



JEL VOL. 2 No. 1 (January-June) 2021

ISSN: 2730-2431

Journal of English Language and Linguistics

English Program

Faculty of Humanities and Social Sciences

Journal of English Language and Linguistics (JEL)

JEL Vol. 2 No.1 (January-June) (2021) |

ISSN: 2730-2431

Journal of English Language and Linguistics



Publisher

English Program, Faculty of Humanities and Social Sciences
Buriram Rajabhat University, Thailand

Advisory Board

Assoc. Prof. Malinee Chutopama

President of Buriram Rajabhat University (BRU), Thailand

Assoc. Prof. Dr. Akkarapon Nuemaihom

Dean of Faculty of Humanities and Social Sciences, BRU

Asst. Prof. Dr. Kampeeraphab Intanoo

Associate Dean of Faculty of Humanities and Social Sciences, BRU

Asst. Prof. Dr. Surachai Piyanukool

English Program, Faculty of Humanities and Social Sciences, BRU

Editor-in-Chief

Asst. Prof. Suphakit Phoowong

English Program, Faculty of Humanities and Social Sciences, BRU

Associate Editors

Asst. Prof. Sittisak Pongpuehee

Asst. Prof. Somyong Som-in

Mr. Chomphu Isariyawat

Mr. Chaleomkiet Yenpheck

English Program, Faculty of Humanities and Social Sciences, BRU

Assistant Editors

Mr. Bamrung Kanram

Mr. Chaowalit Kuemphukeo

Ms. Yada Ramrit

Ms. Purisa Watcharenwong

Ms. Chayuda Chantapidta

Ms. Soranee Nielsen

Ms. Thitaporn Putklang

Ms. Naviya Chutopama

Ms. Phimpach Warasiwaphong

Ms. Jariyaporn Amatiratna

English Program, Faculty of Humanities and Social Sciences, BRU

Editorial Board

Prof. Dr. R. Michael Smith

Niagara University, USA

Prof. Dr. Ted Yu-Chung Liu

National Pingtung University, Taiwan

Prof. Dr. Himadri Sekhar Roy

Shahjalal University of Science & Technology, Bangladesh

Prof. Ni Ni Hlaing

Mandalay University of Distance Education, Myanmar

Dr. Ashok Thorat

Institute of Advanced Studies in English, India

Assoc. Prof. Dr. Pragasit Stitthitikul

Thammasat University, Thailand

Assoc. Prof. Dr. Supakorn Phoocharoensil
Thammasat University, Thailand

Assoc. Prof. Dr. Suntana Sutadarat
Ramkhamhaeng University, Thailand

Assoc. Prof. Ratanavadee Chotikapanich
Ramkhamhaeng University, Thailand

Assoc. Prof. Dr. Pornapit Darasawang
King Mongkut's University of Technology Thonburi, Thailand

Assoc. Prof. Dr. Sita Yiemkuntitavorn
Sukhothai Thammathirat Open University, Thailand

Assoc. Prof. Dr. Anchalee Wannaruk
Suranaree University of Technology, Thailand

Assoc. Prof. Dr. Dhirawit Pinyonattagarn
Shinawatra University, Thailand

Asst. Prof. Dr. Pradit Nareerak
Kampaengphet Rajabhat University, Thailand

Asst. Prof. Dr. Kandaporn Jaroenkitboworn
Chulalongkorn University, Thailand

Asst. Prof. Dr. Ubon Sanpatchayapong
Rangsit University, Thailand

Asst. Prof. Dr. Veerakarn Kanokkamalesh
Mahachulalongkornrajavidyalaya University, Thailand

Asst. Prof. Dr. Nawamin Prachanant
Buriram Rajabhat University, Thailand

Asst. Prof. Dr. Chookiat Jarat
Buriram Rajabhat University, Thailand

Asst. Prof. Dr. Karansupamas Eng-chuan
Mahidol University, Thailand

Asst. Prof. Dr. Singkham Rakpa
University of Phayao, Thailand

Asst. Prof. Dr. Khomkrit Tachom
University of Phayao, Thailand

Asst. Prof. Dr. Udomkrit Srinon
Kasetsart University (Kamphaeng Saen Campus), Thailand

Language Editors

Mr. Smith Gasi Tekeh Azah

Ms. Alma Abadingo Guilleno

Ms. Lolita Labfey Uminga

English Program, Faculty of Humanities and Social Sciences, BRU

Policy

Journal of English Language and Linguistics (JEL) is the double-blind peer-reviewed journal organized and published by the English Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand. The journal welcomes the submissions of manuscripts both from Thailand and other countries.

The aims of the journal are 1) to strengthen the collaboration and networking of academic and research works among educators, scholars, and researchers from the fields of English language and linguistics based on empirical academic and research studies, and 2) to provide an academic platform for authors to share their new insights and discoveries about theoretical and experimental implications.

The journal welcomes manuscripts for publication in the scope covering the following disciplines: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).

Submission Categories

The following two categories of manuscripts can be submitted to JEL:

1. Research Article

The research article must be based on the language-related areas specified in the aims and scope of the journal. The article should range from 2,500 to 8,000 words in length, including figures, tables, and references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.

2. Academic Article

The article should provide discussions on all aspects related to the

language-related areas specified in the aims and scope of the journal. It should range in length from 1,500 to 4,000 words, including references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords.

Frequency of Publication

The journal is published biannually (January-June and July-December).

Editor-in-Chief's Note

JEL Vol. 2 No. 1 (January-June) 2021|

ISSN: 2730-2431

Journal of English Language and Linguistics

During this difficult time of the COVID-19 pandemic that hit countries throughout the globe and predominantly affected people's lives, the Journal of English Language and Linguistics (JEL) hopes and prays that all authors and readers stay healthy and are safe from the deadly virus. JEL with regardless of the infected disease still continues calling for submissions of research and academic manuscripts. The journal, with the academic purpose of publishing international quality standards of research and academic works, pinpoints to achieve the ultimate goal of being a highly accredited journal in the next few years.

JEL has been founded in 2020 with two issues released, and this is the latest issue of the second consecutive volume in 2021. In the first issue (January-June) of this year, a total of eight articles, consisting of seven research articles and one academic article, have been double blind-reviewed and approved to get published. These articles, submitted by the authors from three countries: India, Myanmar, and Thailand, have been published with the current trends in teaching techniques through active learning, English language teaching and learning, English and Chinese language learning, English for specific purposes, and literature. It is noted that from this issue onwards the JEL template related to the author's affiliations and the corresponding author's affiliations will have been slightly adjusted in order to meet the internationally-standardized journal.

Last but not least, JEL would like to sincerely thank peer reviewers, authors, educators, scholars, and researchers for their academic contributions. For those who are interested in submitting their manuscripts, please do it via the website: <http://jelep.bru.ac.th>.

Assistant Professor Suphakit Phoowong

Editor-in-Chief

Contents

	Page
The Decline of Passive Learning into the Teaching Techniques through Active Learning <i>Manlika Phumatana</i>	1-14
Attitudes And Needs of Learning of Thai Merchants Towards the Importance of learning English and Chinese <i>Sarayut Chabantom, Arunthip Srisuk, & Sattra Sahatsathatsana</i>	15-32
Perceptions of Students and Teachers towards Relationship between University Environment and English Language Learning <i>Nilar Win & Liwen Liu</i>	33-43
Gender-based Differences in Language Learning Strategies among Foreign Students Majoring in Myanmar Language at YUFL and MUFL <i>Aung Myo Hein, Ohn Mar Maw, Aye Aye Soe, & Wai Yan Min Oo</i>	45-63
Factors Affecting Learning Environment of English Language Learners at Universities <i>Mary & Patricia Briscoe</i>	65-80
Teaching English for Medical Purposes: Myanmar Context <i>Ohnmar Thein, Thandar Thein, & Jasmine Kong-Yan Tang</i>	81-103

Contents

	Page
Feminist Appreciation of Jahnavi Barua's Undertow <i>Chingalembi Devi</i>	105-114
An Analysis of Particularized Conversational Implicatures in Breaking Dawn 1 Movie <i>Warunee Sae-aia</i>	115-136

The Decline of Passive Learning into the Teaching Techniques through Active Learning

Manlika Phumatana * 

Nakhon Sawan Rajabhat University, Nakhon Sawan, Thailand

APA Citation:

Phumatana, M. (2021). The decline of passive Learning into the teaching techniques through active learning. *Journal of English Language and Linguistics*, 2 (1), 1-14.

Received Date: May 23, 2021

Accepted Date: June 24, 2021

Abstract

Many years ago, I attended the “Active Learning” class at Montana State University in the United States. I wondered why American lecturers taught the learners with happiness and many teaching materials in their classrooms, which was full of a cozy atmosphere. In the same way, the learners talked, ran, and laughed without complaining. I fell in love with the teaching methods that American lecturers taught. Then I have studied how they did, what was the key to their teaching success. This was the reason why many Thai university lecturers did not enjoy creating the activities through the technique of active learning. This academic article was concerned about passive and active learning, time and classroom management, effective teaching through the teaching technique of active learning.

Keywords: Active learning, Passive learning, Teaching techniques

* Corresponding author.

E-mail address: manlika.d@nsru.ac.th

Introduction

Around 10 years ago, there were a few lecturers in the classroom at the university. While an American lecturer was teaching us about active learning, he gave the copied English handouts, explained the teaching methods and theories, and moved to talk about the grammatical rules or grammarians. As everybody was talking, and making fun of each other, I doubted whether they understood English. This was the reason why they did not pay attention to what the lecturer was teaching. Immediately, I asked my friend why she did not focus on what he was teaching. She replied that it was boring. Similarly, when I taught my students, I understood how much they were bored while they were listening to what I was teaching them. In that case, when I attended the class, I did exercises as the American lecturer wanted us to do. No one talked and laughed while he was teaching. I was curious about why we could not talk or consult each other and whether it was passive learning. Because of my curiosity on that day, I have learned about how to teach with joy and happiness. After that, for not so long, I got a scholarship from Nakhon Sawan Rajabhat University to take the "Active Learning" course for 15 days at Montana State University in the USA. I was an observer in American classes such as Science, English, and History. That was fantastic! I had never taught through many attractive and motivating techniques as American lecturers did. After leaving America, I would like to change my classroom atmosphere to fulfill the students' happiness by smiling. They should remember the difficult contents through activities and they also can apply their knowledge of their jobs after their graduation. I started to read many books and searched for websites related to active learning so that I was able to apply the knowledge to the development of the university students' language skills, i.e., listening, speaking, reading, writing, critical thinking, and pursue the university instructors how to change the way of teachings to be happy and effective learning.

Learning by Doing Nothing

According to the definition of "Learning" which is conceived as passive and active, it depends on the lesson plans, and the academic benchmarks, the

teachers were always worried about time management and the students' assessment. In fact, learning should be composed of active and purposive behaviors involving motivation, practice, and achievement (Herbert & Eugene, 1970, pp. 184-190). Even though Thai university students' classes take three hours for the lecturers to manage the lecture only on talking and writing without collaborating the contents with any other activities, it's remarkable that the students are lack inspiration and participation, and they also receive the monotonous stimulation. Thus, lecturers and students are not only bored with creating new innovations or knowledge together but also avoid responsibilities for learning. They are like zombies to accept information without considering the given contents. In this case, it used to happen to me when the students compared my teaching methods with the others, they did not accept the way of active teaching. They were lazy to participate in the activities and were not patient with the rules. They still denied the newly intellectual learning through the activities. Moreover, the passive lecturers are unprepared for their teaching, and they also are close-minded to drive up the students' learning. The college classroom is rife with silent subversion (Christou & Bulthoff, 1997, p. 109). To my way of thinking, the students have learned by themselves about the advent of personal technology and free Wi-Fi has given students access very simple. They do not need to study in the classroom but can learn through many applications, such as computer games, online shopping, and football matches. In this case, doodling and note-passing are all but extinct, yet distraction is on the rise, with students checking their smartphones an average of 11.43 times in every class, technology might just kill the classroom lecture, but it might also save learning itself (Bligh, 1971), and Bligh also suggested that no lecture should not more than 20 minutes, according to his point of view. In a Thai university class period for three hours, the lecturers give a lecture for 10-12 minutes, then the students should not be passive, but active. This should get rid of their stress and movement around the classrooms. However, passive learning may lead to a weak connection between neurons, while active multisensory learning can lead to deeply embedded neural connections (Michel, Cater & Varela, 2009; Wingfield & Black, 2005). Humans' brains work well and effectively when

they are physically moveable as well as passive learning equates to limited learning.

According to the information about learning by doing nothing, it is concerned with the lecturers' behavior such as "read a chapter, "hear my lecture". This is the way of passive teaching. Moreover, a recent survey was found that 65 percent of college students decided not to buy a required course textbook, and their stated reason is the exorbitant cost of the tomes, but behind that reasoning lies: Students clearly do not see the value of textbooks because it is not how they learn (Preville, 2019, p. 4). In this case, the lecturers who will succeed in their teachings should learn how to adapt the teaching techniques, and the students can be a part of the lessons. Furthermore, passive learning cannot identify the persons' skills, sitting on the chair, and they do not participate or collaborate with others. They are going to lose their inspiration to create new innovations, and creative thinking procedures are stopped.

Teaching Techniques through Active Learning

The cause and effect of passive learning are reflected in a student's lack of inspiration. They do not figure the textbooks out and ignore the way of teaching, etc. Thus, in the 1st century, the lecturers should adapt their teaching methods to manage the classroom, aiming at establishing students' self-control through a process of promoting positive students' achievement and behavior effectively through using materials to support the students who are full of the energy of creativity (Chandra, 2015, p. 13).

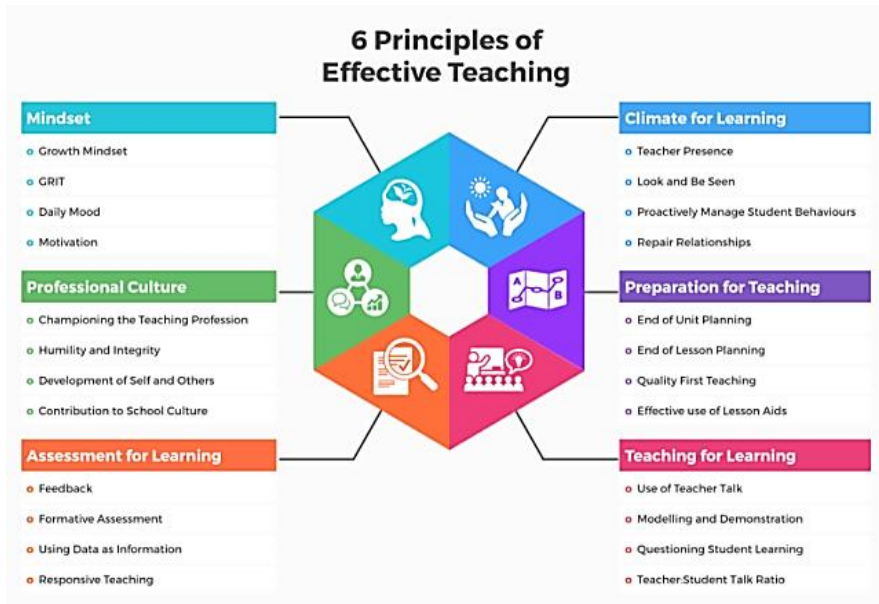


Figure 1. Infographic: 6 principles of effective teaching. (Best practices for effective learning, 2021)

In this case, the teaching techniques are parts of effective teaching. For example, “teaching for learning” relates to the techniques such as “the use of teacher talk”, “modeling and demonstration”, “questioning student learning”, and “teacher and student talk ratio”. According to Figure 1, the teaching techniques should be selected to match with the student’s background knowledge, then the level up will be increased and more complicated as the contents planned. In this case, effective teaching is composed of the mindset. For example, it’s an attitude and belief in thinking which can be developed, and created by the experiences of the thinkers. “Professional culture” is a part of effective teaching about understanding the nature and the culture of the students, including developing the lectures and students’ quality. This is concerned with “assessment for learning” according to the curriculum benchmarks: “feedback”, “formative assessment”, “using data as information”, and “responsive teaching”. In fact, in the classroom, the students and lecturers should spend time sharing

ideas or participating in designing the activities together. Even though the lecturers have been still mainly making the lesson plans, and managing them through varied activities. It is important not only for those who were concerned about effective learning in the classroom but also for “the climate for learning” while doing activities, such as “teacher presence” and “look and be seen”. In this case, however, both lecturers and students can adjust their attitudes to improve the relationship. Likewise, the preparation for teaching is one of the important methods for teachers who still teach through passive learning. Besides, they do not prepare the activities to activate the learning process for the students. Actually, the time management should take 15-20 minutes for attending each activity. Especially, the complicated contents should be prepared for the teaching materials, such as chemical pens, plain papers, sticky tape, and so on. The last topic for effective teaching is “teaching for learning”. Generally, humans learn how to improve and drive up themselves through good examples and experiences, and teaching in the classroom. However, if the students learn the difficult lessons by doing the activities, they will be happy about learning how to work as teamwork, sharing their ideas, identifying and proving the truth that it can be trusted in some subjects, such as Science and Mathematics. The questioning is also a way to activate the students’ appearance. Some secrets of students can be reviewed because they ask the questions, and they would like to know those answers to exchange their point of view with ratio.

All things considered, awesome teaching in the 21st Century, not to be focused on the lecturers’ knowledge, but the teaching strategies or various techniques are needed to be applied for the students. Undoubtedly, I do understand how hard to start and adjust the new teaching methods, especially, the own personality of each lecturer is different. In a way, the teaching technique is called “Active Learning” supports the classroom environment is better, cheer up the students’ inspiration, and relax at the same time. In the same way, Active Learning can also help students focus on what content the instructor wants them to know (Katelyn et al., 2020, p.4). In way of Active Learning is about the discussion in the classroom, and thinking about what will be happened after the lecturer explained fully of

the contents. In this case, the period of time to set up the activities as seen in Figure 2 is the first procedure for asking and talking about the students' background knowledge and lecturing about the content lessons for 10-12 minutes. Then, the activity is ready to run for 3-4 minutes, and the content theories are explained in 10-12 minutes. Next, the students are allowed to participate in the activity again just for checking their understanding of the lecturer's explanation before the class will be finished. Finally, a summary should also be done to clarify their understanding.

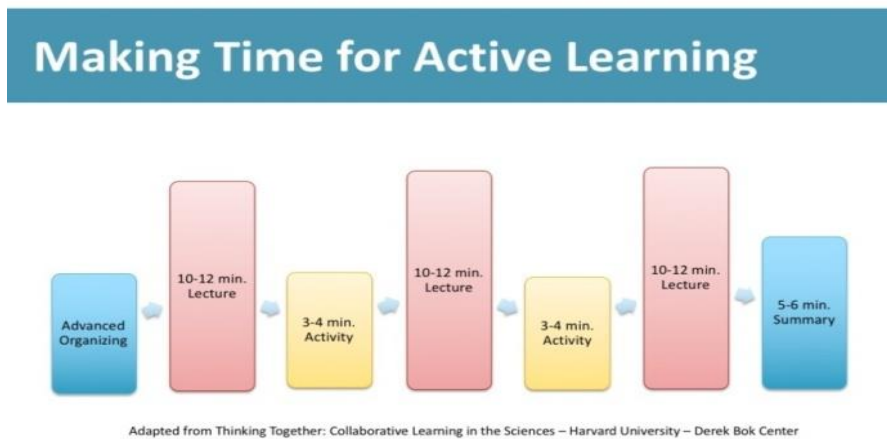


Figure 2. Infographic: Making time for active learning. (Center for Educational Innovation, 2021)

In this case, from Figure 2, the period of time to set up the activities depend on how much time it takes in a class. For the university class's period, it takes three hours. That means the lecturers can divide more time and activities appropriate to the contents and students.

When students are allowed to do the activities through active learning, the lecturer is a mentor and coach. This is aimed at developing some knowledge of their skills. Among all subjects, groups are based on active learning, which means that “learning by doing and thinking” should include 21st century skills (Surakarn et al, 2020, p. 35). Good teaching is to be a mentor, and the lecturers should walk around the class when the activities were

assigned. The students are always curious and would like good advice. For instance, the technique of project-based learning that the students want to understand about the Cycle of Deming is PDCA (Plan, Do, Check, Act). Basically, the lecturers should learn how to empower the PDCA, which will support the teaching techniques and time management in the classroom.

Teaching techniques or strategies in active learning activate the students' brains through the technique of "Brain-Based Learning". It is the strategy to perform the students' learning challenges of thought and collaboration. In fact, brain-based learning puts a strong emphasis on physical exercise and movement in the classroom. (Singaravelu, 2018, p. 767). In this case, many teaching techniques through active learning are used in my classroom as follows:



Figure 3. Photo: Active learning activity, 2312607 English for tourism and Hotel # 2, the 2nd year students, B.A. (Tourism and Service), Faculty of Management Science, Nakhon Sawan Rajabhat University, 2020.

According to Figure 3, the first technique was an activity designed for knowing the students' background knowledge of English vocabulary, which is normally used for the first time by the lecturer and learners who have never attended the class before. After that, the lecturer can assess and plan how to manage the lesson plan. In the case of teaching the course of 2312607 English for Tourism and Hotel # 2 for the 2nd year students of B.A. (Tourism and Service), Faculty of Management Science, Nakhon Sawan Rajabhat

University in 2020, the learners' problem was the vocabulary that must be used in the contents as the lesson plan and expected outcome. Therefore, the technique is called the "Balloon Pop" which was selected to develop 25 students in this class. The "Balloon Pop" gives each group an inflated balloon with the task/problem trapped inside a piece of paper. At the signal, all groups pop their balloons and inject fun, noise, and energy into a group assignment. (Yee, 2020, p. 7). From my point of view, the technique of the "Balloon Pop" supports the students to collaborate in a group. They can learn how to work as good teamwork and recognize the English vocabulary that they have known before. In general, the nature of human beings is competitive and energetic when they laugh and share their ideas with each other. The advantage of this technique was the students knew more vocabulary because each group exchanged to correct the words spelled on the balloon. When the students wrote the words on a balloon with chemical-colored pens, it reflects the brain. Simultaneously, for a long time, the various psychological influences of color on human beings have been a focal point of attention (Yoto et al, 2007). Finally, this group of university students should be developed more difficult content, it may be related to English grammatical rules and written language through more teaching techniques of active learning.

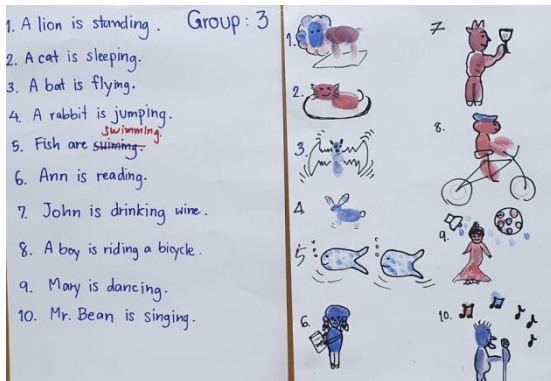


Figure 4. Photo: Active learning activity, "How to teach through the teaching technique of active learning" in Subhadrarama college, Gangodawila Nugegoda, Colombo, Sri Lanka, 2018.

The second technique that I am concerned with the technique of the “Balloon Pop” is to support the students to activate more learning as teamwork. They need to be driven up from the teaching effective methods of the lecturers about vocabulary and grammar. Undoubtedly, non-native speakers get worried about how to apply the grammatical rules to other language skills. Some countries have higher benchmarks for using foreign languages such as English, Chinese, Japanese, and so on. The lecturers always do a lecture through passive learning because the English structure is complicated in their views. It is also hard for them to understand and plan to teach through the activities. According to Figure 4, it is named “Make it a Story” used to encourage students to submit their group projects as a comic or story created online (bubblr, StripCreator, StoryJumper, Storify) (Yee, 2020, p. 7). Eventually, I have tried hard to create simple activities matched with the harder contents, such as “Tenses, Conditional Sentences, Parts of Speech” when I was invited to be a speaker on the topic “How to teach through the teaching technique of Active Learning” in Subhadarama College, Gangodawila Nugegoda, Colombo in Sri Lanka in 2018. Actually, in 2017 I had been to Subhadarama College, Gangodawila Nugegoda, Colombo in Sri Lanka. At that time, I was an observer in English and Sinhalese classes, such as the official and national languages of Sri Lanka. I observed that Sri Lankan college students’ background knowledge of English grammatical was weak even though they spoke English fluently. Hence, I had prepared to improve their grammar and writing skills and planned to see them again in 2018. By the way, Sri Lankans speak English as a Second Language, but many of the college students cannot use English as well as Thais. In 2018, on the other hand, I collected the technique “Make it a Story” that was applied for the college students and created the teaching materials: Stamp Pad, Chemical pens, and A4 papers. I planned the activities for them. The content was “Present Continuous Tense”. In this case, they were divided into 4-5 groups with 6 people in each group. Then they had to recognize the “Action Verbs” and arrange new sentences as the structure of the “Present Continuous Tense”. They stamped their thumbs on papers and decorated the drawings with chemical pens. As the result, Sri Lankans collaborated with “Make it a Story” used a few materials to create their

masterpieces. They enjoyed working as teams and remembered the structure of the situation precisely. At that time, before our class was finished and they had gone, they had to answer my questions on the activities that they had done. For instance, “I have an action verb, it’s “drink” how can I say as the Present Continuous Tense?” as a result of the wrapped-up activity, Sri Lankan college students could answer the questions are better and fluent.



Figure 5. Photo: Active Learning activity, 2313616 English for Tourism and Hotel 4, the 3rd year students, B.A. (Tourism and Service), Faculty of Management Science. Nakhon Sawan Rajabhat University, 2020.

In the third technique, there have been many times in the classroom that the students do not focus on the lecturer’s explanation in front of the classroom. This has many factors to reflect the students’ behaviors such as the lecturers’ teaching technique, disturbing sounds, chatting, or devices. In the beginning, I wrote about “Brain-Based Learning” that can support the learners to relax and focus on the contents. In the middle way of the class, the technique of “Brain-Based Learning” should be used for 3-4 minutes. According to Figure 5, I had spent time lecturing about 15 minutes and then I observed the learners’ behaviors. They were sleepy and did not focus on me anymore.

Because of that cause, the “Punctuated Lectures”, one way to do this is through a technique described by Angelo entitled “Punctuated Lectures”: Listen, Stop, Reflect, Write and Give feedback. Periodically, this involves stopping during a lecture and having students reflect on what they were doing by answering one or more (Lansing Community College, 2020). As in Figure 5, the learners learned about prepositions through their movements as the lecturer spoke out. Firstly, I tested them to write prepositions of locations as they knew for five words. Then I randomized some of the students to read their answers aloud. I selected only six words: “in front of”, “on the right”, “on the left”, “on the back”, “two next steps”, and “three next steps”. The learners had to move around their chairs as the lecturer commands. In this case, many active learning techniques were used: Brain-Based Learning, Demonstration, and these activities are also practicing the learners’ listening skills.

