation, language, and culture. So, we need one language to connect us with different country. English is the bridge that connects the hearts of global people. English proficiency is crucial for the young generation to gain employment in the emerging tourist market. Apart from careers in tourism, English is also seen as an important educational qualification. Struggles that people feel when communicating are different language, different alphabetic, different tone of alphabet, and different system in learning the language.

In solving the problem in communication using English language, the Myanmar government has been implementing English language capacity building and

refreshment programs in Myanmar. The government ministries invested a lot of time, money, materials and men power for government employees. Under the reform process, it is vital for them keep in touch with several governmental stakeholders to welcome opportunities (MOE, 2013; Salmi, 2013).

It is indisputable that English is the most extensively used language and has become the language of diplomacy and international relations based on the economic and political status of the country they had in the globe (Gjata, 2017). In Myanmar, although English is only taught as a popular foreign language, the government officials realize the important role of English language because of the nature of their work which requires them to deal and communicate especially with foreign stakeholders. The language is further needed when discussing or negotiating official matters during forums, seminars, and workshop. While for the other citizens that not in government employee they can try to take a short course for learning English language and useful the device that they have. Such as using a smartphone and internet for learning the language and trying for having a practice in communication using English language with friends, parents, or family that can make easily in doing a communication using foreign language.

Having a good command of the English language can prevent them from any kind of misunderstanding be it spoken or written. The misunderstandings are more prevalent among speakers who do not share a native language, than between native speakers of the same language. English is learnt in Myanmar as a foreign language yet, the language is presently gaining importance among the employees at the government sector specifically to communicate with foreigners, for internal organizational development and work-related purposes. Hence, these officials see the need of acquiring the spoken and written skills more than reading and listening skills to function competently in their routine works although the present investigation does not include all government officials throughout the nation.

3.2 The Functions of Ministry of Cooperatives and Rural Development (MCRD)

Ministry of Cooperatives and Rural Development (MCRD) is one of the Ministries which is responsible for the improvement of social economic life of the people in Myanmar. The office of the Minister is situated at Office No. 16, Nay Pyi Taw. Under the Ministry of Cooperatives and Rural Development, there are four

departments; Department of Cooperatives, Department of Rural Development, Small Scale Industries Department, Department of Rural Road Development and two universities; University of Co-operative and Management (Thanlyin) and University of Co-operative and Management (Sagaing).

The vision of MCRD is to contribute for the national development by systematically developing the cooperative sector and small-scale industries and managing the sustainable development of rural socio-economic life. The objectives of the MCRD are as follow;

- (1) To build rural infrastructure and increase rural livelihoods and family income raising activities.
- (2) To achieve the success of cooperative activities and the cooperative system that can be carried out collectively in production, trade and service activities.
- (3) To bring much benefits to the producers by being able to sell the products directly through the cooperative system
- (4) To encourage the production and market promotion of quality products.
- (5) To promote rural development, cooperative sector and local raw material-based value-added manufacturing activities by cooperation to obtain the necessary technology and financial resources from domestic and foreign organizations and donors.
- (6) To cooperate with relevant government organizations, societies, private entrepreneurs, INGO/NGOs and local people for the development of cooperative functions, rural development activities and small scale industries.
- (7) To develop research and educational activities and to carry out human resource development activities.

The functions of MCRD are to develop manufacturing, trade and service activities of cooperative societies, to develop value-added manufacturing activities; to provide vocational and technical training, to build rural infrastructure and to provide family income raising activities.

3.3 The Brief History of Small Scale Industries Department (SSID)

Before the Second World War, it was established as the Office of Superintendent of Cottage Industries. In 1947, it was expanded into as the office of Directorate of Industries and in 1952 it took responsibility for the development of private industries. In 1972, it was transferred to the Ministry of Industries, bearing with the name of Cottage Industries Corporation. On February 21, 1974, it was shifted again to the Ministry of Co-operatives. The name was also changed into Cottage Industries Department on March 30, 1976.

In 1982, 14 weaving schools were referred from the Department of Industry, Agriculture & Vocational Training under the Ministry of Education to the Cottage Industries Department. In 1997, the structure of the department was promoted from Grade 3 to Grade 1. The name of the department was changed again as the Small Scale Industries Department on April 1, 2011. On 1st January 2015, it was extended (15) Branch Offices in States and Regions across the country. Currently, it was extended (40) District Offices in all States and Regions on 2nd March, 2022. There are over 1500 staff under the department.

3.4 The Functions of Small Scale Industries Department

Small Scale Industries Department (SSD) is a technical department and which is responsible for the promotion of micro and small industries in Myanmar. SSID aims to contribute for the development of the national economy by promoting the development of small-scale industries in rural and urban areas across the country, and policies, procedures are established and implemented.

Small scale industries mean cottage industries which have not more than 9 workers and which use power of 0.25 horse power and above and under 5 horsepower and cottage handicraft industries which have more than three workers and which produce or process goods by members of a family or by hiring workers or collectively.

In order to carry out the development of small-scale industries, in accordance with the Small-scale Industries Promotion Law, 13 categories of industry are being supervised and registered. In addition, SSID carry out laboratory analysis for food and consumer goods in the small scale industry registration process for quality control and food safety.

For the market development of small industrial products, holding exhibition, competition, trade fairs and seminars of the small industrial products, selling the

products at Myanmar Handicraft Centre (MHC) Yangon, linking between producers and customers are being carried out.

The main objectives of conducting vocational trainings are to create more job opportunities for young people who drop out of their education, to increase family income, to be able to set up start-up small businesses and to improve the social-economic life of the people. More than (400) vocational trainings are conducted and about (10,000) trainees are turned out per year.

The main functions of SSID are as follow:

- a) Carrying out registration and promotion of Small Scale Industries according to the promotion of Small Scale Industries Law
- b) Leading for the development of weaving enterprises, lacquerware industry and Ten Myanmar Traditional Arts and Crafts
- c) Conducting Vocational Trainings to emerge micro and small industries in cooperation with local and international organizations
- d) Providing technology transfer programs and technical assistance to start-up business owner at SSID Incubation Centers
- e) Providing good quality and safety registered products of Food, Cosmetic and Household through laboratory analysis
- f) Supervision of Lacquerware Technology College (Bagan), Saunders' Weaving and Vocational Institute (Amarapura), 13 Weaving and Vocational Training Schools and 15 branch offices in States and Regions.

Small Scale Industries Department (SSID) is one of the responsible government departments not only for weaving and lacquerware industries development but also for organizing upgrading other handicraft industries in Myanmar. SSID makes cooperation and cooderation with NGOs and INGOs such as UNIDO, JETRO, JICA, KOICA, Pact Global Microfinance Fund (PGMF), Stromme Foundation (SF), Asia Crafts Link (ACL), Entrepreneurs du Monde (Edm), Korea Foundation for Life and Culture Movement (FLCM), Finn Church Aid (FCA), Food Science and Technology Association - FoSTA (Myanmar) and British Council (Myanmar) for the development of handcrafts and MSMEs sector.

