

# Teaching English Literature to English as a Second Language Learners

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A thesis submitted in fulfillment  
of the requirements for the degree of  
Doctor of Philosophy

Faculty of Arts and Social Sciences  
University of Technology, Sydney

June 2015

## **Certification of original authorship**

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

Suphinya Panyasi

June 2015

## **Acknowledgement**

In writing this thesis, first I owe my deepest gratitude to my supervisor, Associate Professor Liam Morgan, who made available his support in many ways. I have benefited from his insightful comments, encouragements and emotional supports. Without his guidance, this thesis would not have been possible.

My heartfelt appreciation goes to teachers and students participating in this research project who welcomed me into their classrooms and gave me permission to use their information in the research.

Discussion with my alternative supervisor Professor Alistair Pennycook has made me better prepared for the data collection process. I am also in debt to Dr. Ross Forman, Associate Professor Sue Hood and Dr. Chris Nesbitt for suggested reading material, discussion and meticulous comments that were an enormous help to me during the data analysis.

I also appreciate the discussion and feedback from peers and colleagues at UTS. Thank you Jacquie, Keiko, Sue, Elena, Daniel, Julie, Margarita, Maria, Shaila and Sirinut for constructive comments and warm encouragement.

I am grateful to the Australian Government for providing me with the Endeavour Postgraduate Award, a four-year fully funded scholarship that allows me to focus on my study. The content of the thesis is solely the responsibility of the author and does not necessarily represent the official views of the Endeavour Postgraduate Awards.

I thank Sue Felix for editing services in the preparation of the final draft to ensure the completeness and consistency of the language. Any errors that remain are my sole responsibility.

Lastly, I would like to thank my family for the support they provided. My brother, Taveesin, for taking care of the family matters in my absence and my husband, Pan Hao, for organising my study plans and timetables.

I dedicate this thesis to my parents, Somsri and Chaiwut Panyasi, who are my first pair of teachers. I have learned tremendously from you. Thank you for all the story times and the love of reading instilled into me.

## Table of Contents

<b>Certification of original authorship.....</b>	<b>i</b>
<b>Acknowledgement.....</b>	<b>ii</b>
<b>List of tables.....</b>	<b>vii</b>
<b>List of figures.....</b>	<b>ix</b>
<b>Abstract.....</b>	<b>x</b>
<b>Chapter 1 Introduction.....</b>	<b>1</b>
<b>1.1 Research aim .....</b>	<b>1</b>
<b>1.2 National context .....</b>	<b>1</b>
<b>1.3 Importance of English in Thailand.....</b>	<b>3</b>
<b>1.4 Thailand educational context .....</b>	<b>6</b>
<b>1.5 English language teaching in Thailand .....</b>	<b>10</b>
<b>1.6 Literature teaching in Thailand .....</b>	<b>14</b>
1.6.1 Thai literature teaching .....	14
1.6.2 English literature teaching in Thailand .....	15
<b>1.7 Research rationale.....</b>	<b>19</b>
<b>1.8 Research questions .....</b>	<b>20</b>
<b>1.9 Overall research approach and design .....</b>	<b>20</b>
<b>1.10 Significance of the study.....</b>	<b>21</b>
<b>1.11 Summary .....</b>	<b>21</b>
<b>1.12 Organisation of the thesis.....</b>	<b>21</b>
<b>Chapter 2 Literature review.....</b>	<b>24</b>
<b>2.1 Theoretical framework.....</b>	<b>26</b>
2.1.1 Learning as a social interaction.....	26
2.1.2 Literacy as a social interaction .....	27
2.1.3 Communicative language teaching (CLT) .....	28
2.1.4 Transactional theory of reading.....	30
2.1.5 Importance of participating in classroom interaction .....	33
<b>2.2 Review of research into classroom based issues .....</b>	<b>38</b>
2.2.1 Literature and language teaching.....	38
2.2.2 Reader response approach.....	42
2.2.3 Research in reader-response based instruction .....	44
2.2.4 Discussion-based approach .....	47
2.2.5 Quality in language teaching and learning .....	56
<b>Chapter 3 Methodology.....</b>	<b>67</b>
<b>3.1 Action research design.....</b>	<b>68</b>
3.1.1 Critical action research .....	69
3.1.2 Action research in education.....	71
<b>3.2 Action research cycle.....</b>	<b>73</b>
<b>3.3 Reconnaissance and problematising.....</b>	<b>74</b>
<b>3.4 Planning .....</b>	<b>75</b>
3.4.1 Collaboration.....	75

3.4.2 Teacher participants .....	76
3.4.3 Instructional context.....	79
3.4.4 Entering sites.....	83
3.4.5 Learner participants .....	84
<b>3.5 Intervention .....</b>	<b>85</b>
<b>3.6 Observation of outcome.....</b>	<b>89</b>
3.6.1 Data collection tools and process.....	89
3.6.2 Data analysis framework .....	98
<b>Chapter 4 The quantity and quality of student language production .....</b>	<b>113</b>
<b>4.1 Important aspects of the classroom context.....</b>	<b>115</b>
<b>4.2 Quantity of student presentations .....</b>	<b>120</b>
<b>4.3 Quality of student presentations .....</b>	<b>122</b>
<b>4.4 In-depth analysis of student presentations .....</b>	<b>127</b>
4.4.1 Analysis of a lower proficiency student (Nana) .....	129
4.4.2 Analysis of an intermediate proficiency student (Aor).....	137
4.4.3 Analysis of a higher proficiency student (Kong).....	146
<b>4.5 Quantity and quality of whole class discussion .....</b>	<b>157</b>
4.5.1 Triadic teacher-student interaction .....	157
4.5.2 Dialogic teacher-student interaction .....	165
4.5.3 Student-student interaction .....	167
<b>4.6 Summary and discussion.....</b>	<b>174</b>
<b>Chapter 5 Student perspectives on the literature course .....</b>	<b>177</b>
<b>5.1 Student background.....</b>	<b>178</b>
<b>5.2 Student perspectives on literature and literature circles.....</b>	<b>183</b>
5.2.1 Student perspectives on literature and literature classes.....	183
5.2.2 Student perspectives on literature circle activities.....	190
5.2.3 Synthesis of student perspectives from questionnaires and diaries .....	205
5.2.4 Findings from classroom observations.....	210
<b>5.3 Differences in behaviours and attitudes after participating in literature circles .....</b>	<b>214</b>
5.3.1 Positive changes resulting from literature circles .....	216
5.3.2 Positive changes resulting from literature.....	216
5.3.3 Positive changes resulting from teachers.....	217
5.3.4 Negative changes resulting from literature circles.....	217
5.3.5 Negative changes resulting from literature .....	217
<b>5.4 Student preferences on learning activities .....</b>	<b>218</b>
<b>5.5 Summary and discussion.....</b>	<b>219</b>
<b>Chapter 6 Teacher’s perspectives on literature circles.....</b>	<b>224</b>
<b>6.1 Teacher variables .....</b>	<b>226</b>
<b>6.2 Teacher profile .....</b>	<b>228</b>
6.2.1 Kedsinee .....	228
6.2.2 Kitima .....	236
6.2.3 Tavee.....	242
<b>6.3 Teachers’ attitudes towards literature circles.....</b>	<b>249</b>
6.3.1 Positive aspects of literature circles .....	249

6.3.2 Negative aspects of literature circles.....	250
6.3.3 Suggestions for implementation.....	250
<b>6.4 Teacher changes through action research .....</b>	<b>251</b>
6.4.1 Teachers' beliefs at the beginning of the project.....	252
6.4.2 Teachers' practices at the beginning of the project.....	253
6.4.3 Teachers' beliefs at the end of the project.....	253
6.4.4 Teachers' practices at the end of the project.....	254
6.4.5 Changes brought about through participating in the research .....	255
<b>6.5 Summary and discussion.....</b>	<b>256</b>
<b>Chapter 7 Conclusion.....</b>	<b>259</b>
<b>7.1 Research question 1.....</b>	<b>261</b>
7.1.1 Increased interactivity .....	262
7.1.2 Opportunity to apply communicative competence .....	263
7.1.3 Developed literary competence .....	265
<b>7.2 Research questions 2 and 3 .....</b>	<b>266</b>
<b>7.3 Classroom implications.....</b>	<b>270</b>
7.3.1 Scaffolding and student training.....	271
7.3.2 Text selection .....	272
7.3.3 Supportive atmosphere .....	273
7.3.4 Roles of L1 in classes.....	273
7.3.5 Other classroom variables.....	275
7.3.6 Implications for teacher training.....	276
<b>7.4 Conclusion .....</b>	<b>276</b>
<b>Appendices.....</b>	<b>279</b>
<b>Reference.....</b>	<b>325</b>