Conclusion

The learners’ learning behavior can be changed because of the lecturers’ teaching techniques. In this case, passive learning can be used by the students, but it makes the students lose performance and self-confidence. Furthermore, time management is important for university students to do activities through active learning, which has three full periods of each subject. Then the lecturers can use both passive and active learning, and they can spend 10-12 minutes for passive learning. After that, at that moment, they just use the other techniques such as “Brain-Based Learning, Brain gyms, etc. In the same way, passive learning should not be used in full periods without doing activities because it will make the learners get bored and not activated to learn the new knowledge and lack the inspiration. Finally, they do not want to read or use textbooks because they are not interesting when they have to prepare themselves to take any test. They may enjoy overviewing the contents taught, but forget everything in a short time. In contrast, if the lecturers take more time to learn how to create both teaching materials and effective teaching through active learning, the students will apply their knowledge with their future professions, and the

result of the assessment belonging to the curricular benchmarks is valuable and available.

References

- Angelo, T. A., & Patricia C.A. (1993). *Classroom assessment techniques: A handbook for college teachers*. 2nd ed. San Francisco: Jossey.
- Arun, A., & Singaravelu, G. (2018). Brain – based learning: A tool for meaning learning in the classroom. *International Journal Research: ResearchGate*, 7(9), 766-771. Retrieved from <http://researchgate.net/publication/328138396>
- Bligh, D. (1971). *What's the use of lecturers?*. University of London Institute of Education.
- Center for Education Innovation. (2021). *Active learning*. Retrieved from <https://cei.umn.edu/active-learning>
- Chandra, R. (2015). Classroom management for effective teaching. *International Journal of Education and Psychological Research*, 4(4), 13-15.
- Christou, C.G., & Bülthoff, H.H. (1997). Scene recognition after active and passive learning. *SAGE Journal*, 26(1), 109-109. Retrieved from <https://doi.org/10.1068/v970374>
- Hoogendoorn, C. (2015). *The neuroscience of active learning*. Writing Across the Curriculum. Retrieved from <http://openlab.citytech.cuny.edu/writingacrossthecurriculum/2015/10/15/the-neuroscience-of-active-learning>
- Krugmen, H. E., & Hartley, E. L. (1970). Passive learning from television. *Public Opinion Quarterly*, 34 (2), 184–190. <https://doi.org/10.1086/267788>
- Lansing Community College. (2020). *Punctuated lectures*. Retrieved from <http://www.lcc.edu/etc/resources/teachingtips/tip21.aspx>
- Lekhukul, A. (n.d.). *Active teaching for active learning*. Department of Internal Medicine Faculty of Medicine, Prince of Songkla

- University Hat Yai, Songkhla. Retrieved from <http://cid.buu.ac.th/information/al/activelearning.pdf>
- Preville, P. (2018). *Active learning: The perfect pedagogy for the digital classroom*. Retrieved from <https://offers.tophatlecture.com/rs/566-jgi-821/images/active-learning-pedagogy-Guide-2018-Top-Hat.pdf>
- Surakarn, A., Junprasert, T., Chaiakkarapan, N., Peungposop, N., & Boonlop, R. (2020). Active learning and its outcomes: A case study from the education reform project in Thailand. *The Journal of Behavior Science*, 15(1), 34-51.
- Yee, K. (2020). *Interactive techniques*. Retrieved from <http://www.usf.edu/atle/documents/handout-interactive-techniques.pdf>
- Yoto, A., Katsuura, T., Iwanaga, K., & Shimomura, Y. (2007). Effects of object color stimuli on human brain activities in perception and attention referred to EEG alpha band response. *Journal of Physiological Anthropology*, 26(3), 373-379, <https://doi.org/10.2114/jpa2.26.373>

Attitudes and Needs of Thai Merchants Towards the Importance of Learning English and Chinese

Sarayut Chabantom¹ , Arunthip Dieng² , Sattra Sahatsathatsana^{3*} 
^{1,2,3} *Kalasin University, Kalasin, Thailand*

APA Citation:

Chabantom, S., Dieng, A., & Sahatsathatsana, S. (2021). Attitudes and needs of Thai merchants towards the importance of learning English and Chinese. *Journal of English Language and Linguistics*, 2 (1), 15--32.

Received Date: June 7, 2021

Accepted Date: June 24, 2021

Abstract

The purposes of this study were: 1) to investigate the attitudes towards the importance of the English and Chinese, and 2) to investigate the needs of learning of Thai merchants towards English and Chinese. The samples were 100 merchants, selling different goods in Pattaya received from convenience and availability sampling method. The questionnaire was used as research instrument to collect the perceived importance of English and Chinese for their work and needs of learning English and Chinese. The statistics employed for analyzing data were: percentages, means, and standard deviations through the statistical package.

* Corresponding author.

E-mail address: sattra.sa@ksu.ac.th

The results revealed that the needs for learning English and Chinese were especially high in industries such as Accessories, where the complexity of communication is particularly high. English is obviously more frequently used and perceived as more important by the merchants. However, the desires of the merchants to learn Chinese were greater, indicating a high motivation to learn Chinese, presumably due to the current lack of Chinese skills. Overall, the results highlighted the increased needs regarding Chinese skills for Thai merchants, supposedly due to the fast-growing importance of the Chinese language. Because the required English and Chinese skills are very different depending on the industry (or types of goods sold), specific measures are recommended which take these industry-specific differences into account.

Keywords: Attitudes and needs, English and Chinese, Thai merchants,

Introduction

Thailand is a diverse country where over 80 languages are spoken (Smalley, 1994). Although one language, Thai, has predominantly been used in official and media communication (Smalley, 1994), two foreign languages have recently also become a central part of many peoples' lives: English and Chinese. The importance of these two languages is underlined by the Thai education system: from all the 19 foreign languages taught, only English and Chinese have been included at every education level (Tangyuenyong & Choonharuangdej, 2010). Whereas English has for decades played a central part in the successful Thai tourist and export industry (Thitthongkam et al., 2010), the Chinese language has recently also become very important in that regard. As a nearby country with the world's largest population and a fast-growing economy, the People's Republic of China has recently become a very important player in global trade and tourism (Lin, 2011), which has consequently also made the Chinese language very important in Thailand. Chinese language has long been offered as a foreign or second language, in both public and private schools (Luo & Limpapath, 2016). At present, Chinese may be considered as equally important as the English language. This reflects the importance of Chinese as a global language with hundreds of millions of Chinese-speaking people. The Chinese language has also

benefited from the recent openness of Thailand towards China: Since the re-establishment of diplomatic relations in 1975, relations between Thailand and China have recently become very friendly and Thai officials have generally viewed the Chinese influence in the region positively (Chinwanno, 2009; Kanoksilpatham, 2011). From 2007 onwards, the Chinese language has enjoyed the status of a language that is supposed to contribute to enhancing the country's potential competitiveness in the era of globalization (Kanoksilpatham, 2011). Still, Chinese language study in Thailand has faced many obstacles or difficulties, such as high demand, a lack of possibilities of Chinese language learners to apply the knowledge to the real environment, a lack of appropriate textbooks and a lack of teachers with enough competency or enthusiasm for the subject (Masuntisuk, n. d. ; Kanoksilpatham, 2011).

In 1996, English became a mandatory subject for all primary students from grade one onwards. This enabled Thai student to learn English without interruption from primary to secondary school. According to the National Education Curriculum (based on the Constitution of Thailand), all Thai citizens have an equal right of twelve years of basic education (Wongsothorn, 2002). Despite this, Thai people have often encountered difficulties in learning the English language, because of cultural factors, rigid teaching methods and a lack of focus on verbal communication. More recently, however, in 2008, English was set to be taught using a more communicative approach, and be taught through other subjects as well (Sermsongswad & Tantipongsanuruk, 2015). It has been recognized that good knowledge of English is now a necessity in Thai society, so that English learning was given more importance in the education system and productive skills were given more importance than before (Wongsothorn, 2002).

Recently, a lot of attention has been given to the increased importance of English and Chinese language in Thai economy in general. However, very little is still known about the specific implications and trends. In order to give more specific recommendations, more knowledge is required about: 1. the areas of the Thai economy in which English / Chinese is particularly

important, and 2. the motivations that drive people in different areas of business to learn these languages.

To gain further insights about this, this study systematically examined the attitudes and needs of Thai merchants of learning the English and Chinese language, to learn more about key factors (extrinsic or intrinsic) , contributing to the importance of English and Chinese for specific professions.

Research Objectives

1. To investigate the attitudes towards the importance of English and Chinese
2. To investigate the needs of learning of Thai merchants towards English and Chinese.

Methodology

1. Research Design

The quantitative research design was employed and the gathered data were analyzed through the use of descriptive statistics. However, there was also the qualitative data from the observation reported in the end of the results.

2. Population and Samples

2.1 Population

The population were Thai merchants in Pattaya, potentially using English and/or Chinese in daily communication.

2.2 Samples

The samples were 100 Thai merchants selling various types of goods received from convenience and availability sampling method.

3. Instrument(s)

The questionnaire was adapted from Luo & Limpapath (2016), which was in turn based on attitude questionnaires developed by Abidin, et al. (2012),

Al Asmari (2013) and on Yu (2010). In addition, some questions have been added for this specific research topic.

It consisted of three parts including: Part I focused on the demographic information of the participants (age, gender etc.), their personal backgrounds as well as the industry they work in, Part II focused on the importance of English and Chinese for their lives and professions, and Part III focused specifically on their attitudes towards English and Chinese language.

4. Data Collection

Using this questionnaire, the data was personally collected from all 100 respondents during the second semester of the 2019 academic year. For this purpose, the researchers travelled to Pattaya and personally carried out the data collection (February 15-16, 2019). The respondents in the sample were asked to complete the questionnaire immediately after distribution of the Q&A sheet. When the meaning of a question was unclear, the respondents were assisted, and the meaning of the questions was separately explained to them. Questions were also asked at different times of day, to make sure that different types of merchants were included in the survey.

Responds were collected anonymously (without name of the sample on the sheet) and the respondents' personal data and responses were kept in strict confidentiality. After personally collecting the data from all 100 different merchants on the original survey sheets, all data was manually manipulated and kept electronically through the use of computers, for validating and analyzing the data.

5. Data Analysis

The data analysis was undertaken by importing the resulting Excel file into the statistics software package. In the software, the data were analyzed efficiently and with standardized methods, for the statistics mentioned below. The results of the analysis were exported from the statistical package into numerous statistics tables, which were then further examined for important trends and differences. For interpretation of the scores from the questionnaire, please find the following definitions:

1= Strongly Disagree
4 = Mostly agree

2= Disagree
5= Strongly Agree

3 = Don't know

Results

Table 1

Distribution of Merchants by Gender

Distribution by Gender, Age and Education			
	Frequency	Percentage	Cumulative Percent
Gender			
Female	58	58.0	58.0
Male	42	42.0	100.0
Total	100	100.0	
Age			
20-29	21	21.0	21.0
30-39	36	36.0	57.0
40-49	15	15.0	72.0
N/A	28	28.0	100.0
Total	100	100.0	
Education			
Bachelor's	18	18.0	18.0
High School	13	13.0	31.0
< High School	47	47.0	78.0
N/A / Other	22	22.0	82.0
Total	100	100.0	

As shown in Table 1, the descriptive statistics show that the samples seemed well-balanced, with a similar number of males and females, as well as people from different age groups, and education levels respectively. However, it should be noted that most participants did not have a high school education. In addition, there were many participants who had a different

kind of education, or who did not want to disclose their age or their education level (“N/A”).

Table 2

Distribution of Merchants by Types of Goods Sold

Distribution of Types of Goods sold			
	Frequency	Percent	Cumulative Percent
Accessories	15	15.0	15.0
Clothes	9	9.0	24.0
Food & Beverages	34	34.0	58.0
Handbags & Shoes	11	11.0	69.0
Other	31	31.0	100.0
Total	100	100.0	

Regarding goods sold, Table 2 shows that a large part (about one third) of the samples of merchants sold foods and beverages. There was also a large group of merchants selling miscellaneous things (“Other”), which included items specifically for tourists, but also specific things such as umbrellas or health products and cosmetics. Apart from that, there were sizeable groups of merchants selling accessories and clothes, as well as handbags and shoes. Overall, this well-balanced sample should allow to make inferences about the population of Thai merchants in Pattaya. The following sections, therefore, will look more closely at the results regarding the specific needs and attitudes of merchants regarding the English and Chinese language.

Table 3

Distribution of Merchants by English Ability

Ability to speak and understand English and Chinese			
	Frequency	Percentage	Cumulative Percent
English Ability			
1	1	1.0	1.0
2	3	3.0	4.0
3	13	13.0	17.0

4	26	26.0	43.0
5	57	57.0	100.0

Table 3 (continued)

Ability to speak and understand English and Chinese

	Frequency	Percentage	Cumulative Percent
Chinese Ability			
1	24	24.0	24.0
2	21	21.0	45.0
3	17	17.0	62.0
4	14	14.0	76.0
5	24	24.0	100.0
Total	100	100.0	

For English, Table 3 shows that on a scale from 1 = “Very Poor” to 5 = “Very good”, most merchants ranked their English skills as “Good” (26%) or “Very Good” (57%). On the other hand, only a small share of the merchants ranked their Chinese skills as “Good” (14%) or “Very Good” (24%) was shown in Table 3.

Table 4

Learning Experience of Merchants in English and Chinese

English and Chinese Learning Experience			
	N	Mean	S.D.
Having learned English	99	2.89	1.889
Having learned Chinese	100	2.29	1.402

As shown in Table 4, English had been learned by more merchants than Chinese, however the difference is less pronounced than the difference between English and Chinese skills.

Table 5
Use of English and Chinese in Merchants' Careers

Use of English in Career			
	N	Mean	S.D.
English is used often in career	100	3.66	1.765
Chinese is used often in career	100	2.87	1.668

As presented in Table 5, English is still expected to be more frequently used overall in merchants' careers than Chinese. This is underlined by the shares of customers speaking English and Chinese.

Table 6
Share of Customers Speaking English and Chinese

Share of customers speaking English and Chinese			
	N	Mean	S.D.
Share of Customers speaking English	99	48.12%	31.97%
Share of Customers speaking Chinese	99	26.52%	22.39%

As Table 6 (derived from the question "How many of your customers to you speak in English / Chinese?") also indicates, English is more frequently used than Chinese overall.

Table 7
Use of English and Chinese in Merchants' Careers

Use of English and Chinese in Job and Career			
	N	Mean	S.D.
Importance of English for job	100	4.35	.925
Importance of Chinese for job	100	3.89	1.348
Importance of English for career	100	3.71	1.794
Importance of Chinese for career	100	3.48	1.778

According to the results in table 7, English was considered as more important for the current job than Chinese. However, English was still ranked only slightly more important for both the current job and for (future) career.

Table 8

Desire of Merchants to Learn English and Chinese

Desire to learn English and Chinese			
	N	Mean	S.D.
Desire (wanting) to learn English	99	3.06	1.511
Desire (wanting) to learn Chinese	99	3.26	1.569

According to these results in Table 8, although English skills seem to be more important for the merchants to survive in the current work environment, the indicated desire to learn Chinese was greater (mean score of 3.26 for Chinese instead of 3.06 for English).

Table 9

Importance of English and Chinese for Merchants, by "Type of Goods"

Importance of English and Chinese, by Industry / Goods sold					
		Importance of English	Importance of Chinese	English is important for career	Chinese is important for career
Accessories	Mean	4.67	3.93	4.00	3.60
	N	15	15	15	15
Clothes	Mean	4.00	3.67	3.11	2.89
	N	9	9	9	9
Food & Beverages	Mean	4.47	3.88	4.15	3.88
	N	34	34	34	34
Handbags & Shoes	Mean	4.36	4.27	3.45	3.45
	N	11	11	11	11
Other	Mean	4.16	3.81	3.35	3.16
	N	31	31	31	31

Total	Mean	4.35	3.89	3.71	3.48
	N	100	100	100	100

As shown in Table 9, the essentially same questions were asked for the (current) job and for the career. For the current job (columns 1 and 2), the results indicated that Chinese skills were especially important for sellers of Handbags and Shoes (almost equally important as English). English skills, on the other hand, were ranked as very important for selling Accessories.

Table 10

English and Chinese Abilities of Merchants, by “Type of Goods sold”

		English and Chinese ability by Industry / Goods sold	
		English Ability	Chinese Ability
Accessories	Mean	4.87	3.00
	N	15	15
Clothes	Mean	4.00	2.67
	N	9	9
Food & Beverages	Mean	4.29	2.62
	N	34	34
Handbags & Shoes	Mean	4.55	3.64
	N	11	11
Other	Mean	4.19	3.06
	N	31	31
Total	Mean	4.35	2.93
	N	100	100

The results shown in Table 10 indicates that sellers of accessories, handbags and shoes were very good speakers of English: the average score was 4.87 and 4.55 respectively (almost the maximum), indicating that almost all sellers of Accessories, Handbags and Shoes could speak English very well. However, for Chinese skills, the scores were only medium, indicating a lack of Chinese skills of sellers of these kinds of goods. Therefore, in the areas

where English skills were important, specifically in selling accessories, handbags and shoes, the English skills of Thai merchants seem to cover those needs quite well.

It could be obviously observed that the use of body language as well as the use of utensils by merchants, in order to complement the (limited) use of spoken words were generally used for communication. It was found that the merchants often communicate with limited vocabulary, but they tried to cope with this problem by using hand gestures, pointing to objects, or by using utensils such as calculators. So, for example, if a merchant did not have good English skills, he or she could use body language and gestures instead. This could be another explanation for why many merchants (e. g. food vendors) did not require advanced English and Chinese skills.

This once again showed that the successful communication in a business context is about more than just foreign language skills. Depending on the good which is being sold, a lack of foreign language skills can be compensated with non- verbal communication. This underscores the importance of evaluating language needs based on the context (e. g. by the industry or good being sold), a key finding confirmed by this study.

Discussion

The results of this study largely support the basic results found by Wongchai and Yotimas (2014), Chayada (2017) and Hongquian (2016), for Thai merchants. The importance of both English and Chinese is strongly recognized by Thai merchants, whereas the needs (difference between required and actual skills) are expected to be stronger for the Chinese language. This applies especially to industries such as Accessories, where the Chinese skills were ranked as very important. Overall, therefore, the results highlight the importance of improving Chinese skills for Thai merchants in these industries. However, it should be noted that this study had a number of limitations.

Firstly, the qualitative research strategy with personal answers only allowed for a relatively small sample size (in this case 100 merchants). In some cases, this may have led to higher standard deviations and therefore diminish the statistical significance of the results. Secondly, the sample of merchants was not perfectly randomized and limited to a certain area. This may mean that

the results are not completely generalizable for Thailand as a whole. For example, because Pattaya is very touristic, the importance of English and Chinese tends to be higher than in other places. Still, it could be expected that merchants in other areas in Thailand have similar language requirements and face similar problems. Thirdly, the study here presented focused more on “subjective” needs, than on “objective needs”. Participants were asked about what they think (subjective or “felt” needs), instead of objectively measuring how much money they could earn by learning the language. Fourth, the study focused on simple statistics and for the sake of simplicity, an elaborate quantitative analysis was not undertaken. Fifth, the notions of “attitudes” and “needs” are dependent on each other (and therefore, these two terms cannot be perfectly separated). If, for example, the needs to learn a language are great, then the attitudes towards this language will also be more positive.

For future studies, a more quantitative research design could lead to further insights. Also, while this study has looked at a specific area, it could be interesting to look at a broader population, to perhaps uncover differences between more touristic and less touristic areas. Despite these limitations, the findings presented in this study clearly underscore the importance for Thai merchants to adapt to the new Chinese language requirements (in addition to the English skills, which many of them have already acquired in the past). This, together with the findings from previous research, leads to the following recommendations.

The results of the study revealed that the attitudes of Thai merchants towards English and Chinese language are mostly positive and that the needs to learn Chinese are strong.

Regarding the attitudes of the importance of English and Chinese, the importance of English and Chinese is strongly recognized (importance of 4.35 for the current job for English and 3.89 for Chinese, respectively). The motivations to learn these languages were about average, but the desires to learn Chinese were slightly stronger (3.26 instead of 3.06). This corresponded with Hongquian (2016) who found indications that Thai people in Bangkok were highly motivated to learn Chinese, even though Chinese was still only the second most important foreign language.

Regarding the needs of learning English and Chinese, English was more frequently used than Chinese (an average of 48.1% of customers speak English, but only 26.5% of customers speak Chinese). However, as shown in chapter 2, language needs result not only from required skills, but from the difference between required skills and actual skills (McCawley, 2004). In the case of this study, therefore, needs arise from the language skills which the job demands (required skills) versus the skills which the merchant already has (actual skills). Regarding actual skills, a very large number (83%) of the merchants already ranked their English skills as “Good” or “Very good”. It can thus be expected that English requirements were covered quite well and therefore, the needs for additional English skills were smaller. With Chinese, on the other hand, only a small number (38%) of the merchants ranked their Chinese skills as “Good” or “Very good”. This leads to a high difference between required Chinese skills and actual Chinese skills, indicating a strong need for Chinese skills (large gap between “the Chinese skills that are needed for the job” vs. “the Chinese skills that merchants have”). Again, this finding is also in line with results from other studies, especially Hongquian, (2016).

As outlined in chapter 2, this could be a result from increased tourism and trade with Chinese-speaking people, which many Thai merchants have not yet adapted to. Another factor for this lack of Chinese skills may be the lack of successful Chinese teaching, as supported by other studies such as Kanoksilpatham (2011).

Further analysis indicated that the needs towards English and Chinese language for Thai merchants is largely related to the industry or type of goods which they sell. With Accessories, for example, the scores for the importance of English and Chinese (for the career) were 4.00 and 3.60, respectively, as oppose to 3.11 and 2.89 for Clothing. The industries with a high complexity of the goods (e.g. Accessories) were normally also the ones which showed the strongest needs for English and Chinese skills. This result is supported by Wongchai & Yotimas (2014), who found high importance of foreign language (speaking and listening) for sellers at souvenir shops and with Chayada (2017), who found a low importance of foreign language for food vendors.

Thus, where the good is complex and where the nature of the communication is more complex (as e.g., with accessories or jewelry), the required English and Chinese skills may be greater. Meanwhile, where the communication is simpler (as e.g. in the selling of clothes), the required English and Chinese skills have tended to be lower. Also, in the subsample analysis by industry (or “type of good sold”), it was found that the merchants’ English skills covered the required English skills quite well (e.g. mean score for English skills of 4.87 for Accessories), but that the required Chinese skills were not covered very well by the merchants’ Chinese skills. In Accessories, for example, the mean score for Chinese skills was only 3.00, relative to an average importance of 3.93 of Chinese for the current job, indicating a large difference between required and actual skills. Thus, the actual English skills of Thai merchants seemed mostly sufficient relative to the required skills, whereas the actual Chinese skills appear as insufficient when compared to the required skills. By definition, this indicates a lack of Chinese skills in specific industries, such as in the tourism industry (as supported by Hongquian, 2016).

In conclusion, the English skills of Thai merchants are much higher than their Chinese ones. This might be because of Chinese is more difficult for Thai merchants to learn than English. Another possible reason may be that the opportunities to speak English on the job are still more common than the opportunities to speak Chinese reflecting from the results for topic of “language use”. Thus, it was not surprising that the importance of English for the current job was ranked as higher than Chinese. Although Chinese is currently less frequently used, it was amazingly found that most merchants also found the Chinese language to be important.

Recommendations

1. Implication

1.1 Simplify Chinese learning in public schools, especially by putting more focus on speaking and listening and on basic vocabulary. The results presented in other studies, such as Kanoksilpatham (2011), also indicate that more emphasis should be put on speaking and listening in Chinese education

(instead of grammar and rules). Especially for selling goods, being able to speak and listen (and to know basic vocabulary) would seem more important than being able to follow the strict grammatical rules. As Wongchai and Yotimas (2014) found, speaking and listening were most important for Thai merchants.

1.2 Offering specific language trainings at reduced prices, in order to provide more opportunities to the merchants to practice conversation in the Chinese language. Previous studies such as Hongquian (2016) indicated that Thai people would be willing to pay to learn Chinese, so there is a potential demand for this measure to succeed.

1.3 Providing the specific language training. As shown in Chayada (2017) and as confirmed by this study, the required vocabulary depends largely on the good that is being sold (depending on whether a merchant sells food or accessories, the range of words he requires is very different). Therefore, some merchants, such as sellers of clothes, could get by with a minimum of English language (related to size, prize and material). For them and also for example for sellers of food (cf. Wongchai & Yotimas, 2014), advanced Chinese is not as important. However, for a seller of jewelry or other accessories, negotiation, advanced skills in the foreign language (e.g. detailed explanation and precise conversation in Chinese) become very important. For example, they need to learn specific phrases like “this item is 80% silver and I can give you a certificate for that”. For these industries, such as the luxury industries, more advanced language training programs are necessary. This not only applies to Chinese language training programs, but also to training programs in the English language.

2. Further Study

Since the effective of using non-verbal language or gestures was helpful for the merchants to communicate with their customers, it should be, consequently, provided in terms of training for them besides providing the training using verbal language.

References

- Abidin, M., Pour-Mohammadi, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *International Journal of Asian Social Science* 8(2), 119–134.
- Al Asmari, A.R. (2013). Saudi university undergraduates' language learning attitudes: A preparatory year perspective. *International Journal of Asian Social Science* 3(11), 2288–2306.
- Chinwanno, C. (2009). *Rising China and Thailand's policy of strategic engagement*. In J. Tsunekawa (Ed.), *The Rise of China: Responses from Southeast Asia and Japan*. Tokyo: National Institute for Defense Studies.
- Chayada. (2017). *The role of street food vendors on tourism development in Bangkok, Thailand*. Jumonjibaru, Japan: Ritsumeikan Asia Pacific University.
- Hongqian, J. (2016). Demand Estimate of Chinese Language. A Case Study of BKK Market. *International Journal of Management and Applied Science* 2(7), pp. 82–87.
- Kanoksilpatham, B. (2011). *National survey of teaching Chinese as a foreign language in Thailand*. Retrieved from https://www.researchgate.net/publication/283712679_National_survey_of_teaching_Chinese_as_a_foreign_language_in_Thailand/download
- Lin, J. Y. (2011). China and the global economy. *China Economic Journal* 4(1), 1-14. DOI: 10.1080/17538963.2011.609612.
- Luo, H. & Limpapath, P. (2016). Attitudes towards Chinese Language learning: A case of Thai Senior High School Students at a Private School in Bangkok. *BU Academic Review*, 15(2), pp. 102–112.
- Masuntisuk, R. (n.d.) *Chinese language teaching in Thailand at the primary and secondary education levels*. Retrieved from http://www.thaiworld.org/upload/question/file_827.pdf (year of publication not stated)
- McCawley, P. (2004). *Methods for conducting an educational needs assessment*. Idaho: University of Idaho.