3.4.1 Vocational Trainings Conducted by Small Scale Industries Department

Small Scale Industries Department conducts regular vocational training and short-term vocational training at Lacquerware Technology College (Bagan), Saunders

Weaving and Vocational Institute (Amarapura), 13 Weaving and Vocational Training Schools, branch offices in 15 State and Region and 40 districts. The purpose of conducting Vocational Trainings are as follows;

- a) To maintain Myanmar traditional handicraft technology
- b) To nurture and turnout technician and Diploma in Textile and Lacquerware for the sustainable development of textile and Lacquerware sector
- c) To create more job opportunity by providing self-employment schemes
- d) To promote MSMEs sector through research and innovation activities
- e) To promote the livelihood of the people
- f) To improve productivity of the country

3.4.2 Lacquerware Technology College (Bagan)

Lacquerware Technology College (Bagan) conducts Lacquerware Technology Diploma course (2 Years), Lacquerware Technology Post Graduate Diploma course (1 Year) and Lacquerware Short-term Vocational Training Courses. Over one hundred Lacquerware technicians are turned out annually.

3.4.3 Saunders Weaving and Vocational Institute (Amarapura)

Saunders Weaving and Vocational Institute (Amarapura) conducts Textile Technology Course (1 Year), Textile Skilled Weaver Course (1 Year), Traditional Hundred Shuttle Weaving Course (Lunn Yar Kyar Acheik) (6 Months), Hand Weaving Course (6 Months), Tapestry Course (3 Months) and short-term Vocational Training Courses.

3.4.4 Weaving and Vocational Training Schools

There are 13 Weaving and Vocational Training Schools; Myitkyina, Loikaw, Hpa-An, Phalam, Min Tat, Monywa, Shwe Taung, Pakokku, Meiktila, Mudon, Sittwe, Taunggyi and Kyaukme. They also conduct Textile Technology Course (1 Year), Hand Weaving Course (6 Months) and other short-term Vocational Training Courses.

3.4.5 SSID Branch Offices in States and Regions

There are 15 SSID branch offices in States and Region and 40 SSID branch offices in 40 districts. The SSID branch offices provide short-term Vocational Training Courses based on local demand such as mechanical and electrical maintaining and operating trainings for small industrial workshops, sewing and value-added handiwork trainings utilized by natural resources such as wood, bamboo, etc. We limit 20 trainees per course for one time.

3.4.6 Industrial Workshop (Yangon)

Industrial Workshop (Yangon) is situated in Mingalardon Township, Yangon. The functions of Industrial Workshop (Yangon) is producing of small industrial equipment and machinery through research and innovation, carrying out for the promotion of micro industries in MSME sector, conducting and supervision of mechanical and electrical maintaining and operating trainings for small industrial workshops, providing the industrial service of Metal Workshop and Wood Workshop. Most of staffs in Industrial Workshop (Yangon) are engineers and technicians.

3.4.7 Myanmar Handicrafts Centre (Yangon)

Myanmar Handicrafts Centre (MHC), is located in North Okkalapa Township, Yangon. It is a novice exhibition center of Myanmar handicrafts opened in March, 2022. It can enhance local and global tourists. It is to say that one of tourist's attractions in Myanmar. All the staff, young and old are busy with daily visitors, rich and poor. Thus, communication matters. Also, Myanmar natural and cultural resources based products should penetrate global market and sustain in niche. Thus, their wants or their suggestions are a must to explore.

CHAPTER IV

SURVEY ANALYSIS

4.1 Survey Profile

The Small Industries Department was chosen for case study of my thesis because it is a public benefit department that provides vocational trainings to increase people's income and create more job opportunities. In addition, small-scale industries play an important role in national economic development. Surveyed questionnaires were collected from 100 government employees working from four different study areas; Lacquerware Technology Collage (Bagan), Saunders Weaving and Vocational Institute (Amarapura), Myanmar Handicrafts Centre (Yangon) and Industrial Workshop (Yangon) under Small Scale Industries Department.

4.2 Survey Design

This study was descriptive study with quantitative approach to analyze the English language needs and difficulties of Myanmar government employees working under Small Scale Industry Department, Ministry of Cooperatives and Rural Development, Nay Pyi Taw. It was done from July 2022 to November 2022. Data was collected by face to face interview by using semi-structured questionnaires.

4.2.1 Sampling Method

In the study, simple random sampling method was used. 100 copies of questionnaire were handed out to the target government employees who were on duty in 4 departments of SSID. 100 respondents consist of general levels of staff (multi-layers), from four study areas of Small Scale Industries Department: 30 respondents from Bagan Lacquerware Technology College, 30 respondents from Saunders' Mandalay Weaving and Vocational Institute (Amarapura), 20 respondents form Myanmar Handicraft Center (MHC) (Yangon) and 20 respondents from Industrial workshop(Yangon). The interviewers explained the objectives of the study and government staff were requested to participate in the study. The government staff were

assured that if the question is sensitive of if he or she does not want to answer the question, he can quit the study anytime. Informed consents were collected from the government staff before preceding the interview with structured questionnaire which is included three parts: background information of the interview, needs, difficulties in use of English, and suggestions. After checking the completion of the returned questionnaires, the rate of the completed questionnaires was 100 % of out of 100 questionnaires.

4.2.2 Data Analysis

Frequency Distribution and Percentage were used to analyze the answers concerning general background of the respondents (Part I). A five-point Likert scale was employed to score the levels of English skill needs and difficulties (Part II). The respondents were asked to rank their needs of English according to the five - point Likert scale as follows: 1 for Least needed, 2 for Slightly needed, 3 for Moderately needed, 4 for - Mostly needed and 5 for Extremely needed.

4.3 Survey Results

4.3.1 The Demographic Characteristics of Respondents

Table (4.1) presents the socio demographic characteristic of surveyed respondents presents including age, gender, educational background, positions and working experience as follows.