## List of tables

1.1	Average O-NET score for Grade 12 from 2007-2013	4
1.2	Average TOEIC score for test takers in ASEAN region	5
1.3	Gross enrolment rate between 2009-2013	8
1.4	Number of International programs between 2007-2013	9
3.1	Demographic information of participants in the research project	85
3.2	Data collection and data analysis tools	90
3.3	Classroom observation schedule	92
3.4	Timeline for student-based data collection	94
3.5	Duration of teacher interviews	97
3.6	Macken-Horarik's framework of reading interpretation	109
4.1	Range of time allocation in a lesson	116
4.2	Examples of student production during presentations	121
4.3	Examples of skill types in reading and interpretation	125
4.4	Examples of other skills used in interpreting reading	127
5.1	Mean score of student opinions with regard to language proficiency	179
5.2	Percentage of students who read English text outside classroom	180
5.3	Percentage of students preferring each type of learning activity	181
5.4	Prominent difference in themes from questionnaires	188
5.5	Examples of students' comments about their attitude towards literature circles before coming to classes	192
5.6	Examples of students' comments about their behaviours before coming to classes using literature circles	194



5.7	Examples of students' comments about their attitude towards Literature Circles during the classes	195
5.8	Examples of students' comments about their behaviour towards teachers during the classes using literature circles	197
5.9	Examples of students' comments about their behaviours in talking to classmates about literature during the classes using literature circles	199
5.10	Examples of students' comments about their attitude towards small group discussion	202
5.11	Impression of behaviours and attitudes from diary entries and questionnaire	215
5.12	Factors influencing the impression of difference in attitudes	215

## List of figures

1.1	Structure of the Thai formal education system	7
2.1	Three-way interaction in the transactional theory of reading	32
2.2	Relationship between reader response, CLT and sociocultural theory	33
2.3	The intersection of literature and language teaching	40
2.4	Examples of discussion-based approach in literature classes	48
3.1	Classroom sequences of the adapted literature circles	87
5.1	Attitudes of students in literature stream before the intervention	182
5.2	Attitudes of students in core course stream before the intervention	182
5.3	Attitudes of students in literature stream after the intervention	182
5.4	Attitudes of students in core course stream after the intervention	182

## **Abstract**

This thesis reports on a critical action research project aimed at improving teaching and learning in undergraduate English literature courses in the EFL context of Thailand. It addresses the need to adapt the tenets of communicative language teaching to local contexts. The project explores the application of reader-response theory to the teaching of literature with a view to realising its potential to increase the quantity and quality of student talk in the EFL classroom. The underlying assumption was that the reader-response approach, using techniques such as literature circles, would expand the scope of communicative language teaching into literature-based classrooms and also offer the potential to develop the learner independence beyond the classroom.

In close collaboration with lecturers, an intervention was designed to introduce literature circles to undergraduate English major classes in two regional universities in Thailand. For this project, data, which included students' questionnaires, diaries and writing assignment, teachers' interviews, transcription of lessons, and classroom observation, were collected over one semester. The data analysis applied tools drawn from Systemic-Functional Linguistics (SFL), discourse analysis and thematic analysis. The overall results pointed to enhanced quantity and quality in student L2 production as well as positive responses among participating students and teachers towards the approach. This project provides an example of a teaching and learning model that will enhance target language use within the classroom and develop the independence of learners beyond the classroom. The findings make clear that this literature circle model offers clear opportunities to maximise the unrealised potential of literature classes in Thailand. The research highlights the benefits that accrue from this approach such as building language knowledge and skills, and the provision of the more appropriate levels of cognitive challenge for undergraduate students in language courses.

## **Chapter 1 Introduction**

### **1.1 Research aim**

The primary aim of the research that forms the basis of this thesis was to find practical yet evidence-based ways of improving the teaching and learning of literature at tertiary level in Thailand and similar EFL contexts. It also aimed to demonstrate the immense benefits of structured literature discussions to students' language outcomes in terms of quality, quantity and interactivity. This necessarily involved a focus on the roles played by teachers in enhancing students' comprehension and interaction. The study also focused on learners' attitudes towards literature in general and receptivity to the implemented pedagogy. Data relating to the disposition of teachers regarding students' learning and their own learning was also gathered for this study. This chapter will set out a detailed rationale for the study and provide a detailed description of the research context in terms of policy and teaching.

### **1.2 National context**

Contrary to the general belief that Thailand is a country with only one language, the 67 million inhabitants of Thailand actually form a linguistically rich and diverse population. The majority of the population are of Thai ethnic origins, but there are at least 35 ethnic minorities in Thailand (Princess Maha Chakri Sirindhorn Anthropology Centre, 2007) as well as a growing number of international communities. This ethnic diversity has resulted in a large variety of languages being spoken in the country. The six main languages used in Thailand are central Thai, northeastern Thai, northern Thai, southern Thai, Malay and Teochew. The official language of Thailand is the central Thai dialect and Thai alphabet. Thus, students from some ethnic groups may have used an ethnic language as their first language (L1), and Thai and English as additional languages when enrolled in school. This means that Thailand is firmly located as an English as a foreign language (EFL) context in terms of Nayar's (1997) definition.

Nayar (1997) discussed the overlapping meanings in the definitions of English as a second language (ESL) and English as a foreign language (EFL) and suggested the

need for clearer labels to distinguish the functions of English within the different contexts of language learning. According to Nayar, English as a second language (ESL) is the context in which English is taught in the native environment in order to participate fully in that society. English as an Additional Language (EAL) refers to the situation in which English has some communicative use in those societies. English as a foreign language (EFL) refers to a situation in which English has no internal functions and low communicative use. This is usually in countries where there is no prolonged history of English or United States of America (US) domination.

In common with other EFL contexts, English in Thailand is taught as a subject in schools with limited opportunity for its use outside the classroom, especially in the rural areas of the country. The context of this study is classes held in regional universities. One of the differences between regional universities and those in large cities such as Bangkok is the opportunity to use English outside the classroom (Hayes, 2010). Despite the fact that regional students may have access to English media through technological advancements such as the Internet and satellite TV, many still have minimal contact with English outside the classroom. Students generally prefer to consume Thai media or foreign media dubbed into Thai. Certain students may be motivated to make contact with English outside the classroom. Nevertheless, the nature of such contact is mainly based on receptive skills such as listening to English music, or watching English movies. There are limited opportunities for using productive skills. Although some attempts have been made to allocate volunteer native speaker teachers and exchange students to provincial schools, contact with English speakers beyond the classroom is relatively rare, especially in small provincial towns.

As a result, most students enter undergraduate courses as what may be termed 'false beginners'. That is, a student may have some knowledge of English, but that knowledge may not meet university requirements so that the student will need to study English again at the relatively low level, such as in a remedial course. Unfortunately, the situation in undergraduate English courses is not much different from the situation in high school. University teachers also rely heavily on commercial textbooks that emphasise integrated skills while teaching and

assessment emphasise grammatical and reading knowledge. Many students in the liberal arts choose to study in English major in their undergraduate degree to improve their proficiency. Until recently, the study of English literature was a common feature within English major in Thailand with some literature courses requiring students to engage with literary texts drawn from the English canon. For many students, the study of literature involves huge linguistic and cognitive challenges with scarce opportunities to practise the active skills of listening and speaking.

The two universities participating in this research are located in provincial contexts, as mentioned above, with the majority of students coming from nearby provinces in the region. Although one university is located in a tourist area, most of the tourist attractions are located outside the town and students do not actively have contact with tourists. Thus, these locations highlight the importance of classroom activities in providing the maximum opportunity for L2 use in class, particularly the opportunity to enhance the use of productive skills in lecture-based classrooms such as literature classes.

### **1.3 Importance of English in Thailand**

Although English has no official status in Thailand, it has a high level of recognition and plays an important instrumental role in academic, career, and economic advancement. In education, English is the dominant foreign language taught at all levels in educational institutions. It is one of the eight courses required for the Thailand Ordinary National Educational Test (O-NET) which is conducted to assess students' academic proficiency for Grade 6, Grade 9 and Grade 12. The O-NET scores can be submitted for university central admission. For career advancement, many jobs require people to have high competence in English, particularly in the airline and hotel industries. For example, classified job advertisements for Cabin Crew positions with various airlines specify scores of 500-600 in the Test of English for International Communication (TOEIC) (Center for Professional Assessment (Thailand), 2015). In addition to work prospects in Thailand, the free flow of skilled labour that will eventuate when the ASEAN Economic Community agreement becomes effective in 2015 will allow workers in certain occupations to

work in a country with a more highly paid workforce, such as Singapore and Brunei. Therefore, it is apparent that English is an influential factor in the determination of academic and career success.

Besides the instrumental importance of English for individuals, the English competence of the country's workforce is seen as one of the factors determining national competitiveness that will attract foreign investors to the country. Rapid global economic growth, direct foreign investments and development in international trade, communication and mobility have increased the demand for English as a means of international communication (Baker, 2012). While Thailand has many advantages, particularly in terms of enrollment in higher education and a skilled workforce, the low level of English proficiency negatively affects the country's competitiveness and may deter multinational foreign investors. Concerns about low proficiency level have been raised in different publications about English language teaching and learning in Thailand (Foley, 2005; Khamkhien, 2010; Wiriyachitra, 2001). It is also evident in the recent national O-NET results and international TOEIC results. Average O-NET results for Grade 12 English tests between 2007-2013 (Table 1.1), compiled by an Education website in Thailand, reflect a very low average. The minimum score for each year is zero and the maximum score range is between 98-100.

