

English-Only, perhaps it's not the way to go: Learning environment and classroom activities in English Literature course.

1. Nareema Sangwiman, 2. Chaiwat Thongchombang 3. Kittisak Sattong 4. Natthaphon Poonprasertsri 5. Witthayakorn Yotkhrua 6. Thanisorn Sirikul 7. Parichat Srathongmee

English Program, Faculty of Humanities and Social Science, Nakhon Pathom Rajabhat University

อีเมลผู้รับผิดชอบบทความ : nareema@webmail.npru.ac.th

Abstract

This article aims to investigate how L2 learners at teacher college deal with language learning especially when they challenge themselves learning English with non-native speaker teachers and how do they gain knowledge by themselves. This article uses qualitative research method to collect data by observation in English prose classroom activity; group discussion, individual presentation, reports and assignments related to the theme of pedagogy and language acquisition. The population in this research were 32 educational major students who enrolled in English Prose course. The results revealed that L2 learners participate themselves with the texts they were familiar with. Most of them prefers to read both fiction and non-fiction texts concerning their studying atmosphere as teacher educator, children's right on education, quality in life, language identity, the challenges in second language acquisition without native speaker teacher. Moreover, they echoed the perception of proper learning environment for L2 learners and ESL classroom management in Thailand.

Keywords: L2 learners, second language acquisition, English Literature, English Prose, learning environment, classroom management

Literature review

L2 language mean by Richard Nordquist (2020) mentioned that L2 is a second language is any language that a person uses other than a first or native language. Contemporary linguists and educators commonly use the term L1 to refer to a first or native language, and the term L2 to refer to a second language or a foreign language that's being studied. Vivian Cook notes that "L2 users are not necessarily the same as L2 learners. Language users are exploiting whatever linguistic resources they have for real-life purposes. Language learners are acquiring a system for later use" (Portraits of the L2 User, 2002)

Several decades, concept of culturally sustaining pedagogy seeks to perpetuate and foster – to sustain – linguistic, and cultural pluralism as part of schooling for positive social transformation. With the notion of fundamental education to all humankind, scholars, educators and educational institution seek an opportunity to balance the system and ask for collaboration among each nation. In essence, fundamentally remaining the purpose of education, the right of distance and mainstream education is the most important to set the educational policy.

Method

To analyze students' perception about the story they read, I use Bloom taxonomy to categorize the topic for discussion as follow;

new bloom's

PUBLISHED ON 05/02/2016

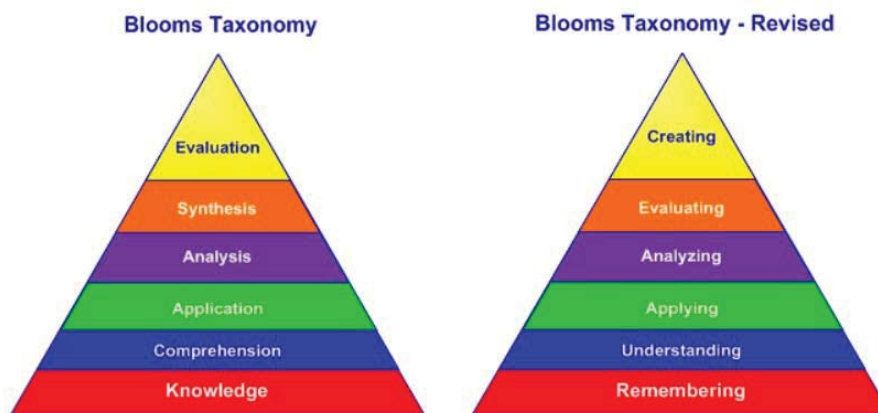


Figure 1: "Bloom Taxonomy Revised"

Cited: <https://thepeakperformancecenter.com/educational-learning/thinking/blooms-taxonomy/blooms-taxonomy-revised/>

In group discussion process, I deliberate the questions into 7 items. For these following questions show and reflect the perception about learning environment and classroom activities that might be in their future classroom. Then the student chose only 4 items to answer

Type of cognitive domain verb of each question			
1. Remembering	2. Understanding	3. Analyzing	4. Synthesis
What do you admire about Panchito? Why?	Why do you think Panchito calls Mr. Lema his "best friend at school"?	What clues indicate that Panchito has been through this before?	What are the main difficulties of constantly moving and attending new schools?
What brings tears to Panchito's eyes at the beginning of "The Circuit"?	What is the best thing that happens on the last day of school?	In what way does the final paragraph bring Panchito back to where he was at the beginning?	What might other students do to make Panchito feel more comfortable?
What does Panchito do on his school lunch hours?	What is the worst thing?		Based on what you learn in the story, how would you describe Panchito's personality?
Why does he react this way?	Explain how this return to the beginning is connected to the title.		
When and why is Panchito finally able to go to school?			