Table (4.1) The Demographic Characteristics of Respondents

(n=100)

Variables	Characteristics	Frequency	Percentage
Age	40 -50	28	28
	30 -40	28	28
	>50	21	21
	20 -30	20	20
	< 20	3	3
	Total	100	100
Gender	Female	64	64
	Male	36	36
	Total	100	100

Educational Background	Bachelor's Degree	60	60
	Vocational Certificate/ High Vocational Certificate	18	18
	Master's Degree	10	10
	High School Certificate	10	10
	Doctoral Degree	2	2
	Total	100	100
	Positions	Staff	35
AD/DD(Mid-level officer)		30	30
Staff officer		26	26
Director(high-level officer)		9	9
Total		100	100
Working Experience	Between 10 and 20 years	28	28
	Under 5 years	28	28
	Between 20 and 30 years	21	21
	Between 5 and 10 years	12	12
	Over 30 years	11	11
	Total	100	100

Source: Survey Data, 2022

Table (4.1) indicates that majority of the respondents are between 40-50 and 30-40 years of age which is 28% of the total sample respectively. 21% of the sample is over 50 years of age, 20 % is between 20-30 years of age and 3 % is under 20 years of age.

Concerning the gender, females take a majority share in the sample which is 64% while the rest is male at 36 %. Regarding the educational background, Table 1 points out that most of the respondents or 60% graduated with a bachelor's degree, 1 % with doctoral degree whereas 10% of the respondents obtained a master's degree. As for the positions of the respondents attending in this study, there are five staff levels of positions shown in Table (4.1). Most of them or 35 % are Staff, 30 % are Mid-level officers (AD/DD), 26 % are staff officers, 9 % are high level officer(Director).

Moreover, from Table (4.1), working experience is suggested by the number of working years. The majority of the respondents or 28 % have been working for under 5 years and between 10-20 years. The successive groups of between 20-30 years are

shown as 21% and 12 % have been working between 5-10 years and 11 % are over 30 years of working experience.

4.3.2 The Opinions about the Importance of the English Language and Attending English Courses for the Present Job

Table (4.2) describes the opinions about the importance of the English Language and attending English Courses for the present Job including importance of English on the present job, frequency of provision of English course provided by departments of 4 study areas, the last time attending English course from external department and The reason why English is important as follows.

Table (4.2) The Opinions about the Importance of the English Language and Attending English Courses for the Present Job

(n=100)

Variables	Characteristics	Frequency	Percentage
Importance of English on the present job	Yes	60	60
	No	40	40
	Total	100	100
Frequency of Provision of English Course provided by departments of 4 study areas	None	64	64
	Once a year	33	33
	Twice a year	2	2
	Three times a year	1	1
	Four times a year	0	0
	Total	100	100
The last time attending English course from external department	Never or not yet	50	50

	Over 3 years	22	22
	Between 1 year and 2 years	8	8
	Between 2 year and 3 years	8	8

	Within 6 months	7	7
	Between 6 months and 1 year	5	5
	Total	100	100
The reason why English is important	To get job promotion	35	35
	To be able to apply at work place	25	25
	Scholarship Opportunities	20	20
	Communication with Foreign Visitor/ INGOs	15	15
	To access all English Entertainment Channels	5	5
	Total	100	100

Source: Survey Data, 2022

Table (4.2) points out that 60% agree that English is important for their present job whereas 40% do not agree. For training provided by departments, 64% of respondents haven't received any trainings yet, 33% of respondents received once a year and 1% received three times a year. Moreover, 50% of respondents have never attended English courses from external departments. Besides, 22% of respondents attended English training provided by external department since over 3 years, 7% of respondents attended within 6 months.

For the reason why English is important, 35 % of respondents consider English is important for job promotion, 25 % of respondents to apply in workplace, 20% of respondents for scholarship opportunities and 15 % of respondents for Communication with Foreign visitor and INGOs and 5 % of respondents to access all English Entertainment Channels.

4.3.3 Self-assessment of English Language Skills

This part describes about the opinions about the self-assessment of English Language four skills of the respondents in their workplace as the following table (4.3).

Very poor (Mean=1.00-1.80), Poor (Mean=1.81-2.60), Fair (Mean=2.61-3.40), Good (Mean =3.41-4.20) and Excellent (Mean=4.21-5.0).

Table (4.3) Self-assessment of English Language Skills in the Workplace
(n=100)

Skills	Mean	S.D.	Meaning
Listening	2.65	0.86	Fair
Speaking	2.76	0.91	Fair
Reading	2.92	0.97	Fair
Writing	2.78	0.92	Fair
Overall	2.77	0.92	Fair

Source: Survey Data, 2022

Table (4.3) illustrates that the government staff consider their all English skills “fair” which are Listening (Mean=2.65), Reading (Mean=2.76), Speaking (Mean=2.92) and Writing (Mean=2.78) respectively due to work nature.

4.3.4 The Level of English Skill Need in the Workplace (Self-requirement)

This part states that the level of English four skills need of the respondents as the following table (4.4).

Least needed (Mean=1.00-1.80), Slightly needed (Mean=1.81-2.6-0), Moderately needed (Mean=2.61.-3.40), Mostly needed (Mean= 2.61-3.40) and Extremely needed (Mean= 4.21-5.0).

Table (4.4) The Level of English Skill Need in the Workplace
(n=100)

Skill	Mean	S.D.	Meaning
Listening	2.42	0.85	Slightly needed
Speaking	2.46	0.83	Slightly needed
Reading	2.9	0.87	Moderately needed
Writing	2.67	0.87	Moderately needed
Overall	2.61	0.85	Moderately needed

Source: Survey Data, 2022

Table (4.4) displays that there are both moderately needed and slightly needed among the skills. Listening (Mean=2.42) and Speaking(Mean=2.46) are rated as slightly needed. Moreover, reading (Mean=2.9), writing(Mean==2.67) are viewed as “moderately needed” due to work demand.

4.3.5 The Level of English Skill Difficulties in the Workplace

This part states that the level of English four skills difficulties of the respondents as the following table (4.6).

Least difficult (Mean=1.00-1.80), Slightly difficult (Mean=1.81-2.6-0), Moderately difficult (Mean=2.61.-3.40), Mostly difficult (Mean=2.61-3.40) and Extremely difficult (Mean= 4.21-5.0).

Table (4.6) The Level of English Skill Difficulties in the Workplace

(n=100)

Skill	Mean	S.D.	Meaning
Listening	2.42	0.85	Slightly difficult
Speaking	2.46	0.83	Slightly difficult
Reading	2.71	0.85	Moderately difficult
Writing	2.98	1.04	Moderately difficult
Overall	2.61	0.85	Moderately difficult

Source: Survey Data, 2022

As can be seen from table (4.6), Listening skills(Mean=2.42) are considered as “slightly difficulty”, followed by speaking skills are as slightly difficult (Mean=2.46). Besides reading skills (Mean=2.71) and writing skills(Mean=2.98) are indicated as “moderately difficult” due to occupational demand.

4.3.6 The Extent the Government Staff Want to Improve English Skill in the Workplace

This part states that the extent the respondents want to improve the level of English four skills as shown in table (4.7).