Table 1.1 Average O-NET score for Grade 12 from 2007-2013

Year	2007	2008	2009	2010	2011	2012	2013
English	30.93	30.64	23.98	19.22	21.80	22.13	25.35

*Note.* Adapted from Tapsupa, D. (2014). *Admissions Live*. Retrieved from <http://p-dome.com/check-onet-m6-57/>

In terms of international standing, according to the TOEIC worldwide test result report for listening and reading tests (Educational Testing Service, 2014), Thai test takers' average test scores ranked lower than those of test takers worldwide, although Thailand is in the mid-range compared with countries in the ASEAN region. The report ranked Thailand at 41 out of 48 countries based on a sample of more than 500 test takers in each country. It is also reported that 74% of Thai test

takers are undergraduate students. This information strongly supports the requirement to submit TOEIC scores for job applications; thus an undergraduate may need the test results as a first-time job seeker. The other 26% may be the current workforce taking the test for other purposes.

Table 1.2 Average TOEIC score for test takers in ASEAN region

Country	Rank	Listening		Reading		Total	
		Mean	(SD)	Mean	(SD)	Mean	(SD)
Philippines	14	383	(80)	328	(95)	711	(167)
Malaysia	19	368	90)	320	(101)	687	(184)
Thailand	41	379	(103)	214	(98)	493	(195)
Vietnam	42	244	(94)	225	(97)	469	(183)
Indonesia	46	236	(107)	187	(96)	423	(196)

*Note.* Adapted from Educational Testing Service. (2014). 2013 Report on test takers worldwide: *The TOEIC® Listening and Reading Test*. Retrieved from Educational Testing Service p.5 website: [https://www.ets.org/s/toeic/pdf/ww\\_data\\_report\\_unlweb.pdf](https://www.ets.org/s/toeic/pdf/ww_data_report_unlweb.pdf)

From Table 1.2, it is evident that the average total TOEIC scores for Thai test takers are still below the 500 suggested by many jobs advertised by the Center for Professional Assessment (Thailand). It clearly illustrates the gap between the workforce's language proficiency and employers' demands, as Wongsothorn, Hiranburana and Chinnawongs (2002) claimed. During the 2013 World Economic Forum, Dr. Surin Pitsuwan, a former secretary-general of ASEAN, commented on the low proficiency in English demonstrated by the test results and strongly emphasised the importance of English for the country's competitiveness.

That is a dismal state of affairs to be in, when we know well that export growth, GDP expansion and even per capita income increases have direct correlation with English proficiency. I insist, that with a higher proficiency in English today, Thailand's competitiveness will increase many times over tomorrow. (Improving English skills, 2013)



The low national and international test results have caused serious concern regarding the quality of teaching and learning English in Thailand. This in turn has led to recent reforms in the teaching of English which will be discussed in more detail in Section 1.4. From Nunan's (2003) survey of impact of English on educational policy in selected Asia-Pacific countries, the trend was that many countries had changed their language policy to reflect the increasing importance of English. This included increasing the number of hours and lowering the age of English learners in schools with the hope that their citizens would become more proficient in the language. This trend was also true in Thailand, although the country was not included in the survey. To provide further background knowledge to this research project, the following section will describe the educational structure of Thailand, the history of English language teaching, the recent language policy reform and its effects on the teaching and learning of English literature in Thai higher education.

#### **1.4 Thailand educational context**

Thailand is recognised as having high levels of adult literacy, and schooling between the ages of six and 15 is compulsory. The current adult literacy rate (15 years and older) is 95.2% and the youth literacy rate (15 to 24 years) is 98.7% (Huebler & Lu, 2013). The following section provides an orientation for the reader to the structure of the Thai education system and the place of tertiary English teaching and learning within this.

Thailand's formal education system consists of three components: school education, vocational and technical education and higher education, as illustrated in Figure 1.1. The school education system is divided into primary and secondary education following the 6-3-3 structure. Enrolment in primary school starts at six years old. Compulsory education covers nine years of primary and lower secondary education, while basic education covers 12 years to include upper secondary education. The 1997 Thai Constitution provides free and equal opportunity for all in education and the Thai Constitution of 2007 requires the government to provide free basic education. Since 2008, the Thai government has

Figure 1.1 Structure of the Thai formal education system

Approx Age	Approx Grade	Level of Education	
3		Pre-Primary	
4			
5			
6	1	Primary	
7	2		
8	3		
9	4		
10	5		
11	6		
12	7	Lower Secondary	
13	8		
14	9		
15	10	Upper Secondary	Lower vocational/technical education
16	11		
17	12		
18	13	Undergraduate	Higher vocational/technical education
19	14		
20	15		
21	16		
22	17	Graduate Studies	
23	18+		
24+			

Basic education

Compulsory education

*Note.* Adapted from Bureau of International Cooperation. (2008). *Towards a learning society in Thailand*. p. 2 Retrieved from the Ministry of Education website: <http://www.bic.moe.go.th/th/images/stories/book/ed-eng-series/intro-ed08.pdf>

sponsored the basic cost of tuition fees, books, classroom materials and uniforms for all students in basic education under the Free Education with Quality Policy (Ministry of Education, 2009). This policy was later expanded to include three-year pre-primary education. After finishing their basic education, students can enrol in a university or a higher vocational or technical institution.

Table 1.3 shows the enrolment rate between 2009-2013 expressed as a percentage of the population of official education age range as shown in Figure 1.1. Table 1.3 shows that more than, 92% of children of primary school age enrolled in school compared to over 74% in the previous survey (2003-2007) (Bureau of International Cooperation, 2008). With the government's attempt to improve access to education, the enrolment rates for secondary school and higher education have also increased steadily.

Table 1.3 Gross enrolment rate between 2009-2013

<b>Gross enrolment rate</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
Primary	96.7	94.9	94.9	95.4	92.8
Lower secondary	80.70	83.5	87.4	87.0	n/a
Higher Education	48.6	50.0	52.6	51.4	51.2

*Note.* Adapted from World Bank Group. (2015). *Data.* Retrieved from <http://data.worldbank.org/indicator/SE.PRM.ENRR/countries/TH-4E-XT?display=graph>

As seen in Table 1.3, increasing numbers of students are enrolling in higher education. In addition, there are increasing numbers of higher education institutions and international programs. Data from the National Statistical Office (2015) show that in 2005 there were a total of 139 universities in Thailand, 78 of which were public institutions and 61 of which were private institutions. However, in 2010-2013 there was a total of 150 universities, seventy-nine of which were public institutions and 71 were private. The increasing number of private institutions of higher education in the five years between 2005-2010 highlights the growth in this area.

In addition to the increase in the number of higher education institutions, there has also been a rapid increase in the number of international programs in which English is claimed to be a medium of instruction. This increase may also reflect the interest in improving English competency. Hengsadeekul, Hengsadeekul, Koul and Kaewkuekool (2010) reported that the number of international programs has almost doubled from 465 programs in 2004 to 884 programs in 2008. This trend has continued to increase with the latest figures from the Office of the Higher Education Commission (Table 1.4), which show that there is a total of 1,044 international programs in Thai universities, 335 of which are undergraduate programs. The growth in these programs also reflects students' assumption that studying an international program will enhance their English proficiency. Despite the fact that the growth of program in which English is the medium of instruction is encouraged, the predominant model is still the program in which Thai is the medium of instruction.

Table 1.4 Number of International programs between 2007-2013

<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2010</b>	<b>2012</b>	<b>2013</b>
<b>Total</b>	<b>844</b>	<b>884</b>	<b>981</b>	<b>1017</b>	<b>1044</b>
Bachelor's	277	296	342	344	335
Master's	327	350	389	394	436
Doctoral	220	215	225	249	247
Others	20	23	25	30	26

*Note.* From Office of the Higher Education Commission. (2014). *Study in Thailand 2013*. p.xiii. Retrieved from Office of the Higher Education Commission website: <http://www.inter.mua.go.th/main2/article.php?id=475>

The National Qualifications Framework for Higher Education in Thailand (TQF) (Office of the Higher Education Commission, 2006) was established in 2006 to provide guidelines for higher education management. This framework also specifies the desirable qualities of graduates at each qualification level. For a bachelor graduate, the following skills should be developed: ethical and moral development; cognitive skills to carry out investigations, comprehend and evaluate

new information; interpersonal skills and responsibility, such as performing in a team environment; and analytical and communication skills, such as the ability to give presentations that are appropriate for a range of issues and audiences. Unlike previous conceptions of graduate outcomes that focused on knowledge alone, within this framework, a graduate is expected to be a well-rounded person who has content knowledge that they are able to articulate well in Thai and English, as well as being able to work as a team member. The framework actually widens the gap between expectations around educational outcomes and the reality of current classroom practices. It is evident that traditional classroom activity such as lecturing will not suffice to train students to achieve these characteristics.

