

**An analysis on ideal educational rights and learning environment: A case  
study of selected prose “As School Master”**

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**Abstract**

This article aims to study student analysis on educational rights by using reader response in selected reading “As School Master that pursues the pedagogy of ideal learning among undergraduate students in education major. Data were collected by 34 pieces of students’ reports about their reading. Observation rubrics and reader’s response checklist were used in this study. The result found that the student strongly believes in a proper learning environment could serve their learning outcome. Moreover, their opinions show that reading response enhances their new perspective to the world and let them engage with their identity to become a real teacher. This article ends with some suggestions on how teacher educators form up a proper learning environment and raise awareness of discursive cultural language in the classroom activity.

**Keywords: educational rights, discursive cultural language, EIL learners, perception**

**Introduction**

World Bank organization (2019) highlights the issue about the educational crisis. In this article, there are several arguments that being in school isn’t the same as learning. This statement refers to the fact that learning is facing a crisis, especially a teaching crisis. For students to learn, they need good teachers—but many education systems pay little attention to what teachers know, what they do in the classroom, and in some cases whether they even show up. Critical pedagogy, unlike dominant modes of teaching, insists that one of the fundamental tasks of educators is to make sure that the future points the way to a more socially just world, a world in which the discourses of critique and possibility in conjunction with the values of reason, freedom, and equality function to alter, as part of a broader democratic project, the grounds upon which life is lived.

Based on the statement mentioned above, raising an awareness of the learning environment on education students major is the prior agenda in English literature class.

I strongly believe that if students can read the text that they can engage with. They will point out their opinion with the process of critical thinking that serves the outcome of English literature course. Moreover, they will show their competency as a good reader as well.

**Literature overview**

There are several studies that point out pedagogy in a learning environment. Elda de Waal and M.M. Grosser (2008, p. 697) indicated the educational philosophy in their article “Safety and security at

school: A pedagogical perspective” For example, in South Africa, one of the major characteristics of Outcomes-Based Education is a paradigm shift regarding beliefs about learners, learning and teaching practices; a realization that learners learn in different ways and at different paces. This is where inclusion comes in, acknowledging that all learners have the right to education, can learn and need support. It is about respecting the fact that all learners are different in some way, and therefore it requires from teachers a change in attitude, behavior, teaching methodologies, assessment strategies, curricula and environments. The focus is on teaching and learning activities, with the emphasis on the development of efficacious teaching strategies that will be of benefit to all learners

One way to understand motivation in the classroom is through the notion of intersectionality. According to Collins and Bilge (2016) , “intersectionality is a way of understanding and analyzing the complexity in the world, in people and in human experience”. A pedagogical framework of social division in a given society, for example, race, class, gender, sexuality, ability and age operate to build on each other and work together. Moreover, the educational system in the third world is full of social inequality that can’t assume that all students in remote areas, in a famine place, with their family’s poverty are able to enter the classroom.

Sanchia Janita Prameswari and Cucuk Budiyanto (2017, p. 80) stated that the changes in learning management typically involve the introduction of various alternative learning methods. The development of an effective learning experience requires the modification of conventional learning. Teachers are required to create models of effective ways to deliver lessons as well as assisting students to create an enjoyable learning experience. It is argued that effective learning is directly correlated with the effectiveness of both teaching and classroom. Additionally, several literatures on the creation of effective learning, there seem to reveal more details and explanations on how the relationship between effective teaching and an effective classroom would affect the creation of effective learning. This condition would likely leave practitioners and academia without a clear guidance on how to operationalize the creation of effective learning by utilizing the management of an effective classroom and effective teaching in real life.

Effective learners are indicated by a number of characteristics such as being active, competent in collaboration, lively discussion and eagerly building knowledge in teamwork. Students also demonstrated the ability to develop goals and plans, supervise their own learning and to be very flexible in any circumstances (2002). Geared with such attributes, students will be effectively learnt even in the absence of a teacher which requires the active role of students within their own learning processes (2007). Such conditions would likely diminish the involvement of teachers in delivering knowledge to students.