Least (Mean=1.00-1.80), Slightly (Mean=1.81-2.60), Moderately (Mean=2.61.-3.40), Mostly (Mean=2.61-3.40) and Extremely (Mean=4.21-5.0).

Table (4.7) The Extent the Government Staff Want to Improve English Skill in the Workplace

(n=100)

Skill	Mean	S.D.	Meaning
Listening	2.43	1.12	Slightly
Speaking	2.49	1.11	Slightly
Reading	3.08	0.95	Moderately
Writing	3.2	1.02	Moderately
Overall	3.13	0.99	Moderately

Source: Survey Data, 2022

Table (4.7) show that the government staff respectively want to improve listening(Mean=2,43) and speaking(Mean=2.49) as “slightly” and reading(Mean=3.08) and writing skills(Mean=3.2) as “moderately”.

4.4 The Needs of English Language Skills: Listening, Speaking, Reading and Writing in the Workplace

This part is responsible for presenting the findings about the needs in using English language functions regarding the four main English language skills: listening, speaking, reading and writing. This part is divided into four sections according to the mentioned skills. Each section contains various items about various English language functions needed in job areas. First, the listening skills section contains 9 items of English language functions. Second, the speaking skills section consists of 9 items of English language functions. Third, the reading skills section contains 8 items of English language functions. Last, the writing skills section has 8 items of English language functions. Needs refer to English skills that government employees require when performing their duties. Difficulties refer to English skills that are difficult to fulfil the requirement or lacks or unaffordability.

4.4.1 The Needs of Listening Skill in the Workplace

The following table (4.8) states that the respondents' needs of English listening skill in their jobs including listening to phone conversation with foreigners, discussion with foreigners / INGOs at meeting/ workshop /seminar, interactive debates in international conference, attending foreign online trainings, understanding the foreigners' comments/ suggestion and complaints, listening to various English accent, understanding well when asking for personal details and information with foreign delegates, problem solving when inconvenience occurs with foreigners and suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.) with means value above 2 due to the nature of work in pandemic crisis.

Least needed (Mean=1.00-1.80), Slightly needed (Mean=1.81-2.60), Moderately needed (Mean=2.61.-3.40), Mostly needed (Mean=2.61-3.40) and Extremely needed (Mean=4.21-5.0).

Table (4.8) The Needs of English Language Listening Skill in the Workplace

(n=100)

Listening Skill	Mean	S.D.	Meaning
Listening to phone conversation with foreigners	2.14	0.99	Slightly needed
Discussion with foreigners / INGOs at meeting/ workshop /seminar	2.37	1.15	Slightly needed
Interactive debates in international conference	2.43	1.12	Slightly needed
Attending foreign online trainings	2.49	1.11	Slightly needed
Understanding the foreigners' comments/ suggestion and complaints	2.4	1.18	Slightly needed
Listening to various English accent	2.39	1.11	Slightly needed
Understanding well when asking for personal details and information with foreign delegates	2.31	1.00	Slightly needed

Problem solving when inconvenience occurs with foreigners	2.39	1.12	Slightly needed
Suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.)	2.38	1.12	Slightly needed
Overall	2.36	1.11	Slightly needed

Source: Survey Data, 2022

Table (4.8) shows that “slightly needed” was recorded in all listening skills including listening to phone conversation with foreigners, discussion with foreigners / INGOs at meeting/ workshop /seminar, interactive debates in international conference, attending foreign online trainings, understanding the foreigners’ comments/ suggestion and complaints, listening to various English accent, understanding well when asking for personal details and information with foreign delegates, problem solving when inconvenience occurs with foreigners and suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.) with means value above 2 due to the nature of work in pandemic crisis.

4.4.2 The Needs of Speaking Skill in the Workplace

The following table (4.9) states that the respondents’ needs of English language speaking skill in their jobs including listening to making phone conversation with foreigners, discussion with foreigners / INGOs at meeting/ workshop /seminar, interactive debates in international conference, mutual discussion when attending foreign online trainings, feedback to the foreigners’ comments/ suggestion and complaints, prompt feedback to various English accent, asking for personal details and information with foreign delegates, problem solving when inconvenience occurs with foreigners and suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.) in accordance with work nature.

Least needed (Mean=1.00-1.80), Slightly needed (Mean=1.81-2.60), Moderately needed (Mean=2.61-3.40), Mostly needed (Mean=2.61-3.40) and Extremely needed (Mean=4.21-5.0).

Table (4.9) The Needs of English Language Speaking Skill in the Workplace

(n=100)

Speaking Skill	Mean	S.D.	Meaning
Making phone conversation with foreigners	2.32	1.12	Slightly needed
Discussion with foreigners / INGOs at meeting/ workshop /seminar	2.42	1.15	Slightly needed
Interactive debates in international conference	2.51	1.12	Slightly needed
Mutual discussion when attending foreign online trainings	2.49	1.11	Slightly needed
Feedback to the foreigners' comments/ suggestion and complaints	2.4	1.18	Slightly needed
Prompt feedback to various English accent	2.39	1.11	Slightly needed
Asking for personal details and information with foreign delegates	2.31	1.00	Slightly needed
Problem solving when inconvenience occurs with foreigners	2.39	1.12	Slightly needed
Suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.)	2.38	1.12	Slightly needed
Overall	2.44	1.11	Slightly needed

Source: Survey Data, 2022

Table (4.9) indicates that all speaking skills are identified as “slightly needed” including listening to making phone conversation with foreigners, discussion with foreigners / INGOs at meeting/ workshop /seminar, interactive debates in international conference, mutual discussion when attending foreign online trainings, feedback to the foreigners' comments/ suggestion and complaints, prompt feedback to various English accent, asking for personal details and information with foreign delegates, problem solving when inconvenience occurs with foreigners and suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.) due to work nature because English is not an official language in the government ministry.

4.4.3 The Needs of Reading Skill in the Workplace

The following table (4.10) states that the government staff's Needs of English language reading skill in their jobs including visitors' travel documents, formal letter and faxes, information from the internet or websites E-mail and reports, office documents in English, comprehend all the articles in MOU and contracts/ agreements, comprehend international news, magazines and journals and meeting minute and call note.

Least needed (Mean=1.00-1.80), Slightly needed (Mean=1.81-2.60), Moderately needed (Mean=2.61-3.40), Mostly needed (Mean=2.61-3.40) and Extremely needed (Mean=4.21-5.0).