- Sermsongswad, U. & Tantipongsanuruk, C. (2015). 'English language education in Thailand'. In Bigalke, T.W. and Sharbawi, S. (eds.) English for ASEAN Integration: Policies and Practices in the Region. Brunei Darussalam: Universiti Brunei Darussalam.
- Smalley, W. A. (1994). *Linguistic diversity and national unity: Language ecology in Thailand*. Chicago: University of Chicago Press.
- Tangyuenyong, P. & Choonharuangdej, S. (2010). *Research on the teaching and learning of the Chinese language in higher education institutions in Thailand: A Summary*. Thai World Affairs Center. Retrieved from http://www.thaiworld.org/upload/question/file_830.pdf
- Thitthongkam, T., Walsh, J., & Bunchapattanasakda, C. (2010). The roles of foreign language in business administration. *Journal of Management Research* 3(1), 1–14. 10.5296/jmr.v3i1.509.
- Wongchai, A. & Yotimas, D. (2014). *A language needs analysis research of tourism personnel at Muang Tam sanctuary for tourism English communication innovation*. Conference: International Conference on Education, Psychology, and Social Science (ICEPS2014), At Taipei, Taiwan.
- Wongsothorn, A., Hiranburana, K. & Chinnawongs, S. (2002). English Language Teaching in Thailand Today. *Asia Pacific Journal of Education* 22, 107–116.
<http://dx.doi.org/10.1080/0218879020220210>.
- Yu, Y. (2010). *Attitudes of learners toward English: A case of Chinese college students*. The Ohio State University. Retrieved November from https://etd.ohiolink.edu/!etd.send_file?accession=osu1283303545&disposition=inline

Perceptions of Students and Teachers towards Relationship between University Environment and English Language Learning

Nilar Win ^{1*}  Liwen Liu ² 

¹ Myitkyina University, Kachin State, Myanmar

² Chung Hua University, Hsinchu City, Taiwan

APA Citation:

Win, N., & Liu, L. (2021). Perceptions of students and teachers towards relationship between university environment and English language learning. *Journal of English Language and Linguistics*, 2(1), 33-43

Received Date: June 3, 2021

Accepted Date: June 29, 2021

Abstract

Academic success of language learners is not only determined by their level of intelligence, but it is also associated with the learning environment provided to them. The current study is an attempt to investigate the factors which affect learning environment of English language learners at government universities. In this context a questionnaire survey-based research design was used by following interviews. The statistics revealed that English curriculum meets students' needs in practical ways (Mean=4.18). The teachers also favour the statement that they always facilitate students with the material they need (Mean=4.15). The data also revealed that most teachers are fairly qualified to train them in student centred classroom; the mean score shows 4.00. The teachers always encourage their students to take part in university activities according to

* Corresponding author.

E-mail address: 1968nilarwin@gmail.com

their interests as the average mean score was 3.90. It is evident that teachers probably facilitate dynamic and active teaching strategies and lesson planning for all the students as the mean score was 4.05. Regarding teachers and learners' perspective about availability of resources at university, students strongly agreed with the statements that language labs are available at their university. Findings of the study revealed that the role of environment is rated central and important in creating skill-based student-centred classrooms. Myanmar students are also satisfied regarding their learning environment. The paper recommends that the existing facilities should be upgraded and significantly improved by the government; urgent attention should be given to the development of the internet facilities of the University.

Keywords: English language learning, Relationship, University environment,

Introduction

Education is the continuous process of learning from experience while removing unwanted experiments and continuing with the wanted experiments. Moreover, it is the developmental process of such characteristics among the students which enable them to control their environment (LeClair, 2002). The role of environment becomes more crucial in case of learning second or foreign languages. English proficiency skills can be acquired and utilized well in a learning friendly environment. Overall, it can be concluded that university environment plays a significant role in the performance of the students and their language achievement.

Literature Review

Facilities related to infrastructure mean those facilities which were provided to the students in the vicinities of university building. A study conducted by Fisher (2001) shows that there is positive correlation between the university infrastructure and students learning outcomes along with their behavior changes. It is mostly observed that students learn more when a suitable social environment is provided to them in university. The university is the

place of incredible importance in education. The learning environment is directly proportional to the language achievements of learners. Better university environment not only improves their learning but also helps in lessening the drop-out of the students (Battin, et al, 2000). Poor indoor environment of the classroom affects students' performance badly. Teachers use different strategies which are useful for the transfer of information. Therefore, it is necessary that classroom should be professionally designed with proper air and lighting conditions. Rooms should be airy and spacious enough to accommodate all students. Furthermore, classrooms must be equipped with audio visual aids, learning kits, and language related stuff. A good language classroom must be looked like a language laboratory like computer, biology, chemistry and physics laboratories at university.

Digital literacy and computer mediated technology have made university environment learner friendly. However, the university reforming and revolution plan is much slower than the need and expectations. English enjoys the status of foreign language in Myanmar for many decades. This study investigated the role and need of university environment on the healthy and productive learning of ELLs.

Research Objectives

To investigate the impact of university environmental factors on the performance of English language learners (ELL)

Methodology

The current study was descriptive in nature and survey-based research framework was adopted to collect data.

1. Research Design

Research design is given much importance in methodological framework of any study as it works as the blueprint for the study (Blaxter, 2010). Research design helps the researcher to follow a proper road map in order to achieve research objectives.

2. Population and Samples

The population parameter was the students from the government universities of Myanmar. The accessible population was taken from selected universities including English specialization students (n=211) at these universities were selected by using convenient sampling technique.

Table 1

Demographic Data of English Specialization Students (n=211)

SN	Variables		Number	Total	Percentage
1.	Gender	Male	38	211	18.01%
		Female	173		81.99%
2.	Years of study	Second Year	62	211	29.38%
		Third Year	70		33.18%
		Fourth Year	79		37.44%

Table 2

Demographic Data of English Teachers (n=33)

SN	Variables		Number	Total	Percentage
1.	Gender	Male	13	33	39.39%
		Female	20		60.61%
2.	Teaching experience	1 to 5 years	10	33	30.30%
		6 to 10 years	12		36.36%
		11+ years	11		33.34%

Table 3

Demographic Data of University Administrative Officials (n=17)

SN	Variables		Number	Total	Percentage
1.	Gender	Male	5	17	29.41%
		Female	12		70.59%
2.	Length of service	1 to 5 years	3	17	17.65%
		6 to 10 years	7		41.17%
		11+ years	7		41.18%

3. Instrument(s) and Procedures

A questionnaire was used to collect data from students about the effect of university environment on the academic performance of the students. This questionnaire consisted of different components. Each component consisted of different statements and five-point Likert like scale was given to the participants to scale their responses. Interview survey was also done with university authorities.

Results

The data collected from questionnaire revealed opinions of students related to different factors which affect learning mechanism of EFL learners at Myanmar universities. The results obtained from questionnaires are discussed based on research questions: What type of factors can play significant role in developing good English language learning environment at university?

Table 4 reflects teachers' perceptions on curriculum and educational materials about university environment.

Table 4

Teachers' Perceptions on Curriculum and Educational Materials (n=33)

SN	Statement	M	SD	Measurement
1	The English curriculum meets students' needs in practical ways.	4.18	0.79	Often
2	Students have acquaintance with enrichment material and other resources.	4.15	0.80	Often
3	The institution is helpful in providing resource material for teaching.	3.73	0.78	Often
4	Teachers are facilitated with computer assisted language teaching in university.	3.75	0.78	Often

Table 4 (continued)

SN	Statement	M	SD	Measurement
5	English teachers and students' achievements are acknowledged properly.	3.86	0.83	Often
	Average	3.93	0.80	Often

Note. M = mean; SD = standard deviation.

Note. 1.00-1.80=Never, 1.81-2.60=Seldom, 2.61-3.40=Sometimes, 3.41-4.20=Often, 4.21-5.00=Always.

The statistics in Table 4 revealed that English curriculum meets students' needs in practical ways (Mean=4.18). The teachers also favor the statement that they always facilitate students with the material they need (Mean=4.15). Furthermore, English teachers and students' achievements are acknowledged properly as the calculated mean score of teachers was 3.86. Moreover, average mean score 3.93 shows that university often facilitate them with the satisfactory supply of curriculum and educational materials.

English teachers' teaching capacity has been investigated and analyzed in Table 5. Accordingly, the role of teaching capacity is the most important factor of university environment and improvement plan, and it determines language learning performance of English language learners.

Table 5

Students' Perspective on English Teachers' Teaching Capacity (n=211)

SN	Statement	M	SD	Measurement
1	English teachers devise and revise lesson plans regularly.	3.85	0.80	Fairly qualified
2	Teachers use student-centered approach in language classroom.	4.00	0.80	Fairly qualified
3	Teachers encourage cooperative and collaborative learning in class.	3.79	0.80	Fairly qualified
4	English teachers are flexible in using different teaching techniques.	3.74	0.77	Fairly qualified

Table 5 (continued)

SN	Statement	M	SD	Measurement
5	Students are encouraged to develop decision making habits in university.	3.93	0.79	Fairly qualified
6	Student's classroom participation is encouraged by their teachers.	3.84	0.81	Fairly qualified
	Average	3.86	0.79	Fairly qualified

Note. M = mean; SD = standard deviation.

Note. 1.00-1.80=Very unqualified, 1.81-2.60= Somewhat unqualified, 2.61-3.40=Don't know, 3.41-4.20= Fairly qualified, 4.21-5.00= Very qualified.

The data collected from the questionnaires revealed that most teachers trained them in student centered classroom; the mean score shows 4.00. Moreover, they also stated that teachers often use methodologies which were suitable for their age as their mean score was calculated as 3.74. Students also stated that teachers always encourage their students to think and make decisions independently as the mean score was 3.93. Data shows that teachers regularly prepare lesson plans and encourage students' participation adequately (Mean=3.85).

Table 6 shows statistics collected from the questionnaires and revealed the students' participation in university activities according to their interests.

Table 6

Teachers' Perspective on Students' Participation (n=33)

SN	Statement	M	SD	Measurement
1	Students focus to acquire language and life skills in university.	3.81	0.83	Often
2	ELLs participate in art and co-curricular activities at university.	3.91	0.82	Often
3	Students participate in curricular and extracurricular activities with interest.	3.99	0.86	Often
	Average	3.90	0.84	Often

Note. 1.00-1.80=Never, 1.81-2.60=Seldom, 2.61-3.40=Sometimes, 3.41-4.20=Often, 4.21-5.00=Always.

The data revealed that teachers often encourage their students to take part in university activities according to their interests as the average mean score was 3.90. Students stated that teachers often encourage them to express their thoughts and feelings through art and other activities as the mean score was 3.91. Students, according to their abilities, learn the basics skills for writing, reading and necessary life skills as the mean score was 3.81.

Table 7 describes learners' perspective about university environment.

Table 7

Students' Perspective on Learning Environment (n=211)

SN	Statement	M	SD	Measurement
1	Learning environment is stable, dynamic and pleasant in university.	4.03	0.76	Good
2	University has established library and learning corners.	4.01	0.75	Good
3	Teaching strategies and lesson planning are conducive to learning English.	4.05	0.75	Good
4	Students are made aware of the outcomes of English teaching strategies.	3.90	0.80	Good
	Average	4.00	0.77	Good

Note. 1.00-1.80= Not at all, 1.81-2.60= Poor, 2.61-3.40= Satisfactory, 3.41-4.20=Good, 4.21-5.00= Excellent.

It is evident that teachers probably facilitate dynamic and active teaching strategies and lesson planning for all the students as the mean score was 4.05. However, only some of the students stated that they are made aware of the outcomes of English teaching strategies (Mean=3.90).

The following table shows the extent of usage of resources at university. The statistics revealed that English literature books, grammar books, world atlas/ maps or geography charts. Monolingual dictionaries are available at maximum level for the students at university library. Whereas some of the

teachers stated that language labs and English movies for language teaching are available at minimum level. It is evident from the results that students and teachers randomly use resources for their learning and teaching purposes.

Table 8

Students' perspective on availability of resources

SN	Statement	Mean	SD	Measurement
1	English literature books are available at university library.	3.85	0.82	Agree
2	Language labs is are available at my university.	4.23	0.66	Strongly agree
3	English movies are available for language teaching.	3.51	0.69	Agree
4	English grammar books are available at university library.	3.31	0.52	Not sure
5	CDs of spoken language are available at my university.	3.70	0.71	Agree
6	World atlas / Maps or geography charts are available at university library.	3.56	0.77	Agree
7	Dictionaries are available for language teaching at my university.	4.17	0.73	Agree
Average		3.76	0.70	Agree

Note. 1.00-1.80= Strongly disagree, 1.81-2.60= Disagree, 2.61-3.40=Not sure, 3.41-4.20= Agree, 4.21-5.00=Strongly agree.

Table 8 compares head teachers, teachers and learners' perspective about availability of resources at university. The data revealed that students strongly agreed with the statements that Language labs are available at their university (Mean=4.23). English dictionaries are available at university library as the mean scores was 4.17. Whereas some of the teachers were just agreed with the statement that university has English literature books, English movies, CDs of spoken language and World atlas / Maps or geography charts are shown for language teaching purpose; the mean scores were 3.85, 3.51, 3.70 and 3.56 respectively.

Discussion

According to Byoung-suk (2012), students need safe, healthy and stimulating environment to grow and to learn where they can get better nourishment. It is a general observation that students spend 6 to 8 hours at university. Furthermore, students spend some of the time in the grounds, corridors or yards of the university. Therefore, it is necessary that they should be provided such environment which can groom their hidden skills. This condition needs careful planning and its designing make it possible to achieve objectives like education, health and stewardship. Thus, university environment occupies a paramount status in shaping and reshaping the intellectual abilities. Moreover, favourable university environment, having enough learning/teaching facilities makes students more comfortable to learn in comfortable environment, where they can concentrate on their academic, physical and mental growth. Thus, university environment plays a significant role in the development of the students. The education process occurs in physical, social, cultural and psychological environment of the university. Therefore, it is necessary that university provide a favourable environment where students get enough stimuli for learning English language.

Recommendations




Present study suggests that university environment plays a significant role on the academic achievements of the students. Findings obtained from the respondents indicate that university environment influences the achievements of the learners. The data also highlighted that university curriculum and educational materials, teachers' teaching capacity, students' participation learning environment and availability of resources at universities have positive impact on the academic achievements of EFL students and enhance their language learning performance. It is remarked that the COVID-19 pandemic has impacted on the academic performance of university students. However, the COVID-19 worldwide pandemic has not affected only university students, but also higher education teaching institution staff, whose job performance may consequently affect their sustainability. Therefore, for further research, different analyses can be

carried out on the variables mentioned in this study and include other variables that could affect learning, in addition to combining both the perceptions of university students and teachers. In conclusion, the factors which influence students' performance and their achievements include appropriate teaching methodology, smart and skilled teachers and favourable learning atmosphere facilitate language learning opportunities at universities.

References

- Arul Laurence, A. S. (2012). University environment & academic performance of standard six students. *Journal of Educational and Industrial Studies in the World*, 2(3).
- Battin, S. R., Abbott, R. D., Hill, K. G., Catalano, R. F., & Hawkins, J. D. (2000). Predictors of early high university dropout: A test of five theories. *Journal of Educational Psychology*, 92, 568-582.
- Blaxter, L. (2010). *How to research* (4th ed.). Maidenhead: Open University Press.
- Byoung-suk, K. (2012). *Landscape performance research; University environment & students' performance*. Paper from Landscape Architecture Foundation.
- Fisher, K. (2001). *Building better outcomes: the impact of university infrastructure on student outcomes and behavior*. Department of Education, Training and Youth Affairs Canberra, Australia.
- LeClair, J. A. (2002). Social status and children's behaviour: Do ecological correlations reflect family level associations? *The Canadian Geographer*, 46, 325-336.
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research*, 75(3), 417-453. [CrossRefGoogle Scholar](#)

Gender-based Differences in Language Learning Strategies among Foreign Students Majoring in Myanmar Language at YUFL and MUFL

Aung Myo Hein^{1*}, Ohn Mar Maw², Aye Aye Soe³, Wai Yan Min Oo⁴
^{1, 2, 3} *Yangon University of Foreign Languages, Yangon, Myanmar*
⁴ *Mandalay University of Foreign Languages, Mandalay, Myanmar.*

APA Citation:

Hein, A.M., Maw, O.M., Soe, A.A., & Oo, W.Y.M. (2021). Gender-based differences in language learning strategies among foreign students majoring in Myanmar language at YUFL and MUFL. *Journal of English Language and Linguistics*, 2(1), 45-63.

Received Date: June 3, 2021

Accepted Date: June 25, 2021

Abstract

Myanmar Students are always enthusiastic to learn a foreign language. Both inside and outside classroom, they always find possible ways to improve their foreign language skills. Additionally, students have burning desire to communicate with the foreigners proficiently and accurately. However, some are not content with their foreign language proficiency. Therefore, they want to know what kind of strategies they should apply in learning a language. The objectives of this research were to study the language learning strategies employed by foreign students who study Myanmar Language at Yangon University of Foreign Languages (YUFL) and Mandalay University of Foreign Languages (MUFL) in the academic year 2019-2020, and to examine whether there is a relationship between language learning strategies and language improvement according to gender. This study applied quantitative method. The utilized questionnaire was from the most widely

* Corresponding author.

E-mail address: aungmyohein465@gmail.com

employed strategy scale the ESL/EFL version of the Strategy Inventory for Language Learning (SILL) by Oxford (1990). Data analyses included the computation of descriptive statistics (means and frequencies). The findings of the study shed light that female learners employed more strategies than males. According to the replies of the participants, metacognitive strategies were highly employed whereas memory and compensation strategies were least used among them. Furthermore, one prominent finding highlighted in this research was that there was a significant difference according to the gender type. Strategy use reported by female participants indicated that they highly preferred metacognitive strategies whereas male participants showed their great preference on social strategies.

Keywords: Gender, Language learning strategies (LLS), Strategy inventory for language learning (SILL)

Introduction

In recent years, many studies in Myanmar have focused on foreign language learning. One of the factors in language learning which need to be taken into account is about language learning strategies. Studies conducted by scholars (Kato, 2005, 2009; Li, 2005; Oxford, 1989, 1990, 1996; Oxford & Burry-Stock, 1995; Oxford & Nyikos, 1989; Wang, 2009, Cabaysa, 2010; Khmakhien, 2012; Tam, 2013, & Hassan, 2017) emphasized that language learning strategies are important factors in both teaching and learning process. According to O'Malley & Chamot (1990), the use of language learning strategies in foreign language learning is important because they can affect performance of the learners. Therefore, language learners need to master language learning strategies. In addition, language teachers should also make every effort to encourage the use of language learning strategies that can transform language classrooms into communicative practices. In Myanmar, recent studies have mainly dealt with language learning style among university students, however, not many investigations have been conducted about the importance of language learning strategies. Therefore, this paper addressed this gap by identifying language learning strategies

used by foreign students who study Myanmar language at YUFL and MUFL. With great interest in foreign or second language learning, this paper reported the preferred language learning strategies of 195 foreign students and showed the significant difference in the use of language learning strategies based on gender.

Literature Review

Many researchers have highlighted the importance of language learning strategies and their role in making learners more successful in their academic career. Oxford (1990) gave definition of language learning strategies as the tools taken by students to enhance their own learning. It was stated by Oxford (1990) that the appropriate use of language learning strategies helps to improve language proficiency and enhances self-confidence. As such, Oxford (1990) defined strategy as the plan, step or conscious action to achieve an objective. This strategy concept was then transformed into “learning strategies”, which are defined as the operations applied by the learners to assist them in “the acquisition, storage, retrieval and use of information” (Oxford, 1990, p. 8). More specifically, these learning strategies are specific actions employed by the learners to make the “learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations” (Oxford, 1990, p. 8). Cohen (1998) also described learning strategies as the processes that learners employ consciously to enhance the storage, retention, recall and application of knowledge in the language learning process.

Oxford (1990) has classified strategies into direct strategies and indirect strategies as shown in Figure 1.

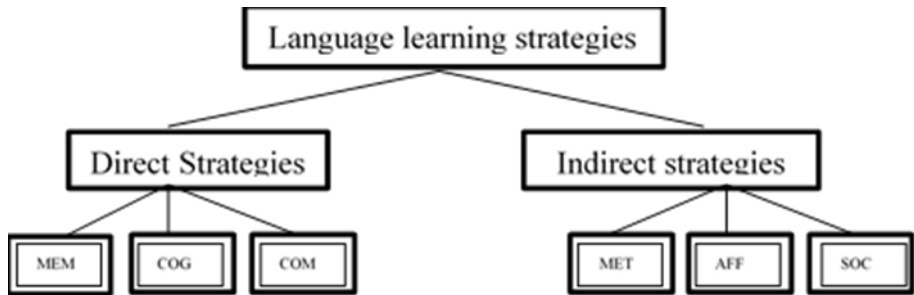


Figure 1. Strategy system by Oxford (1990, p.16).

Note. MEM= Memory COG= Cognitive COM= Compensation
MET= Metacognitive AFF= Affective SOC= Social.

According to Oxford (1990), as mentioned in the above figure, there are two main groups: direct strategies and indirect strategies. These two groups are subdivided into six sub-groups as memory, cognitive, compensation, metacognitive, affective, and social. Memory, cognitive and compensation strategies are under the category of directive strategies. Meanwhile, indirect strategies are comprised of metacognitive, affective and social strategies. Direct strategies are defined as the strategies that involve mental process and directly influence the target language, whereas indirect strategies support and manage language without directly involving the target language” (Oxford 1990, p.14).

Table 1

Functions and Examples of Direct and Indirect Strategies.

Strategies		Function	Examples
Direct Strategies	Memory	Enable learners to store and retrieve new information of a new language	Grouping, imagery, and rhyming
	Cognitive	Enable learners to understand and produce new language	Reasoning, analyzing, summarizing, and generally practising

Table 1 (continued)

	Strategies	Function	Examples
Indirect Strategies	Compensation	Allow learners to use the language despite knowledge gaps	Guessing meaning in context, using synonyms and body gesture
	Metacognitive	Allow learners to evaluate their own language learning pattern and coordinate the learning process	Paying attention and self-evaluation
	Affective	Help learners gain control and regulate personal emotions, attitudes, and values	Anxiety reduction, self-encouragement, and self-reward
	Social	Allow users to interact with users	Asking questions and cooperating with native speakers

Studies on gender-based differences in language learning strategies

Many studies have investigated the relationship between language learning strategies and gender. According to Park & French (2011, p. 177), studies that investigate about gender differences in language learning strategies play an important role as men and women are considered to be different in both educational and occupational outcomes in general. An example of study conducted by Puteh, Zin, & Ismail (2016) confirmed that gender differences need to be given attention since “the difference between the girls and boys has been attributed to reading engagement among the students (p. 118). Therefore, gender differences are assumed to influence the choices of those learning strategies (Ehrman & Oxford, 1989; Oxford, 1990; Gurian, 2001;

Severiens & Dam, 2005; Zhenhui, 2005; Logan & Johnston, 2009; Yilmaz, 2010; Park & French, 2011; Roohani & Zarei, 2013; Tam, 2013; Viriya & Sapsirin, 2014). Indika Liyanage & Brendan John Bartlett (2012) found that there were distinct preferences for males and females depending on the learning contexts in which specific strategies were reportedly being utilised. Green and Oxford (1995) found in their study that females used more social and affective strategies. Kato (2005) obtained the same result in her study of Japanese EFL students. The results however were not always consistent. Ghadessy (1998) reported in the study of a group of university students in the Hong Kong Baptist University that there was a significant gender difference in five of the six categories of language learning strategies, except Memory Strategies. Mahmud & Nur (2018) explore language learning strategies of male and female students and discuss those strategies in relation to gender differences. Findings from the quantitative data showed that female students use more cognitive, compensation, and affective strategies while male students prefer using memory, metacognitive, and social strategies. According to Rahimi, Riazi, and Saif (2008), no relationship between language learning strategies and gender was found in their study on Persian learners. Nisbet, Tindall, and Arroyo (2005) also obtained similar results in their study of 168 students from Hanan University in China. Therefore, Bremner 1999; Dreyer & Oxford 1996; Foong & Goh 1997; Green & Oxford 1995 recommended to further investigate the correlation between the variation in the use of language learning strategies and gender.

Research Objectives

1. To study the language learning strategies employed by foreign students who study Myanmar Language at YUFL and MUFL
2. To examine the relationship between language learning strategies and their language improvement based on gender

Methodology

In order to identify the language learning strategies, the questionnaire developed by the Strategy Inventory for Language Learning (SILL) by Oxford (1990) was utilized. This questionnaire was widely employed due to

its high reliability and validity. The questionnaire consisted of 50 questions. The questionnaire was provided in three languages version; English, Myanmar and Chinese so that the participants would be able to respond the questions easily. The items in this instrument were measured using a five-point Likert scale ranging from “always or almost always true of me” to “never or almost never true of me”. The data obtained from the questionnaire furnished a composite score for each category of strategy.

1. Population and Samples

The study was conducted on 195 foreign students who study Myanmar language in YUFL and MUFL. These students were explained the purpose of this study before they were asked to sign the participation consent form. There were 45 beginning, 33 intermediate, and 117 advanced students. The age of the students ranged from 18 to 45. 139 of them were female and 56 of them were male students. The participants were from various countries (Korea, Japan, China, Thailand, Vietnam, Laos, India, Australia, France, and Germany). The participants reported that they have studied Myanmar language for total periods of time from at least one year to four years. Most of the students replied that they learn Myanmar language for their job expectations as interpreters and they are willing to invest in an oilfield because of Myanmar's booming economy.

Table 2

Demographic Description of Participants

	N	%
Myanmar proficiency		
Basic	45	23
Intermediate	33	17
Advanced	117	60
Gender		
Male	56	29
Female	139	71

Table 2 (continued)

	N	%
Nationality		
Korean	20	10
Chinese	82	42
Japanese	79	41
Thai	1	0.5
Vietnamese	4	1.5
Laos	5	3
Indian	1	0.5
Australian	1	0.5
French	1	0.5
German	1	0.5

The participants are engaged in some forms of language instruction in Myanmar for 20 to 25 hours weekly in their classroom, so they have the exposure of 8 to 10 months in total for study in each academic year. Students usually take advantage of language learning through the immersion programme of Myanmar Culture by participating in the extra curricula activities organized by the university.

2. Data Collection

First of all, the questionnaire was distributed to the students by the classroom teacher during a regular class period. The full descriptive instructions regarding to the procedures of administration were provided and the instructor discussed with the students before administration. The students were told that there were no right or wrong answers to any question and their confidentiality was secured and their response would be used for research purposes only. They were also asked to respond to each item based on an honest assessment of their language learning strategy use. In addition, they were informed that their participation would not affect their grades.