The effects of social and economic changes have meant that English language teaching in Thailand has increasingly been focused on rather narrow conceptions of communicative language teaching. This in turn has led to the development of English oral proficiency in higher education and increasing numbers of special purposes classes. Many English departments in Thai universities have removed literature courses from the curriculum in order to offer more English for Specific Purposes (ESP) courses, such as English for Hotel Management or English for Airline Industries. As a result, two types of change have occurred at the curriculum level. The first is the increasing number and range of ESP courses, such as Business English or English for International Communication. The second is that literature courses in many universities have been reduced or removed from the core curriculum and have given way to ESP because of the view that literature courses do not promote the communicative use of language. Despite this focus on proficiency, it does not seem to be very effective. There are still several factors negatively impacting the teaching and learning of English in Thailand. The next section will focus on the policy context of teaching and learning English in Thailand.

### **1.5 English language teaching in Thailand**

The Ministry of Education has prescribed the study of a foreign language as compulsory. Although English is not mandated, it is a preferred language due to its importance, as discussed in Section 1.3. In Thailand, students will have studied English for at least eight years before starting an undergraduate program. The

Basic Education Core Curriculum, B.E. 2551 (A.D. 2008) prescribes the framework for foreign language learning time as follows. Students study English at least one hour a week in primary school, with 40 hours learning time per year in Grades 1-3 and 80 hours per year in Grades 4-6. They study at least three hours a week, or 120 hours per year, in lower secondary school and a total of 240 hours during upper secondary school (Ministry of Education, 2008). Overall, students will have experienced 720 hours of English when they finish compulsory education and 960 hours of English when they finish basic education. The English curriculum is based on four concepts of language learning. These are language for communication, language and culture, connection with other subject areas, and connection with community and work. In higher education, 12 credits or 180 hours of English courses are required as a part of General Education for all students. Six credits or 90 hours focus on general English and the other six focus on academic English or English for specific purposes.

The Thai government promotes the teaching and learning of foreign languages, especially English, through communicative approaches to teaching and learning as a means of fostering daily and business communication, to increase the country's competitiveness (Office of the Permanent Secretary for Education, 2008). However, the teaching and learning of English in Thailand is still not very successful if measured in terms of outcomes such as proficiency levels and effective communication as discussed in Section 1.3.

Several factors have been identified as hindrances to the successful teaching and learning of English in Thailand. One of these is the mismatch between the intended curriculum and the actual curriculum. As in other EFL contexts, the English classes in Thailand are very textbook-orientated, with most of the texts suggested by the Ministry of Education. These texts are often dated, with a predominance of cloze exercises, a narrow focus on grammar, and trivial cultural issues (Watson Todd & Keyuravong, 2004 as cited in Darasawang & Watson Todd, 2012). Another hindrance might be the mismatch between the dominant cultural themes found in textbooks, such as food, shopping, sports and vacations, and students' cultural background, particularly those in a rural environment (Boriboon, 2004).

Given the nature of English language teaching (ELT) textbooks and their emphasis on practising communicative language skills based on transactional functions, most students will have limited opportunity for using English to discuss abstract issues. As Tomlinson (2010) pointed out in his review of ELT materials, textbooks often implicitly underestimate the cognitive levels of learners and their interests, particularly those learners with lower levels of language proficiency. On the other hand, he noted that positive aspects of current ELT materials include involving learners in serious issues, encouraging them to articulate their thoughts and connect those ideas with themselves and their contexts. Byrnes (2006) argued for exposing students to a range of texts to place students in different textual and communicative demands in order to develop their cognitive and linguistic levels. The positives identified by Tomlinson and Byrnes are highly relevant to the treatment of a literary text in classrooms and literature class and will be discussed further in the Literature Review (Chapter 2).

Two other possible hindrances of English language teaching and learning in Thailand could be the levels of English language competence and pedagogical knowledge of Thai EFL teachers. A study by Prapaisit de Segovia and Hardison (2009) revealed primary school teachers' difficulties in implementing CLT and learner-centred activities. In addition, they highlighted the teachers' concerns about their English proficiency, and inadequate professional support such as training and resources. According to Nupong (2002), teachers often feel that they lack knowledge and skills to teach listening and speaking, so they tend to focus more on teaching grammar and vocabulary to train students for the university entrance examination. A study by Vacharaskunee (2000) found teachers' low level of proficiency in English to be the most significant reason for not using the target language in the classroom. Furthermore, Klanrit and Sroinam's (2012) survey of secondary school teachers found that teachers are reluctant to use L2 in class because they believe it causes anxiety for four main reasons. Firstly, the teachers in this survey had low expectations of students' ability in English and thought using L2 would demotivate students with lesser ability. The teachers also expressed concerns about students' fear of making errors and losing face when talking to the whole class. In addition, teachers were concerned about their own proficiency

level and afraid that using L2 would negatively affect teaching and learning management because students might not understand instruction in L2.

To solve the teacher knowledge and competence issues, the government has been providing extensive pedagogical and language proficiency training for teachers in school education through the English Resource and Information Centre (ERIC). Teachers participating in training with ERIC are also encouraged to take the Teaching Knowledge Test (TKT) (Cambridge English, 2014) as proof of their pedagogical proficiency. This development in teaching pedagogical knowledge, however, has not been accompanied by a growth in language proficiency. In higher education, the English Language Development Centre (ELDC) was established in 2003 to design standardised English courses in undergraduate general education programs and to provide teaching, learning and research support to English teachers in higher education. In addition, the centre worked with universities in their network to provide informal English language training support to the current workforce in order to increase competitiveness in six major industries, namely tourism, fashion, health science, food, automobile and information technology.

Despite a decade of government policies promoting communicative English language teaching, students graduate from secondary school with low to medium speaking and listening abilities (Nupong, 2002; Wongsothorn, 2003) or with a range of only A1-A2 within the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). This means they have the basic language knowledge required for communication in everyday situations. It is a far cry from the proficiency expected by government policy and business employers (Wongsothorn et al., 2002).

One recent development to improve the quality of teaching and learning English in Thailand is the 2014 initiative on Policy for English Teaching and Learning Reform. The policy emphasises the aim of producing students who are able to communicate effectively in English. To achieve that aim, the policy stipulates the following: 1) the use of the Common European Framework of Reference for Languages (CEFR) as a framework for organising English teaching and learning in Thailand; 2) the use of Communicative Language Teaching (CLT) as the pedagogical approach; 3) the practical implementation of the framework may vary in accordance with the



readiness of institutions and learners' interests; 4) the implementation of special teaching programs in which English is the medium of instruction, such as English programs or bilingual programs and other extracurricular activities; 5) providing teacher training on CLT pedagogy and CEFR; and 6) promoting the use of educational technology. The announcement by the Ministry of Education clearly stated the importance of English as a global language, and indicated that learners who have proficiency in English will eventually advance Thailand's competitiveness (Office of the Basic Education Commission, 2014).

This section has summarised the teaching and learning of English in Thai formal education. It describes the required framework for learning hours, suggested teaching methodology, implementation of the methodology, and the gap between the intended curriculum and the actual curriculum. In this context, it would seem that a new perspective of teaching literature in higher education should be examined in order to provide opportunities to develop English proficiency. The case for realising the full potential of a discussion-based subject is very strong. The next section will discuss the limitations of the current practice of teaching and learning literature in Thailand and the potential benefits of discussion about language learning in the literature classroom. This will provide a structure for consideration of the problematic that the research in this thesis aims to address.

## **1.6 Literature teaching in Thailand**

### **1.6.1 Thai literature teaching**

Prior to studying English literature, all students are exposed to Thai literature in their primary and secondary education. Classical Thai literature mainly consists of different genres of poetry with a very complex system of prosody. Prose fiction is a western idea that was introduced about 100 years ago; therefore, Thai prose fiction has very similar elements to its western counterpart. As a result, many features of Thai literature, e.g., figures of speech, imagery and symbolic meaning, can be transferred to English literature. However, the O-NET result of the Thai Literary Understanding sub-group has been very low (Apinuntaporn, 2012). This means that students do not come to university with a strong background in

reading and interpreting literature. Apinuntaporn (2012) argued that one of the factors that negatively affects student performance is teaching methodology. The majority of traditional Thai literature consists of different types of poetry with fixed rhyme and rhythm, and many of the poetic words are based on ancient Indic languages such as Sanskrit and Pali. Thus, the main teaching methods of traditional and modern Thai poetry and traditional prose consist of reading aloud to learn the rhythmic and rhyme scheme of a poem and paraphrasing the main idea of the work. This is comparable to paraphrasing Shakespearean English into modern English. On the other hand, the teaching of modern Thai prose is based on reading and talking about content.

Thong-art (2013) criticised the current teaching methodology of paraphrase as dampening student enthusiasm and interest in Thai literature and called for an interpretation-based teaching methodology that encourages more personal response and links to current issues in order to initiate curiosity and develop acquisitive minds. He suggested that teachers should be trained to improve their reading and interpreting skills to enable them to identify gaps in interpretation and introduce those gaps in class discussion. This interpretation-based lesson will enhance cognitive skills and maximise the potential of a literature lesson far more than a lesson based on paraphrasing. Moreover, he suggested that the evaluation of Thai literature should move away from multiple choice questions focusing on memorisation and a literal understanding of historical knowledge and content, and towards essay questions with a focus on reflection. However, despite the limitations of teaching methodology and low learning gain, the paraphrasing skills and literary knowledge gained from Thai literature classes, such as knowledge about plot structure and figurative language such as simile, metaphor and personification; therefore, are of educational value both in terms of studying Thai literature and additionally as building blocks that can be transferable to the study of English literature at undergraduate level.