Table (4.10) The Needs of English Language Reading Skills in the Workplace

(n=100)

Reading Skill	Mean	S.D.	Meaning
Visitors' travel documents	3.08	0.95	Moderately needed
Formal letter and faxes	3.2	1.02	Moderately needed
Information from the internet or websites	3.13	0.99	Moderately needed
E-mail and reports	2.9	0.87	Moderately needed
Office documents in English	2.67	0.87	Moderately needed
Comprehend all the articles in MOU and contracts/ agreements	2.61	0.85	Moderately needed
Comprehend international news, magazines and journals	2.71	0.85	Moderately needed
Meeting minute and Call note	2.98	1.04	Moderately needed
Overall	3.13	0.99	Moderately needed

Source: Survey Data, 2022

Table (4.10) points out that all reading skills are identified as “moderately needed” including visitors' travel documents, formal letter and faxes, information from the internet or websites E-mail and reports, office documents in English, comprehend all the articles in MOU and contracts/ agreements, comprehend international news, magazines and journals and meeting minute and call note.

4.4.4 The Needs of Writing Skill in the Workplace

Table (4.11) states that the respondents' needs of English language writing skill in their jobs as shown in including daily reports, messages for public, taking telephone message, writing E-mails, writing formal letters, writing meeting minute and call note, writing power point presentations and writing contracts/ agreements in accordance current demand in work nature as follows.

Least needed (Mean=1.00-1.80), Slightly needed (Mean=1.81-2.60), Moderately needed (Mean=2.61.-3.40), Mostly needed (Mean=2.61-3.40) and Extremely needed (Mean=4.21-5.0).

Table (4.11) The Needs of English Language Writing Skills in the Workplace

(n=100)

Skill	Mean	S.D.	Meaning
Daily reports	3.2	1.02	Moderately needed
Messages for public	3.08	0.95	Moderately needed
Taking telephone message	3.13	0.99	Moderately needed
Writing E-mails	2.9	0.87	Moderately needed
Writing formal letters	2.67	0.87	Moderately needed
Writing Meeting minute and Call note	2.61	0.85	Moderately needed
Writing power point presentations	2.71	0.85	Moderately needed
Writing contracts/ agreements	2.98	1.04	Moderately needed
Overall	3.13	0.99	Moderately needed

Source: Survey Data, 2022

Table (4.11) indicates that all writing skills are identified as “moderately needed” including daily reports, messages for public, taking telephone message, writing E-mails, writing formal letters, writing meeting minute and call note, writing power point presentations and writing contracts/ agreements in accordance current demand in work nature.

4.5 The Difficulties of English Skills: Listening, Speaking, Reading and Writing in the Workplace

This part is responsible for presenting the findings about the difficulties in using English language functions regarding the four main English language skills: listening, speaking, reading and writing. This part is divided into four sections according to the mentioned skills. Each section contains various items about various English language functions needed in job areas. First, the listening skills section contains 5 items of English language functions. Second, the speaking skills section consists of 5 items of English language functions. Third, the reading skills section contains 5 items of English language functions. Last, the writing skills section has 5 items of English language functions.

4.5.1 The Difficulties of Listening Skill in the Workplace

The following table (4.12) states that the respondents' difficulties with English language listening skill in their jobs including listening to situational dialogues, discussion about SSID with foreigners/ INGOs, problem solving with foreign visitors / delegates, understanding to the foreigners' comments/ suggestion and complaints and understanding various English accent.

Least difficult (Mean=1.00-1.80), Slightly difficult (Mean=1.81-2.60), Moderately difficult (Mean=2.61-3.40), Mostly difficult (Mean=2.61-3.40) and Extremely difficult (Mean=4.21-5.0).

Table (4.12) The Difficulties with English Language Listening Skills in the Workplace

(n=100)

Listening Skill	Mean	S.D.	Meaning
Listening to situational dialogues	2.2	0.96	Slightly difficult
Discussion about SSID with foreigners/ INGOs	2.37	1,06	Slightly difficult
Problem solving with foreign visitors / delegates	2.37	1.07	Slightly difficult

Understanding to the foreigners' comments/ suggestion and complaints	2.34	1.10	Slightly difficult
Understanding various English accent	2.44	1.07	Slightly difficult
Overall	2.34	1.05	Slightly difficult

Source: Survey Data, 2022

Table (4.12) mentions that all items of listening skills are identified as “slightly difficult” including listening to situational dialogues, discussion about SSID with foreigners/ INGOs, problem solving with foreign visitors / delegates, understanding to the foreigners' comments/ suggestion and complaints and understanding various English accent (Mean= 2.2, Mean=2.37, Mean=2.37, Mean=2.34 and Mean=2.44 respectively) due to endemic crisis, work nature and men nature.

4.5.2 The Difficulties of Speaking Skill in the Workplace

The following table (4.13) states that the respondents' difficulties with English language speaking skill in their jobs including making situational dialogues, discussion about SSID with foreigners/ INGOs, problem solving with foreign visitors / delegates, feedback to the foreigners' comments/ suggestion and complaints and feedback to various English accent.

Least difficult (Mean=1.00-1.80), Slightly difficult (Mean=1.81-2.60), Moderately difficult (Mean=2.61.-3.40), Mostly difficult (Mean=2.61-3.40) and Extremely difficult (Mean=4.21-5.0).

Table (4.13) The Difficulties with English Language Speaking Skills in the Workplace

(n=100)

Speaking Skill	Mean	S.D.	Meaning
Making situational dialogues on SSID department	2.39	1.01	Slightly difficult
Discussion about SSID with foreigners/ INGOs	2.35	0.98	Slightly difficult
Problem solving with foreign visitors / delegates	2.33	1.06	Slightly difficult

Feedback to the foreigners' comments/ suggestion and complaints	2.39	1.05	Slightly difficult
Feedback to various English accent	2.37	1.02	Slightly difficult
Overall	2.37	1.02	Slightly difficult

Source: Survey Data, 2022

Table (4.13) highlights that all items of speaking skills are identified as “slightly difficult” including making situational dialogues, discussion about SSID with foreigners/ INGOs, problem solving with foreign visitors / delegates, feedback to the foreigners' comments/ suggestion and complaints and feedback to various English accent. (Mean= 2.39, Mean=2.35, Mean=2.37, Mean=2.39 and Mean=2.37 respectively) due to low season of foreign visitors.

4.5.3 The Difficulties of Reading Skill in the Workplace

The following table (4.14) states that the respondents' difficulties with English language reading skill in their jobs including formal letter and faxes, E-mail and reports, information from the internet or websites, office documents in English, comprehend all the articles in MOU and contracts/ agreements and comprehend international news, magazines and journals.

Least difficult (Mean=1.00-1.80), Slightly difficult (Mean=1.81-2.60), Moderately difficult (Mean=2.61.-3.40), Mostly difficult (Mean=2.61-3.40) and Extremely difficult (Mean=4.21-5.0).