Furthermore, an Individual Background Questionnaire was distributed in order to gather demographic information about the students. The information included age, sex, nationality, language they usually speak in hostel during their stay in Myanmar, language they use at the university. Participants were also asked to rate their current level of Myanmar proficiency.

3. Data Analysis

The data were analyzed through the computation of descriptive statistics (means and frequencies) in order to compile demographic information of the participants and to get the overall result of the preferred strategies by the participants and finally to investigate the variation in the strategy use according to gender. The scale ranges (1) 'High Usage' (3.5-5.0), (2) 'Medium Usage' (2.5-3.4) and (3) 'Low Usage' (1.0-2.4) according to the model of Oxford (1990).

Results

The following figure shows the result of the preference of each language learning strategy item by the foreign learners majoring in Myanmar language at YUFL and MUFL.

Table 3

The Preferred Language Learning Strategies of the Participants

Strategy category	Strategy No.	Statement of Language Learning Strategies	Rank	Mean
High usage (M = 3.50 or above)				
Met	33	I try to find out how to be a better learner of Myanmar.	1	5.80
Cog	12	I practice the sounds of Myanmar.	2	5.57
Met	31	I notice my Myanmar mistakes and use that information to help me do better.	3	5.00

Table 3 (continued)

Strategy category	Strategy No.	Statement of Language Learning Strategies	Rank	Mean
Met	32	I pay attention when someone is speaking Myanmar.	4	4.89
Cog	11	I try to talk like native Myanmar speakers.	5	4.81
Met	34	I plan my schedule so I will have enough time to study Myanmar.	6	4.72
Met	30	I try to find as many ways as I can to use my Myanmar.	7	4.69
Cog	13	I use the Myanmar words I know in different ways.	8	4.69
Met	38	I think about my progress in learning Myanmar.	9	4.67
Cog	10	I say or write new Myanmar words several times.	10	4.58
Aff	39	I try to relax whenever I feel afraid of using Myanmar.	11	4.43
Aff	40	I encourage myself to speak Myanmar even when I am afraid of making a mistake.	12	4.36
Mem	9	I remember new Myanmar words or phrases by remembering their location on the page, on the board, or on a street sign.	13	4.33
Soc	46	I ask Myanmar speakers to correct me when I talk.	14	4.22
Met	35	I look for people I can talk to in Myanmar.	15	4.08
Soc	50	I try to learn about the culture of Myanmar speakers.	16	4.08
Com	29	If I can't think of a Myanmar word, I use a word or phrase that means the same thing.	17	4.02

Table 3 (continued)

Strategy category	Strategy No.	Statement of Language Learning Strategies	Rank	Mean
Cog	21	I find the meaning of a Myanmar word by dividing it into parts that I understand.	18	4.02
Mem	4	I remember a new Myanmar word by making a mental picture of a situation in which the word might be used.	19	3.99
Soc	49	I ask questions in Myanmar.	20	3.95
Mem	2	I use new Myanmar words in a sentence so I can remember them.	21	3.93
Cog	14	I start conversations in the Myanmar.	22	3.93
Soc	48	I ask for help from Myanmar speakers.	23	3.91
Mem	3	I connect the sound of a new Myanmar word and an image or picture of the word to help me remember the word.	24	3.89
Soc	47	I practice Myanmar with other students.	25	3.81
Com	25	When I can't think of a word during a conversation in Myanmar, I use gestures.	26	3.71
Mem	6	I use flashcards to remember new Myanmar words.	27	3.68
Cog	20	I try to find patterns in Myanmar.	28	3.64
Aff	42	I notice if I am tense or nervous when I am studying or using Myanmar.	29	3.58
Cog	22	I try not to translate word for word.	30	3.53

Table 3 (continued)

Strategy category	Strategy No.	Statement of Language Learning Strategies	Rank	Mean
Medium Usage (M = 2.5–3.4)				
Soc	45	If I do not understand something in Myanmar, I ask the other person to slow down or say it again.	31	3.47
Met	36	I look for opportunities to read as much as possible in Myanmar.	32	3.41
Mem	7	I physically act out new Myanmar words.	33	3.38
Met	37	I have clear goals for improving my Myanmar skills.	34	3.30
Cog	16	I read for pleasure in Myanmar.	35	3.28
Cog	17	I write notes, messages, letters, or reports in Myanmar.	36	3.27
Cog	19	I look for words in my own language that are similar to new words in Myanmar.	37	3.24
Mem	8	I review Myanmar lessons often.	38	3.19
Cog	15	I watch Myanmar language TV shows spoken in Myanmar or go to movies spoken in Myanmar.	39	3.12
Cog	23	I make summaries of information that I hear or read in Myanmar.	40	3.01
Aff	41	I give myself a reward or treat when I do well in Myanmar.	41	2.99
Com	27	I read Myanmar without looking up every new word.	42	2.95
Com	26	I make up new words if I do not know the right ones in Myanmar.	43	2.95

Table 3 (continued)

Strategy category	Strategy No.	Statement of Language Learning Strategies	Rank	Mean
Com	28	I try to guess what the other person will say next in Myanmar.	44	2.80
Cog	18	I first skim Myanmar passage (read over the passage quickly) then go back and read carefully.	45	2.63
Com	24	To understand unfamiliar Myanmar words, I make guesses.	46	2.56
Aff	44	I talk to someone else about how I feel when I am learning Myanmar.	47	2.46
Aff	43	I write down my feelings in a language learning dairy.	48	2.41
Low Usage (M = 2.4 or below)				
Mem	5	I use rhymes to remember new Myanmar words.	49	2.31
Mem	1	I think of relationships between what I already know and new things I learn in the Myanmar.	50	0.71

Table 3 indicated the frequencies of all 50 items in the questionnaire. The mean score 30 items which were highly preferred by the participants was equal to or over 3.5. It indicated a high use of these items (Oxford 1990). The last two memory strategies had a mean score lower than 2.4, indicating little use of such strategies (Oxford 1990). The remaining 18 items had a mean between 2.4 to 3.4, indicating medium use of such strategies (Oxford 1990). Green & Oxford (1995) and Kato (2005) stated that the increased use of both direct and indirect strategies can make learners to have a high level of proficiency. Therefore, based on the results as shown in the above table, the participants in this study had high level of language proficiency.

The Use of Strategies by Gender

Oxford (1993) pointed out that gender can make a profound effect on the choice of language learning strategies in second language learning. Many studies have mentioned that females mostly perform better in second language learning than males. Therefore, language instructors should be aware of gender difference when they educate learners on language learning strategies. The result of the different use of language learning strategies by male and female students was recorded as follow:

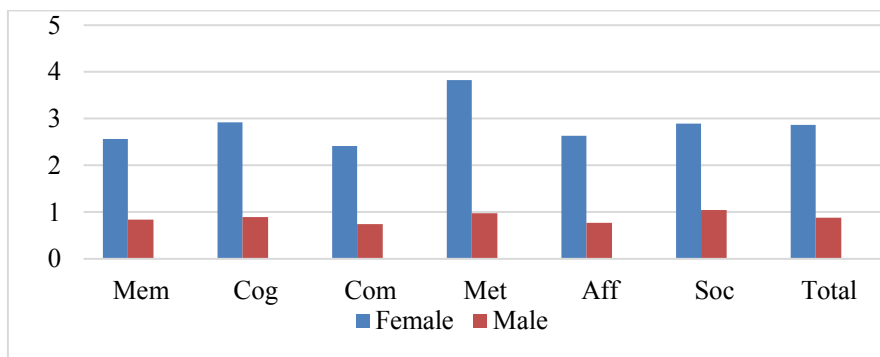


Figure 2. The different use of language learning strategies by male and female participants.

Obviously, as shown in the above figure, female students significantly employed more direct and indirect strategies compared to male students. Liyanage & Bartlett, 2012 and Platsidou & Sipitanou 2015 confirmed that females were more superior in the use of language learning strategies if compared to males. This could be because of the nature and personality of females. According to these researchers, females are very motivated to explore different ways of improving their language learning process compared to male students. Another significant difference found in this study was the use of social strategies which were ranked as the most preferred strategies by males, whereas metacognitive strategies were ranked as the most preferred by females. One similarity found in this study was in the use of compensation strategies that showed the least preference by both males and females.

Discussion

The main aim of this study was to investigate the overall strategy use preferences of the sample. According to the replies of the participants, metacognitive strategies were the most employed strategies. It is revealed that participants were more aware of the importance metacognitive strategies as they could provide the necessary support to become more independent and successful learners in language learning especially in higher institutions contexts. Furthermore, metacognitive strategies are viewed as the more powerful strategies in assisting the learners to be more self-regulated in the learning process. The high use of metacognitive strategies is line with the findings from some Asian countries like Japan, China, Korea and Taiwan and other reports by Aliakbari & Hayatzadeh, 2008; Platsidou & Sipitanou, 2015; Tan & Kaur, 2015.

As Oxford (1990) pointed out that females tend to use more language learning strategies than males, this study found the same result. Strategy use reported by female participants in this study indicated that they had a high preference on metacognitive strategies since these strategies could help them to direct, organize, and plan their own language learning.

It was found out that male participants showed their great preference on social strategies. Male students replied that they preferred asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native speaking conversation partner, and exploring cultural and social norms. These strategies could help the learners work with others, understand the target language and culture as reported by Kiram (2014).

The similarity found in this study was in the use of compensation strategies. It was found out that compensation strategies were ranked as the lowest used by both male and female participants. According to Oxford (1990), compensation strategies enable students to make up for missing knowledge in the process of comprehending or producing the target language. One interesting point worth noting in this study is that all the participants are

reluctant to use comprehension strategies. The participants replied that they did not use gesture when they have difficulty to produce the language, and they did not like making up new words when they did not know the right ones. The lowest use of compensation is consistent with the finding of Shmais' (2004) study on EFL students from An-Najah National University. However, this result is slightly different from other studies done in Asian countries like China, Taiwan, Malaysia and Singapore. For example, in the study of Subramaniam and Palanisamy (2014), compensation strategies were mostly used by the learners from private secondary schools in Malaysia. They have found that learners had to resort to compensation strategies because of their grammar and vocabulary deficiencies.

Recommendations

1. Implications

The data clearly indicated that the most preferred strategies by foreign students learning Myanmar language at YUFL and MUFL were metacognitive strategies as these strategies could be able to lead the learners to become more independent, self-directed and successful language learners. Male students showed great preference on social strategies but female students preferred using metacognitive strategies. Both of them did not like using compensation strategies. Since females were found to employ more strategies than males, future planning should be considered on how these indirect and direct strategies could be implemented effectively according to gender.

2. Further Studies

In addition, teachers are recommended to consciously integrate language learning strategies in foreign language teachings. It is hoped that the findings of this research may suggest some pedagogical implications. Therefore, applying language learning strategies in an appropriate and a flexible way can ensure to be more successful in language learning process as agreed by Fazeli (2012). Based on different contexts and the tasks given, if learners can be able to take control of their own language learning process by using

appropriate language learning strategies, this indirectly will lead the learners to have a better command of language proficiency. In conclusion, it is necessary for Myanmar students to understand the importance of using language learning strategies in the process of learning a language. Additionally, Myanmar students are encouraged to select language learning strategies that are most appropriate and relevant to their learning tasks. It is also essential to find opportunities to practise their foreign or second language and discover possible ways to use a wide range of strategies for the improvement of their language proficiency.

References

- Aliakbari, M., & Hayatzadeh, A. (2008). Variation of language strategies among Iranian English students: The effect of gender. *International Journal of Pedagogies and Learning*, 4(3), 72-87.
- Cabaysa, C. C. (2010). Language learning strategies of students at different levels of speaking proficiency. *Education Quarterly*, 68(1), 16-35.
- Deneme, S. (2008). Language Learning Preferences of Turkish Students. *International Journal of Humanities and Social Science*, 2 (10), 156-161.
- Hassan, R. (2017). Gaya dan Strategi Pembelajaran Bahasa Melayu dalam Kalangan Pelajar Perancis (Malay language learning styles and strategies among French students). *Gema Online Journal of Language Studies*, 17(1), 125- 146.
- Liyanage, I., & Bartlett, B.J. (2012). Gender and language learning strategies: looking beyond the categories. *The Language Learning Journal*, 40 (2), 237-253. DOI: 10.1080/ 09571736.2011. 574818.
- Kato, S. (2005). How language learning strategies affect English proficiency in Japanese university students. *Journal of the Faculty of Human Studies*, 7(1), 239- 262.
- Kato, S. (2009). The relationship of language learning strategies and personality on English proficiency in Japanese university students. *The Journal of Asia TEFL*, 6(1), 141-162.
- Khmakhien, A. (2012). Demystifying Thai EFL Learners' perceptual learning style preferences. 3L: *The Southeast Asian Journal of English Language Studies*, 18(1), 61-74.

- Lee, C. K. (2010). An overview of language learning strategies. *Arecls*, 7, 132-152.
- Li, J. (2005). An empirical study on learning strategies of tertiary-level EFL learners in China. *The Journal of Asia TEFL*, 2(1), 131-154.
- Mahmud, M., & Nur, S. (2018). Exploring students' learning strategies and gender differences in English language teaching. *International Journal of Language Education*, 2 (1), 51-64.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Oxford, R. L. & Burry-Stock, J. (1995). Assessment the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System*, 23(1), 1-23.
- Oxford, R.L. (1990). *Language learning strategies: What every teacher should know*. USA: Heinle Press.
- _____. (1993). Instructional implication of gender difference in language learning styles and strategies. *Applied Language Learning*, 4 (2), 65-94.
- _____. (Ed.) (1996). *Language learning strategies around the world: Crosscultural perspectives*. Honolulu: University of Hawaii Press.
- Oxford, R., & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *Modern Language Journal*, 73, 166-174.
- Park, G. & French, B. F. (2011). Beyond the mean differences of the SILL by gender: Differential item functioning. *The Journal of Asia TEFL*, 8(4), 175-203.
- Platsidou, M., & Sipitanou, A. (2015). Exploring relationships with grade level, gender and language proficiency in the foreign language learning strategy use of children and early adolescents. *International Journal of Research Studies in Language Learning*, 4(1), 83-96. doi: 10.5861/ijrsl.2014.778.
- Puteh, M., Zin, Z. M., & Ismail, I. (2016). Reading performance of Malaysian students across gender in PISA 2012. 3L: *The Southeast Asian Journal of English Language Studies*, 22(2), 109-121.

- Shmais, W. A. (2004). The English language learning strategies of An-Najah national university EFL majors. *Journal of the Islamic University of Gaza*, 12, (1), 51-57.
- Tam, K. (2013). *A study on language learning strategies (LLSs) of university students in Hong Kong* (Unpublished Thesis). The University of Hong Kong.
- Tyers, C. J. (2001). An investigation into language learning strategies used by a group of Japanese learners of English. *TESOL Journal*, 2, 159-174.
- Ungureanu, C. & Georgescu, C. A. (2012). Learners' strategies in language learning. *Procedia - Social and Behavioral Sciences*, 46, 5000 – 5004.
- Wang, L. (2009). An empirical study of differences in the use of English vocabulary learning strategies. *The Journal of Asia TEFL*, 6(4), 151-192.

Body of the Article

The main headings must be written with TNR Font 12, Flush Left, Boldface, Title Case Heading. The subheadings, with TNR Font Size 12, Italic, Left, Title Case Heading, should be clearly categorized with a numbered item. Look at the example below:

Heading

1. Subheading,

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]
#one-line space; 1.15-line spacing

1.1 Subheading,

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]
#one-line space; 1.15-line spacing

1.2 Subheading, etc.

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]
#one-line space; 1.15-line spacing

Conclusion [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.]
#one-line space; 1.15-line spacing

References [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.]

NB: Authors must use the 6th APA Referencing Style throughout this section.

Factors Affecting Learning Environment of English Language Learners at Universities

Mary^{1*}  Patricia Briscoe² 

¹ *Yangon University of Economics, Yangon, Myanmar*

² *Niagara University, Canada*

APA Citation:

Mary, & Briscoe, P. (2020). Factors Affecting learning environment of English language learners at universities. *Journal of English Language and Linguistics*, 2(1), 65-80.

Received Date: June 03, 2021

Accepted Date: June 29, 2021

Abstract

The role of environment becomes more crucial in case of learning second or foreign languages. English proficiency skills can be acquired and utilized well in a learning friendly environment. The current study is an attempt to investigate the factors which affect learning environment of English language learners at government universities. In this context a questionnaire survey-based research design was used by following interviews with senior teaching staff members and administrative officers. Some universities in Myanmar still lack language learning facilities and qualified teachers (Average mean=3.52). The collected statistics also revealed that comments were in favour of fulfilling English teachers' teaching demands as their mean score was 3.97. The data revealed that university policy for teachers' performance is always fair and transparent as the mean score was 3.77. Teachers comment that university provides them most of the time with friendly and supportive atmosphere as most of the rating about the

* Corresponding author.

E-mail address: dawmary4@gmail.com

statements were with average Mean 3.58. According to students, they get moderate benefits (Mean=4.08) from the university events arranged for them. Thus, this research has found out teacher participants' positive views towards the university policy and university administration role. However, students remain neutral on expressions of views. The paper recommends that the existing facilities should be upgraded and significantly improved by the government.

Keywords: English language learner, Learning environment, Factors

Introduction

Environment has strong effect on the development and growth of human beings right from the mother womb. Educational process is nurtured in physical, social, cultural and psychological environment. Various research studies were conducted to check the performance of students in old building and new buildings of universities. The studies found that significant number of students performed better in new building than students in old building.

1. Statement of the Problem

The absence of suitable environment makes it difficult for the learners of a foreign language to learn the language easily and comfortably. A dire need is felt to make the university environment suitable for the adult learners to learn any native or foreign language. State-run universities in Myanmar faced plight situations in early 90s. However, the situation is being changed rapidly for the last two decades where concerned authorities shifted their attention to improve teaching learning conditions which could compete with the global challenges. Investments in upgraded classroom environments often incorporate features such as tiered (or stadium) seating, customized lighting packages, upgraded desks, and individual student computers (Conway, 2000). This study investigated the important factors that are necessary for establishing effective language learning environment at universities.

Literature Review

In learning environment, elements of teaching-learning process include: teacher, students, content, learning process and learning situation (Arul Laurence, 2012). The teacher as an individual personality is an important factor in the learning environment. They are key factors that create a favourable teaching-learning milieu that will make the instructional process easy, enthusiastically adaptable and useful (Usman, 2019). The way in which his personality interacts with the personalities of the students helps to determine the kind of behaviour which emerges from the learning situation (Usman, 2019). Environmental factors like classrooms, textbooks, equipment, school supplies, and other instructional materials etc. are the physical conditions needed for learning (Usman, 2019).

The extent to which students' learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a school with adequate learning environment contributes to stir up expected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning (Duruji et'al, 2014). Learning environment encompasses learning resources and technology, means of teaching, modes of learning, and connections to societal and global contexts. The term also includes human behavioural and cultural dimensions, including the vital role of emotion in learning. The learning environment is a composite of human practices and material systems, much as an ecology is the combination of living things and physical environment. Contemporary learners deserve learning spaces that meet their individual and collective needs. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging (Usman, 2019).

According to (Khan, 2019), the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. This paper, therefore, examines the concept of learning environment and its relationship with students' performance.

Most government universities lack basic facilities including university building, number of classrooms and availability of teacher according to the number of students. Although some universities have proper university buildings, science labs, classrooms, computer labs and playgrounds but

these universities are so much populated that students never get proper opportunity to flourish. Building conditions such as lighting, temperature, student comfort, and classroom technology are significantly positively related to student outcomes, including performance and attitude (Fisher, 2001 & Hurst, 2005). However, there have been relatively few studies that have examined the impact of classroom environment at institutions of higher learning (Siegel, 2003). Tsavga (2011) asserts that the learning environment plays a crucial role in determining students' success as it determines how a student behaves and handles his learning tasks. Indeed, the environment in which one finds himself tends to mould his behaviour so as to meet the demands of learning. Teachers' friendly and supportive atmosphere, teachers' perspective on language learning facilities, administrative officials' perspective on administrative role and students' expression of view are important factors which affect learning environment of English language learners.

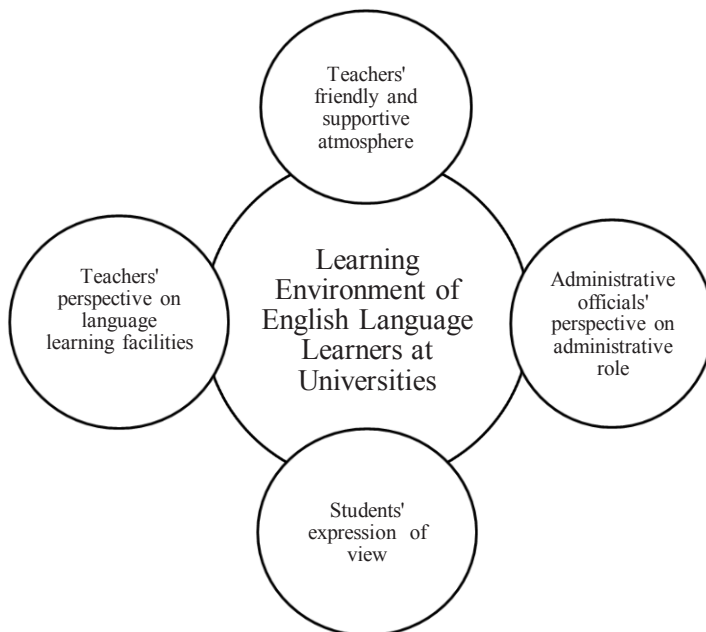


Figure 1. Factors affecting learning environment of English language learners.

Research Objectives

Environment of universities play an important role not only in the academic development of the students but influence their personality as well. Therefore, it is necessary that such environment should be provided where they can get the opportunity to learn quickly and groom well (Horwitz, 2000). The objectives of the present study were:

1. To investigate learning environment of the government universities.
2. To explore whether students get proper opportunity to flourish.

Methodology

1. Research Design

It was a prospective cross-sectional questionnaire study. Quantitative survey data as well as in-depth qualitative data are collected from survey questionnaires and semi-structured interviews over a period of two months.

2. Population and Samples

The samples were composed of 211 English specialization students and 33 language teachers from government universities of Myanmar. In addition, 17 university administrative officials at these universities were also selected by using convenient sampling technique. Participants' demographic characteristics are given in the following tables.

Table 1

Demographic Data of University Administrative Officials (n=17)

SN	Variables	Number	Total	Percentage	
1.	Gender	Male	5	17	29.41%
		Female	12		70.59%
2.	Length of service	1 to 5 years	3	17	17.65%
		6 to 10 years	7		41.17%
		11+ years	7		41.18%

Table 2

Demographic Data of English Teachers (n=33)

SN	Variables		Number	Total	Percentage
1.	Gender	Male	13	33	39.39%
		Female	20		60.61%
2.	Teaching experience	1 to 5 years	10	33	30.30%
		6 to 10 years	12		36.36%
		11+ years	11		33.34%

Table 3

Demographic Data of English Specialization Students (n=211)

SN	Variables		Number	Total	Percentage
1.	Gender	Male	38	211	18.01%
		Female	173		81.99%
2.	Years of study	Second Year	62	211	29.38%
		Third Year	70		33.18%
		Fourth Year	79		37.44%

3. Instruments and Procedures

A questionnaire was used to collect data from students, teachers and university administrative officials about the effect of university environment on the academic performance of the students. This questionnaire consisted of five different components. Each component consisted of different statements and five-point Likert scale was given to the participants to scale their responses. Interview survey was also done with university authorities.

4. Data Collection

The questionnaire was distributed to the students during the class by the author. It took about twenty minutes to answer the questions. In this study, the interviews were also used to collect the data. It took 15 to 20 minutes to complete the survey. All the participants received written information and gave their consent to participate according to the research ethics clearance procedures in the respective jurisdictions.

5. Data Analysis

The simple descriptive analysis was used to analyse the data. The percentage, mean and standard deviation were used to analyse the quantitative data by applying SPSS version 15.

Results

The data collected from questionnaire revealed opinions of students, teachers and university administrative officials related to different factors which affect learning mechanism of EFL learners at government universities of Myanmar. The following table shows whether selected universities are well-structured with language learning facilities and qualified as well as experienced teachers.

Table 4

Teachers' Perspective on Language Learning Facilities

SN	Statement	M	SD	Measurement
1	Computer is used for English teaching purpose in my university.	3.46	0.65	Yes, most of the time
2	Audio-visual aids are used for making English language learning easy.	3.53	0.67	Yes, most of the time
3	English teachers use latest technology in classroom.	3.39	0.56	Yes, sometimes
4	Teachers also use authentic material for teaching language.	3.33	0.57	Yes, sometimes
5	Teacher provides extensive reading material for teaching English.	3.50	0.67	Yes, most of the time

Table 4 (continued)

SN	Statement	M	SD	Measurement
6	Teachers discuss local affairs for learning purpose.	3.63	0.71	Yes, most of the time
7	Teachers discuss global affairs for learning purpose.	3.83	0.78	Yes, most of the time
8	Teachers also introduce world history for language leaning.	3.52	0.73	Yes, most of the time
9	Economic challenges are discussed for language learning.	3.47	0.68	Yes, most of the time
	Average	3.52	0.67	Yes, most of the time

Note: 1.00-1.80=No response, 1.81-2.60=No, never, 2.61-3.40=Yes, sometimes, 3.41-4.20=Yes, most of the time, 4.21-5.00=Yes, all the time

Table 4 mentions teachers' perspective about university environment. The statistics collected from the questionnaires revealed that majority of participants agreed that computer and other technologies were used most of the time for English teaching purpose in the university as average mean scores was 3.52. However, some of them agreed that teachers discuss local, global and historical issues for teaching English language as the mean value was 3.63 and 3.83. However, many universities still lack basic resources like buildings, furniture, drinking water, instructional materials, and qualified teachers. Due to rapid increase in population, number of universities could not be increased in the country. Digital literacy and computer mediated technology have made university environment learner friendly. However, the university reforming and revolution plan is much slower than the need and expectations.

Building in a university community is a means of fostering academic success. Students who experience their university as a caring community become more motivated, unambiguous and engaged in their learning. Students' active connection with head teachers and their perceptions that

head teachers care about them stimulate their effort and engagement in English language class.

After that, administrative role of university has been investigated through the interview survey with university administrative officials. They discussed that in a good university, every member is important in the decision-making process, and students should be usually disciplined and possess positive academic attitude.