Therefore, the need for lesson plans is mandatory in producing a positive atmosphere of classroom management. It can be concluded that effective learning might be achieved by allowing students to be actively learning anytime and anywhere. Teachers create an atmosphere of cooperation by facilitating collaboration within teamwork setting and group projects. Teachers also provide knowledge sourced from the real world. (2015).

## Method

The review of the literature was conducted according to the Systematic Literature Review framework. The review was done systematically over 10 articles in education. To obtain the appropriate publication, the research employed keywords such as effective learning, critical reading, learning English through literary works

The results and discussion were written by gathering an analysis of students' essay and semi interview in group discussion in English Prose class. Teacher gave them a significant keyword for brainstorming idea before writing essay. Using reflective journal and rubric to keep track on reader response and reader behavior of the students' performance with guided questions designed by Chi-An Tung and Shu-Ying Chang (2009, p. 292) as follows ; 1) Can reading literature help undergraduates cultivate critical thinking skills? 2)

Is students' English proficiency related to their acquisition of critical thinking skills? 3) Can reading literature help them develop dispositions for critical thinking? Chang and Tung believed that a piece of literature is a mirror of life and a reconstructed world. By investigating into its plot, thematic development, and the interactions of the characters with others and the milieu, readers are exposed to multiple points of view and thus compelled to think and rethink their own ideas and actions.

### 1. Learning Literature: A debate and discussion of ESL literary students

Fithriyah Inda Nur Abida (2016, p. 11) remarked on her article "Critical Thinking Skills to Literary Works: A Method of Teaching Language Through Literature" that teaching a language has become a challenging task for the teachers to assist students in language acquisition. In the present time, the ability to master a language is vital for a language as a powerful means of communicating. The common teaching strategy often significantly help learners to attain greater proficiency by making the learning process easier, more efficient, and more self-directed, but most students often fail to invoke strategic behaviors effectively. Consequently, they neglect the competence and ability to think creatively and critically.

As a result, the benefits of studying literature are to engage readers in the kind of problem solving based on philosophy, science and technology. It is also to gain vast experience by reading. In addition, studying literature helps us to practice analytical thinking and criticism, principles to help improve language skills and understand our culture and beliefs. More importantly, the benefits of studying literature are broadening our perspectives, learning culture and getting to know different people, engaging you in the kind of solving important problems in your own life and developing our interpretation skill. Moreover, literature opens up a world of inspiration and creativity, while also developing skills that are essential for today's global environment. It is a chance to discover how literature makes sense of the world through stories, poems, novels and plays. It is also a chance to sharpen ability to write, read, analyze and persuade.

Literature and language are closely related and this is a fact none can deny. Literature, whether canonical or not, can make positive contributions to the language class by being motivating and thought provoking. (2016, p. 13) As a previous discussion, Literature serves us 'a reader' as a mirror to accurately reflect the realities of man and society. Do not add beautiful colors to stimulate fantasies. But in reality, very few people get into the habit of reading tabular literature every day and always point the way in the best way. Because some people read through and fail to analyze the conflicting aspects, what is good and bad to be applied to solve the problem of coexistence in society. However, literature allows us to learn in a different perspective than our own life. Which sometimes help us to deal with some problems.

Obviously, the challenge for studying literature are the interpretation of literary texts which we have to decide what does this literature want to reflect to the reader? What are literary and literary values? What are the situations, scenes, colors, characters, symbols, seasons, what do the authors want to tell us? These are all a literary challenge to explore. This article describes and reflects the notion of learning literature by showing the way to engage text and reader. During class discussion, teachers and students share ideas about the good environment to learn and how to find out the information that is related to learners 'experiences. "Ideal education for children is one interesting point to make an argument in group discussion. Learners can show their text evidence by reading selected text.

Finally, it is hoped that this article demonstrates to teachers, educators, and learners to shape a framework for curriculum design of distance learning of EIL learners and point out further suggestions by educational students who in the future are real teachers for the future generation.