Table (4.14) The Difficulties with English Language Reading Skills

(n=100)

Reading Skill	Mean	S.D.	Meaning
Formal letter and faxes, E-mail and reports	2.67	0.87	Moderately difficult
Information from the internet or websites	2.61	0.85	Moderately difficult
Office documents in English	2.71	0.85	Moderately difficult
Comprehend all the articles in MOU and contracts/ agreements	2.98	1.04	Moderately difficult
Comprehend international news , magazines and journals	3.13	0.99	Moderately difficult

Overall	2.67	0.87	Moderately difficult
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Source: Survey Data, 2022

Table (4.14) reveals that all items of reading skills are identified as “moderately difficult” including formal letter and faxes, E-mail and reports, information from the internet or websites, office documents in English, comprehend all the articles in MOU and contracts/ agreements and comprehend international news, magazines and journals. (Mean=2.67, Mean=2.61, Mean=2.71, Mean=2.98 and Mean=3.13 respectively) due to less demand in time of endemic crisis.

4.5.4 The Difficulties of Writing Skill in Workplace

The following table (4.15) states that the respondents’ difficulties with English language writing skill in their jobs including writing formal letters, writing grammatically, writing with standard structure and compact usage, writing with the expression of main idea and purpose and writing with technical terms and various vocabularies.

Least difficult (Mean=1.00-1.80), Slightly difficult (Mean=1.81-2.60), Moderately difficult (Mean=2.61.-3.40), Mostly difficult (Mean=2.61-3.40) and Extremely difficult (Mean=4.21-5.0).

Table (4.15) The Difficulties with English Language Writing Skills in Workplace

Writing Skill	Mean	S.D.	Meaning
Writing Formal letters	2.98	1.04	Moderately difficult
Writing grammatically	3.13	0.99	Moderately difficult
Writing with standard structure and compact usage	2.67	0.87	Moderately difficult
Writing with the expression of main idea and purpose	2.67	0.87	Moderately difficult
Writing with technical terms and various vocabularies	2.61	0.85	Moderately difficult
Overall	2.71	0.85	Moderately difficult

Source: Survey Data, 2022

Table (4.15) reveals that all items of writing skills are identified as “moderately difficult” including writing formal letters, writing grammatically, writing with standard structure and compact usage, writing with the expression of main idea and purpose and writing with technical terms and various vocabularies. (Mean= 2.34, Mean=2.40, Mean=2.39, Mean=2.45 and Mean=2.44 respectively) due to work demand.

4.6 Suggestions to effectively apply and improve English Skills in the Workplace

This part states that the respondents’ suggestions on the English Course which should focus on Speaking, Writing, Reading and Writing to effectively apply in their jobs and improve as shown in table (4.16). The respondents may answer or express their opinions freely.

Table (4.16) The Suggestions of English Course

Least want (Mean=1.00-1.80), Slightly want (Mean=1.81-2.6-0), Moderately want (Mean=2.61.-3.40), Mostly want (Mean=2.61-3.40) and Extremely want (Mean 4.21-5.0).

Skill	Mean	S.D.	Meaning
The English Course should focus on Listening	2.67	0.87	Moderately want
The English Course should focus on Speaking	2.61	0.85	Moderately want
The English Course should focus on Reading	3.86	0.71	Mostly want
The English Course should focus on Writing	3.77	0.73	Mostly want
Overall	3.22	0.87	Moderately want

Source: Survey Data, 2022

According to table (4.16), the respondents suggest their wants in heart that the English Course focused on Listening(Mean=2.67) and Speaking (2.61) are mentioned as “moderately want” whereas their wants on English Course focused on Reading(Mean=3.86) and Writing(Mean=3.77) are expressed as “mostly wanted” respectively.

They also suggested that on the base of the following five questions in Part III;

1. Which skill should English course focus on to improve English four skills in your job?

2. What kind of English training courses would you like to study further in order to meet your needs?
3. What kind of teaching materials would you prefer to use to improve your English Listening and Speaking skills? (You can make more than 1 choice)
4. What kind of learning activities would you like to use to improve your English Reading and Writing skills? (You can make more than 1 choice)
5. What is your preference training style? (You can make more than 1 choice)

The finding shows that they enjoy classroom training more than online training. They want their ministry or department to open more effective English training that represents operational level of staff. It is found that most of respondents want to learn Basic English conversation and grammar, want to study occupational English course while some want to improve their English with audio visual aids.

CHAPTER V

CONCLUSION

5.1 Findings

In this study, general levels(multi-layers) of government employees working under Small Scale Industries Departments were selected, not only the handball numbers of the high level with reasonable ration of English skills. Thus, needs and difficulties differ from other research findings. This is one of the realistic and natural evidences for stronger research.

Little chance, little opportunities. No opportunities, no passion. No passion, no willingness, no more effort for further lifelong pursuit. This thesis proves that statement by the practical results. Myanmar Handicraft centers in Yangon and Bagan Liqueur-ware college are crowed with thousands of tourists several years ago, however, it is now found to be least inflow of tourists. It is due to the low seasons of tourists and foreign delegates to Myanmar government ministries and administrative bodies during endemic crisis. As by-products of Covid-19 endemic crisis and some other reasons, the tourism industry is declined and the international visitors visit lesser in this odd time. This is one of the reasons why government staff there are less needed and less difficulties in English. Urgent needs make urgent effort. Urgent effort makes urgent difficulties and vice versa. The answer is crystal clear.

Another reason is that Myanmar language is also a mother tongue. English is not an official language in government ministries. They do not need to use, need and find difficulty in all stuff in English language. So, it is natural for government employees to be less exposed and less used second language, English. On the base of findings, even in the head office of SSID departments which takes the top role in international relation, they need mainly just writing and reading skills as moderately indicator for the above-mentioned reasons.

Due to the work nature assigned, they distinguished their priority as majority and minority. They seem to assume that upgrading English skill does not matter and not totally represent their job promotion and future prospect. In reality, government staff with good commend in English is not supposed to be inevitably selected as a scholar with the reason: Professional subject's knowledge matters. Thus, all nominated scholars are not supposed as the ones with good English skill. As consequences, it is

investigated that their motivation is likely to get lower. They lost themselves on the half way and do not even think that they are deserved with language. Two solutions can be pinpointed: Work nature and men nature.

This finding boosts other government staff's self-actualization in Myanmar too. It agrees with today's government ministries' situations. English belongs to some, not for all. It is alike the gold cup only for the elite. In urgent need of language in office, they rely on such a few high level. Similarly, in the face of foreign visitors, INGOs or delegates, only the high level government employee (managing level) took intervention in such an important role to be error-less. The operational level stayed away from language application. The more they are staying away, the more they are left behind. That is the answer. On the base of the opinions about the importance of the English language and English Courses for the present job, the study points out that 60% agree that English is important for their present job whereas 40% do not agree. Training provided by departments are not sufficient yet. By the sound of that, most government employees in this Ministry are not in touch with English for ages and even stayed satisfied with old ration learned in childhood like the drivers with the yellow alarm of oil timer in the car.