Table 5

University Administrative Officials' Perspectives on Administrative Role of University (n=17)

SN	Statement	M	SD	Measurement
1	Teaching staffs are fully aware of the needs and demands of English learners.	3.99	0.74	Yes, most of the time
2	Teacher-student ratio in English class is according to international standards.	4.00	0.85	Yes, most of the time
3	University authorities fulfill English teachers' teaching demands.	4.05	0.78	Yes, most of the time
4	Teachers are given appreciation from university authorities.	3.86	0.75	Yes, most of the time
5	There is proper monitoring and assessment system of English teachers.	3.98	0.84	Yes, most of the time
6	Teachers share their teaching and learning experiences among one another.	4.06	0.87	Yes, most of the time
7	University offers professional development workshops for English teachers.	3.70	0.81	Yes, most of the time

Table 5 (continued)

SN	Statement	M	SD	Measurement
8	Timetable adequately fulfill English language teachers' needs and demands.	4.16	0.79	Yes, most of the time
	Average	3.97	0.80	Yes, most of the time

Note: 1.00-1.80=No response, 1.81-2.60=No, never, 2.61-3.40=Yes, sometimes, 3.41-4.20=Yes, most of the time, 4.21-5.00=Yes, all the time

Table 5 shows university administrative officials' perspectives about university administration. The statistics collected revealed that comments were in favour of fulfilling English teachers' teaching demands as their mean score was 3.97. Moreover, mostly they were also in favour of the statement on preparation of academic timetable adequately to fulfil English language teachers' needs and demands. However, their comments were not in favour of these statements that teacher-student ratio in English classes are according to international standards and they also admitted that some universities could not arrange to offer professional development workshops for English teachers on frequent basis because of the budget limitation; though other university events take place under their control. They also discussed that university administrative officials regularly monitor the work of the teachers and give needed support in positive manner most of the time.

The role of university administrative officials has a significant influence on the academic achievement of students. Data in the following table shows that majority of participants told that they adopt best measures to develop learning friendly environment in university. They admit that, they should cooperate and provide a more favourable practice regarding fair policy for teachers' assessment and reward criteria. However, they confirmed that they can maintain university discipline and motivate teachers to work hard and they should work together with students on how to attain success in academic and personal life.

Table 6

University Administrative Officials' Interview Responses on University Policy (n=17)

SN	Statement	Mean	SD	Measurement
1	University has fair policy for teachers' assessment and reward criteria.	3.55	0.75	Agree
2	University maintains discipline through documented code of conduct.	3.99	0.81	Agree
	Average	3.77	0.78	Agree

Note: 1.00-1.80=Strongly disagree, 1.81-2.60=Disagree, 2.61-3.40=Not sure, 3.41-4.20=Agree, 4.21-5.00=Strongly agree

Table 6 expresses the opinions of university administrative officials' views about university policy. The data revealed that policy for teachers' performance is always fair and transparent at university as the mean score was 3.77; Whereas they respond neutral about the statement on fair policy for teachers' assessment and reward criteria as the mean score was 3.55.

Table 7 shows the teacher participants' views on importance of supportive atmosphere towards students' performance. The environment provided at university has its impact on the academic achievements of the students. Teachers play significant role in maintaining and sustaining a learning friendly environment at university. Moreover, university infrastructure also plays a positive role in motivating students towards language learning.

Table 7

Teachers' Perspectives on Providing a Friendly and Supportive Atmosphere (n=33)

SN	Statement	Mean	SD	Measurement
1	Students are trained to bear caring and supportive attitude for fellows.	3.82	0.83	Yes, most of the time
2	Students participate in English speech and debate competitions.	3.26	0.54	Yes, sometimes
3	Teachers always facilitate students who face anxiety in the language class.	3.67	0.74	Yes, most of the time
4	Students are motivated through appreciation and awards.	3.37	0.65	Yes, sometimes
5	University environment brings confidence among language learners.	3.79	0.81	Yes, most of the time
	Average	3.58	0.71	Yes, most of the time

Note: 1.00-1.80=No response, 1.81-2.60=No, never, 2.61-3.40=Yes, sometimes, 3.41-4.20=Yes, most of the time, 4.21-5.00=Yes, all the time

Table 7 describes teachers' perspective about providing friendly and supportive atmosphere. Data in statement 2 indicate that some universities could not arrange language contests, competitions and events on frequent basis; though other university events take place under their control (Mean=3.26). According to the statistics, teachers comment that university does not provide them *all the time* with friendly and supportive atmosphere as most of the rating about the statements were with average Mean 3.58. Data also show that according to teachers, university sometimes motivates

and appreciates students as the mean score was 3.37. Data also show that university environment is conducive to English language learning to some extent and it sometimes provides confidence and trust to students to learn and grow.

When students' expressions of views were explored, it has been found that their university environment is supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. The data in Table 8 indicated that supportive universities foster these positive outcomes by promoting students' sense of connectedness.

Table 8

Students' Perspective on Expressions of Views (n=211)

SN	Statement	Mean	SD	Measurement
1	We express our views in English with interest and confidence.	4.05	0.88	Moderate
2	University arranges events that promote English proficiency skills.	4.07	0.82	Moderate
3	We benefit from events and polish our writing and speaking skills.	4.13	0.82	Moderate
	Average	4.08	0.84	Moderate

Note: 1.00-1.80= Minimum, 1.81-2.60= Meek, 2.61-3.40= Mild, 3.41-4.20= Moderate, 4.21-5.00= Maximum

Table 8 demonstrates the role of university in motivating learners to express their ideas and opinions in English language. According to students, they get moderate benefits (Mean=4.08) from the university events arranged for them. However, teachers and students opined about same phenomenon differently. According to students and teachers, their university arranges events and programs that facilitate language learning. However, they were of the view that students could not get maximum language benefits from such events.

Discussion

The findings of the current study reveal that physical environment of university is an important factor in enhancing English proficiency skills among learners. There is a significant relationship between physical university environment and students' academic performance. The physical facilities, human resources, and the relationship among them determine the physical environment of the university. Favourable university environment gives room for students to work hard and enhance their academic achievement. The findings also reflect the positive influence of university environment on the learning capacity of language learners.

Effective teachers have the ability to set achievable goals and present content so that students can learn (Good & Brophy, 1994) while building strong relationships with their students in a caring and supportive classroom environment (Cotton, 1995; Wubbels, Levy, & Brekelmans, 1997). Therefore, the teachers should be friendly and supportive to students, teachers and to university authorities. It is important to note that when healthy teacher-teacher relationship exists in university, it determines learners' academic success, positive attitude, high interest and sound character. If the teachers are motivated and positive, they will have a beneficial impact on their students as well. It is important for the teachers to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment.

Recommendations

1. Implications

Therefore, it is necessary that teacher's attitude should be friendly and positive in teaching and learning environment. Moreover, other research studies conducted by Arul, et al. (2012) also supported the findings of this study and revealed that environment provided them in university not only influence their character but also has a significant influence on their academic achievements.

2. Further studies

In the light of findings obtained from recent study, it is recommended that teachers should understand and appreciate the diverse domestic environment of their students. Thus, teachers should modify their language teaching methodologies according to the needs of the ELLs. It is suggested

for the teachers that they should involve actively with university authorities and get feedback about their student education. Lastly, it is also suggested for future researchers to conduct further research on developing healthy learning environment for ELLs at university level.

References

- Arul, L. A. S. (2012). School environment & academic performance of standard six students. *Journal of Educational and Industrial Studies in the World*, 2(3), 210-215.
- Conway, K. (1990). *Master classrooms: Classroom design with technology in mind* (Vol. 3). Academic Computing Publications, Incorporated.
- Cotton, K. (1995). *Effective schooling practices: A research synthesis, 1995 update*. Northwest Regional Education Laboratory.
- Duruji, M. M., Azuh, D. E., & Oviasogie, F. O. (2014). *Learning environment and academic performance of secondary school students in external examinations: A study of selected schools in Ota*. Proceedings of EDULEARN14 Conference, 7th-9th July 2014, 2014, Barcelona, Spain.
- Fisher, K. (2001). Building better outcomes: The impact of school infrastructure on student outcomes and behaviour. *Schooling Issues Digest*.
- Good, T., & Brophy, J. (1994). *Looking in classrooms* (6th ed.). New York: HarperCollins.
- Horwitz, E. K. (2000). Teachers and students, students and teachers: An ever-evolving partnership. *The Modern Language Journal*, 84(4), 523-535.
- Hurst, M. D. (2005). School's eye future costs. *Education Week*, 24(35), 34-39.
- Khan, M. A. (2019). Abject performance of learning English language at the elementary level in Bangladesh. *Journal of ELT and Education*, 2, 109-115.
- Siegel, P. M. (2003). Where innovation matters, IT matters. *Educause Review*, 38, 96-97.
- Tsavga, J. (2011). *The effect of environment on the academic performance of students in Tarka Local Government Area of Benue State*. Unpublished PGDE Thesis, Makurdi: Benue State University.

- Usman, Y. D., & Madudili, C. G. (2019). Evaluation of the Effect of Learning Environment on Students' Academic Performance in Nigeria. *Online Submission*.
- Wubbels, T. (1997). Paying attention to relationships. *Educational leadership*, 54(7), 82-86.

Teaching English for Medical Purposes: Myanmar Context

Ohnmar Thein ^{1*}  Thandar Thein ² , Jasmine Kong-Yan Tang ³

¹ University of Medicine, Mandalay, Myanmar

² University of Medicine, Magway, Myanmar

³ SUNY Geneseo University, New York, USA

APA Citation:

Thein, O., Thein, T., & Tang, J.K.Y. (2021). Teaching English for medical purposes: Myanmar context. *Journal of English Language and Linguistics*, 2(1), 81-103.

Received Date: June 3, 2021

Accepted Date: June 29, 2021

Abstract

English has been taught in different higher education institutions over the last decades to meet professionals and students' academic needs. The aims of this research were to investigate and assess the English language needs of Myanmar medical students in order to account for their academic dissatisfaction, and to provide a basis for the development of medical English courses and teaching approaches in the Myanmar context. The faculty of medicine in Myanmar has a long tradition of learning and teaching English for medical academic purposes. English was considered extremely important for medical students' academic and professional life. English syllabus was based on an integrated approach to the four language skills (reading, listening, speaking, and writing), although writing was emphasized as the most demanding and valuable skill. This study explored

* Corresponding author.

E-mail address: ohnmarthein27@gmail.com

the English language needs of 156 medical students who were enrolled at medical universities in Myanmar. Data were collected via a questionnaire adopted from a previous study. The question of teaching English for Medical Purposes has been significantly researched over the last few years. English is today's lingua franca of medical international communication; therefore, it is an essential prerequisite for a medical career, even more so as a large number of medical professionals intend to emigrate to English-speaking countries. Consequently, teaching medical English should be adapted in order to meet the specific academic and professional needs of the students. This research was focused on the key issues in course design and my intention was to bring forth the insights gained from my professional experience developing the curriculum for Medical English.

Keywords: Medical purpose, Myanmar, Teaching English

Introduction

Environment has strong effect on the development and growth of human beings right from the mother womb. Educational process is nurtured in physical, social, cultural and psychological environment. Various research studies were conducted to check the performance of students in old building and new buildings of universities. The studies found that significant number of students performed better in new building than students in old building.

1. Statement of the Problem

English has been considered as a medium of instruction in all Myanmar medical faculties. Also, English language program was recently added to the main faculties' subjects to help students grasp this vital language, but the question is, are these programs sufficient and effective? This study is about the problems faced by Myanmar medical students in using English in their medical study and the impact of such problems on their academic achievement. Also, it is about the effectiveness of the current English language program in medical education. In order to study these issues, a needs analysis procedure has been conducted in one of the Myanmar

medical faculties. In recent years, English has become the most used language in a variety of fields such as politics, business, education and medicine (Crystal, 2003). In fact, most non-English speaking nations have realized the significance of English language education in order to track the global scientific and technological movements in recent years. Therefore, English has been adopted as a compulsory subject in basic education, i.e., primary and secondary schools, as well as tertiary education. Clearly, the main trend of teaching English in an EFL context is to help learners function well in their different use of English language. Hence, English has been viewed as a tool not only for everyday life communication, i.e., for general purposes, but also for specific purposes to be achieved (Alptekin, 2002). English for General purposes (EGP) or General English (GE) is basically the English language offered in schools where learners are taught grammar, vocabulary, sound systems and symbols that all make up the language. On the other hand, the English language taught to adults in different professions or to tertiary students in different disciplines is associated with the specific discourse that learners need in order to carry out their own tasks effectively. Accordingly, many courses have emerged aiming to develop the learners' specific English language skills which are related entirely to their fields of study or professions; these courses teach what we know as English for Specific Purposes. It is assumed that ESP courses are preceded by a strong basic knowledge of EGP which is already acquired in previous education. Consequently, as it has been argued by many scholars, ESP courses are most likely to be linked to adults rather than young students because of the appropriateness of such courses with the learners' fields of interests (Ibrahim 2010). ESP is defined as "an approach to language teaching in which all decisions as to contents and methods are based on the learner's reason for learning" (Hutchinson and Waters, 1987, 19). Importantly, it is claimed that the learner in ESP should be central in the teaching approach and should be treated as an entity whose individuality, objectives and needs are considered carefully because every learner has specific learning strategies, skills and aptitudes (Joshani-Shirvan 2008). Thus, since ESP is basically a learner-centred (Al-Ahdal, 2010), all the ESP courses should be offered according to the learners' needs and requirements. The current study has been motivated by three main factors: firstly, the researchers' own

experience as Myanmar citizens who identified the problems around English proficiency by doctors and medical students alike in their communication with foreign doctors and visitors. Secondly, the researchers have their own personal experiences as English lecturers. Thirdly, a concern over the failure of Myanmar doctors and medical students alike to publish scientific medical papers in English or to participate effectively in international conferences which can be attributed in part to the lack of satisfactory English language skills. All of these factors have motivated the researcher to conduct this study which looks into the problems of using English language by Myanmar medical students.

Literature Review

Medical education institutions in many EFL countries have adopted English as a medium of instruction and that is because “English language has become the lingua franca of international communication in medicine” (Hassan et al. 1995, 277). Indeed, it has been proved that the level of English language used in the medical field including lectures, medical textbooks, journal articles and even conferences is increasing steadily (Chia et al. 1999). However, it has been noticed that medical students in EFL contexts are most likely facing problems in dealing with their medical subjects and that can be attributed partially to the English language barrier. Clearly, the English language used in such a context includes special terminology and linguistic structures the students have never encountered before. Joshani-Shirvan (2008) stated that “In most medical faculties, medical students have considerable medical English problems during their first year and coming year studying” (p.6). Moreover, when those students have later become doctors, it seems that this problem continues in their careers even though they have been offered English language courses in their medical studies (Chia et al. 1999). Consequently, it has become highly necessary for educators and researchers alike to better understand the English language needs of medical students in order to design appropriate courses to assist them in coping with the language challenges they encounter during their academic study. According to Kimball, “Discipline-specific language study has long been linked to an expectation that learners’ needs should be

analyzed in order to select language components that match what students require to succeed in their academic studies” (1998, 411). Medical students have to begin with a pre-medical year in which they study some general subjects such as zoology, physics, chemistry, and statistics. Then, they study 3 years of basic medical subjects which comprise anatomy, physiology, biochemistry, pathology, pharmacology, and microbiology. After that, medical students enter the clinical training stage which includes subjects such as medicine, ophthalmology, paediatrics, surgery, and gynaecology, besides forensic and community medicine (Benamer and Bakoush, 2009). Only first year medical students are offered English language courses besides their academic subjects in Myanmar medical universities. After this stage, it is expected that students will have adequate levels of English to continue their medical studies in the English medium. The problem is that there is no evaluation as to whether medical students are really satisfied by the English course they have undertaken. Consequently, they encounter several difficulties in their medical subjects because of their inadequate functional English language. It is at this stage when medical students are struggling a lot with their English and that they are most likely to decide whether they will continue or not their medical education. Indeed, their achievement in English is often a determining factor.

The issues dealt with will draw upon the combined disciplines of language teaching/ learning, biomedical communication and descriptive linguistics. The first contributory area closely relates to that branch of ESP which deals with medical English (needs analysis, teaching materials, courses, etc.); the second involves issues in medical sociolinguistics and discourse analysis (many contemporary themes taken up in discourse analysis and the ethnography of speaking have focused on topics of common interest and with potential implications for EMP); the third contributory area is that part of modern medical practice that deals with the largely stylistic-broadly defined-or linguistic aspects of biomedical communication (eg. Stylistic and grammatical problems in modern medical writing, ‘good style’ in writing and public speaking, etc.) (John Maher, *Language teaching* 19(2), 112-145, 1986)

Research Objectives

1. To investigate and assess the English language needs of Myanmar medical students in order to account for their academic dissatisfaction.
2. To provide a basis for the development of medical English courses and teaching approaches in the Myanmar context.

Methodology

This research is focused on the key issues in course design and researchers' intention is to bring forth the insights gained from professional experience developing the curriculum for Medical English.

1. Research Design

Regarding research tools, two sets of questionnaires were developed and administered in order to evaluate the English language needs for medical students at the University. The first questionnaire is for medical students. The second questionnaire is for the teachers (English language teachers as well as for the subject teachers of the faculty of Medicine. Interviews with some of the English language teachers and the faculty were also conducted in order to elicit some important facts regarding the area of research and helped in determining some items of the questionnaires. Interviews were used before creating a questionnaire to get an idea of what topics and issues can be focused on. The content of teachers' questionnaire differs from the students' questionnaire in terms of the personal information, as well as the addressing expressions for different audiences. The questionnaires include 20 items. Only one open-ended item as well as 18 close-ended items ranged from multiple-choice and ranking items. They are divided into four sections; each section is related to one major theme. The first section examines the importance of English language in both study and work in the medical field. The second section assesses the most considerable medical students' English language difficulties and needs as perceived by different groups. The third one is about the participants' views of the current curriculum of English language program in the University of medicine. The final section reports the participants' suggestions and beliefs in order to implement an

appropriate English language course in the University of Medicine as well as appropriate techniques for teaching such courses.

2. Population and Samples

This study has been carried out at the Medical Universities in Myanmar. Three groups of participants were recruited for this study; medical students enrolled in the Faculty of Medicine, teachers including both English language teachers and subject teachers, and finally, the doctors who were appointed to government hospitals for Medical Assistant Surgeons included in this study. The medical students were chosen as a major source of data as they are the target population for which the study was conducted. The choice was from all different levels of medical study. In this research study, only 199 students were involved and they were ranging from first year to fifth year at the faculty of Medicine. Their ages range from 17-24 years old and they were all Myanmar citizens. As male-female ratio, this group of informants consists of 138 female students and 61 males. English language teachers (n=38) were also included in the study who teach the first year and second year. Moreover, subject teachers (n=22) who taught medical subjects at the faculty of Medicine were also involved in the study. These teachers were only the available staff on the time the researchers' visit. The subject teachers were all Myanmar citizens. The Professors of the Faculty of Medicine are also involved in the study as a representative of the administration team who are in charge of making decision about the establishment of English language curriculum and the arrangements of language classes in terms of students' numbers and time allocated.

Table 1

Titles of the Academicians in Terms of Gender and Age Range (n=60)

SN	Title	Gender	Total number	Age range
1	Instructors including both English language teachers and subject teachers	Male	1	28-33
		Female	5	
2	Assistant Lecturers including both English language teachers and subject teachers	Male	2	34-40
		Female	5	
3	Lecturers including both English language teachers and subject teachers	Male	4	39-50
		Female	6	
4	Associate Professor of Faculty of Medicine	Male	2	40-55
		Female	4	
5	Professor of Faculty of Medicine	Male	3	43-59
		Female	5	
6	Pro-Rectors of University of Medicine	Male	4	53-59
		Female	1	
7	Rectors of University of Medicine	Male	1	55-58
		Female	1	
8	Medical Assistant Surgeons from government hospitals	Male	5	29-51
		Female	11	
Total			60	

As can be seen in Table 1 above, out of about 100 content area instructors and specializing doctors, (who were appointed to government hospitals for Medical Assistant Surgeons), 70 questionnaires were distributed to those who were available on the days the researcher visited. Of these, 60 completed them fully. Their ages ranged between 29 and 55, with an average of 40.

3. Research Question

The study is guided by the following research questions:

- i. How do different groups of participants (medical students and teachers) perceive the role of English in Myanmar medical education?
- ii. As perceived by different groups of participants, what are the English language needs of Myanmar medical students in relation to their academic study? What are the areas of difficulties in their English language skills?

- iii. What English language program is currently offered for medical students? How is this program evaluated by different groups of participants?
- iv. What recommendations could be made to address Medical students' difficulties around English for Medical Purposes (EMP); particularly in relation to course development and renewal of teaching and learning strategies?

Results

This study is about the problems faced by medical students in using English in their medical study and the impact of such problems on their academic achievement. Also, it is about the effectiveness of the current English language program in medical education in Myanmar. Hence, it has become essential for researchers, educators, and English language teachers alike to conduct a vital procedure of needs analysis to investigate the learners' wants and demands in order to provide them the most appropriate instructional materials and techniques.

Phase 1: The role of English language in both study and work in the medical field

Research Question 1: How do different groups of participants (medical students and teachers) perceive the role of English in Myanmar medical education?

Differences between participants' responses in regard to the role of English in Medical education has been presented in Table 2.

Table 2

The student participants' questionnaire responses on the role of English in medical education (Items 1 to 4)(n=60)

Item	Question	Mean	SD	Meaning
1	Do you think that the knowledge of English is an important factor in successful Medical studies?	2.59	0.49	important
2	Do you think that English is an important element in the future career for Medical professionals?	2.44	0.50	important

Table 2 (continued)

Item	Question	Mean	SD	Meaning
4	Do you think that English should be the only language of instruction in the medical studies?	2.83	0.38	important
5	Do you think that learning professional (Medical) English language would be useful in the medical studies?	2.66	0.47	important
Average		2.63	0.48	important

Note. 1-1.66=unimportant, 1.67-2.33=Neutral, 2.34-3.00=important.

As can be seen from the above presented results of the first four items, it is clear that all participants reacted positively about the role of English language for medical students (Mean=2.63). Indeed, the students pointed out that English is used broadly in their field of study and their knowledge of English is a determining factor for their academic achievement and for successful communication in their future career as professional doctors. These findings are also reported in some other studies such as (Hwang and Lin 2010). Admittedly, General English is also needed before students' engagement at any specific medical English.

Phase 2: The most considerable medical students' English language difficulties and needs

Research Question 2: As perceived by different groups of participants, what are the English language needs of Myanmar medical students in relation to their academic study? What are the areas of difficulties in their English language skills?

Regarding the difficulties, order of the English language skills as perceived by different participants has been explored in phase 2.

Table 3

Student Participants' Responses on Item 5: The Order of Common English Language Difficulties (n=60)

SN	Major skills	Difficulty Level			Calculation		Scale
		M = More difficult	N = Neutral	L = Less difficult	Mean	SD	
1	Listening	51%	32%	17%	2.34	0.75	More difficult
2	Speaking	49%	36%	15%	2.34	0.72	More difficult
3	Writing	33%	29%	38%	1.95	0.84	Neutral
4	Reading	25%	22%	53%	1.72	0.84	Neutral
5	Grammar	11%	15%	74%	1.37	0.67	Less difficult
6	Vocabulary	22%	17%	61%	1.61	0.82	Less difficult
	Average	31.83	25.17	43.00	1.89	0.86	Neutral

Note. 1-1.66= Less difficult, 1.67-2.33=Neutral, 2.34-3.00=More difficult.

Most medical students perceived listening and speaking as more difficult than reading and writing (Mean=2.34). In regard to the students' evaluation of the listening and speaking, it is noticed that some previous studies revealed that listening was ranked by students as the most difficult skill (Chia et al. 1999) while other studies revealed that speaking was placed as the second most difficult skill (Tasçi 2007). Based on the findings in Table 3, most medical students were consistent in evaluating their points of difficulties as they placed listening and speaking as more difficult skills with the same value of 2.34. On the other hand, they place writing and reading as the easiest skills (Mean=1.95 for writing and 1.72 for reading). That is also found in (Tasçi 2007; Al-Ahdal 2010). Regarding grammar and vocabulary, the only agreement is in considering limited vocabulary as a less difficult skill among students.

Table 4

Participants' Responses on Item 6: The Evaluation of the Current Students' English Language Skills (n=60)

SN	Major skills	Responses				Calculation		Scale
		Very good	Good	Weak	Very weak	M	SD	
1	Writing	31%	43%	18%	8%	2.97	0.90	Good
2	Speaking	19%	22%	28%	31%	2.29	1.10	Weak
3	Reading	35%	30%	22%	13%	2.87	1.04	Good
4	Listening	15%	27%	24%	34%	2.23	1.08	Weak
	Average	25.00%	30.50%	23.00%	21.50%	2.59	1.08	Good

Note. 1.00-1.75=Very weak, 1.76-2.50=Weak, 2.51-3.25=Good, 3.26-4.00=Very good.

According to the data, the curricula of English language course seems insufficient to enhance the academic language skills for medical students that enable them to communicate effectively in English. In the first year, the students study some basic grammatical features such as tense, voice, negation and making questions. Later, in first year, they study through reading passages which are related somehow to their medical subject focusing on some professional terminology and reading comprehension. The English language classes are scheduled five periods per week. Most students felt that they are good at writing (Mean=2.97) and reading (Mean=2.87). It could be attributed to the fact that the students are encouraged for discussion with each other or even with their lecturers in the class to develop their speaking and listening skills. Moreover, students should focus on communication skills or use communication to help them interact effectively in English. That is indeed what they mentioned by students consistently as their needs in medical education. This is also what has been found in other similar studies regarding medical students' English language needs.

Table 5:

Participants' Responses on Items 7-10: The Difficulties in Writing, Speaking, Reading and Listening Sub-skills (n=60)

SN	Major skill	Sub-skills	Responses			Calculation		Scale
			Difficult	Neutral	Not difficult	Mean	SD	
7	Writing	Writing class notes	5%	9%	86%	1.19	0.50	Not Difficult
		Writing test answers	11%	14%	75%	1.36	0.67	Not Difficult
		Writing reports and papers	19%	22%	59%	1.60	0.79	Not Difficult
		Average				1.38	0.69	Not Difficult
8	Speaking	Ask and answer questions	8%	19%	73%	1.35	0.62	Not Difficult
		Conversation with lecturers	25%	22%	53%	1.72	0.84	Neutral
		Discussion in the class	24%	25%	51%	1.73	0.82	Neutral
		Average				1.60	0.79	Not Difficult
9	Reading	Reading books and articles	3%	12%	85%	1.18	0.46	Not Difficult
		Reading speed	7%	13%	80%	1.27	0.58	Not Difficult
		Unknown vocabulary	9%	21%	70%	1.39	0.65	Not Difficult
		Average				1.28	0.57	Difficult
10	Listening	Understand lectures	4%	7%	89%	1.15	0.46	Not Difficult
		Follow lecturers	6%	7%	87%	1.19	0.52	Not Difficult
		Follow class discussion	9%	10%	81%	1.28	0.62	Not Difficult
		Average				1.21	0.54	Not Difficult
		Average for 4 skills				1.37	0.67	Not Difficult

Note. 1.00-1.66= Not difficult, 1.67-2.32= Neutral, 2.33-3.00= Difficult.