### **1.6.2 English literature teaching in Thailand**

Although students have exposure to Thai literature in primary and secondary education, they may have limited exposure, or none, to English literature prior to

undergraduate study. The teaching approaches currently employed in English literature classes in Thai universities are similar to those implemented in Thai literature classes in secondary education. They mainly consist of lecturing on the content of literary texts and providing explanations of possible interpretations. Some classes also incorporate small group discussions or whole class discussion based on teacher-guided questions. In undergraduate English programs in Thailand, there are three possible streams that students can choose from: linguistics, literature and language. Literature is treated differently depending on the types of curriculum students choose to specialise in. The variation of English language programs in Thailand can be seen through a comparison of three different programs. Appendix 1 provides detailed examples of curriculum structures and study plans from three different undergraduate English programs in three universities in Thailand. Two of the programs are named 'Bachelor of Arts Program in English', however they have different minimum credit requirements, curriculum structure and content. The other program is named 'Bachelor of Arts Program in English for Communication'.

The first Bachelor of Arts Program in English is an example of a traditional literature or linguistics-focused English program from Chulalongkorn University. Students in this program are required to study four literature subjects (12 credits) as required courses and they can choose three to six literature subjects as elective courses. The English department has 20 literature courses to choose from, a very large choice compared to other universities in Thailand. Overall, students in the traditional English program will have studied between seven and 10 literature subjects before graduating. The second example of a Bachelor of Arts Program in English is a more ESP-focused English program from Thammasat University. Students in this program are required to study two compulsory literature courses. They can then choose to study more literature subjects as a part of the eight required elective courses. However, from the list of 28 elective courses, only two are related to literature. They are English through Young Adult Literature, and Reading in Arts and Cultures. The last example is an ESP-focused program; such programs are becoming increasingly prevalent, particularly in provincial universities and private universities which have limited resources. This example of a Bachelor of Arts Program in English for Communication is from Rajamangala

University of Technology Thanyaburi. In this English program, students only study six credits of English in General Education and there is no literature-related subject in the program, either as a required course or as an elective course. The English Language and Culture subject, which could possibly discuss literature, instead focuses on learning vocabulary and idiom in different cultural contexts, such as examining the cultural practices of English-speaking countries. The Professional Elective course includes additional foreign languages such as Chinese and Japanese. This curriculum highlights the growth of Chinese and Japanese as alternative foreign languages in Thailand. In some universities, an additional foreign language course is required as part of the curriculum, while it is offered as an elective course in other universities. This move allows learners to continue their additional foreign language study from secondary school. It is interesting to note that students seem to perform well in these courses, which they voluntarily choose to study, compared to the English courses which they are required to study.

From the examples of undergraduate English programs, it can be seen that literature is a major subject area for a student specialising in literature, but it can also be a core course for English major students in other curriculums such as linguistics, or for Teaching English to Speakers of Other Languages (TESOL) students. In such cases, the literature core course requirements in each university vary from two courses to five courses. Lastly, literature can be an elective course in newly-developed ESP curriculums such as English for Communication. In most cases, literature is taught in a lecture-based format with limited opportunities for students to develop critical or communicative skills in class (Kaowiwattanakul, 2008).

It seems that in addition to the government policy of promoting communication-focused language teaching in classrooms, the removal of literature courses can also be traced to some students' and teachers' beliefs that literature classes offer limited instrumental benefits for future career prospects. A study of the role of literature courses in Thai university curriculums (Kaowiwattanakul, 2012) showed that while literature teachers acknowledged the importance of literature for language learning, they believed that changes to an ESP curriculum might be unavoidable. The teachers in this study expressed the view that it was important to

find out how literature could be integrated into the ESP curriculum in ways that would prepare students with the skills they need for their future careers. Thus, it is important that the teaching and learning of literature be re-examined with a view to maximising the communicative potential of the courses, in line with the Thailand Qualification Framework discussed in Section 1.4.

Recent research investigating undergraduate literature classes in Thailand has revealed their potential to develop higher-order thinking and to increase the quality and quantity of student talk. Two separate studies were conducted using an ethnographic approach to observe and explore the relationship between literature classes and critical thinking. Based on the analysis of examination writing, Kaowiwattanakul (2008) found that students were able to successfully perform different aspects of the critical thinking tasks they were asked to complete. However, from classroom observation data, she found that students sometimes failed to participate much in class because they lacked the general background knowledge and world history knowledge that would help them to understand and interpret literature. She also found that students were reluctant to respond critically to teachers in whole-class discussion, although they talked more in small group discussions.

While it is common practice to use English as a medium of instruction in English language courses in higher education in Thailand, students are often reluctant to participate in class activities in English. Thunnithet (2011) found that students participated much more in class when they were allowed to use Thai in whole class discussions. Thus, an unwillingness to communicate in a second language can also be caused by low L2 competence (Pattapong, 2010). Moreover, it is considered disrespectful in Thailand to be critical and/or express differing opinions to seniors or teachers, as it is against the norms of social interaction in Thai culture (Kaowiwattanakul, 2008; Pattapong, 2010). Hence, there is often a discrepancy between western pedagogical practice and Thai cultural norms in relation to the cultural expectations around the patterns of participation expected in classrooms. To be a proficient reader of literature who can discuss literature in the target language, therefore, a student would need a high level of support to facilitate learning (Hammond, 2006).

Although the current classroom practice of teacher-led discussion does assist with content knowledge and a certain amount of higher-level thinking, it does not fully promote oral language practice and the collaborative learning style in which students have been trained in secondary education. Punyajun (2008) conducted a quantitative study using pre-test and post-test design to compare students' reading comprehension, discussion ability and literary appreciation in Year 4 undergraduate literature classes using literature circles. It was found from the test results that after two months of using literature circle activities, all aspects of the observed abilities increased to more than satisfactory levels. Nevertheless, as a test-based research, this study provided limited descriptions of learners' actual language production in the classroom. It is crucial to explore this idea further, and the Literature Review will take up the concepts and explore what communicative opportunities exist in EFL literature classes.

### **1.7 Research rationale**

The preceding sections make clear that there is a gap between the English language proficiency required by the educational policy and employers, and students' actual proficiency. The interest in this research project arose from an insider's observation of the impact of the current trend in foreign language departments which has shifted from a traditional focus on linguistic knowledge and literature appreciation to language for specific purposes, with a focus on communicative skills for social and business situations. This shift disregards the potential of literature classes to generate the desired graduate profile through a combination of humanities and language studies. Thus, this research looks at different ways of teaching and learning literature that could enhance the communicative potential of literature classes in the EFL context of Thailand. The research is built on previous research studies focusing on literature discussion in a second language, but is focused on the potential of literature to increase literary competence and the quantity and quality of target language production by a move towards a more student-student interaction in a reader-response based approach to literature teaching.

## **1.8 Research questions**

The main research questions in this study are:

1. How can the potential of literature courses in an EFL context be maximised?

1.1 How can the collaborative reader-response approach improve the traditional patterns of interaction in intermediate level classroom contexts?

1.2 How can the reader-response approach increase the quantity and quality of target language production?

2. What are learners' attitudes towards their learning experiences in the collaborative reader-response literature classroom?

3. What are the dispositions of participating teachers towards their own learning experiences and those of their students in the collaborative reader-response literature classroom?

## **1.9 Overall research approach and design**

An action research approach was selected for this study, to implement an intervention in actual classroom teaching and learning. The planned intervention is an adapted model of literature circles for EFL literature classrooms with the aim of providing a structured small group discussion to enhance reading comprehension and classroom participation. The action research approach provides practical and flexible guidelines for the research, including initial collaboration with teachers to set up the project and design classroom sequences and content. In 2012, data were collected in two provincial universities in Thailand over a period of one semester. Different data sources were used, namely classrooms, students, and teachers, in order to provide different perspectives on the interventions from the people directly affected. Data collection tools included classroom observations, questionnaires, diary entries and interviews. The nature of the data collected was largely qualitative.

### **1.10 Significance of the study**

This research contributes to the knowledge base of an under-researched area of English literature teaching in Thailand and reader-response based classroom interaction in EFL contexts, and it will be used to inform the development of a teaching and learning model for both Thai and English literature classes in Thailand. As Thailand is facing problems in implementing the communicative language approach promoted by the government, it is important that teachers know how to think critically and reflectively to select what is suitable for their individual situation, as suggested through the action research process. The research will extend the scope of communicative language teaching into literature-based classrooms by offering opportunities for meaningful language practice while maintaining the study of humanities.

### **1.11 Summary**

This chapter has outlined the research aim of this project and the context of the research. It has illustrated the national context and the importance of English in Thailand. The chapter has provided background information about the Thai formal education system and policy related to English language teaching. It has pointed out the effects of educational policy on the increasing demand for higher education and its effect on the teaching of literature in undergraduate English programs in Thai universities, leading to the research rationale. This chapter has also identified the research questions and has briefly described the research methodology. It closed with a discussion of the significance of the study.