It is also investigated that they consider that upgrading English skill does not matter and not totally represent their job promotion and future prospect. Government staff with good English skills are not likely to be selected as scholars with the reason: Professional subject matters. Meritocracy (merit-based promotion) is still found to be weak so far by the evidence base of this study result. The government staff consider their all English skills "fair".

Regarding with English skills needs, reading and writing are reported as moderately needed while the listening and speaking are considered as "slightly needed" due to work nature and man nature in time of endemic crisis. Thus, it is logically found that the SSID is more demanding for writing and reading skill the rest skills in accordance with the nature of most Myanmar government ministries. On the base of level of English skills difficulties, the government staff mention reading and writing skills as "moderately difficult", followed by speaking and listening skills as slightly difficult. Thus they are revealed as more daily exposed with reading and writing than listening and speaking.

In reality, the government staff of Small Scale Industries Department respectively want to improve reading and writing skills "mostly" and listening and

speaking “moderately.” Moreover, the finding shows that some young staff and high level want to improve English to for their future prosperity. However most of mid-level are stuck in the midpoint being like “free rider” or “Laissez-faire” should be eliminated. No concern now will be a big concern soon.

Most of government staff at Small Scale Industries Department under Ministry of Cooperatives and Rural Development, want their ministry and department to open more effective and motivational English training that represents operational level of the staff. By the sound of that, although English is not extensively applied in workplace, there are some willingness and enthusiasm on effective English course for occupational purposes(EOP). They also have hope for the future because the level of their needs, difficulties and wants might change if they have to work another ministry or department in which they must struggle out of the comfort zone in case of high competitiveness of red ocean strategy with the law of nature.

5.2 Recommendation

The result offers useful insight and spotlights information or guild lines for researchers. English for curriculum developers, and teachers and Ministry authorities to understand basic needs and problems of multi-level government staff working at Small Scale Industries Department.

This research finding stresses that free riders or rank seekers should be eliminated. Meritocracy system (skills-based promotion) should be promoted to become louder and more alive than before. The mindset with “no promotion, no concern with their current job, so no interest in English” should be corrected. The findings mainly also provide the crucial information about genuine situation of English Needs and difficulties in Government ministries. Hence, future research should be conducted in the aspect of situational analysis and strategy analysis on English course and upgrade intrinsic and extrinsic motivation as key performance indicators.

Last but not the least, the result of the study might provide the guidelines for arranging English course content for trainers, reforming interdepartmental policies on capacity building programs, restructuring promotion system based on meritocracy for governmental decision makers and changing government employees’ mindset in order to bring out the better employee’s productivity with higher performance and brighter cultural value.

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APPENDIX

Questionnaire

An Analysis of English Language Needs for Government Employees at Small Scale Industries Department)

Part I Respondent's Demographic Characteristics (Please select)

Part II Needs and Difficulties of English Language Skills in Using English: Listening, Speaking, Reading and Writing

Part III Suggestions

Part 1: Respondent's Demographic Characteristics for the government staff in SSID (Please select each answer)

1. Age

- Under 20
- Between 20 and 30
- Between 30 and 40
- Between 40 and 50
- Over 50

2. Sex:

- Male
- Female

3. Educational background

- High School Certificate
- Vocational Certificate/ High Vocational Certificate
- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Others (please specify)

4. Current Position

- Staff
- Staff Officer
- Assistant Director
- Deputy Director
- Director

5. How long have you been working as a government staff?

- Under 5 years
- Between 5 and 10 years
- Between 10 and 20 years
- Between 20 and 30 years
- Over 30 years

6. How much is English language important for your present job?

- Least
- A little
- Somewhat
- A lot
- Most

7. How many times have you joined English trainings up to now?

- None
- Two times
- Three times
- Four times
- Over four times

8. How often does the department provide the adequate English trainings for you?

- None
- Once a year
- Twice a year
- Three times a year
- Four times a year

9. When was the last time you attended the English training course provided by the department?

- None
- 6 months - 1 year
- 1 - 2 years
- 2 - 3 years
- Over 3 years

10. When was the last time you attended the English training course in other place or online by your desire?

- None

- 6 months - 1 year
- 1- 2 years
- 2 - 3 years
- Over 3 years

11. How many years have you learned English language?

- None
- Less than 5 years
- 5 - 10 years
- 11 - 15 years
- 16 - 20 years
- Over 20 years

12. What reasons do you think that English Language is important for you? \

- Job promotion
- Scholarship Opportunities
- Communication with Foreign Visitor/ INGOs
- To be able to apply at work place
- To access all English Entertainment Channels

13. How often do you use in English language in your job?

- Never
- Rarely
- Sometimes
- Most of the time
- Always

14 What extents do you face difficulties in English language in your job?

(Score: 1 for least needed, 2 for little needed, 3 for moderately needed, 4 for mostly needed and 5 for extremely needed respectively.)

- Least
- Slightly
- Moderately
- Mostly
- Extremely

15 What extents do you want to improve in English language in your job?

(Score: 1 for least improve, 2 for little want, 3 for moderately want, 4 for mostly needed want and 5 for extremely want respectively)

- Least
- Slightly
- Moderately
- Mostly
- Extremely

Part II Needs, difficulties and suggestions of English Language skills in the Workplace: listening, speaking, reading and writing

Please circle one answer for each statement; 1 for least needed, 2 for little needed, 3 for moderately needed, 4 for mostly needed and 5 for extremely needed respectively.

Listening Skills

	Particulars	Need Level				
1	Listening to phone conversation with foreigners	1	2	3	4	5
2	Discussion with foreigners / INGOs at meeting/ workshop /seminar	1	2	3	4	5
3	Interactive debates in international conference	1	2	3	4	5
4	Attending foreign online trainings	1	2	3	4	5
5	Understanding the foreigners' comments/ suggestion and complaints	1	2	3	4	5
6	Listening to various English accent	1	2	3	4	5
7	Understanding well when asking for personal details and information with foreign delegates	1	2	3	4	5
8	Problem solving when inconvenience occurs with foreigners	1	2	3	4	5
9	Suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.)	1	2	3	4	5

Speaking Skills

	Particulars	Need Level				
		1	2	3	4	5
1	Making phone conversation with foreigners	1	2	3	4	5
2	Discussion with foreigners / INGOs at meeting/ workshop /seminar	1	2	3	4	5
3	Interactive debates in international conference	1	2	3	4	5
4	Mutual discussion when attending foreign online trainings	1	2	3	4	5
5	Feedback to the foreigners' comments/ suggestion and complaints	1	2	3	4	5
6	Prompt feedback to various English accent	1	2	3	4	5
7	Asking for personal details and information with foreign delegates	1	2	3	4	5
8	Problem solving when inconvenience occurs with foreigners	1	2	3	4	5
9	Suggesting travel information (eg. Restaurants, traditions, tourist, attractions, transportation, etc.)	1	2	3	4	5