Table 1: Identify the question for group discussion by bloom taxonomy adapted from various resources by Pam Sigler, UK Senior Extension Specialist, Program & Staff Development.

Cited: <http://www.edpsycinteractive.org/topics/cogsys/bloom.html> [pdf]

Result and Finding

Based on 30 respondents, the most frequent answers are as follows;

Question	Number of Respondent	Percentage	Frequent words
What do you admire about Panchito? Why?	15	47	Grateful, Parents, Work, Family Work hard, Determined Patience, Effort

Table 3: the percentage of question that respondent frequently answered.

Cited: adapted from <http://www.edpsycinteractive.org/topics/cogsys/bloom.html> [pdf]



Figure 2: Words Phrase Frequency Counter

Cited: <https://www.wordclouds.com/>

Question	Number of Respondent	Percentage	Frequent words
What might other students do to make Panchito feel more comfortable?	19	59	English, Friend, Believe, Teach Help, Communicate, alone

Table 4: the percentage of question that respondent frequently answered.

Cited: adapted from <http://www.edpsycinteractive.org/topics/cogsys/bloom.html> [pdf]

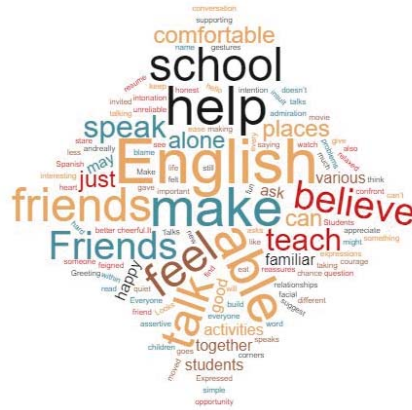


Figure 3: Words Phrase Frequency Counter

Cited: <https://www.wordclouds.com/>

Question	Number of Respondent	Percentage	Frequent words
- In what way does the final paragraph bring Panchito back to where he was at the beginning? - Explain how this return to the beginning is connected to the title.	18	56	Seasonal, place, move, cardboard, pack, boxes, cycle, relocate

Table 5: the percentage of question that respondent frequently answered.



Cited: adapted from <http://www.edpsycinteractive.org/topics/cogsys/bloom.html> [pdf]

Figure 4: Words Phrase Frequency Counter

Cited: <https://www.wordclouds.com/>

Question	Number of Respondent	Percentage	Frequent words
What is the best thing that happens on the last day of school?	17	53	

Table 6: the percentage of question that respondent frequently answered.

Cited: adapted from <http://www.edpsycinteractive.org/topics/cogsys/bloom.html> [pdf]



Figure 5: Words Phrase Frequency Counter

Cited: <https://www.wordclouds.com/>

Discussion

After an analysis of statistic of word variation, there are some interesting finding as follows;

Learning EFL in Thai context: Educational system and issues

According to the National and international Conference Interdisciplinary Research for local Development Sustainability (2021) showed the results of the study that the most of the courses used in English language learning management, leaders came from the core teacher curriculum. Most of them use video, most of them buy with school regulations, teachers produce it by themselves, and students look at them.

English training rooms do not like laboratory equipment, neither practical nor usable nor limited. The most serious issue English language is that the English language learning materials are not strict. In the very high level, i.e. teachers lack understanding of the subject curriculum, English language is not suitable

for the language taught, teachers are not fluency in English. Additionally, from the Professional Learning Community of English Teachers of Khon Kaen Provincial Administrative Organization (2018) mentioned that the teachers identified five important problems in studying English for secondary school students as follows: 1) their basic knowledge of English is not very good, including not knowing and unwilling to memorize basic vocabulary; 2) they do not pay attention to their study and are uncooperative; 3) they are afraid to speak English and express themselves; 4) they are unable to pronounce words correctly; and 5) they do not have analytical skills.

In my experience, the problems of studying in English are very long time and still occurs in Thailand. The problem that I encounter most is the poor attitude of the learners to learn English. By factors such as bullying pronunciation by teacher to students, popularity of social that people who speak English in their daily life are unusual and embarrassing because English is not a familiar language for them.