### **1. Discuss Gandhi's view on education: Gandhi's model of learning by doing**

M.K. Gandhi ' As Schoolmaster' is an extract from Gandhi's autobiography. The Story of My Experiments with Truth. This chapter gives us Gandhi's views on education. Mahatma Gandhi was the primary leader of India's independence movement and also the architect of a form of nonviolent civil disobedience that would influence the world. Until Gandhi was assassinated in 1948, his life and teachings inspired activists. Mahatma Gandhi was the leader of India's non-violent independence movement against British rule and in South Africa who advocated for the civil rights of Indians. Born in Porbandar, India, Gandhi studied law and organized boycotts against British institutions in peaceful forms of civil disobedience. He was killed by a fanatic in 1948. When he lived in South Africa, Gandhi continued to study world religions.

In Gandhi's educational thoughts he thinks the development of the personality of a child is more important than mere literacy or knowledge of different subjects. In other words, he believed in life-centered as well as child-centered education. Besides learning of three R's Reading, Writing and Arithmetic in school, he insisted on development of these H's Hand, Heart and Head. Thus, the aim of Education should be of developing the integrated personality of the child. He strongly believed that one of the essential aims of education is the moral development or character development. Moreover, Gandhi's concept of education

is of quite significance in the contemporary situation. His philosophical concept of education is entirely based on the development of human personality, to maintain the discipline, to create the manual work with learning and to develop the culture of peace. He was a great educationist and an individualist par excellence. He knew that education is the most important means in the society which can be used as an instrument of socio-economic progress, material advancement, political evolution and moral development of an individual. Gandhi's whole philosophy and work was based on ethics and morality. His concept of education is also founded on ethics and morality. It may be said that his concept of education has full of religious ideas. His idea of religion is different from the common concept. His concept of religion is 'service of humanity'. For the spirit of religions, he propounded 'Nai Talim' or 'basic education'. This new education system, Archarya Kriplani says, '...is the coping stone of Gandhi's social and political edifice'. His philosophical thought on education is highly pedestal that creates the socio-economic development of the society

The story presents Gandhi's attempts to provide a better education to the inmates of the farm, which becomes an enunciation of Gandhi's educational philosophy. People belonging to different religions lived in the Tolstoy Farm. They lived together like one family. Gandhi was not satisfied with the current system of education there as that was giving children only three 'R's which included Reading, Writing and Arithmetic.

The children of all ages in the farm were given the literary training (paragraph 3, line 3), vocational training (paragraph 5, line 1) and moral training as you can see from paragraph 3, line 1 "Gandhi strongly believed that moral training should be given to all children alike. He regarded character building as the proper foundation of their education and once this foundation was laid, they could learn all the other things themselves or with the assistance of friends."

As previous analysis, the story pointed out that he decided to find out a comprehensive system of education. Gandhi is committed to creating a new education foundation that is appropriate for children on the farm because the education that was available at the time was not suitable for the children of his farm. He persistently believes that morality makes children good for society, and he promotes various fields of work. To give the children on the farm both knowledge and abilities for the future. Gandhi got the help of Mr. Kallenbach and Sjt. Pragji Desai the close associates of Gandhi in South Africa. Gandhi and his friends help each other teach students closely and teachers were working with the students and they became role models for them and thus students learned cheerfully.

## **2. Gandhi's views on educational philosophy and the real aims of education**

Education should aim at imparting knowledge, skill, and information to the pupils in order to make them self-reliant; not to be a drag or parasite upon others. As such, vocational bias in education is absolutely necessary for enabling pupils to be productive members in the society. The real aims of education are to teach, training and guide the student in an all-round development such as moral training, literal training and vocational training, there are all foundations to help the student character building. But not only can these training improve the student's development but they also can learn from

their mistakes. Sometimes life learns from mistakes which lets us know what we did wrong then what we should do in order not to go back and make the same mistakes. Moreover, the real aim of education is to teach the student to understand and accept the people in different conditions and environments.