### **1.12 Organisation of the thesis**

The thesis consists of seven chapters as follows.

Chapter One provides background information about the study. It describes the research aim, importance of English in Thailand, Thai educational system, English teaching in Thailand, literature teaching in Thailand, research rationale, research questions, overall research approach, and the design and significance of the study.



Chapter Two sets out the theoretical framework adopted in this study including a sociocultural view of learning and literacy as social interaction, and the communicative language teaching and transactional theory of reading which have informed the adaptation of literature circles in EFL contexts. It also includes a review of the literature on literature and language teaching, reader-response based instruction, and the discussion-based approach, as well as views on the quality of language teaching and learning.

Chapter Three presents the research approach and design. It locates the research in its research paradigm, justifies the use of action research, and describes research procedures such as establishing collaboration, implementing the intervention, collecting and analysing the data.

Chapter Four presents the findings from classroom observations and classroom transcriptions. It describes the classroom teaching and learning contexts leading to the presentation. It then focuses on the L2 monologues of students during the presentation phases of lessons, giving examples of three students' presentations at different proficiency levels. The last section of the chapter describes the patterns of dialogue between teachers and students during whole class discussion, as well as the quality of students' language in that situation.

Chapter Five describes the findings gathered from student questionnaires, diary entries and classroom observation. The findings present students' perspectives on literature and literature classes in general, and their perspectives on the impact of literature circles on their learning.

Chapter Six presents the findings from teacher interviews. It provides a profile of each teacher. The first section describes the background of each teacher and their perspectives on teaching and learning English and literature in general. It then describes their attitudes towards teaching and learning during and after participation in the research project, with particular focus on student performances and teachers' classroom practices.

Chapter Seven is a discussion of the evidence from the findings and relates these to the themes in current research as explicated in the Literature Review. It also looks at implications for classroom practice. The chapter concludes by evaluating the results of the project with recommendations for future research.

## Chapter 2 Literature review

It was established in the previous chapter that there is a vital need for more work to be done in order to realise and maximise the language learning benefits of literature classes in EFL contexts. This chapter reviews the current theoretical discussions of four themes relating to the teaching and learning of literature in second or foreign language contexts and it is from these four perspectives that the conceptual framework for this thesis will be developed. These four themes are the sociocultural approach, literacy as social interaction, the transactional theory of reading, and communicative language teaching. These 'lenses' will be used to develop a literature review relevant to the research questions. Specific consideration is given to the issues involved in teaching literature to second or foreign language learners at undergraduate level.

The study that forms the basis of this thesis concerns reading and responding to English literature in Thai classrooms, and one of the questions that arises as a result is what literature is used and how literature is defined in this context. Before engaging in further discussion, it is important to define the term *literature* used in this project. Literature is a broad term used to cover creative and imaginative work which portrays excellence of form, ideas or social values and which has a strong associative impact on our lives. The term *literature* can include fiction or nonfiction, drama and poetry and in turn, each of these terms is very broad in its application. For example, drama can be found in the form of performing arts such as theatre, opera, movies, and TV series, while poetry can also be found in the form of songs. In addition, literature in EFL is now expanding from the literature of the western canon to include a variety of genres such as children's literature, young adult literature, popular fiction, rap and song lyrics. In this study, the term *literature* will be limited to the study of different genres of written texts aimed at encouraging the habit of reading for pleasure, with the assumption that students nowadays read less for pleasure since there are many other kinds of entertainment. Although this definition of literature contradicts a trend towards the use of multimodal media in the classroom, it reflects the widespread preferences of Thai EFL teachers for written texts. These preferences are based on the idea that

written texts are more widely available and more convenient for learners to read and reread over time at their own pace, allowing them to reflect and gain better language knowledge and reading skills. Using audio-visual media demands intense concentration on listening skills, and it may be too challenging for EFL students to understand the whole text at once. In addition, the written text is easier for students to refer back to during discussion. However, audio-visual media may be used as an aid to increase comprehension and provide examples of possible interpretations.

Literature is often viewed as a resource of authentic texts for language teaching and learning. That is, the text is written for native speaker readers and their community, constituting what Widdowson (1978) referred to as a genuine text. However, he noted that using a genuine text does not mean the act of reading is authentic: "Genuineness is a characteristic of the passage itself and is an absolute quality. Authenticity is a characteristic of the relationship between the passage and the reader and it has to do with appropriate response". (1978, p. 80). Breen (1985 as cited in Taylor, 1994) highlighted the relative notion of authenticity and distinguished four aspects of authenticity. They are the authenticity of texts, authenticity of the learners' interpretation of texts, authenticity of the tasks, and authenticity of the social situation of the language classroom. Traditionally, canonical literary works are commonly discussed in undergraduate literature classes in Thailand. Most of them are literary works frequently found in anthologies of literature. For example, Updike's *A&P* and Faulkner's ' are discussed in short story lessons. Shakespeare's *Midsummer Night's Dream* and *Macbeth* are discussed in drama lessons. Keat's *Ode to Autumn* and Coleridge's *The Rime of the Ancient Mariner* are discussed in poetry lessons. From the examples, it may appear that the aspects of authenticity of texts and the authenticity of the social situation of the language classroom may be recognised and addressed. Nevertheless, the main activity in the classes is lecturing, which results in the absence of authenticity of the learners' own interpretation of the text and authenticity of the tasks which promote language learning.

One important goal of studying language is to be able to read literature in that language and participate in its cultural heritage. It is also notions of participation

and interaction that form the basis of the sociocultural approach. This approach, in which learning, literacy and reading occur as a result of social interaction, is the main element that guides this research project. The following sections will describe the interpretation of this approach, which has guided this research and the three other elements of the theoretical framework. Within this discussion, a review of relevant literature up to December 2014 is included.

## **2.1 Theoretical framework**

### **2.1.1 Learning as a social interaction**

According to the sociocultural approach, learning is seen to take place in social interaction where dialogic inquiry is used as a learning tool. The interaction between a teacher and student, or between students and students, could help to promote learning through open-ended discussion and negotiation of meaning. The idea of social interaction as a learning opportunity is based on Vygotsky's (1978) notion of the zone of proximal development (ZPD) where a learner can progress to a higher level of ability with the help of a more able partner. A similar idea of learning through interaction is reflected in Wenger's (1998) work. Wenger contended that learning can take place when learners of equal ability engage in negotiation for meaning to create a shared understanding in the community of practice. These ideas are also reflected in the notion of pedagogic "scaffolding" interaction (Bruner, 1961 cited in Daniels, 1994).

It is important to emphasise that the term scaffolding refers to the temporary support structure that instructors may provide to learners to reach their performing potential. Subsequently, the support is not necessary and can be removed. The key ideas of this definition of scaffolding are predictability or regular patterns of activity; focus on meaning; and role reversal where learners have the opportunity to lead the interaction. One pattern of interaction that is helpful in scaffold learning is dialogic inquiry (Alexander, 2008). Alexander suggested that dialogic teaching should adhere to the following five principles: collective, reciprocal supportive, cumulative and purposeful. In a dialogic lesson, the teacher and students should have a specific learning goal in mind and should work

together by supportively sharing ideas and building on those ideas to reach the learning goal. Gibbons (2006, 2015) advocated that dialogic exchanges between teachers and students, which feature scaffolding of elaboration, allow both learning of content and L2 language used in discussion. In addition to dialogic exchange, Wegerif and Mercer (1996) and Mercer (2008) suggested that “exploratory talk”, where group members engage to critically and creatively evaluate a proposed suggestion, helps to develop reasoning. The notion of collaborative language learning can possibly be implemented in literature classes to increase the interaction and communication in class. For example, a literature class could be scaffolded so that students can comprehend the reading and interact with teachers and peers about their understanding and response to the text, as suggested by the reader-response approach to literary reading.

### **2.1.2 Literacy as a social interaction**

Another framework that guided this project is the concept of literacy and the role of literature in the development of second language literacy. Barton and Hamilton (2005) pointed out that literacy practice can be seen as social interaction. This is because most contemporary interactions are shaped by texts, either with the presence of a text or with reference to it (p. 3). Texts are cultural products and the interactions around them reflect social norms and conventions. A text is also an artefact that can be used to mediate interaction between participants. To participate in this social practice, Wenger (1998) suggested that a person requires a certain degree of literacy and it is clear that participants need to be able to decode texts in order to be able to participate in the discussion.

Within Thai EFL contexts, the role of literature in literacy teaching and learning is seen mainly as a means of promoting reading and writing practice. Participating in a reading course is often a pre-requisite for enrolling in a literature course. Unlike reading comprehension involving EFL non-literary texts, literature has the obvious potential to initiate higher-level thinking and bring students to a higher level of reading literacy (Huck, 1992; Sorter, Wilkinson, Murphy, Rudge, Reninger & Edwards, 2008). Furthermore, literature is seen as providing cultural and historical knowledge about the target language. Thus, literature serves two main

roles in promoting literacy in the English curriculum: practising reading and participating in the social interaction of the target language culture. These roles are able to promote the two types of literacy in English as a second language (ESL) proposed by Cummins (1984), namely “basic interpersonal communicative skill” (BICS) or conversational everyday language, and “cognitive academic language proficiency” (CALP) or school academic language.

