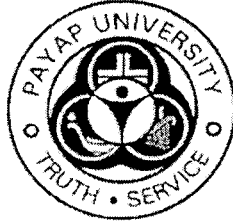
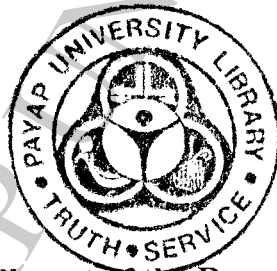


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**ASSESSING THE IMPACT OF USING THE NATIONAL
LANGUAGE INSTEAD OF THE LEARNERS'
MOTHER TONGUE IN PRIMARY
EDUCATION IN MYANMAR**

NAW KHU SHEE



**Presented in Partial Fulfillment of the Requirements for the Degree
of
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IN
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Title: Assessing the Impact of Using the National Language Instead of the Learners' Mother Tongue in Primary Education in Myanmar

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ABSTRACT

This thesis examines whether learning through the mother tongue as an oral language of instruction may enhance academic achievement among the ethnic minority communities in Myanmar over learning solely through the national language. This study focuses on learners who are monolingual in Sgaw – one of the Karen language groups – and does not investigate multilingual/multicultural student populations. Furthermore, it investigates only the effects of oral instruction in the mother tongue; it does not consider the effects of using curriculum and material in the mother tongue or teaching literacy in the mother tongue.

There are two types of Grade 3 classes involved in the study. In one type of class, the teacher is bilingual in Burmese and Sgaw and uses Sgaw as an informal oral language of instruction as well as Burmese, since Burmese is the only official language of instruction. In the other type of class, the teacher uses Burmese only. This study attempts to find the answers to the questions: (1) How do test scores reflect the effect of the language of instruction on children's learning achievement in school? (2) How does classroom interaction demonstrate the effect of the language of instruction on children's experience of learning in school?

evaluate the Grade 3 test scores from 7 classes with a Burmese-speaking teacher and 12 classes with a Sgaw-speaking teacher. Qualitative analysis was carried out using the data from interviews and classroom observations. The study reveals that using only the national language in the early years in a school in a minority community impedes comprehension. On the other hand, use of the mother tongue appears to promote the development of cognitive skills as well as facilitate both the use of good teaching and learning strategies. The thesis concludes with recommendations and suggestions for further research based on the study's findings.

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ชื่อเรื่อง:	การประเมินผลกระทบของการใช้ภาษาประจำชาติแทนการใช้ภาษาแม่ในระดับประถมศึกษาในประเทศไทย
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บทคัดย่อ

วิทยานิพนธ์ฉบับนี้มีวัตถุประสงค์เพื่อศึกษาการเรียนรู้โดยใช้ภาษาพูดที่เป็นภาษาแม่เป็นสื่อในการเรียนการสอนจะเพิ่มผลสัมฤทธิ์ทางการเรียนของชนกลุ่มน้อยในประเทศไทยมาได้มากกว่าการเรียนรู้โดยใช้ภาษาประจำชาติเพียงอย่างเดียวหรือไม่ งานวิจัยนี้ศึกษาเฉพาะกลุ่มนักเรียนที่พูดภาษาสะกอได้เพียงภาษาเดียว ซึ่งภาษาสะกอเป็นภาษาหนึ่งในกลุ่มภาษากะเหรี่ยง มีได้ศึกษากลุ่มนักเรียนที่พูดได้หลายภาษาหรือที่มาจากชุมชนพหุวัฒนธรรม และมุ่งศึกษาเฉพาะผลของการใช้ภาษาพูดที่เป็นภาษาแม่ในการเรียนการสอน โดยมีได้พิจารณาผลของการใช้หลักสูตรและสื่อการสอนในภาษาแม่หรือความสามารถในการสอนโดยใช้ภาษาแม่

กลุ่มตัวอย่างในงานวิจัยนี้เป็นนักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 2 กลุ่ม กลุ่มที่ 1 ผู้สอนพูดได้ 2 ภาษา คือ ภาษาพม่าและภาษาสะกอ ผู้สอนใช้ภาษาสะกอเป็นภาษาพูดแบบไม่เป็นทางการในการเรียนการสอน และใช้ภาษาพม่าด้วย เนื่องจากเป็นภาษาราชการที่ใช้ในโรงเรียน กลุ่มที่ 2 ผู้สอนใช้ภาษาพม่าเท่านั้น งานวิจัยนี้ต้องการตอบคำถามต่อไปนี้ (1) ผลคะแนนการทดสอบจะสะท้อนให้เห็นผลของการใช้ภาษาในการเรียนการสอนต่อผลสัมฤทธิ์ทางการเรียนของนักเรียนในโรงเรียนอย่างไร? (2) การมีปฏิสัมพันธ์ในห้องเรียนแสดงให้เห็นผลของภาษาที่ใช้ในการเรียนการสอนต่อประสบการณ์การเรียนรู้ของนักเรียนในโรงเรียนอย่างไร?