The real aims of education are educating children all- round, including learning, living, learning to do various professions, learning morals and ethics. Make children grow up to have a quality and live a valuable life in their everyday life. learn to solve problems and learn to live a good life by themselves. Children are able to try everything they could never do, challenge themselves, practice being together as a family, helping and caring for each other. Like Gandhi he created this Tolstoy Farm gives peace to all inmates and gives all children happiness and inspiration of diverse knowledge. The aim of education is the most essential tool in the future of all children. Education attached to literacy is not enough. Therefore, teachers need to equip children with cognitive-seeking and peripheral thinking skills. Teachers are the leader in training children to understand and have to understand behaviors, mental states and the differences from the children's environment. Therefore, appropriate arrangements for learning activities should be arranged accordingly so that children are interested in learning, doing activities with friends who are religiously different according to their living environment.

### **3. Gandhi's learning philosophy: A Discovery of pursuit of religion**

MAHATMA GANDHI as a great leader has recognized the major religions of the world as historical and cultural phenomena. Beyond these particular forms there is the religion of humanity which is reflected as faith in the moral order. This religious belief, Gandhi held, is common to all particular religions. He said: "The soul of religions is one, but it is encased in a multitude of forms." For him, the moral order which governs the universe is Satya and the process by which life is continued is ahimsa. All religions are nothing but appropriations of Satya under the condition of cultural limitation and human finitude. Thus religions as cultural and historical phenomena are more or less true. They are equal in the sense that no single religion has the absolute or exclusive truth. He said: "Religions are different roads converging on the same point. What does it matter that we take different roads as long as we reach the same goal? In reality, there are as many religions as there are individuals."

According to Gandhi, true religion is not narrow dogma. It is not external observance. It is faith in God and living in the presence of God, it means faith in a future life, in truth and ahimsa. He understood the fact that religion is a binding force which ultimately calls "to accelerate the process of realization of fundamental unity". He gives a simile of a faithful husband who would love no other woman. Even her faithlessness would not wean him from his faith. The bond is more than blood relationship, so is the religious bond if it is worth anything. It is a matter of the heart.

### **4. Gandhi's attitude on learning in cheerful environment**

Learning makes a cheerful experience for children in the Farm because it is a family learning that can do various activities together. Children have a much more than normal school experience. They live

happily in society, learn how to live. Do everything by themselves and is a person who knows how to help

the other. Moreover, they learn their profession by practicing real activities such as shoe making, carpentry, cooking and more. Including exercising on the farm keeps children in good physical and mental health. Children live and learn in this Farm together, making them love and loyal to each other like real family. With the learning that the children have gained in Tolstoy Farm, the children here will have a great future. They can experience a wide variety of life with knowledge, joy, fun and happiness with inmates in Tolstoy Farm.

In my point of view, the important thing that makes a cheerful experience learning for children in the Farm is learning as interpolated through willing work and the teacher does it. In addition, doing things that you are not was forced to be true happiness. Being able to do what you like and have a great motivational teacher and role model, active participation in the work by the teachers made the children in this farm learn happily as a result, they have a cheerful experience. As you can see from paragraph 5, line 2-4,

“It was a system in Tolstoy Farm that youngsters were not asked to do anything which was not done by the teachers. Teachers were working with the students and they became role models for them and thus students learned cheerfully.”

#### **5. The role of ideal teacher educator: Inspiration by Ghandi’s autobiography**

The authoritative role that a teacher plays can be in two ways, high authority, high involvement, and high authority low involvement. These teachers would have their ways and norms but if they are highly involved, they would work for the betterment of the students, encourage hard work, and would be open to questions and queries. Students usually see authoritative teachers as caring and reasonable.

As mentioned, in an authoritative classroom, the students have the freedom to ask questions and clear their doubts. However, on the other hand, if a teacher is authoritative and has low involvement in the classroom, well, let’s just say that that is an example of how a classroom shouldn’t be. Another A delegator, as the name suggests is someone who delegates responsibilities and just overviews the overall functioning of the classroom. They are neither highly involved nor show less involvement. They give the students ownership and are mostly seen when learning occurs through group activities and classroom discussions. This is best suited for subjects that require group activities. Chemistry, physics, and in the sort of subjects that require lab activities, the teacher often assumes the role of a delegator. Delegator is one of the 7 roles of a teacher.