However, there are many ways to tackle the problem of learning English as a foreign language. Studying English in Thailand is focused on memorization rather than practicality in everyday life. There are a variety of activities that the school can integrate into the English language, such as English singing competition, Crosswords competition, English drama activities, etc. These activities can improve thinking and adaptation processes. Change the attitude of learners who do not like English subjects.

How to learn English as Foreign Language?

Following the ESL directory website (2021) mentioned that if you as one of the most spoken languages in the world and the common tongue of business, education and entertainment, learning English is nearly a necessity these days. I recommend you about how to learn English as a second language Although it is often considered one of the most difficult languages to learn, with the right attitude.

“Faith is taking the first step, even when you don’t see the whole staircase.” This quote is from the book p.43 by Martin Luther king who was African American Baptist minister and activist who became the most visible spokesperson and leader in the Civil Rights Movement from 1955 until his assassination in 1968, I believe that you just believe in yourself and make your goal to achievement, there are several ways to learn English such as building your vocabulary every day by choosing new words to learn and repeating each word over and over to reinforce the memory of those new words, and underline words you don’t know. Look up the word in an English dictionary. Speaking English in daily will help you learn English and will also help your confidence while speaking the language. Therefore, keep in mind that confidence is the key to sounding natural and feeling good about your learning experience. Listen to a variety of English content anywhere you can. Paying close attention to sources like the news, popular songs, podcast and everyday conversations can greatly increase your knowledge of words, word patterns,

phrases and expressions. And the best way to learn English is reading. It will help in the repetition of seeing what English words look like and can makes you recognize about the several words in different meaning or context.

I know English is important, but it let me fear: Discuss and share idea with using problem based learning

Lianjiang Jiang, (2020, p. 956) depicted that given the linguistic distance and differences among ethnic minority language, especially ethnic minority students often find it difficult to follow the English curriculum and to access or survive higher education. Despite the fact that student in distant and remote area scored significantly lower in English than the urban school. Evidently, the policy perpetual the ethnic minority students as unmotivated and poor English language learners and lead to bias and discrimination against these students in their own institutions or in job opportunity.

In this section, the students were in group discussion and have some argument and conclusion about their reading text. They asserted themselves and involve with the story they had read with the following analysis as follows;

“Panchito's family is from Jalisco, Mexico. His family consists of father, mother, sister, brother and himself. After the strawberry harvest season, they packed things in their cars and moved out to find a new place for work. That night, they met Mr. Sullivan, the owner of the vineyard. He allowed Panchito's family to live in old garages and do new jobs. The next morning, the grape harvest began. Of course, the work was not as easy as they thought because it was really hot. After working in the evening, they went home and enjoyed a meal together. Until the end of the grape harvest season, Panchito was allowed to go to a new school. He was very excited about the new school, but his brother or Roberto was not happy because he had to help their parents work until next February.

After Panchito arrived at his new school, he could hardly speak English, as his family usually spoke Spanish. Mr. Lema who is a teacher in grade 6 and he is very kind. The first time in the classroom, he could not read English. So, he decided to practice English lessons with his teacher every day at noon. And on the last day of class there, Mr. Lema taught him how to play the instrument. Panchito was very happy and wanted to tell the good news to his parents, but when he arrived in the old garage, he found that everything was in the box again.” The role of teacher educator for improving student's competency.

As we can see in the story *'The rest of the month I spent my lunch hours working on English with Mr. Lema'* It showed that Panchito is an attempt person because he spent his free time practicing English for a month without any laziness or discouragement. He also a sensitive person because he is always feeling sad when his family got a new job and moved to a new place. I thing he is always sad

because he feels a bond with other coworkers at the farm and his little cozy home even though it is not big but it is full of love and a deep connection.

Circuit means a roughly circular line, route, or movement that starts and finishes at the same place. It was like this family's circuit that has to repeatedly move to a new place, even though that place would make him very happy. The main difficulties of constantly moving and attending new schools is the problem about the social adjustment because they don't know anyone initially and may feel lonely. This causes pressure on parents, the student, the new teacher and school to help the child quickly adjust. Moving to a new school takes a long time to adjust and to be happy with their new friends. It's such a hard time to find a close friend and trust on someone.

They cross the border from Mexico to California for a better life as migrant workers. They pack up and move each season to find work only to endure hardships and the struggle of having to start over every few months. Francisco attends to school and starts to learn English words. His teacher helps him learn English words more in the eighth grade. Soon after, this family had to move to another city, even that city that brought them great joy.