To fully engage in the authentic practices relating to classroom-based discussions around literature in a second language, students need to be able to read the text and recognise the parts they cannot understand or struggle with, and then express their ideas or reactions in the target language. Two types of competency will enable them to fulfil the demands of these practices: literary competence and communicative competence. Literary competence is the ability to construct, interpret and evaluate the meaning from the text, and the ability to connect the text to other texts or the general world (Blau, 2003; Carter & Long, 1991). Therefore, literary competence is the first important step for authentic communication where readers discuss their reading experiences in real life contexts. Communicative competence is knowledge that will allow learners to use language effectively, such as grammatical competence, sociolinguistic competence and strategic competence (Canale & Swain, 1980). Thus, language learners should have knowledge of what language to use and how to use it for different purposes and situations. In addition, they should know how to avoid and cope with communication breakdown that may arise from their lack of knowledge. To achieve communicative competence, assumptions about learning were shifted, and the communicative language teaching approach (CLT), which focuses on learners’ negotiation of meaning in authentic social interaction, was introduced.

### **2.1.3 Communicative language teaching (CLT)**

Communicative language teaching is also an influential element within the theoretical framework that guides this project. Following its introduction in the 1980s, CLT has since prospered. It led to the development of communicative language teaching activities such as information gap activities, jigsaw activities, pair work and group work. The approach seemed to acknowledge the limitations

of previous methods and appeared to be more flexible; it also offered genuine learning contexts rather than the information transmission and form focus of the grammar translation method, or the rigid and mechanical drill of the audio-lingual method. As a result, CLT became the central framework for language teaching, especially in ESL contexts, and became recognised as a leading framework for language teaching and learning goals worldwide. Despite its popularity, CLT methods have been the subject of controversial debate in terms of its authenticity, acceptability and adaptability, as pointed out by Kumaravadivelu (2006), and in terms of the use of native-speakers as a standard model for language learning, as pointed out by McKay (2003). Consequently, communicative classes were sometimes criticised for their inauthentic, unchallenging interactions that could not be integrated well into local contexts. Some educators have therefore called for a radical change to the concept of methods, especially in the EFL context (Kumaravadivelu, 2001, 2003a, 2003b, 2006; Prabhu, 1990). They suggest that each method is valid and has its own strengths and weaknesses; therefore, teachers should be selective in adapting and applying those teaching ideas that are practical for their context. Moreover, some educators have proposed general frameworks that could be used to incorporate the best possible method for local contexts. For example, Kumaravadivelu (2003a) has proposed a “postmethod pedagogy” which he claims “allows us to go beyond, and overcome the limitations of, method-based pedagogy” (p.34). The postmethod pedagogy consists of three parameters: particularity, practicality and possibility, which govern the macrostrategic frameworks for language teaching, which in turn guide the macrostrategies and microstrategies or classroom techniques based on teachers’ needs.

Despite being a contested area, theories of the communicative language teaching approach have changed views on the outcomes of language teaching and learning. Learning is now seen much more as a social event and it is acknowledged that a language curriculum should focus on the message or meaning, and integrate all language skills and functions in different contexts. The teacher role has also shifted from that of a provider of knowledge to that of a facilitator of a learning environment, while the student role has shifted from being a passive knowledge receiver to being an active knowledge acquirer taking charge of a personal



learning experience. Students should feel free to experiment and to take risks in their language use. The CLT ideal of proactive students who are able to make real use of new language in a situation remains. Based on these assumptions, collaborative language learning could provide an opportunity to realise the notion of communicative language teaching as supported by the social constructivism notions of CLT and Vygotsky's theory (1978).

In this context, it is clear that the reader-response based literature class, focusing on the discussion about a text in order to make sense of it, could possibly increase classroom interactivity and enhance literary competency as well as communicative competency while providing for higher levels of cognitive challenge than may be the case in many L2 classrooms currently.

#### **2.1.4 Transactional theory of reading**

The last element of the theoretical framework that guided this research is the transactional theory of reading. The theory postulates that reading comprehension and interpretation are the result of a three-way transaction between text, reader and other readers, and it is the theoretical background of the reader-response approach and its application in the classroom.

##### **2.1.4.1 Reading as a transaction process**

There are two contested views: between the formalist view that meaning should only be derived from information in the text, and the impressionist view that the text is only a stimulus for personal interpretation. It is the latter view that seems to be more popular with the reader-response theorists. Between these two view points, Rosenblatt (1995) rejects both the notion that a reader is guided to reach the single meaning offered by the text (Iser, 1978) and the idea that the meaning is a complete relativist interpretation (Fish, 1970). Instead, Rosenblatt (1995) proposed a transactional theory designed to guide a reader-response approach. This theory postulates that reading is a process beginning with evocation, proceeding to interpretation and evaluation. Meaning is obtained through a transaction, between the reader and the text. According to this view, a text, despite being the carefully constructed creative work of an author, is only ink marks on

paper until a reader reads and makes meaning of it. The making of meaning, therefore, can depend on the purpose of the reading. Different readers approach a text with different purposes that can be placed along a continuum from efferent stance to aesthetic stance. The efferent stance aims to extract information from the text after reading, while the aesthetic stance aims to respond to emotions evoked by the text during reading. A text can be read efferently or aesthetically depending on the reader's reading purpose, and this idea is consistent with Eagleton's (2008) view of "practical" and "non-practical" reading of a text (p. 8).

According to transactional theory, a reader approaches a text with prior knowledge that will help him interpret the meaning of the text based on both non-verbal and verbal cues. These cues help to specify the reading approach and serve to confirm or refute the reader's interpretation of the text as the reading progresses. Faced with cues that confirm his/her initial interpretation, a reader can continue reading with more confidence. In contrast, faced with cues that refute the initial interpretation, a reader has to reinterpret the text before continuing the reading. After a reader has "lived through" (Rosenblatt, 1978/1994) the reading experience and interacted with the world of the text, he will have the opportunity to interpret and judge the text based on the experiences evoked during the reading. Thus, based on this theory, meaning does not reside in the text or the reader but occurs through the transaction of both elements, and because of the personal differences of an individual reader, a text is open to multiple interpretations; a reader may even reach different interpretations in different reading contexts.

The transactional theory of reading depicts intense interaction between the reader and the text. The intensity of this interaction could be beneficial for language learners. According to CLT, learners benefit from being exposed to authentic texts and interact with the text to negotiate its meaning based on their current knowledge. Reading literature could possibly increase the amount of exposure to authentic and challenging texts in the target language. Moreover, the theory also accounts for the social constructivism aspects of CLT from its view of reading as social interaction.

#### 2.1.4.2 Reading as social interaction

Besides the view of reading as a transactional process, reader response also views the reading of literary texts as social interaction. After reading, a reader can gain a better understanding of their interpretation and evaluation by discussing their reading experiences with other readers. The discussion is crucial for the reader's final response because it helps to point out important aspects of the texts that the reader might have missed, or it might raise his awareness of bias for or against the characters or situations in the texts based solely on personal background. This awareness will also allow a reinterpretation of the texts and a reader may come up with different final responses. Thus, theoretically, a reader is a vital element in our understanding of the meaning of texts. Meaning does not simply reside in a text but is also provided by a reader. Therefore, a reader should be able to appreciate and validate his judgement of a text through discussion with other readers, following a careful examination of the experiences evoked during the reading. The process seems to enable reading development, personal engagement and the development of critical thinking. These three way relationships can be represented as shown in Figure 2.1.

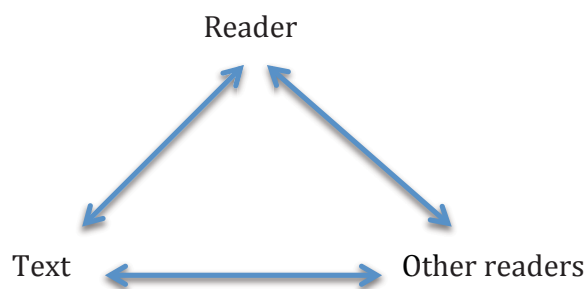


Figure 2.1 Three-way interaction in the transactional theory of reading

The transactional theory of reading thus conceptualises the reading process as a three-way interaction between a reader, a text, and other readers in order to reach a careful judgement of the meaning and the value of the text. The theory seems to encourage interactivity and accords with the assumptions that form the basis of both social constructivism and CLT. A student's transaction with the text provides

initial ideas and desires for authentic and meaningful discussion according to CLT assumptions and the view of literacy as social interaction. Moreover, the discussion with other readers to re-evaluate the meaning helps to generate deeper meaning and reasoning according to the ideas of social constructivism. The practice of literature reading and discussion can, therefore, provide authenticity and meaningful purpose to the discussion as valued by CLT, and can scaffold the literacy to enable participation in social interaction, as represented in Figure 2.2.