When a teacher demonstrates the concepts and ideas, the learning is more effective. A demonstrator is one who crosses boundaries and goes the limit to ensure that the students have a meaningful experience. It is one of the basic functions of a teacher to explain and demonstrate the concepts. The most common role that a teacher takes on in a classroom. When they are reading from the textbook, explaining a topic, and just doing what most teachers do in the classroom, it is a lecturing or tutoring role. Again, it can be one with high involvement from the student’s side. When there’s high

involvement from both the teacher and the students, there are better chances of the concept being conveyed in a better way and the lesson would stay with the students for longer. Another interesting teacher's characteristic is like a library. The teacher is just an assessor, they are always there and the students can turn into the teacher for help anytime but most of the work is done by the students. In this role, the teacher asks the students to take classes, seminars, etc. and when they are stuck, the teacher helps them with the subject knowledge that he/she has. As the name suggests, they act as a resource for the students.

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

To conclude, teachers' role a very important role in improving the quality of education for the students. Therefore, the duties and responsibilities of teachers are what needs to be done based on the principles of morality, ethics, law and the realization of rightly because educating children should be more than "duty", but on giving love and progress in the future, giving all students the ability to be a good citizen, serves to facilitate teaching and learning.

At the same time, teachers should create an educational support environment that is conducive for learning because the word "teacher" is familiar to us. The teacher is the one who gives advice for the benefit of learning for learners. Learners both in educational institutions and outside education institutions. Teachers' duties to adjust to keep up with changing situations, especially in the current age of information technology, modern communication with advancement and access to more and faster information Therefore, teachers need to adapt and develop themselves to keep up with the evolving era in society. Moreover, there must be enthusiasm to develop educational skills, including living skills and modern science to create new learning and students benefit from effective learning, but they are the most.

### **Summary and interpretation**

Firstly, teacher should understand the difference learning of student that they have the kind of different way to learn so teacher must have the diverse learning and teaching to develop their all students. Secondly, teachers should be generous and selfless. Teachers should give help or support to the student when they have a hard time or when they need support. Sometimes teachers might teach and help some students to better understand the lesson after class or in extra class so teachers need to sacrifice time to help them. Thirdly, the teacher should be a mentor along with the teacher. Teachers focus on sharing the knowledge to the student. However, a mentor is to share and to give the student about Experience. So, the teacher can give the knowledge and the experience to help them all round development but not try to tell them only how to do, let them think by themselves why they should do and not judge them based on your lived experience that who can do or who cannot do. Finally, teachers

should learn about psychology completely. Psychology is the scientific study of the mind and behavior of the people. It helps the teacher much more understand character Identity and get to know the student by a method that is reasonable. So, learning psychology is essential for a teacher to understand the mind and behavior of the student.

## Conclusion

According to Abida's article (2016, p. 17) it is vital evidence that language of the literature is also special, the word is chosen in a particular way to express the meaning as well as the context. It is because readers don't only learn about the words, or the grammar of the language. They also learn the culture, the context, and the hidden meaning of those concise words. Therefore, learning the language of literature will definitely broaden our knowledge of the study of language. Education should aim at imparting knowledge, skill, and information to the pupils in order to make them self-reliant; not to be a drag or parasite upon others.

As such, vocational bias in education is absolutely necessary for enabling pupils to be productive members in the society. The lesson from this article is we have to accept the difference between people that no one thinks or believes in the same thing. We are born to make differences. The teacher is the person who must understand and accept the differences of the children to find out how you can teach or give experiences to them. Sometimes it's hard to understand the difference between people but it's not difficult to try. Moreover, character building is the important thing to help the children to have different goals and lives.

To conclude, the role of teachers in proper education in my opinion are including; teachers should understand the difference in the learning of students, teachers should be generous and selfless, teachers should be mentors along with teachers and should learn about child psychology and education psychology completely.

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