It has been found that most students perceive that they do not have much difficulties in speaking (Average mean=1.60). Regarding speaking sub-skills, the students have some difficulties in classroom discussions (Mean=1.73) and conversation with lecturers (Mean=1.72). As for writing

sub-skills, all participants agreed on considering writing reports and research paper is challenging (Mean=1.60). That is because all participants are aware of the fact that medical students are not encouraged to be involved in any research projects during their study (Benamer and Bakoush 2009). It should be stated that the lower participation of Myanmar doctors in publishing papers in the international medical journals could be due to the students' lower writing skills besides the lack of research components in medical education. Writing test answers (Mean=1.36) followed by writing class notes (Mean=1.19) were less difficult as the students do not need really to write notes in lectures. For reading sub-skills, all participants felt that unknown vocabulary is the most challenging sub-skill (Mean=1.39) that students face in their reading medical texts. That indeed matches what has been revealed in (Chia et al. 1999). Finally, statements for listening sub-skills among participants in determining the level of difficulty, each understands lectures and follows lecturers was ranked by almost number of students as less difficult. Most students felt that following class discussion is most difficult (Mean=1.28). It could be attributed to the fact that the students are encouraged for discussion with each other or even with their lecturers in the class.

Phase 3: Participants' views of the current curriculum of English language program in the University of medicine

Research Question 3: What English language program is currently offered for medical students? How is this program evaluated by different groups of participants?

Table 6

Participants' Responses on Items 11-13: The Current Curriculum of English Language Program in the University of Medicine (n=60)

SN	Statement	Calculation		Scale
		M	SD	
11	Do you think that the current English language curriculum in the faculty of Medicine is relevant to the medical program?	1.91	0.88	To some extent
12	Do you feel that the current English language curriculum is dealing with the main language skills and sub-skills that needed in the medical studies?	1.90	0.87	To some extent
13	Do you feel that the current course of English language will help students coping with language challenges in the future career?	1.75	0.78	To some extent
	Average	1.85	0.85	To some extent

Note. 1.00-1.66= No, 1.67-2.32= To some extent, 2.33-3.00= Yes.

According to the participants' answers in this table, it is observed that all participants are in agreement to some extent with each other regarding the main issues investigated. First, most participants are not satisfied with the current curriculum of English (Mean=1.91). One important justification for this attitude towards the current English language course is the old materials included; indeed, that should be related to the overall image of Myanmar medical education system where English curricula needed to be reviewed. Moreover, the English language curriculum might have no objectives to be achieved in time and it has no topics related to the students' field of study.

Table 7

Participants' Responses on Items 14 & 15: The Current English Language Course (n=60)

SN	Statement	Calculation		Scale
		M	SD	
14	Do you agree that the current English language course has provided the language skills to facilitate communication effectively in English?	1.91	0.81	Partially agree
15	Do you think that your current English language course is repetitious of what you have studied in your high school?	2.01	0.83	Partially agree
	Average	1.96	0.82	Partially agree

Note. 1.00-1.66= Disagree, 1.67-2.32= Partially agree, 2.33-3.00= Agree.

All the participants perceived that the current English language curriculum does not deal with all language skills needed by medical students (Mean=1.91). Rather, it just focuses on grammar and some basic vocabulary used through simple reading passages. In fact, this problem is also found in several previous studies in EFL contexts (Chia et al. 1999). Most of the previous studies also revealed that the English language curriculum in medical Universities does not help students in their future professional tasks (Al-Ahdal 2010). Finally, most participants partially agreed that the current course is a repetition of what was given in the secondary schools.

Phase 4: Suggestions about teaching and learning English in Myanmar medical education.

Research Question 4: What recommendations could be made to address Medical students' difficulties around English for Medical Purposes (EMP); particularly in relation to course development and renewal of teaching and learning strategies?

Table 8

Participants Responses on Item 16: Duration of Teaching English in Medical Study(n=60)

SN	Statement	Calculation		Scale
		Mean	SD	
16	Do you think that English should be taught beyond the first year of medical studies?	2.79	0.73	Yes, basic years

Note. 1.00-1.75=No statement, 1.76-2.50=No, 2.51-3.25= Yes, basic years, 3.26-4.00= Yes, all years.

Based on the findings, the current duration of teaching English for medical school was perceived as not sufficient to enhance the students' English ability. Therefore, most teachers as well as nearly half of medical students suggested that English should be taught at basic years (Mean=2.79). In fact, the respondents' views about teaching English continually could be attributed to the fact that Myanmar medical students really need an extra language instruction to enhance their English. In contrast, different views were revealed in other studies such as (Tasçi, 2007) in which students showed that learning English continually may affect their medical study because they do not have enough time to attend English classes. In some cases, medical students are satisfied with only one year of English language education, as in (Narunatwatana, 2001). The other opinion is to teach English for the first stage of medical study which includes 1st, 2nd and 3rd years of pre-medical years. That is in consensus with other studies such as (Chia et al. 1999).

Table 9

Participants Responses on Item 17: The Type of English Curriculum in Medical Study(n=60)

SN	Statement	Calculation		Scale
		M	SD	
17	Is the English curriculum you perceive is the best one for medical students?	1.24	0.47	Disagree

Note. 1.00-1.66= Disagree, 1.67-2.32= Partially agree, 2.33-3.00= Agree.

Regarding the content of English language curriculum, it is found that most respondents did not perceive the English curriculum is the best one for medical students (Mean=1.24). This is exactly what has been shown in different studies, as in (Tasçi, 2007). It was also found that some students suggested that English curriculum should not be the same at all levels; instead, it should be given in different volumes according to every year of medical study to meet the students' needs at that stage. That matches the findings of (Chia et al. 1999) in which general English was suggested to be taught for freshman year and followed by three years of English for medical purposes.

Then, medical students' preferences in using *technology* for English learning has been explored.

Table 10

Participants Responses on Item 18: Using Technology for Language Learning in Medical Study. (n=60)

SN	Statement	Calculation		Scale
		M	SD	
18	Do you think that using technology such as computers may assist in learning English for medical studies?	2.84	0.37	Agree

Note. 1.00-1.66= Disagree, 1.67-2.32= Partially agree, 2.33-3.00= Agree.

Almost all the participants were in agreement regarding the use of technology in English language teaching and considering that as quite helpful (Mean=2.84). Many studies in the field of medical English suggested using the Internet to enhance medical students' English language proficiency in many ways (Kimball 1998).

Table 11

Student Participants' Responses on Item 19 (open-ended): Some Suggestions about English Language Learning(n=60)

SN	Question	Item	Suggestions	Calculation		Scale
				M	SD	
19	How would you prefer English being introduced for medical students?	i.	Focusing on the four major skills	2.37	0.64	Agree
		ii.	Focusing on practice and communication skills	2.39	0.58	Agree
		iii.	Using technology i.e. computers, Internet and laboratories	2.50	0.56	Agree
		iv.	Focusing on medical terminology	1.84	0.77	Partially agree
		v.	A specific course for every year to suit every stage	2.60	0.55	Agree
		vi.	English speaking teaching staff must be involved	2.13	0.61	Partially agree
		vii.	Focusing on Grammar	1.29	0.60	Disagree
		viii.	Self-training	2.41	0.66	Agree
		ix.	Highly qualified specific courses in the medical field	2.54	0.61	Agree
		x.	Through communication and discussion	2.12	0.64	Partially agree
		xi.	Reading textbooks, and journal articles	1.49	0.70	Disagree

Table 11 (continued)

SN	Question	Item	Suggestions	Calculation		Scale
				M	SD	
		xii.	Use of English in daily life communication	1.84	0.76	Partially agree
		xiii.	Chatting with foreigners who speak English	1.92	0.76	Partially agree
		xiv.	Travelling overseas to English speaking countries	1.85	0.80	Partially agree
		xv.	Interactive courses	2.31	0.67	Partially agree
		Average		2.11	0.77	Partially agree

Note. 1.00-1.66= Disagree, 1.67-2.32= Partially agree, 2.33-3.00= Agree.

Finally, all participants were asked to suggest their preferable ways in teaching and learning English for medical students. Some medical students suggested that all English language skills should be included in English class and that matches what was revealed in similar needs analysis studies. Others suggested that English curriculum should also include medical topics and medical terminology that might be helpful for their professional training in the medical field (Mean=2.60). These suggestions were in consensus with findings of some previous research studies (Sari 2003). However, some participants suggested that these specific courses need to be divided throughout the years of medical study according to their relevance to each stage; besides, general English should also be taught in the pre-medical year to ensure that all students can handle the EMP courses (Mean=2.54). Furthermore, using technology such as computers, the Internet, language lab and audio-visual techniques, were all preferred by most participants who focused on both language labs and the Internet (Mean=2.50). The researchers are keen in using such techniques in language teaching

particularly in medical contexts. That can be attributed to the fact that technology can facilitate the students' English language learning where everything is reachable and applicable. This is also what has been discovered and suggested by many other studies in the field such as (Tasçi, 2007).

Discussion

It can be said that teaching English for medical students is relatively new, and very few studies have been conducted to provide a basis for appropriate English language curriculum for this context. Therefore, this research aimed to better understand the medical students' needs and challenges regarding their use of English and to suggest the most applicable way of English language instruction. Based on findings of this study, it is obvious that there is a mismatch between the existing curriculum of English language course in the faculty of Medicine and the perceived needs of medical students in Myanmar.

Recommendations

1. Implications

Accordingly, the following suggestions should be considered carefully in order to implement any program for teaching English. English for Medical Education in EFL Context.

1.1 Any suggested curriculum should include all major English language skills, namely, speaking, listening, writing, and reading, as well as English grammar and medical vocabulary. Due to the fact that teaching English for medical students is still new, the researcher believes that all different skills could be better taught correspondingly at the current stage; then, adaptations to be made afterwards according to further needs analysis. Chia, et al. (1999) stated that "a systematic assessment of students' needs should be an on-going process" (p. 116).

1.2 It could be better to begin with general English classes at the pre-medical year just to ensure that all students can cope with specific English language materials (EMP) which can be given for subsequent years of

medical study. To begin with, it is suggested that three years after the pre-medical could be fine for teaching EMP.

1.3 The materials of EMP should be taken directly from the medical subjects to enhance the authenticity which can increase students' motivation and willingness for learning.

1.4 Teachers of English should improve their knowledge in medical subjects such as terminology and structures used in medical texts by attending training sessions and workshops. Their knowledge of the discipline could be quite helpful to achieve their educational objectives in teaching EMP.

1.5 Technology should be used increasingly as it might be helpful in providing the English-speaking environment for local use. Also, it can help in providing different authentic materials to be used by medical students in the class (Kimball 1998). Students should be encouraged to have some basic knowledge of how to use technology such as computers and the Internet for the purpose of language learning.

1.6 It is suggested that Communicative language teaching (CLT) should be used for teaching English in the medical context. The main purpose is to develop the different components of communicative competence. According to Savignon (2005), she stated that "The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence" (635).

2. *Further Studies*

Finally, it might be considered a limitation that no materials have been suggested yet for this educational context. However, the researcher aims to conduct another research study in which some theoretical frameworks will be suggested, and certain materials will be experimented. Expectantly, that will be based on the results of this study and hopefully others in different Myanmar medical faculties.

References

- Adams-Smith, D. (1979). Review of 'English for basic medical science'. *ESP Newsletter*, 12.
- Al-Ahdal, A. A. M. (2010). English for medical students of Hodeidah university, Yemen: A Pre-sessional course. *Language in India*, 10 (10), 180-377.
- Benamer, H., & Bakoush, O. (2009). Medical education in Libya: The challenges. *Medical Teacher*, 31(6), 493-496.
- Benamer, H., Bredan, A., Bakoush, O. (2009). Scientific publication productivity of Libyan medical schools: A bibliometric study of papers listed in PubMed, 1988- 2007. *Education for Health*, 22, (2), 1-10.
- Chia, H.-U., Johnson, R., Chia, H.-L., & Floyd Olive, F. (1999). English for college students in Taiwan: A study of perceptions of English needs in a medical context. *English for Specific Purposes*, 18 (2), 107-119.
- Jack, K. (1998). Task-based medical English: Elements for internet-assisted language learning. *Computer Assisted Language Learning*, 11 (4), 411-417.
- Nantaporn, N. (2001). *Need analysis of medical students at Rangsit University in the use of academic English*. Applied Linguistics, Mahidol University, Bangkok: Thailand.
- Savignon, S J. (2005). *Communicative language teaching: Strategies and goals*. In Handbook of Research in Second Language Teaching and Learning edited by E. Hinkel. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Taci, C. (2007). *An analysis of medical students' English language needs, The department of teaching English as a foreign language*. Bilkent University, ANKARA.

Feminist Appreciation of Jahnvi Barua's Undertow

Chingalembi Devi* 

Manipur University, Manipur, India

APA Citation:

Devi, C. (2021). Feminist appreciation of Jahnvi Barua's undertow. *Journal of English Language and Linguistics*, 2(1), 105-114.

Received Date: June 6, 2021

Accepted Date: June 25, 2021

Abstract

Jahnvi Barua in her 2020 novel *Undertow* narrates a family saga where the relations are estranged due to the daughter's decision to marry outside her caste. The novel can be read as the story of three woman characters— Usha Goswami, Rukmini Goswami and Loya Alex. These three women are blood relatives; however, they do not share a common bond of love amongst them. Usha dies without accepting her daughter Rukmini's marriage; thus, Rukmini's daughter Loya does not know her grandmother. Rukmini lives an abandoned life and does not even know about her mother's death. It is Loya who goes to her maternal grand parents' home and claims her mother's place in it. All the three women seem to follow their own ideologies and their thoughts and actions provide a suitable set to explore their position as a woman. Therefore, the aim of the paper is to explore whether their decisions are ignited by patriarchy or not and to study the novel as a feminist text.

Keywords: Independent woman, Feminism, Marriage,
Patriarchal woman, Patriarchy

* Corresponding author.

E-mail address: chingalembi100@gmail.com

Introduction

Feminist literary theory is an amalgamation of various ideas and thoughts. Initially, feminist movement began to seek political rights for women. However, since its evolution the movement did not turn back; instead, its sky rocketed and reached to every possible field where women were suppressed. It is a movement to acquire equal rights for women. The movement also extends its wings to the literary discourse. The ideas and concepts which try to recover women's voices and experiences in the writings of male authors come under the ambit of feminist literary theory. The domain of feminist theory is vast and it produces literary discourse written by women, of women and for women. In the present day, the branches of feminist literary theory are widely extended and it includes the experiences of women belonging to different race, class, caste and so on. Therefore, appropriate feminist theory will be applied to the selected novel *Undertow* and discuss the novel to see the feminist traits ingrained in it.

Literature Review

To complete writing this research article, the following materials were surveyed: Simone de Beauvoir's *The Second Sex*, Fiona Tolan's *Literary Theory and Criticism*, Sylvia Walby's *Theorizing Patriarchy*, Margaret Walters's *Feminism: A Very Short Introduction*, Virginia Woolf's *A Room of One's Own*, Kate Millet's *Sexual Politics*, Elaine Showalter's *Women's Writing and Writing About Women* and Edward Said's *Orientalism*.

Research Objectives

1. To study the woman characters of the novel *Undertow*.
2. To analyse whether the woman characters depicted by Jahnvi Barua in the novel succumb to the patriarchal set up or try to surmount the hindrances posed by society to claim their space and identity.

Hypothesis

The premise of the paper is based on the hypothesis that women are subjected as other and they lie at the periphery of the patriarchal society. As the orient is considered as the alter ego of the occident by the colonialist intellectuals; women are described in relation to men and women are mostly seen as parasites in dire need of male support. As the discussion of the paper is premised on the concept of women as other, it is pertinent to remember Simone de Beauvoir's explanation of the other. According to her, "She is defined and differentiated with reference to man and not he with reference to her; she is the incidental; the inessential as opposed to the essential. He is the Subject; he is the Absolute – she is the other" (Beauvoir 16).

Methodology

The research article is carried out on the basis of library work. Collecting data from the internet is also an important aspect of the methodology. The nature of the research article is descriptive and analytical. The research article can be included in the category of qualitative research.

Results

An analysis of the three prominent woman characters of the novel: Usha Goswami, Rukmini Goswami and Loya Alex from the perspective of feminism reveals that these three women are strong willed. The study also exposes that they are equally driven by their own opinions and go their own ways. However, Usha may be said to be a woman who nurtures patriarchal ideology because she sees a woman's freedom to choose her own life partner as an offense; in addition to this, her stand seems to be influenced by the ongoing agitation against foreigners. Usha never approves her daughter Rukmini's marriage to a man outside her community. No one was

able to move Usha's stand. This shows Usha's strong-willed nature. Rukmini, on the other hand, is equally strong willed like her mother Usha. Rukmini is an educated independent working woman who takes her own decisions and stands firm on her decisions in all situations. Her mother's disapproval of the marriage does not hinder her decision to marry her love. Rukmini's daughter Loya is another self-reliant woman who knows what she wants to do. On the virtue of their qualities, Rukmini and Loya emerge as independent and self-reliant women. They are not subordinate to any men and do not succumb to the patriarchal norms. They remain independent women with intellect.

Discussion

The novel *Undertow* basically narrates the story of three woman characters who belong to different generations. The opening of the novel is very significant. The first line seems to foreground the story of the novel; it says "As if things were not bad enough, the morning of her wedding all Assam Students' Union declared a bandh" (Barua 1). This line refers to two major incidents: initially a wedding and secondarily students' agitation. The aforesaid and impending wedding is to be solemnized on third of December, 1983 and it is the bride whose story covers a major portion of the novel. Rukmini Goswami daughter of Usha Goswami and Torun Ram Goswami is the bride on whose wedding day bandh or curfew occurs. Another important aspect of the wedding is the date because it denotes the time when Assam saw aggressive anti-foreigner agitation or Assam movement (1979-85). The movement was ignited over the debate of insider and outsider. The natives of Assam were perplexed to witness the innumerable flow of foreigners into the state. They were highly enthusiastic to turn out the foreigners from their home. Basically, home can be defined as a place where one feels safe and comfortable.

The sense of belonging is the abstract quality closely attached to the notion of home. The concept of home is very crucial in postcolonial literature. Most of the disputes and confrontations may be said to ignite from the unsettled debates over the issue of home. The context of home becomes crucial in the novel because Rukmini is expelled from her parents' home for acting against her parents' wish.

Having stated the background of the novel, it will be easier to deal with the characters and their behaviors. The novel can be said to be a study of the consequences of Rukmini's love marriage. Rukmini is a doctor and loves a South Indian classmate and both agree to marry. Rukmini's decision to marry outside the caste is a challenging stand because her mother is death against inter-caste marriage. Usha warns Rukmini that "You will marry him over my dead body" (Barua 5). However, nothing deters Rukmini's decision. Here, Rukmini can be seen as an independent self-reliant woman who decides her own life and fate. On the basis of this virtue, Rukmini can be described as an independent woman who remains immune to all other factors which try to shake her stand. Rukmini's unshakable resolution renders her more appreciation because it is the time of aggression against outsiders and Alex is not from Assam. During that turbulent time she is called "Desodhrohi... Traitor (Barua 19). To her mother, she is "a traitor, who had betrayed state and race and family" (Barua 19). Usha's hate for Alex, an outsider is so strong that she dies without approving her daughter's marriage. Usha's stubbornness seems to be ignited by two reasons. Firstly, Usha seems to be influenced by the current of the time which is flowing against outsiders and secondly she seems to be a patriarchal woman who considers girls who choose their own spouse as misfit. Patriarchy is a system which paralyses women's liberty and keeps women in a benumbed situation. Sylvia Walby defines patriarchy as "a system of social structures and

practices in which men dominate, oppress and exploit women” (Walby 20).

Kate Millett may be seen as one of the important feminists who challenge the portrayal of women in male writings. Millett argues that the relationship between men and women should be seen from the point of a complex power structure which includes politics. According to Millett, the patriarchal society “works to inculcate male supremacy through a variety of covert means...” (Tolan 326). Millett further argues that “women are subjected to an artificially constructed idea of feminine. Women’s oppression was achieved by a combination of physical violence and cultural pressure” (Tolan 326). Fiona Tolan in “Feminisms” asserts that literature is a “tool of political ideology because it re-created sexual inequalities and cemented the patriarchal values of society” (Tolan 326). Here, the role of texts comes into play. Most of the texts represent women as fragile, innocent, hardworking, self-sacrificing or in short women are described as Angel in the house. This image of so-called good women is generated and catered to both men and women right from their childhood through folktales, rhymes, and so on. It is this constructed image of women that many feminists seek to dismantle. In the vein of this thought, it can be observed that the author of the current novel Jahnvi Barua follows the feminist tradition of degenerating male domination over women. Through the character of Rukmini and Loya, the author shows the image of independent women who shed away the weight of patriarchal laws.

Jahnvi Barua seems to fall under the tradition of Gynocriticism which is an alternative female-centered criticism which is indeed preoccupied with female voices. Barua as a writer of the twenty first century seems to fall under the category of Female Phase which is actually classified by Elaine Showalter. The Female Phase denotes the feminist tradition which expresses women experiences. This phase

began from the 1920s and the feminists belonging to this phase reject imitation from male authors and also revolt against male authors and critics because they are still forms of dependency on male intellectuals. Barua falls under this category by dint of the subject matter of the current novel. The author portrays strong women characters which fore shadow the male characters of the novel.

In the novel, Rukmini shadows the character of her husband Alex. She is empowered adequately to stand against all ordeals for her love for Alex. She is rendered as a woman of virtue who keeps her promise to her beloved. However, her husband Alex seems to be a weaker person in comparison to Rukmini because he fails to give his wife a comfortable home. Though, Rukmini abandons her family to live with Alex, she is not warmly welcomed by Alex's family. Alex does not possess a firm voice in his family and he is unable to claim a place for his wife. Instead they move out in an apartment. In the apartment, Rukmini builds a home for both of them. However, she finds out that she is cheated by Alex for another woman, Sugandhi. Rukmini's comment at Alex's infidelity offers a deep understanding of her character: "When Alex left them for Sugandhi, Rukmini had said it was good thing she had not changed her name after all" (Barua 55). This statement reveals that Rukmini has not changed her title even after her marriage to Alex. She is Dr. Rukmini Goswami and she will remain till her mortal being breathes. This shows that Rukmini is a woman who wants her own identity intact. She is strong enough to face any challenges in life. Therefore, from the moment Rukmini knows about her husband's betrayal, she moves out from his apartment and lives separately along with her daughter Loya. This is a turning point in Rukmini's life. This aspect of Rukmini's life makes her an independent woman in the actual sense and she does not need a male support for survival. This aspect of Rukmini's character seems to represent the Essential character of women. Fiona Tolan asserts that

“Essentialists believe that because women are biologically different from men, they are also psychologically and emotionally different. Difference, they argue, is not something to be overcome, as though it were shameful not to be a man, but something to celebrate: women should be proud to be women” (Tolan 323). Rukmini as an independent woman never tries to become a man or imitate a man’s character; she remains a very virtuous woman in all dimensions. This aspect of her character seems to suggest that she is exalted to be a woman and believes in the power of a woman. At the same time, her confidence to live with her daughter without Alex’s help seems to derive from the fact that she is a working woman who can provide adequately for herself and her daughter.

Rukmini’s daughter Loya Alex is another significant character of the novel. She is singlehandedly brought up by her mother and she is Rukmini’s home and vice versa. Loya has done well in her studies too and she is pursuing her PhD project. Her supervisor has secured a grant from Eco Watch for her and “all expenses including tickets, with his numerous and weighty connections, Dr Swamy made sure all necessary permits and arrangements were taken care of” (Barua 56). Rukmini is against Loya’s decision of going to Assam; however, she is adamant. The reason behind Loya’s choice of going to Assam is crucial. When Roy, Loya’s boyfriend asks her “if she was going looking for home. For roots...” she feels perplexed (Barua 57). To Roy’s question she replies that it is her research work that is taking her to Assam and nothing concerns her. At this point, another necessary aspect to be noted is that Loya reaches Guwahati a month before the scheduled time. Loya herself does not know the cause of her urgency but “In recent months, an unaccustomed restlessness had descended on her. An urgent sense of losing time, as if it would run out and it would be too late” (Barua 57). Later, she realizes that “She was claiming what she wanted” (Barua 60). Loya like her mother is a

free spirited independent woman who is aware of her own steps and knows where she wants to be and she is determined to negotiate and bring reconciliation between her mother and her parents. Loya is furious at her grandparents for abandoning her mother while Rukmini has accepted her situation. When Loya lands at her grandfather's house, she accuses him for depriving her mother of all her affinities: Loya yells "You killed my mother, do you hear, killed her" (Barua 120). Furthermore, she blames that her grandfather's world is "So private it could not let a daughter into it?" (Barua 120). Loya's attempt is to resettle her mother to her parents' home.

Loya fulfills her desire to arrange a reunion of her mother with her grandfather; however, she is not there to witness it. It is the most poignant situation of the novel. Loya has gone to market with Biren and suddenly "the sky turned fiery red and then immense black clouds billowed up choking all light" (Barua 169). The havoc following the explosion drowns Loya and she drifts away and she never returns. However, it is her disappearance that brought Rukmini back to the yellow house which she has left in 1983 on her wedding day. In this way Loya can be seen as a link between Rukmini and her mother Usha. Usha is also a strong willed woman but her ideologies are shaped by patriarchy. However, her progenies namely Rukmini and Loya are women with great determination and they achieve what they desire but they are not influenced by patriarchal ideology.

Recommendation

The novel is studied from feminist perspective in the present article. Since the theme of the novel is rich, it can also be analysed from the perspectives of identity issues and quest for home. The novel features three strong willed women against the backdrop of Assam Movement; therefore, the novel can also be examined through New Historicism point of view.

References

- Fiona, T. (2006). *Feminisms: Literary theory and criticism*. Ed. Patricia Waugh, Oxford UP, New Delhi, 319-39.
- Jahnavi, B. (2020). *Undertow*. Penguin, Haryana.
- Simone, D. B. (1956). *The Second sex*. Trans. and ed. H.M. Parshley, Lowe and Brydone, London.
- Sylvia, W. (1990). *Theorizing patriarchy*. Blackwell, Oxford.

An Analysis of Particularized Conversational Implicatures in Breaking Dawn 1 Movie

Warunee Sae-ai^{*} 

Surin, Thailand

APA Citation:

Sae-ai, W. (2021). An analysis of particularized conversational implicatures in Breaking Dawn 1 Movie. *Journal of English Language and Linguistics*, 2(1), 115-136.