After I finished reading this story I think I can understand this story easily and I got many points of this story. I'm quite sad because some part of the content has really touched my heart. This story portrays the truth about our society whether it be, how hard to live, living conditions of migrant workers, working and the change of studying. In this story we will see the way of life of migrant worker's family that their life is so hard. They always work hard, live in old house and also move every season for find the new job and place when they finished their work. This shows us about the life cycle of migrant worker being, even though they received a less money while they really work hard but it's means so much for them and no matter what happens, life must go on because it is the circuit.

Learning English literature by engaging learner's experience: Moral ethics in classroom activity

English culture, especially music and literature, seems to be source of motivation. Student might be nervous during class discussion; they feel shy when they are forced in front of class or sometimes they can't follow the class assignment if in case they are absent with any reason. Lucia (2011, p. 68) stated that motivation can change the situation. Motivation is derived by teacher will have an impact to the learner immediately. On the other hand, some students can get a motivation varies from student to student, that person will learn more and have some energy to change and find out what they love. They will get an inspiration to learn new thing and can access to the class without anxiety.

Based on the overall of the story. I think the protagonist in the story has many things that make me admire him; Firstly, he is very grateful to his parents because he always helps his parents to clean up

their new home without complaining to them. If he were other children, they wouldn't have done this like him. Next, he is very devoted to his family that has to relocate to find new work many times. Also, he tolerated his poor so he must work harder than other children because his family needed to work for money. Lastly, He knew that he was a poor child, but he had spirit and tried to struggle with his problems by himself

On page 1, paragraph 4, line 4; *“Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work.”* I think the clues indicate that Panchito has been through this before where there were cardboard boxes with his belongings. He would know immediately it was time to begin the cycle of migration for his family when he saw these boxes. It wasn't the first time that he had to leave, because of poverty that made them struggle to survive for their own living. Despite how difficult it was, they never gave up.

To explore a motivation for learning that I got from the story, the first thing the other friends and everyone should do when a new friend moves in our school is to appease him comes to care for us then we will understand what he wants. After that, talking and doing activities together will create good relationships among your friends, so we should not be thinking him as a stranger and not open-minded. In addition, he must be accepted by everyone because being accepted is one thing all human beings need it. Following, the 5 Levels of Maslow's Hierarchy of Needs, Maslow's hierarchy of needs is a theory of motivation which states that five categories of human needs dictate an individual's behavior. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.



Figure 6 : Maslow's hierarchy of need

Cited: <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>

Maslow's theory is useful for both personal development and workplace growth. By identifying what humans need and what drives and motivates, people can develop mutually beneficial relationships

and positive environments conducive to work, society and education. In order to avoid problems such as loneliness, depression, and anxiety, it is important for people to feel loved and accepted by other people. Personal relationships with friends, family, and lovers play an important role, as do involvement in other groups that might include religious groups, sports teams, book clubs, and other group activities.

As a result, Behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors (based on John Watsons' mechanistic concept that behaviors could be totally described in terms of observable responses to certain stimuli). An extrinsically motivated student performs "in order to obtain some reward (good grades, teacher approval, etc.) Motivation to learn is an intricate, multifaceted construct. When the target of the learning process is the mastery of an L2, the picture becomes even more complex. Biological and experiential are also two main antecedent factors which must be considered when attempting to study the role of individual difference variables in the process of learning a second language. Moreover, the extent to which the student perceives that course is connected to personal values, goals, or needs. Expectancy refers to the student's expectation that he/she will succeed in a task/course, and concerns task difficulty, the amount of effort required, assistance at hand etc.

To sum up, it should be emphasized that 'learning requires awareness and motivation that get along together in the process of learning. Learners may construct their personal goal of learning by several factors, such as teacher, school environment and classmate that inspire them to learn with happiness. However, many L2 teacher need to explore the technique to motivate the learner to participate in the classroom and seek the opportunity to engage with student's attention during their teaching, that is challenging to teacher nowadays.

Not only teacher but friendship is the most meaningful for learning environment: A collaboration idea curriculum design.

Motivation, identity and autonomy have been subjects of intensive research for several decades. As an increasing of research motivation, identity and autonomy are interrelated to each other. As SLA (Second Language Acquisition) will also be treat as dynamic system, made up of several elements, consist of identity, motivation and autonomy. L2 learner will deal with how identity are constructed, what motivation and interrelation are connected by their proper environment to learn.