Reading Skills

	Particulars	Need Level				
		1	2	3	4	5
1	Visitors' travel documents	1	2	3	4	5
2	Formal letter and faxes	1	2	3	4	5
3	Information from the internet or websites	1	2	3	4	5
4	E-mail and reports	1	2	3	4	5
5	Office documents in English	1	2	3	4	5
6	Comprehend all the articles in MOU and contracts/ agreements	1	2	3	4	5
7	Comprehend international news, magazines and journals	1	2	3	4	5
8	Meeting minute and Call note	1	2	3	4	5

Writing Skills

	Particulars	Need Level				
		1	2	3	4	5
1	Daily reports	1	2	3	4	5
2	Messages for public	1	2	3	4	5
3	Taking telephone message	1	2	3	4	5
4	Writing E-mails	1	2	3	4	5
5	Writing formal letters	1	2	3	4	5
6	Writing Meeting minute and Call note	1	2	3	4	5
7	Writing power point presentations	1	2	3	4	5
8	Writing contracts/ agreements	1	2	3	4	5

Listening Skills

	Particulars	Difficulties Level				
		1	2	3	4	5
1	Listening to situational dialogues	1	2	3	4	5
2	Discussion about SSID with foreigners/ INGOs	1	2	3	4	5
3	Problem solving with foreign	1	2	3	4	5
4	visitors / delegates	1	2	3	4	5
5	Understanding to the foreigners' comments/ suggestion and complaints	1	2	3	4	5

Speaking Skills

	Particulars	Difficulty Level				
		1	2	3	4	5
1	Making situational dialogues on SSID department	1	2	3	4	5
2	Discussion about SSID with foreigners/ INGOs	1	2	3	4	5
3	Problem solving with foreign visitors / delegates	1	2	3	4	5
4	Feedback to the foreigners' comments/ suggestion and complaints	1	2	3	4	5

5	Feedback to various English accent	1	2	3	4	5
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Reading Skills

	Particulars	Difficulty Level				
1	Formal letter and faxes, E-mail and reports	1	2	3	4	5
2	Information from the internet or websites	1	2	3	4	5
3	Office documents in English	1	2	3	4	5
4	Comprehend all the articles in MOU and contracts/ agreements	1	2	3	4	5
5	Comprehend international news , magazines and journals	1	2	3	4	5

Writing Skills

	Particulars	Difficulty Level				
1	Writing Formal letters	1	2	3	4	5
2	Writing grammatically	1	2	3	4	5
3	Writing with standard structure and compact usage	1	2	3	4	5
4	Writing with the expression of main idea and purpose	1	2	3	4	5
5	Writing with technical terms and various vocabularies	1	2	3	4	5

Part 3: The Suggestion on learning English language to effectively apply at your job. (Please select each answer)

1. What kind of English training courses would you like to study further in order to meet your needs?

(You can make more than 1 choice)

- Basic English Conversation
- English Grammar
- English for Occupational Purpose (EOP)
- Pronunciation
- General English Course

2. What kind of teaching materials would you prefer to use to improve your English Listening and Speaking skills? (You can make more than 1 choice)

- Print (Power point, Study guides, English textbooks, handouts, manuals, journals)
- Audio (Microphone, CD/DVD Players, cassettes, podcast)
- Visual (Charts, photos, real objects, transparencies)
- Digital Platform and Audiovisual (television, video, multimedia, power point, films)
- Electronic Interactive (laptop, tablets, computers, graphing calculators)
- Others (please specify)

3. What kind of learning activities would you like to use to improve your English Reading and Writing skills? (You can make more than 1 choice)

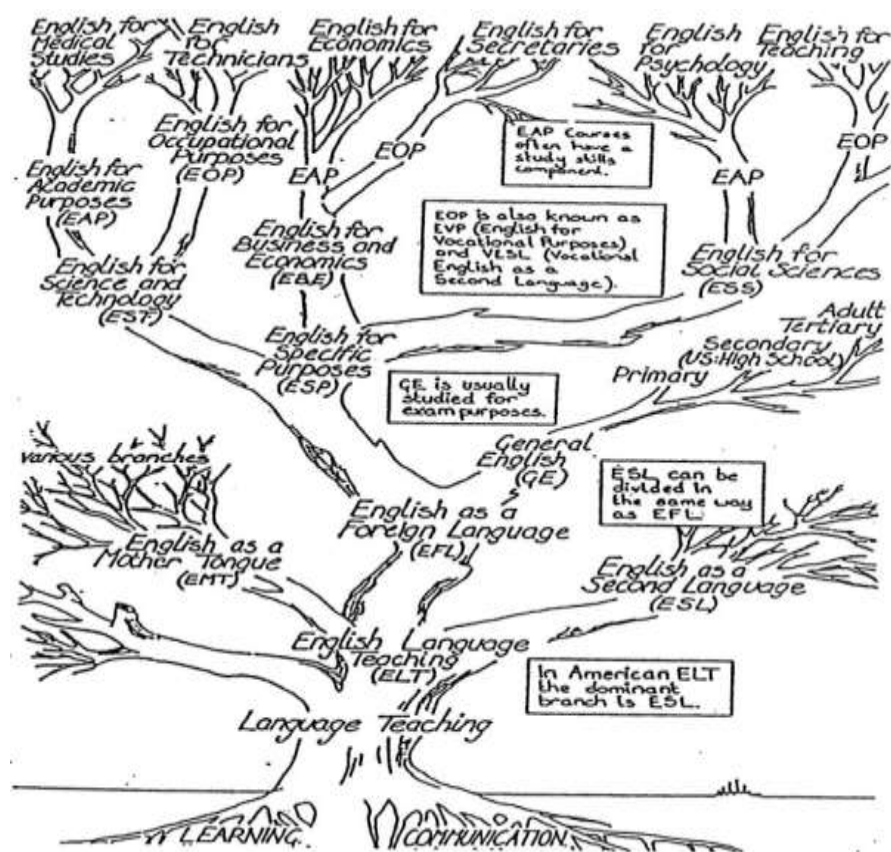
- Learning Grammar
- Participate in writing competition
- Chatting in English
- Learning vocabularies
- Reading English newspaper
- Others (please specify)

4. What is your preference training style? (You can make more than 1 choice)

- Classroom training
- Online training
- Learning from recorded video and YouTube
- Self-learning

Others (please specify)

Tree of English Language Teaching (ELT)



Source: Hutchinson and Waters (1987)