Received Date: June 19, 2021

Accepted Date: June 27, 2021

Abstract

In realistic human conversations, linguistic tools such as irony and metaphor are applied to add more vibrant and artistic language features to create hidden messages in speech. This research is about the study of particularized conversational implicatures in Breaking Dawn 1 movie, using the theory of Cooperative Principles by Grice. The research objective was to investigate the types of particularized conversational implicatures produced in the movie. The samples were the utterances produced in the conversations in the movie. The instruments were the original movie transcript of Breaking Dawn 1 movie. The statistics used to analyze the quantitative data were frequency and percentage, and the qualitative data were analyzed by a descriptive method though content analysis. The results revealed three types of particularized conversational implicature: Group A (no maxim is violated, or at least it is unclear that any maxim is violated), group B (maxim is violated, but the violation is explained by a clash with another maxim), and

* Corresponding author.

E-mail address: wsaeai@gmail.com

group C (a maxim or at least cooperative principle is flouted). Group C was the most frequently produced with the frequency of 42 (76.36%), followed by group A ($f = 11$, 20.00%), and group B ($f = 2$, 3.64 %). The most used linguistic device in group C was irony, followed by metaphor.

Keywords: Conversational implicature, Particularized conversational implicature, Breaking Dawn 1 movie

Introduction

English language has dominated the world of education, business and industry, entertainment, and universal communication in our globalized world. Universally, English speaking competency in authentic English conversations is credited the most challenging goal for most ESL and EFL students worldwide. The use of movies as English teaching and learning resource has become a well-known, practical approach for English language teachers and learners (Albiladi & Abdeen & Lincoln, 2018). Generally, English spoken in movies helps improve students' English skills since it is very natural and similar to what is heard when speaking with native English speakers. Still, the language barriers prevent the learners from understanding the messages in the movies in the way that what the actors are saying is not what they are implying. Consequently, the study of particularized conversational implicature governs an in-depth investigation of implicit messages conveyed in English language.

Particularized conversational implicature is a universally discussed matter, for it conveys a different meaning from the literal utterance without intending to deceive. The particularized conversational implicature (PCI) of Grice (1975) and Yule (1996) was adopted as the theoretical support for this study due to the most received attention in recent linguistic studies. Particularized conversational implicature in movies, novels, plays, comic strips, newspaper cartoon or broadcast messages was conducted by various researchers in different locations. Some studies on conversational implicature analysis were, for instance, Dechagan's research on conversational implicature in the Blondie and Dagwood comic strips (2010),

Vo's research on conversational implicatures in Titanic movie (2011), Savetamalya's research entitled conversational implicature in the column Laugh! It is the best medicine in reader's digest (2011), Anita's research entitled conversational implicature in From Paris with Love movie (2013), Le's research on implicatures in Romeo and Juliet play by William Shakespeare (2013), Lestari's research entitled the analysis of conversational implicature on the movie script of Despicable Me (2013), and a research of Kondowe, Ngwira and Madula entitled linguistic analysis of Malawi political newspaper cartoons on president Joyce Banda: Towards Grice's conversational implicature (2014).

Breaking Dawn 1 is a romantic, drama and fantasy movie that holds different settings, main characters, and English conversations of standard American English language. Its conversations contain different types of implicature and hidden messages among interlocutors. For that reason, Breaking Dawn 1 movie was chosen to be investigated for this research.

Literature Review

1. Pragmatics

Pragmatics is a study to investigate unsaid or unwritten meaning that is invisible in an utterance or a conversation (Yule, 2010). It concerns communication in human society driven by the context of language in use in cooperation with a particular condition of the community (Mey, 1993), and comprehends how to explore utterance interpretation of entire social communication in different manners (Meyer, 2009). Conclusively, the production and interpretation of the invisible meaning interpreted by the hearer rely on a particular context under a particular circumstance, the distance of shared knowledge between the speaker and the hearer, and entire social context interpretation without the consideration of semantic theories.

2. Cooperative Principle

Grice (1975) stated that in successful human communication, people have a tendency to follow the rules and are expected to observe them. His concept

of Cooperative Principle is to suggest that the interlocutors in a conversation should “make their contribution as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which they are engaged.” It is comprised of four maxims called conversational maxims or Grice’s maxims: quantity, quality, relation, and manner.

3. *Conversational Maxims*

Quantity

- 1) Make your contribution as informative as is required (for the current purpose of exchange).
- 2) Do not make your contribution more informative than is required.

Quality: Try to make your contribution one that is true.

- 1) Do not say what you believe to be false.
- 2) Do not say that for which you lack adequate evidence.

Relation: Be relevant

Manner: Be perspicuous

- 1) Avoid obscurity of expression
- 2) Avoid ambiguity
- 3) Be brief (avoid unnecessary prolixity)
- 4) Be orderly (Grice. 1975: 45-46)

Maxim of quantity requires the interlocutor to contribute appropriate amount of information; not too much nor too less.

Maxim of quality requires the speaker to deliver such true information, and avoid the contribution that cannot be proved by adequate evidence.

Maxim of relation requires relevant contribution when engaging in a conversation.

Maxim of manner requires the participant to avoid using difficult, unclear terms in a conversation, and be concise and well-organized when making contribution.

4. Particularized Conversational Implicature

Apart from the concept of Cooperative Principle, interlocutors in a conversation also have to pay close attention in various aspects including emotion, setting, facial expression, verbal language, gesture, surrounding atmosphere, background knowledge and social context. Grice (1975) stated that what was implicated (implicature) and what was said were part of speaker meaning. The additional meaning carried by a particularized conversational implicature occurs when one of the maxims or at least the cooperative principle is exploited by either violating, flouting, opting, or facing a crash. It is the hearer to predict particularized conversational implicatures via inference (Meyer, 2009 & Yule, 1996). In conclusion, to recognize a particularized conversational implicature, we need specific knowledge and background to understand an utterance in the context in agreement with what is expected to be said.

According to Grice (1975) the three groups of particularized conversational implicature (PCI) were illustrated in cooperation with cooperative principle and conversational maxims as follows:

1. Group A: No maxim is violated, or at least it is unclear that any maxim is violated.

2. Group B: A maxim is violated, but the violation is explained by a clash with another maxim.

3. Group C: A maxim (or at least cooperative principle) is flouted.

The illustrations of the three types of particularized conversational implicature (PCI) are as the followings:

1. Group A: No maxim is violated, or at least it is unclear that any maxim is violated.

Example 1:

Rick: Hey! Coming to the wild party tonight?

Tom: My parents are visiting.

Under this circumstance, Yule (1996) provided an example of the conversation between Rick and Tom. Apparently, Rick's question requested the answer either yes or no, Tom's response did not appear to adhere to relevance. However, Tom meant to implicate the answer *no* by giving Rick the reason why not.

Most of the time our conversations take place in such specific context that sometimes the particularized conversational implicatures can be calculated without any special knowledge of those occasions.

2. Group B: A maxim is violated, but the violation is explained by a clash with another maxim.

In example 2 (Grice, 1975), A and B were planning the itinerary for their vacation in France. Both knew that A wanted to visit C and they had no reason not to do so.

A: Where does C live?

B: Somewhere in the south of France.

According to the conversation, B was violating the maxim of quantity by obviously responding A with inadequate information that A needed for the itinerary. B was aware that more information was required but B was, at the same time, trying to observe the maxim of quality (Do not say what you lack adequate evidence). Consequently, B implicated that he did not know in which town C lived.

3. Group C: A maxim (or at least cooperative principle) is flouted at the level of what is said for the purpose of producing a conversational implicature, and the hearer is to assume that the maxim (or at least cooperative principle) is observed at the level of what is implicated.

Group C1: A flouting of the first maxim of quantity (Make your contribution as informative as required)

The utterance illustrated group C1 was as in a tautology in example 3 (Grice, 1975).

Example 3:

A: Women are women.

At the level of what was said in example 3, it was obviously not informative enough to state such remarks as in example 3. It was, however, as informative as required at the level of what is implicated. The statement implicated that women are the same.

Group C2: A flouting of the second maxim of quantity (Do not give more information than is required)

Example 4:

Sue is at the party standing next to a beautiful woman, Kate, who is Sue's friend. Sue is introducing Kate to her other friends.

Sue: This is Kate, my friend from high school and she is single at the moment.

According to Sue's remark, it initially seemed over informative. What was stated was that Kate has been a friend of Sue for a long time. She might have been married, had a boyfriend or just broken up or never been in a relationship, but now she is single. It implicated that Sue was trying to give her other friends (especially male friends) a chance to meet Kate and implying that Kate was open for new people, new friends or a new relationship and her previous status was not important since she is now single.

Group C3: A flouting of the first maxim of quality (Do not say what you believe to be false)

Example 5:

A and B are going to leave home for a picnic. Once they look outside, the sky is getting dark and a storm is brewing.

A: Nice weather!

When A produced such a statement, A was flouting a maxim of quality (Do not say what you believe to be false). By saying so, A implied that A was so upset about the bad weather because they are about to go out for a picnic, but obviously it had to be canceled.

According to Grice (1975), there were four types of linguistic use under group C3.

C3.1) Irony (Sarcasm)

Example 6:

A: What do you think about C?

B: He is a fine friend.

When B said that statement with a certain tone of voice and a certain kind of facial expression, B obviously implicated that C was not a fine friend at all. It presented that a particularized conversational implicature was displaying when the flouting of the first maxim of quality (Do not say what you believe to be false) was exploited by using irony.

C3.2) Metaphor (Simile)

An example of using metaphor (Grice, 1975) was in example 7.

Example 7:

A: You are the cream in my coffee.

The first intention of saying this metaphor would reach the hearer to interpret the implicature as you are my best friend yet the second level of its interpretation would be the irony meaning as an annoying or boring person.

C3.3) Meiosis (Litotes)

Meiosis is the use of language to express an understatement for rhetorical effect. When this lady was recently fired, caught that her husband had an affair, and known that her kid got some trouble at school. Her answer to the question asked was an implication using meiosis as in example 8.

Example 8:

Woman's friend: Hey! Are you alright?

Woman: Oh! I'm fine. Just a little upset.

According to her situation, she definitely was not fine nor just a little upset. In fact, she was conveying the implicature that she is extremely discontented and very upset.

C3.4) Hyperbole

Hyperbole is the use of language for the exaggeration. An example of hyperbole was as the following statement in example 9.

Example 9:

A: Every young girl loves Justin Bieber.

It was obvious that Justin was very famous, though it was not literally that every young girl loves him. This statement gave the implicature that in fact he was very famous and very hot among young girls and it would be unbelievable if there was the fact that some young girls did not like him.

Group C4: A flouting of the second maxim of quality (Do not say that for which you lack adequate evidence)

Example 10:

A husband and a wife are about to leave their house, the husband is looking for the car key and he asks his wife.

Husband: Where is the key?

Wife: Probably somewhere in the house.

Obviously, the wife was flouting the second maxim of quality (Do not say that for which you lack adequate evidence). In this case, she clearly was not helping on finding the key by saying that remark. The wife, however, was implicating that she had no idea where the key was or where to look for. To produce such an implicature here may deliver an unclear intention, with a certain tone of voice or facial expression, the hearer may interpret as a sarcastic remark instead of a simple "I don't know."

Group C5: A flouting of the maxim of relation

Example 11:

A: Mr. Smith is an old bag.

B: The weather has been quite delightful this summer, hasn't it?

Grice (1975) gave the explanation of the case when the maxim of relation was flouted. At a tea party, A conveyed such a remark, after a short silence, B responds. B's response flouted the maxim of relation, A had to preserve the assumption of cooperation with the local inference why B made an apparently non-relevant response. The implicature here was essentially that A's remark should not be discussed and A had committed a social blunder.

Group C6: A flouting of the maxim of manner (Avoid ambiguity)

Grice (1975) gave an example of this group as referred to Blake's lines in example 12

Example 12:

A: Never seek to tell thy love, love that never told can be.

According to example 12, "love that never told can be" could have a double ambiguous meaning. It may mean either "love that cannot be told" or "love that if told cannot continue to exist". This ambiguity may be caused by the sophistication of the poet that the explicit saying was doubted and the poet was only conveying or suggesting both of them.

Group C7: A flouting of the maxim of manner (Avoid obscurity)

Example 13:

A man and a woman are having a conversation about English language, while a kid is sitting next to them.

Man: There are 21 letters in English alphabet, right?

Woman: No, 26.

Man: Oh! Sorry. I forgot U R A Q T.

Woman: That's funny.

In this talk exchange, the man was intensively flouting the maxim of manner (obscurity). He intended to convey his feeling towards her by making his remark more impressive and obscure, and expect her to know that he was being obscure for not wanting the kid to understand the talk. His implicature was that he thinks she is beautiful or he likes her. The set of letters U R A Q T would locally stand for "You are a cutie."

Group C8: A flouting of the maxim of manner (be brief)

Grice (1975) displayed an example of this case using the comparison between statement a) and b) as follows:

Example 14:

A: What song did miss X sing?

B: a) Miss X sang "Home sweet home".

b) Miss X produced a series of sounds the corresponded closely with the score of "Home sweet home".

When B chose statement b) instead of a), B failed to observe the maxim of manner (be brief), and was implicating that miss X performance was terrible.

Group C9: A flouting of the maxim of manner (be orderly)

Example 15:

A: How did you drive here? I have been waiting for so long.

B: It wasn't easy. I drove through short-cuts and I jumped into my car right after I got the text message.

According to example 15, A was complaining about how long it took B to get here. As B's response, it could be inferred the way may be complicated and it may give B a hard time to finally get here, and showed that B did not feel good about it. B rose a flouting of the maxim of manner (be orderly) to let A know that B did the best, and was not happy with the complaint. Unlike the previous maxims, the maxims of manner (be orderly) have to do with how what is said is said.

5. Breaking Dawn 1 Movie

Breaking Dawn 1 movie is adapted from the fourth book of the best-selling twilight saga series. The movie is romantic, drama and fantasy about the mixture of juvenile love, fight, outrage, and joy among teenage vampires, werewolves, humans, friends, and family that makes the movie full of realistic conversations in situations of human society. Besides, the movie received global box office success and has been globally admired among young filmgoers. Breaking Dawn 1 movie offers standard American English that is considered the most widely spoken due to the influence of American culture, economy, politic, entertainment. It is highly recognized in practical use for English learners and those who are learning and developing English language competence. Therefore, the movie script of Breaking Dawn 1 movie was chosen for the case study of this research. The applicable and profitable result of this study explicitly contributed to students who study pragmatics and conversational implicature, and was rationally useful for English language learners, and those who are developing and mastering their understanding of spoken English to enhance their English language comprehension.

Research Objectives

This research objective was to investigate types of particularized conversational implicatures produced in *Breaking Dawn 1* movie.

Research Methodology

1. Research Design

The researcher used descriptive research design for this research data analysis.

2. Samples

The samples of this research were 1026 utterances extracted from the script of the conversations in *Breaking Dawn 1* movie.

3. Instruments and Procedures

The research samples were collected from the scripts retrieved from <http://transcripts.foreverdreaming.org> and the English subtitles in the original movie *Breaking Dawn 1*.

The reliability of the qualitative data was examined by the inter-coder reliability coefficients of 0.80 or 80 % (Neuendorf, 2002 & Wannaruk, 1997 cited in Prachanant, 2006). The three inter-coders in this research were two lecturers who were native English speakers and the researcher herself. The differences of the outcome were discussed to find out the central agreement. The validation of the data was supervised by the research supervisors to obtain feedbacks and corrections (Elliott & Timulak, 2005).

The statistical data were analyzed through frequency and percentage using Statistical Package for the Social Sciences (SPSS). The results were presented as frequency and percentage of the occurrence of each category mentioned in Data Categorization.

4. Data Collection

The method of data collection were stages adapted from Lacey and Luff (2007) as follows:

4.1 Generating movie scripts, the script of the movie in this research were developed from two different sources:

- 1) The movie script from English subtitles in the original movie
- 2) The movie scripts from the website

<http://transcripts.foreverdreaming.org>.

The researcher cross-checked three times for the accuracy of the movie script to ensure reliability and validity.

4.2 Data Organization, for easily retrievable and systemized sections of data, a simple digit number e.g., 1, 2, 3, etc. was given to each utterance to create a unit of data. The followings were examples of numbering the utterances in a dialog.

Alice: You just have to break them in.

Bella: I've been breaking them in. For three days. Can I just go barefoot?



Alice: You just have to break them in. [5]

Bella: I've been breaking them in. [6] For three days. [7] Can I just go barefoot? [8]

Utterance 5: *You just have to break them in.*

Utterance 6: *I've been breaking them in.*

Utterance 7: *For three days.*

Utterance 8: *Can I just go barefoot?*

4.3 Data Familiarization, the researcher read the movie script, watched the films with replication, and did some research on general background and cultural background to acquire further familiarization and the right understanding of the social context in the movie.

5. Data Analysis

The data analysis adapted from Khandkar (n.d.) was structured to address the prior research objectives. The stages of data analysis were as follows:

5.1 Theoretical Framework, the particularized conversational implicature theory (PCI) by Grice (1975) and several examples by Yule (1996) were adopted for the theoretical support to examine cases where particularized conversational implicatures were produced in the movie. Particularized conversational implicature (PCI) is context-dependent which means that it requires special information to interpret the hidden meanings of the expressions.

5.2 Data Categorization, the areas of interest were categorized into 15 coding concepts as follows:

- 1) A: No maxim is violated, or at least it is unclear that any maxim is violated.
- 2) B: A maxim is violated, but the violation is explained by a clash with another maxim.
- 3) C1: A flouting of the first maxim of quantity (Make your contribution as informative as required)
- 4) C2: A flouting of the second maxim of quantity (Do not give more information than is required)
- 5) C3: A flouting of the first maxim of quality (Do not say what you believe to be false)
- 6) C3.1: A flouting of the first maxim of quality (Do not say what you believe to be false): Irony (Sarcasm)
- 7) C3.2: A flouting of the first maxim of quality (Do not say what you believe to be false): Metaphor (Simile)
- 8) C3.3: A flouting of the first maxim of quality (Do not say what you believe to be false): Meiosis (Litotes)
- 9) C3.4: A flouting of the first maxim of quality (Do not say what you believe to be false): Hyperbole
- 10) C4: A flouting of the second maxim of quality (Do not say that for which you lack adequate evidence)
- 11) C5: A flouting of the maxim of relation
- 12) C6: A flouting of the maxim of manner (Avoid ambiguity)
- 13) C7: A flouting of the maxim of manner (Avoid obscurity)
- 14) C8: A flouting of the maxim of manner (be brief)
- 15) C9: A flouting of the maxim of manner (be orderly)

5.3 Data Codification, the conceptual coding was sub-divided into two phases, and each phase was coded two times:

- 1) The first phase, particularized conversational implicatures were underlined and labelled as PCI.
- 2) The second phase, the utterances that carried 15 different classifications of particularized conversational implicatures were underlined and labelled as A, B, C1, C2, C3, C3.1, C3.2, C3.3, C3.4, C4, C5, C6, C7, C8, and C9

5.4 Data Interpretation, the researcher analyzed the qualitative data using a descriptive method through content analysis to interpret the meanings of conversational implicatures. The outcomes of research analysis were supervised by research advisers and corrected in accordance with their feedbacks.

Results

The results were presented according to the research objectives to investigate particularized conversational implicatures produced in *Breaking Dawn 1* movie. Three groups of particularized conversational implicatures were found: Group A: No maxim is violated, or at least it is unclear that any maxim is violated, group B: A maxim is violated, but the violation is explained by a clash with another maxim, and group C: A maxim (or at least cooperative principle) is flouted. Group C was the most frequently produced with the frequency of 42, followed by group A ($f = 11$), and group B ($f = 2$). Total occurrence of different types of particularized conversational implicatures produced in *Breaking Dawn 1* movie was presented in Table 1.

Table 1

*Total Occurrence of Types of Conversational Implicature Produced
Breaking Dawn 1 movie*

Groups of particularized conversational implicature	Frequency (f)	Percentage (%)
Group A: No maxim is violated, or at least it is unclear that any maxim is violated	11	20.00
Group B: A maxim is violated, but the violation is explained by a clash with another maxim	2	3.64
Group C: A maxim is flouted	42	76.36
C1: A maxim of quantity (Make your contribution as informative as required)	0	0
C2: A maxim of quantity (Do not give more information than is required)	1	1.82
C3: A maxim of quality (Do not say what you believe to be false/ false statement)	7	12.73
C3.1: A maxim of quality (Irony)	9	16.36
C3.2: A maxim of quality (Metaphor)	5	9.09
C3.3: A maxim of quality (Meiosis)	3	5.45
C3.4: A maxim of quality (Hyperbole)	2	3.64
C4: A maxim of quality (Do not say that for which you lack adequate evidence)	0	0
C5: A maxim of relation	9	16.36
C6: A maxim of Manner (Ambiguity)	3	5.45
C7: A maxim of Manner (Obscurity)	2	3.64
C8: A maxim of Manner (Brief)	1	1.82
C9: A maxim of Manner (Orderly)	0	0
Total	55	100

According to the data codification presented in Table 1, 55 particularized conversational implicatures out of 70 implicatures were found in 1026 utterances attracted from the script: 11 implicatures were coded as group A (20.00%), 2 implicatures were coded as group B (3.64 %), and 42

implicatures were coded as group C (76.36%). Sub-classifications namely C1, C4 and C9 were not found in the conversation of the movie script.

In accordance with data analysis, 12 sub-classifications of particularized conversational implicatures coded as group A, group B, group C (C2, C3, C3.1, C3.2, C3.3, C3.4, C5, C6, C7, C8) were analyzed to interpret the obtained data as follows:

Group A: No maxim is violated, or at least it is unclear that any maxim is violated

Datum 1:

Situation: Everyone gathers at the wedding waiting for the bride to walk the aisle. Jessica and Angela, Bella's friends, are talking.

Dialogue:

Jessica: So, you think Bella's gonna be showing? [128] +> PCI (group A)

Angela: Jess, she is not pregnant. [129]

Data interpretation:

As presented in datum 1, utterance [128] contained a particularized conversational implicature classed as group A. From the background of the movie, Jessica is jealous of Bella's sudden wedding. With a smile and a specific look on Jessica's face, she implies that Bella may be pregnant and will not show up at the wedding because of the physical appearance of her pregnancy. No maxim is violated, or at least it is unclear that any maxim is violated when producing this implicature.

Group B: A maxim is violated, but the violation is explained by a clash with another maxim

Datum 2:

Situation: Edward and Bella are talking in Bella's house the night before the wedding. He tries to convince Bella to change her mind about turning herself into a vampire after the wedding. Bella, however, is not going to change her mind. Edward walks over to the window, looks out, then turns and faces Bella again.

Dialogue:

Edward: I'll meet you at the altar. [69]

Bella: I'll be the one in white. [70] +> PCI (group B)

Data interpretation:

As presented in datum 2, utterance [70] contained a particularized conversational implicature classed as group B. According to the background of the movie, Edward loves Bella to death that he does not want to see her change into a vampire who will crave for human blood. He wants her to live a normal human life, but Bella is willing to sacrifice her family, friends and her human life to be with him, and will not change her mind. In western cultures, it is customary for the bride to wear white. There is no need for Bella to tell Edward that detail, unless she wants to implicate that she will marry him and never change her mind.

Group C2: A maxim of quantity is flouted (Do not give more information than is required)

Datum 3:

Situation: After Bella wakes up as a vampire, Carlisle sends a letter to Aro, a vampire leader in Italy, to let him know that now Bella is a new born vampire.

Dialogue:

Aro: Oh, it's from Carlisle. [1013] which is spelt with an S, sweet Bianca. [1014] +> PCI (group C2)

Data interpretation:

As presented in datum 3, utterance [1014] contained a particularized conversational implicature classed as group C2. From the background of the story, Aro hates Carlisle because he gets more powerful as his family members have unique powers as gifts. Aro always wants to kill Carlisle and get Alice to join his clan. By saying utterance [1014], Aro implicates his hatred toward Carlisle using too much information than is required.

Group C3: A maxim of quality (Do not say what you believe to be false/false statement)

Datum 4:

Situation: Jasper and Carlisle are carrying benches for the wedding. Emmett comes in carrying a long tree trunk.

Dialogue:

Emmett: Where do you want them, boss? [14] +> PCI (group C3)

Alice: On either side of the aisle. [15]

Data interpretation:

As presented in datum 4, utterance [14], contained a particularized conversational implicature classed as group C3. From the background of the movie, Emmett, Alice and Rosalie are the members of the Cullen's. Calling Alice boss is a false statement, however, to everyone in Cullen family, Alice is an enthusiastic wedding organizer that no one can have any disagreement against her. Emmett implies that she is in charge of organizing an entire wedding and he will follow her lead.

Group C3.1: A maxim of quality is flouted using irony

Datum 5:

Situation: In the morning of the wedding day, Charlie and Renee come to see Bella in her dressing room. Charlie opens the gift box containing a sapphire hair comb.

Dialogue:

Renee: We thought you needed something blue. [103]

Charlie: And something old. [104] Besides your mother. [105] +> PCI (group C3.1)

Data interpretation:

As presented in datum 5, utterance [105] contained a particularized conversational implicature classed as group C3.1. Something old, something new, something borrowed, something blue, the four objects that the bride adds to her wedding outfit or carries with her on the big day are for good luck charms following the tradition from an old English rhyme. On Bella's wedding day, her parents prepare something blue and old for her and Charlie tries to make her relax by making a humorous irony. Charlie's utterance

shows their good friendship, and implies that Renee is old yet cannot be used as a lucky charm.

Group C3.2: A maxim of quality is flouted using metaphor

Datum 6:

Situation: The night before the wedding day, Edward comes to see Bella at her house.

Dialogue:

Edward: I was just checking for cold feet. [21] +> PCI (group C3.2)

Bella: Well, mine are toasty warm. [22]

Data interpretation:

As presented in datum 6, utterance [21] contained a particularized conversational implicature classed as group C3.2. According to the movie, Edward is worried about Bella's decision to marry him with their agreement that she will marry him if he turns her. He wishes she changed her mind for he never wants her to become immortal. Checking for cold feet is a metaphoric expression Edward uses to imply that he may see or wants to see Bella having the discouragement of marrying him.

Group C3.3: A maxim of quality is flouted using meiosis

Datum 7:

Situation: At Cullen's house, Bella walks in her wedding shoes slowly, she looks down at her feet and stumbles a little.

Dialogue:

Alice: You just have to break them in. [5]

Bella: I've been breaking them in. [6] For three days. [7] Can I just go barefoot? [8]

Alice: No, absolutely not. [9]

Bella: Just thinking it's a little much, you know? [10] The dress and the shoes, and all of this. [11] +> PCI (group C3.3)

Data interpretation:

As presented in datum 7, utterance [10] contained a particularized conversational implicature classed as group C3.3. According to the setting, Alice is trying to prepare Bella for her wedding day. She wants her wedding to be perfect and makes Bella try her new pair of wedding shoes. Bella, on the other hands, is not so enthusiastic about it. She requests to walk bare feet

on her wedding day and says that everything is a little too much. Utterance [10] is an understatement expression (meiosis) that Bella makes to imply that everything is way too much and she is not into it.

Group C3.4: A maxim of quality is flouted using hyperbole

Datum 8:

Situation: On Bella's wedding day, Edward takes Bella away from the crowd and suddenly Jacob appears ahead of them.