การเก็บข้อมูลใช้การวิจัยเชิงชาติพันธุ์วรรณา โดยเก็บข้อมูลจากหมู่บ้านที่มีประชากรเกือบทั้งหมดเป็นกลุ่มชาติพันธุ์สะกอ และใช้การวิเคราะห์เชิงปริมาณในการประเมินผลคะแนนการ

ห้อง และห้องเรียนที่ผู้สอนพูดภาษาสะกอกเป็นภาษาแม่ 12 ห้อง ส่วนการวิเคราะห์เชิงคุณภาพใช้ข้อมูลจากการสัมภาษณ์และการสังเกตชั้นเรียน ผลการวิจัยพบว่า การใช้ภาษาประจำชาติเพียงภาษาเดียวในช่วงขั้นต้นของการศึกษา เป็นอุปสรรคต่อการทำความเข้าใจของนักเรียนในโรงเรียนที่อยู่ในชุมชนกลุ่มชาติพันธุ์ชนกลุ่มน้อย ในทางตรงข้าม การใช้ภาษาแม่ดูเหมือนจะช่วยส่งเสริมการพัฒนาทักษะทางปัญญาของนักเรียน และส่งเสริมการใช้กลยุทธ์ที่ดีในการเรียนการสอนด้วยวิทยานิพนธ์ฉบับนี้ได้ให้คำแนะนำและข้อเสนอแนะจากข้อค้นพบดังกล่าวสำหรับงานวิจัยในอนาคตด้วย

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LIST OF ABBREVIATIONS AND SYMBOLS

BICS = Basic Interpersonal Communicative Skills
CE = Christian Education
CALP = Cognitive Academic Language Proficiency
ECCD = Early Childhood Care and Development
KBC = Karen Baptist Convention
L1 = First language
L2 = Second language
L3 = Third language
LOI = Language of instruction
LWC = Language of wider communication
MT = Mother tongue
MTBMLE = Mother tongue-based multilingual education
NGO = Non-governmental organization
NL = National language
PCF = Pestalozzi Children Foundation
PMA = Patheingyi-Myaungmya Association
UNICEF = United Nations Children's Fund
VCT = Village Community Teacher

GLOSSARY

Average – There are three main ways of determining a 'typical' or 'average' value from a set of numbers, the mean, median, and mode. These will be illustrated with the following example data set comprising 7 numbers {1, 5, 4, 9, 13, 1, 2} The mode is the value which occurs most often – in this case the number 1 occurs twice so the mode or modal value is 1. The mean value is calculated by adding together all the values and dividing by the number of values – here $(1+5+4+9+13+1+2)/7=35/7=5$. The median is the number that separates the largest 50% of the data values from the smallest 50%. To find the median, first arrange the values in order of increasing size, i.e., 1, 1, 2, 4, 5, 9, 13. In this case where there are an odd number of data values, the median is the middle number, i.e., 4. (In cases where there are even numbers of data values, the median is calculated by finding the mean of the two middle numbers.)

Normal Distribution – The normal distribution is a statistical distribution whose possible values form a bell-shaped curve around the average value. For this distribution all three measures of average (mean, median and mode) value are exactly the same.

Significant result – A result is said to be significant if the associated P-value is sufficiently small – typically defined to be less than 0.05. Essentially if a result is significant at the 5% level, there is less than a 5% chance that the extreme result was obtained by chance.

P-value – This is the probability of achieving the observed result or a more extreme result if the hypothesis being tested holds true. If the P-value is 'small' – typically defined as being less than 0.05 – then the result is said to be significant.

Result of practical importance – Appropriate statistical techniques can determine whether or not a result is significant, but a value judgement must also be made by

someone knowledgeable in the area of the investigation about whether the result is of any practical importance. For example, a study might show that in a particular sample boys' scores were on average 0.2% higher than girls' scores. Furthermore, the result may be statistically significant. However, to decide whether this result is of practical importance, requires knowledge of the particular test on which the test scores were obtained as well as more general knowledge about educational testing.

Rank – The data are arranged in order of increasing size. The smallest value has rank 1, the second smallest rank 2 etc. Replacing the actual data values by their ranks is a technique used in Statistics to overcome problems (such as lack of normality) with the distribution of the observed data.

Linear Regression – Linear regression is a statistical modelling technique that relates observed values of some response variable (such as student test scores in Mathematics) to a linear combination of predictor variables (such as gender or teacher language). In its simplest form – known as 'simple linear regression – a straight line is fitted through the set of points obtained when plotting the response values versus the values of a single predictor variable.

Fixed Effects Model – In a fixed effects model for an experiment the predictor variables have a predetermined set of (fixed) values. Inferences can only be made for those values of the predictor variables used in the model. For example, suppose a model included a variable measuring social status and observations were for 'Working Class' and 'Middle Class'. Then no inferences could be made for anybody outside of these categories of social status.

Random Effects Model – In a random effects model for an experiment the values used for the predictor variables are randomly selected from a population of possible values for those variables. Because the levels are randomly selected, inferences can be made for all levels of the factors in the population, not just those included in the experiment. For example, if a sample of schools were randomly selected from a population of all such schools in a given region, the 'school effect' would be a random factor because

the schools were randomly selected. Inferences can be made for all schools in the population.

Mixed Effects Model – In a mixed model for an experiment, the levels of some of the factors used in the experiment are randomly selected from a population of possible levels, whereas the levels of the other factors in the experiment are predetermined. Inferences for the fixed effects are only possible for the levels of the factors used in the experiment. Inferences for the random effects are for the whole population of values from which the random effects were selected. Mixed effects models are particularly useful when repeated measurements are made on the same statistical units or when measurements are made on clusters of related statistical units.

Longitudinal Study – Longitudinal study is a research study that involves repeated observations of the same variables over long period of time.

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