Based on research of educational scholars, Norton (2013) specified that the minorities, though with a strong desire to master English as a mean to integrate into mainstream society, may not be taken as legitimate English speakers due to the 'low' exchange value of their cultural capital. Cummins et al. (2015) underlying the experiences of multilingual students who are given opportunity and support to

create multimodal identity texts is ‘the generation of a sense of agency or empowerment, which we have defined as ‘the collaborative creation of power.

Schmidt (1983) summarized that positive attitudes and optimal environment will afford the linguistic data need for studying, but the when we learn it will not happen if learners don’t engage in active processing of those data. To conclude, language acquisition cannot reach to learner’s goal without paying “interest” and “hard work. Knowing about language benefits afforded by environment is thus important for reaching a good comprehension of how people learn additional languages.

Up to a certain point, the students in English prose class raised the issue they found in their reading by engaging themselves with text they read “I really like the teacher in this story it’s Mr. Lema he is a good teacher when he knows that Panchito is not good in English he helped him , give him a chance to learn and not judge or complain him. I think if we study with a teacher like Mr. Lema we will happy because he always understands us and teach a good things to us. Moreover, I think good teacher are the most important factor that contributes to student achievement in the classroom”.

Other factors that make school are meaningful to students is friends and teamwork. Based on Panchito, it can be seen that he felt nervous when discuss with friend by simple English conversation, as Panchito speaks hard Spanish, it can make Panchito more assertive and relaxed. If there weren’t bully in school students feel comfortable and happy together with friends. Friends suggest places within the school, because Panchito is not familiar with each other, the various places in the school and it might make Panchito see interesting places in different corners of the school. Friends are invited to various activities together to make Panchito feel less alone.

Learning a language is also a process of identity formation. Norton (2000, p.5) defines identity as ‘ how a person understands his/her relation to the world, how that relationship is shaped across, time, space, and sometime by discursive practice of social institution. However, identity is not a unified experience of belonging, but a shade of multiple membership in a fractal dimension. Based on Panchito’s autobiography, it can be said that besides being a learner, gender, and social class identity can arise along SLA process. Acquiring a language is interrelated with the complexity of identity construction, social life and family complex systems.

Conclusion

Linguistic diversity has been present social landscape for centuries, much of knowledge how people learn additional language, knowing about language benefits afforded by the environment is thus important for learning additional language. Furthermore, if we focus on interaction, learners engage by necessity not only in comprehending and negotiating messages but also in making meaning and producing

messages. In English prose class, learners read selected text and share the idea with their classmates. It is possible to get the gist of messages by relying on key content words aided by knowledge of the world, contextual clues, and guessing. In the process of learning and reading text, teacher should focus on negotiation for meaning unfold and investigate benefits of interaction for comprehension.

References

- Anderson, L.W. & Krathwohl, D. (2001). A Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. (20Veterinary medicine. (2021, May 25). from <https://thepeakperformancecenter.com/educational-learning/thinking/blooms-taxonomy/blooms-taxonomy-revised/>
- Anjomshoa L. & Sadighi F. The Importance of motivation in second language acquisition. **Journal on Studies in English Language and Literature (IJSELL)**, 3(2) February 2015,126-137.
- Cherry, K. (2021, March 19). **The 5 Levels of Maslow's Hierarchy of Needs**. <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>
- Lianjiang Jiang, M. Y. (2020, December). Chinese ethnic minority student's investment in English learning empowered by digital multimodal composing. *Tesol Quarterly*, 54(4), 954-978.
- Murray G. et al. (2011) **Identity, motivation and autonomy in language learning**. Great Britain: Short Run Press:
- Norton, B. (2013). **Identity and language learning: Gender, ethnicity and educational change**. 2nd edition. Harlow, England: Longman.
- Norton, B. (2000). **Identity and language learning: Gender, ethnicity and educational change**.. London: Longman.
- Oliver, R. (1998) Negotiation of meaning in child interactions. **Modern Language Journal**, 82, 372–86.
- Ortega, L. (2009). **Understanding second language acquisition**. London: Hodder Education.
- Schmidt, R. (1983) Interaction, acculturation, and the acquisition of communicative competence. In N. Wolfson and E. Judd (eds), **Sociolinguistics and language acquisition** (pp. 137–74). Rowley, MA: Newbury House
- Huitt, W. (2011). Bloom et al.'s taxonomy of the cognitive domain. Educational Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved [2021, May 25] , from <http://www.edpsycinteractive.org/topics/cogsys/bloom.html> [pdf]