Dialogue:

Bella: Where have you been? [256] We were gonna put your face on a milk carton. [257] +> PCI (group C3.4)

Jacob: Mostly northern Canada I think. [258] It's weird to be back on two legs again, in clothes. [259] Gotten out of practice with the whole human thing. [260]

Data interpretation:

As presented in datum 8, utterance [257], contained a particularized conversational implicature classed as group C3.4. According to the beginning of movie, Jacob runs away from home when he sees an invitation card for Bella's wedding, and no one sees him again. Bella is worried about him and looks forward to hearing from him. Historically, a photo on a milk carton, began in the early 1980s, was a United States-based custom of printing advertisements on milk cartons to draw attention to a missing child. Bella's remark is an exaggerated statement to imply how much she has been worried about him.

Group C5: A maxim of relation is flouted

Datum 9:

Situation: Jasper and Carlisle are carrying benches for the wedding. Emmett comes in carrying a long tree trunk.

Dialogue:

Emmett: Where do you want them, boss? [14]

Alice: On either side of the aisle. [15]

Rosalie: What aisle? [16]

Alice: Does no one have vision? [17] +> PCI (group C5)

Data interpretation:

As presented in datum 9, utterance [17] contained a particularized conversational implicature classed as group C5. From the background of the movie, Alice is always into fashion and eager to manage Bella's wedding. Everyone in the Cullen knows that Alice is in charge of organizing and planning it. Once that Rosalie asks her what aisle, Alice realizes that the other vampires have no sense of fashion and need her opinion and decision on the decoration. Alice responds to Rosalie by flouting a maxim of relation to produce an implicature which implies that she has to tell them everything and it is irrelevant to the question asked by Rosalie.

Group C6: A maxim of manner is flouted using ambiguity

Datum 10:

Situation: At the Cullen's house, Bella, Edward, Rosalie, and Jacob are talking about the baby's name.

Dialogue:

Bella: I was playing around with our moms' names. [922] Renée and Esme. [923] And I was thinking... Renesmee. [924]

Jacob: Renesmee [925]

Bella: Too weird? [926]

Jacob: Um... [927] +> PCI (group C6)

Data interpretation:

As presented in datum 10, utterance [927] contained a particularized conversational implicature classed as group C6. Jacob does not agree with the name of the baby that Bella has decided but he does not say it to upset Bella. By saying utterance [927] with a certain tone and facial expression, Jacob produces an implicature using unclear or confusing statement, which can be understood in more than one way. It shows an uncertainty as if Jacob is thinking about it or it is a simple "Yes, it is weird." to the question asked.

Group C7: A maxim of manner is flouted using obscurity

Datum 11:

Situation: Jacob hurries to the Cullen's house once he learns that Bella is back from the honeymoon and she is really sick. Jacob walks into the house

and see Bella's huge pregnant belly, he gets angry and everyone starts arguing.

Dialogue:

Esme: Rose! All this fighting isn't good for Bella. [547]

Alice: The fetus isn't good for Bella. [548] +> PCI (group C7)

Rosalie: Say the word, Alice. [549] "baby" It's just a little baby. [550]

Data interpretation:

As presented in datum 11, utterance [548] contained a particularized conversational implicature classed as group C7. From the movie background, the half human-half vampire baby that is growing inside Bella's body is making her weaker and seen as a threat to her life. Only Bella and Rosalie want to keep the baby, but everyone else wants to destroy it. The fetus is a terminology to call an unborn offspring of a mammal, in particular, an unborn human baby more than eight weeks after conception. Calling it the fetus instead of the baby, Alice implicates her uncertainty and discrepancy to accept it as a human baby but a demon.

Group C8: A maxim of manner is flouted (be brief)

Datum 12:

Situation: Jacob tries to convince Bella to give up her offspring, but Bella is not convinced. He gets up and leave the Cullen's house with anger and the other wolves gather in their wolf form communicating through their thoughts.

Dialogue:

Sam: We have to protect the tribe. [620] What they've bred won't be able to control its thirst. [621] Every human will be in danger. [622]

Jared: We're ready. [623]

Leah: No time to waste. [624]

Jacob: Now? [625]

Sam: We must destroy it before it's born. [626] +> PCI (group C8)

Seth: You mean, kill Bella? [627]

Data interpretation:

As presented in datum 12, utterance [626] contained a particularized conversational implicature classed as group C8. According to the movie background, the wolves have been protecting the tribe and human for a long

time and if something is considered a danger to the community, they will destroy it. Every wolf agrees with Sam to kill Bella and her baby and it shocks Jacob since they will never kill a human soul. Being an alpha, Sam provides his reason to support his decision in his utterance [626] using the flouting of maxim of manner (be brief) to implicate the answer “Yes” to the question asked by Jacob. The implicature that Sam makes concludes the situation that they will do it now although it means to kill Bella and also forces Jacob to join him.

Discussion

According to the research results, group C (a maxim or at least cooperative principle is flouted) of particularized conversational implicature was the most produced in *Breaking Dawn 1* while group A (no maxim is violated, or at least it is unclear that any maxim is violated) and group B (a maxim is violated, but the violation is explained by a clash with another maxim) were less produced. That was because group C of particularized conversational implicature contained more various linguistic tools for the speakers to create such implicatures by flouting a maxim. When creating implicatures by the concept of group C (flouting a maxim), many strategies classified by Grice’s maxims could be used. Maxim of quantity includes the concept of making the contribution as informative as required and giving more information than is required. Maxim of quality includes providing false statement or what is believed to be false, the use of irony, metaphor, meiosis or hyperbole and saying that for which you lack adequate evidence. Maxim of relation includes providing irrelevant response, and maxim of manner includes using of ambiguity and obscurity, or not providing brief or orderly statement. With these strategic tools, the speakers can contribute more creative and stimulating utterances in the talk exchange.

When comparing each maxim, the result revealed that the presence of flouting a maxim of quality was the most frequently found in this case. The most used linguistic tool of maxim of quality to create implicatures was irony, followed by false statement, metaphor, meiosis and hyperbole respectively. The reason to support the result was that the movie *Breaking*

Dawn 1 itself contained different roles of characters and a great deal of specific knowledge and background. Having been through many strenuous circumstances, the characters in the movie have developed their personalities, personal passions, close acquaintanceship and intimacy, acquired more specific information, and shared knowledge and particular experiences in specific situation. Similar to real human communications, they occurred in a very specific circumstance, took place in a specific situation and interlocutors held specific information of that specific situation (Yule, 1996). Consequently, it led to the presence of conversations that took place in very specific surroundings. For that reason, the interlocutors needed to pay close attention to one another in order to communicate successfully. When they had to deal with choosing the language tools, the more sophisticated ones would be the first option for their creative style of language. Not only is irony a rhetorical device, it is also a subtle communication strategy used by the speaker to draw attention from the hearer. The use of irony in speech shows the ability and wisdom of the producer, and forms a connection between the interlocutors when they understand each other and while having a good conversation. When used carefully, irony and such other tools add extra amusement and engagement to the message delivered. Anatole France quoted once that “a world without irony would be like a forest without birds: Irony is the gaiety of meditation and the joy of wisdom” (Fulford, 1999).

However, this result was in disagreement with the results of Andresen (2013) who studied flouting the maxims in comedy: An analysis of flouting in the comedy series “Community”. The results of Andresen’s study revealed that the presence of flouting a maxim of quantity was the most frequently produced in this case. It was basically more straightforward to determine flouting a maxim of quantity and quality since this was less complicated to identify whether the speaker was informative, gave too much information, or false statement. Additionally, the main character who produced implicatures by flouting a maxim of quantity and quality was the leader of the team. His narcissistic characteristics determined the use of flouting a maxim of quality to comment the inferior appearance of others, and the use

of flouting a maxim of quantity reflected his leadership to pass on orders to his fellows and deliver information which was for comic effects of the series.

Moreover, the research result was also irrelevant to the research results of Kondowe, Ngwira & Madula (2014) whose study was about linguistic analysis of Malawi political newspaper cartoons on president Joyce Banda, Lestari's research (2013) entitled the analysis of conversational implicature on the movie script, and Savetamalya's research (2011) entitled conversational implicature in the column Laugh. The results revealed that the most used tool to create implicatures was flouting a maxim of manner. Kondowe, Ngwira & Madula (2014) claimed that flouting the maxim of manner was the majority selected by the cartoonist through the use of fudging strategies such as vague information to create humorous effects and to reduce the strength of their assertions especially when they tried to avoid political involvement. Lestari (2013) asserted that flouting the maxim of manner in the cartoon scripts offered a platform of relaxing, irrelevant statements and ambiguous sentences to provide harmonious atmosphere and add artistic feathers to the scripts. Savetamalya (2011) also stated that implicatures in Laugh were caused by the presence of flouting a maxim of manner. With the use of puns, sound association, spoonerism, and ambiguity, these language tools played a significant role to generate amusing feelings and humor to the comic scripts.

A standard feature in most comic, cartoon, and animation allows not only for easier localization, but it is elementary and culturally neutral which means that it is required to be attractive to all audiences. The scripts mainly aim at creating and delivering humor to the audience. With that specific purpose, the language chosen by the script writers would particularly be more selective and decisive in a less natural way to achieve humorous effect. Unlike comic medium, movie scripts of *Breaking Dawn 1* was initiated for more authentic features. When influenced by real human behaviors, personal relationships, and social impacts, the language in movie scripts would be more emotionalized, genuine and originally humanlike. Decisively, these variations could allow distinctive linguistic features to inversely dominate the languages used in the scripts.

Recommendations

1. Implications

Particularized conversational implicature dominates the area of English language intellectual capacity. It is not simply produced nor understood, yet it is an astounding and applicable tool for English language in use. Accomplishing advanced level of English terminology and grammar structures alone would not be enough to achieve English fluency. English learners must give precedence to appropriate and successful communication, and profoundly understand authentic context of English. The learners of English language should deepen the significance of particularized conversational implicatures, and pay close attention to the true meanings in contextual clues in English conversation.

2. Further Studies

This study aimed to investigate the region of particularized conversational implicature in the scope of English conversations done by native English speakers in a fantasy movie script. For more diversity, an investigation of the significance of particularized conversational implicature in cross-cultural communication in different medium would add more value to English acquisition cycle. It could be a guideline to gain more advantages for realistic purposes, understanding on how universal English learners cope with implications in English language, and how to improve English intelligence.

References

- Albiladi, W.S., Abdeen, F., & Lincoln, F. (2018). Learning English through movies: Adult English language learners' perceptions. *Theory and Practice in Language Studies*, 8, pp.1567-1574.
- Andresen, N. (2013). *Flouting the maxims in comedy: An analysis of flouting in the comedy series community: English III: Degree project in linguistics*. Sweden: Karlstads University.

- Anita, S. M. (2013). *Conversational implicature in “from Paris with love” movie directed by Pierre Morel: Pragmatic study*. Indonesia: University of Gorontalo.
- Dechagan, A. (2010). *Conversational implicature in the “Blondie and Dagwood” comic strips* (Master’s thesis). Thailand: Chiang Mai University.
- Elliott, R. & Timulak, L. (2005). Chapter 11. *Descriptive and interpretive approaches to qualitative research*, 147-159.
- Fulford, R. (1999). *Robert Fulford’s column about irony*. Retrieved from <http://www.robertfulford.com>
- Grice, H. P. (1975). Logic and conversation. In Cole, P. & Morgan, J. L. (Eds.), *Syntax and semantics*, 3, 41-58.
- Khandkar, S. H. (n.d.) *Open coding*. Retrieved from <http://pages.cpsc.ucalgary.ca/~saul/wiki/uploads/CPSC681/open-coding.pdf>
- Kondowe, W., Ngwira, F. F., & Madula, P. (2014). Linguistic analysis of Malawi political newspaper cartoons on President Joyce Banda: Towards Grice’s conversational implicature. *International Journal of Humanities and Social Science*, 4(7), 40-51.
- Le, T. H. (2013). *An investigation into implicatures in Romeo and Juliet by William Shakespeare* (Master’s thesis). Vietnam: University of Danang.
- Lestari. (2013). *The analysis of conversational implicature on the movie script of Despicable Me: Graduating paper*. State Institute for Islamic Studies (STAIN) Salatiga.
- Mey, J. L. (1993). *Pragmatics an introduction*. Malden: Blackwell Publishing.
- Meyer, C. F. (2009). *Introducing English linguistics*. New York: Cambridge University Press.
- Prachanant, N. (2006). *Pragmatic transfer in responses to complaints by EFL learners in the hotel business* (Doctoral dissertation). Thailand: Suranaree University of Technology.
- Savetamalya, S. (2011). *Conversational implicature in the column Laugh! It’s the best medicine in reader’s digest: Pragmatic study*. Thailand: Chiang Mai University.

- Vo, T. T. T. (2011). *A study of conversational implicatures in Titanic film* (Master's thesis). University of Danang, Vietnam.
- Yule, G. (1996). Pragmatics. In Widdowson H.G. (Ed.), *Linguistics*. New York: Oxford University Press.
- Yule, G. (2010). *A study of language*. New York: Cambridge university press.

Manuscript Preparation Guidelines for Submitting Articles to “Journal of English Language and Linguistics (JEL)”

Upon submitting your manuscript, please adhere to the following guidelines:

1. The full manuscript of the articles must be submitted in the Word File as an electronic file using Microsoft Office Word 2010 onwards via this website: <http://jelep.bru.ac.th>.

2. The article must be relevant to the following fields: English Language, Linguistics, Applied Linguistics, Literature, English for Specific Purposes (ESP), English for Academic Purposes (EAP), English as a Lingua Franca (ELF), Translation and Interpretation, Technology and Language, World Englishes, Language Acquisition, Innovations in Language Teaching and Learning, Language Testing and Assessment, Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL), and English Language Teaching (ELT).

3. The **research article** must be based on the language-related areas specified above in the item 2. The article should range in length from 2,500 to 8,000 words, including figures, tables, and references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords arranged in order of the alphabet order.

4. The **academic article** should provide discussions on all aspects related to the language-related areas specified above in the item 2. It should range in length from 1,500 to 4,000 words, including references. An abstract, with 1 page of A5 or from 150 to 250 words, is accompanied by a list of three to five keywords arranged in order of the alphabet order.

5. The article must be written in the standard American or British English. If the language used for writing is not the author's native language, the article must be thoroughly proofread by native speakers of the respective language, and it must be verified and signed by an English language expert in a form given before being sent to the editor.

6. The article must be carefully assessed for accuracy and quality of language before submission. It is necessary to make sure that the article has been thoroughly edited and proofread in compliance with an academic standard of English.

7. The article must be typewritten on single-sided A5 paper with 11-point Times New Roman font in single line spacing at 1.15. The top -left margins of 1.8 cm. and the bottom-right margins of 1.3 cm. are used.

8. The article must conform to the requirements of the guidelines prescribed by the Publication Manual of the American Psychological Association (APA), 6th Edition (2010).

9. Prior to a manuscript submission, the article must be screened for plagiarism by using Akarawisut via this website: <http://akarawisut.com>.

10. The article submitted for publication in JEL has not already been published elsewhere or is not under consideration by peer reviewers for publication in other journals.


11. The author must strictly comply with the criteria for the publication of academic and research articles set by the journal.

12. The article will be reviewed by at least two peer reviewers in the relevant fields. If one of them does not agree to get it published, the article will be sent to the third peer reviewer for his/her consideration. It is noted that the article published in the journal must be approved by at least two peer reviewers.

13. The Editorial board is responsible for the final decision regarding acceptance or rejection of the article published in the journal.

14. The author will be officially informed if his/her article is not accepted. However, the manuscript will not be sent back to him/her.

15. The title with 5-15 words in length should be a clear, concise, and informative description and accurately reflects the main scope and content of the article. It must be centered and written in bold typeface with 14-point Times New Roman (TNR) Font Size, Centered, Boldface, Title Case Heading; 1.15-Line Spacing: Fixed-12pt; Paragraph Spacing: Above Paragraph-6pt, Below Paragraph-6pt.

16. The name(s) of the author(s) must be centered between the side margins and typewritten in boldface with 10-point Times New Roman font, followed by number in order and hyperlink ORCID iD icon . The corresponding author's name must be followed by number in order, asterisk symbol, and the hyperlinked ORCID iD icon. Look at the example below:

First Author^{1*} , Second Author² , Third Author³ 

17. The affiliation(s) of the author(s) must be written and set flush on the left using the italic face with 10-Point Time Roman font below the author's name. The affiliated institution, city/state, country should also be included respectively. Look at the examples below:

¹ *Buriram Rajabhat University, Buriram, Thailand*

² *Mahachulalongkornrajavidyalaya University, Ayutthaya, Thailand*

³ *Buriram Rajabhat University, Buriram, Thailand*

18. Corresponding author's affiliation must be written as the footnote below the side margin on the bottom page and set flush on the left with 10-Point Time Roman font using asterisk as the footnote symbol. The corresponding author's affiliation must include E-mail address. Look at the example below:

*Corresponding author.

E-mail address: suphakit.ph@bru.ac.th

19. An Author who does not have an ORCID iD should register to get it. ORCID offers a Registry for free of charge at <https://orcid.org/register>. The ORCID offers a persistent digital identifier (an ORCID iD) for every other researcher. It can connect his/her iD with his/her professional information—affiliations and publications.

20. How to Create the hyperlink Green ORCID iD icon  to be Linked with URI (Uniform Resource Identifier)

(The First Page of the Article)

Research/Academic Article Title

(Author's Name followed by Green iD icon)

First Author ^{1*}, Second Author², Third Author³

20.1 Prepare for Green iD icon and your ORCID iD URI :

Your ORCID iD URI: <https://orcid.org/0000-0002-2119-8664>

Green iD icon: 

20.2. Click 'Copy' your ORCID iD URI: <https://orcid.org/0000-0002-2119-8664>

20.3 Move the cursor to green iD icon . Click on the green iD icon  and press the right mouse button.

20.4 Click 'Link' and paste your ORCID iD URI: <https://orcid.org/0000-0002-2119-8664> at address box:

20.5 Click 'OK'

20.6 Now the green iD icon can be linked to your ORCID iD URI when you click on it. Then use the green iD icon  after the author's name on the first page of the article.

[When you click on the green iD icon , it will be linked immediately to the author's ORCID iD URI.]

NB: For more your information, see “Guidelines on the display of ORCID iDs in Publications” via <https://orcid.org/content/journal-article-display-guidelines>

21. The components of manuscripts:

21.1 The research article consists of the following components:

- 1) Title
- 2) Name(s) of the author(s)
- 3) Affiliation(s) of the author(s)
- 4) Abstract
- 5) Keywords
- 6) Introduction
- 7) Literature Review
- 6) Research Objective(s)
- 7) Research Hypothesis/Hypotheses (optional)
- 8) Methodology
- 9) Results
- 10) Discussion
- 11) Recommendations
- 12) References (The 6th APA Referencing Style)

21.2 The academic article consists of the following components:

- 1) Title
- 2) Name(s) of the author(s)
- 3) Affiliation(s) of the author(s)
- 4) Abstract
- 5) Keywords
- 6) Introduction
- 7) Body of text
- 8) Conclusion
- 9) References (The 6th APA Referencing Style)

Research Article Template

Research Article Title

[Times New Roman (TNR) Font Size 14, Centered, boldface, Title Case Heading; 1.15-Line Spacing: Fixed-12pt; Paragraph Spacing: Above Paragraph-6pt, Below Paragraph-6pt]

First Author¹  Second Author² , Third Author³ 

[Authors' Name: TNR Font Size 10, Centered, Boldface, Title Case]

¹ *Buriram Rajabhat University, Buriram, Thailand*

² *Mahachulalongkornrajavidyalaya University, Ayutthaya, Thailand*

³ *Buriram Rajabhat University, Buriram, Thailand*

APA Citation: [TNR Font Size 10, Flush Left, Boldface, Title Case Heading]

First author's last name, Initial(s) of first author's name., & Second author's last name, Initial(s) of second author's name. (2020). The article title: Sentence Case only. *Journal of English Language and Linguistics*, 1(1), 00-00. [TNR Font Size 10, Flush Left]

Received Date: month/day/year

Accepted Date: month/day/year

Abstract [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

Keywords: Keyword 1, Keyword 2, Keyword 3

[TNR Font Size 11, Flush Left, Boldface, Title Case Heading]: [TNR Font Size 11, Regular, Sentence Case]

#one-line space; 1.15-line spacing

Introduction [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

* Corresponding author.

E-mail address: xxxxxxxx@xxx.xx

NB: Describe briefly the significance of the study relevant to the statement of the research problems. Identify issues that are the research gaps and give a reason why the researcher(s) is/are interested in conducting the research. Remember to add your in-text citation using the 6th APA referencing style throughout this section.

#one-line space; 1.15-line spacing

Literature Review [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe the significant resources of literature that contribute to your research. Remember to add your in-text citation using the 6th APA referencing style throughout this section.

Research Objectives [TNR Font Size 12, Italic, Left, Title Case Heading]

1. [Add text here.] [TNR Font Size 11, Regular (Body), Justified]

2. [Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: The research objectives should be clearly identified to reflect the overall image of the research article.

Hypothesis/Hypotheses of the Study (Optional) [TNR Font Size 12, Italic, Left, Title Case Heading]

Methodology [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

1. Research Design [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

#one-line space; 1.15-line spacing

NB: Describe the framework of research methods and procedures created to find the answers to research objectives/ research questions.

2. Population and Samples [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe population and samples used in your research, and present the information related to the samples, such as how the samples and the sizes of the samples are selected.

3. Instrument(s) and Procedures [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe your instrument(s) and procedures here. Explain how you constructed your instrument(s) and types of items you used. Report how you assessed the validity and reliability of the instrument(s) and whether you piloted it/them first before using it/them.

#one-line space; 1.15-line spacing

4. Data Collection [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe how the study was conducted and explain how the data were collected.

#one-line space; 1.15-line spacing

5. Data Analysis [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe the method by which statistical techniques are systematically applied to define and explain, condense, recapture and analyze the data.

#one-line space; 1.15-line spacing

Results [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: The results of the study should be explicit and informative, including statistics, tables, and figures (e.g., graphs and charts). The results of data should be interpreted and distributed to the reader in an objective, accurate and non-private manner.

To format the table in the 6th APA referencing style, follow the example given below:

Table 1

Levels of EFL Students' Attitudes towards Using Online Dictionary

Component of attitudes	M	SD	Levels of agreement
Affective component	3.40	0.94	Uncertain
Behaviour component	3.41	0.98	Uncertain
Cognitive component	3.42	0.97	Uncertain
Total (N=30)	3.41	0.96	Uncertain

Note. M = mean; SD = standard deviation

NB: Type the word Table (not italicized) and the table's Arabic numeral (Table 1, Table 2, etc.), flush left. Double spaces below the table heading, type the title of the table in italics, with the title case heading style. If explanation of abbreviations, symbols or features is needed, give table notes directly below the table.

To format the figure in the 6th APA style, follow the example given below:

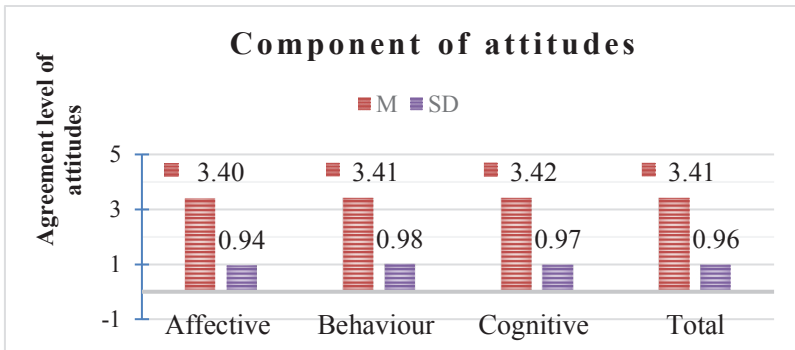


Figure 1. Levels of EFL students' attitudes towards using online dictionary.

NB: Below the figure, type the word *Figure* (italicized) on the left followed by the number and a full stop, e.g. *Figure 1*. One space after the figure label, type the title with the sentence case style, NOT italicised, followed by a full stop.

#one-line space; 1.15-line spacing

Discussion [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Results from the study are discussed, explained, and interpreted in the Discussion part. This part should explore the significance of the results of the study, not repeat them.

#one-line space; 1.15-line spacing

Recommendations [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

1. Implications [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

#one-line space; 1.15-line spacing

2. Further Studies [TNR Font Size 12, Italic, Left, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Describe the vital recommendations in the best way to proceed in a specific situation. The whole point of the recommendations is to provide a helpful guide that will not only solve certain problems but will result in a successful outcome.

#one-line space; 1.15-line spacing

References [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

NB: Authors must use the 6th APA Referencing Style throughout this section.

Academic Article Template

Academic Article Title

[Times New Roman (TNR) Font Size 14, Centered, boldface, Title Case Heading; 1.15-Line Spacing: Fixed-12pt; Paragraph Spacing: Above Paragraph-6pt, Below Paragraph-6pt]

First Author¹  Second Author² , Third Author³ 

[Authors' Name: TNR Font Size 10, Centered, Boldface, Title Case]

¹ *Buriram Rajabhat University, Buriram, Thailand*

² *Mahachulalongkornrajavidyalaya University, Ayutthaya, Thailand*

³ *Buriram Rajabhat University, Buriram, Thailand*

APA Citation: [TNR Font Size 10, Flush Left, Boldface, Title Case Heading]

First author's last name, Initial(s) of first author's name., & Second author's last name, Initial(s) of second author's name. (2020). The title of your article: Sentence Case only. *Journal of English Language and Linguistics*, 1(1), 00-00.

Received Date: month/day/year

Accepted Date: month/day/year

Abstract [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

Keywords: Keyword 1, Keyword 2, Keyword 3

[TNR Font Size 11, Flush Left, Boldface, Title Case Heading]: [TNR Font Size 11, Regular, Sentence Case]

#one-line space; 1.15-line spacing

Introduction [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

#one-line space; 1.15-line spacing

[**NB:** Describe the background of the article and specify its scope.]

* Corresponding author.

E-mail address: xxxxxxxx@xxx.xx

Body of the Article

The main headings must be written with TNR Font 12, Flush Left, Boldface, Title Case Heading. The subheadings, with TNR Font Size 12, Italic, Left, Title Case Heading, should be clearly categorized with a numbered item. Look at the example below:

Heading

1. Subheading,

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

#one-line space; 1.15-line spacing

1.1 Subheading,

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

#one-line space; 1.15-line spacing

1.2 Subheading, etc.

[Add text here.] [TNR Font Size 11, Regular (Body), Justified]

#one-line space; 1.15-line spacing

Conclusion [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.]

#one-line space; 1.15-line spacing

References [TNR Font Size 12, Flush Left, Boldface, Title Case Heading]

[Add text here.]

NB: Authors must use the 6th APA Referencing Style throughout this section.