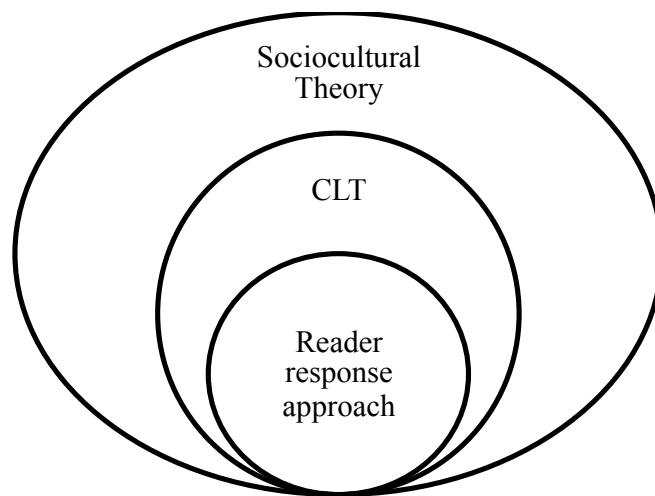


Figure 2.2 Relationship between reader response, CLT and sociocultural theory

### **2.1.5 Importance of participating in classroom interaction**

Many educators have argued for the benefits of participating in classroom events such as discussion (Allwright, 1984; Hall, 2010; Long & Porter, 1985; Murphy et al, 2009). In reality, however, research has shown that teachers still struggle to implement a successful discussion session which involves the active participation of students and spontaneous contributions. Instead, the inequality of the power relation found in Initiation-Response-Feedback (IRF) classroom discourse prevails in class. To illustrate the importance of classroom participation and interaction, which forms a crucial theoretical foundation of this project, this section will

describe the importance of classroom interaction, types of classroom interaction and factors affecting student participation in the interactions.

The theoretical frameworks described in previous sections have emphasised the value of classroom interaction in cognitive, social and language development in teaching and learning in general. In the field of language teaching and learning, research according to the Output Hypothesis (Swain, 1985) and the Interactional Hypothesis (Long & Porter, 1985) has pointed to the benefits of student talk and interaction and suggests that teachers should encourage learner participation in classroom discourse through clarification and negotiation for meaning. Allwright (1984) argued for the importance of interaction in the language classroom, positing that it was an important learning process which involved learners in the learning and required them to produce target language which could be transferred to use outside the classroom. He also argued that students understand better through peer discussion.

Two main patterns of classroom interaction are teacher-student interaction and student-student interaction (Johnson, 1995). Teacher-student interaction can take place either in whole class activity or small group activity. This interaction can be in triadic form (generally known as IRF/IRE structure) or as dialogic inquiry. Pennington's (1999) study of bilingual classroom discourse in Hong Kong presented triadic interaction when the class focused on content related phase of the lesson and more dialogic interaction when the class focused on personal opinions. Student-student interaction generally occurs during pair work or group work. It is rare to have student-student interaction during a whole class discussion. While there seems to be agreement on the importance and benefit of dialogic inquiry in learning, as discussed in the previous section, the use of triadic structure seems to be a contested idea among educators, particularly in language study.

#### **2.1.5.1 Triadic teacher-student interaction**

Triadic teacher-student interaction, the most universal pattern of interaction in class, has been criticised as limiting opportunities for learners to engage in natural conversation skills and limiting the amount and quality of student talk (Mercer, 1995; Long & Porter, 1985). Although Long and Porter (1985) acknowledged that

the IRF pattern may be useful for developing grammatical accuracy, they believed that well-planned group work which allowed student-student interaction would increase language practice opportunities, promote a positive affective climate, and motivate learners. Nevertheless, a more recent study has argued for the prevalence of IRF in the classroom. Seedhouse (1996) argued that the aim for genuine or natural communication in language classroom was impossible and unattainable, and that IRF should be accepted as an institutional discourse that should be researched for its possible relationship to core institutional goals. This concept was supported in a study by Hall (2010), which showed that IRF can develop knowledge and skills in the use of the target language, and that students are familiar with this pattern and know what is expected of them. These educators emphasised the significance of IRF in classroom learning.

In EFL contexts, Rong's (2000) research of teacher-student interaction and student-student interaction in an EFL conversation class of 22 first year students majoring in English identified three patterns of interaction. The first was the IRF Initiation – Response – Feedback pattern which is teacher-controlled. This research made clear that within this discourse pattern the Initiation move is dominated by factual questions and limits student L2 production. The second pattern of interaction was found to be a variation of IRF which was also teacher-directed but where the Initiation move contained more authentic (not displayed) questions which produced longer students' responses in the response phase. The last pattern identified was IRR – Initiation – Response – Response which was found to occur during student-student interaction. It represented a more productive type of interaction in which students take the role of initiator. Thus, based on this research Rong concluded that changes in class activity cause changes in the pattern of interaction. Rong's research highlights the relationship between teachers' questions and the quantity of students' L2 talk. It also underscores the importance of providing a learning space that encourages student-student interaction in EFL contexts.

#### **2.1.5.2 Dialogic teacher-student interaction**

The move to encourage learner involvement and a more learner-centred classroom as influenced by the sociocultural view of learning has increased the use

of classroom discussion activity. Lyle's (2008) review of literature pointed out a growing trend of government encouragement for a more dialogic class practice in recognition of its importance in giving students a greater voice in class to develop learning, and its potential for raising class standards.

Research has also showed how teachers could develop the IRF pattern into a more dialogic interaction. Nassaji and Wells (2000) investigated teacher-student "triadic dialogue" interaction or IRF pattern and found that IRF structure was used by teachers for various functions such as evaluation, justification, comment and clarification. They suggested that although the Initiation move may control the development of the sequences, the follow-up move should receive more attention. This is because the teacher can use the follow-up move to develop an interaction into a more dialogic pattern, whether or not the initiation is asking a known question, by avoiding the evaluative feedback and encouraging justification, connection or counter-argument. Similar to Nassaji and Wells, Walsh (2002) showed that teacher talk and choice of language influences learner participation and contribution in face-to-face classroom communication, and called for a focus on the quality of language in classroom discourse rather than the quantity. To promote students' participation, he suggested that teachers use direct error correction, provide feedback on content, check for confirmation, and extend wait time. He pointed out that extended wait time increases the number of learner responses and results in more complex answers. Moreover, he suggested that teachers should avoid turn completion to smooth the discourse and advance the discussion and mid-turn interruption. They should also be aware of how they use echo to avoid obstructing the flow of the discourse. To ensure that classroom discussion is not merely recitation or question-and-answer, Reznitskaya (2012) suggested that teachers should apply the dialogic inquiry tool to explore and plan their teaching practice. This tool covers six areas of focus. In dialogic interaction, teachers ask divergent questions and provide meaningful and specific feedback and meta-level reflection, such as linking students' responses to real life, while students should have authority over the content, provide lengthy and elaborate explanations and collaborate with other students to build knowledge.

### **2.1.5.2 Student-student interaction**

With respect to student-student interaction, Cohen's (1994) review of research showed that under the right circumstances small groups can be beneficial in producing learning gains, the development of higher order thinking, positive behaviour and acceptance. However, certain conditions must be in place to achieve these benefits. First, the task or problem must not have one right answer and a learning task must require all students to exchange resources. Then, learners' achievement gains will depend on the frequency of task-related interaction, otherwise only the student who does the explaining will benefit from the group work. Other factors affecting interaction include structuring the interaction. Task instructions must be clear and require interaction to complete the task. The task must be set up to ensure equality in interaction, as low achiever students tend to interact less frequently and have less influence. Other teaching roles for teachers include training students for cooperation and delegating power to students.

It is clear that participating in dialogic interaction and participating in small group discussion places high demands on both teachers and students. A study by Howard and Henney (1998) revealed that 90% of interactions were made by small groups of students and around one third participated regularly. The number of participating students could be less than one third in Asian EFL contexts. To participate successfully in an ESL classroom discussion, Ernest (1994) suggested that students must have content knowledge of the talk, procedural process of participation such as turn taking and active listening, and linguistic knowledge. Content knowledge enables students to apply different communicative strategies to compensate for limitations in L2.

Rocca's (2010) review of multidisciplinary research on students' participation at college level found that interaction generally meant students asking questions, raising their hand and making comments. Dencer and Kamvounias (2005 as cited in Rocca, 2010) defined interaction as an active engagement process which can be classified as preparation, contribution to discussion, group skills, communication skills and attendance, while Fritschner (2000 as cited in Rocca, 2010) reported that teachers viewed oral presentation as the highest form of participation. The factors affecting participation include classroom logistics, students' apprehension



and personality traits, and teachers' behaviours. Rocca suggested that to facilitate classroom participation, class size should be less than 35 students, and the teacher should establish participation rules which count as part of a grade or extra credit; they should also avoid cold-calling because this can increase classroom apprehension. Instead, teachers should create a supportive climate, such as allowing preparation before speaking, varying question types and increasing wait time. They should also avoid verbal aggression, such as sarcasm and negativity, because teacher challenge might be viewed as verbal aggression by students. This review of research is valuable to this project as it provides a broad view of participation in classroom interaction at the college level, whereas most of the works on classroom pedagogy were focused on primary education.

Section 2.1 has described the theoretical framework used in this project which focuses on concepts of interaction and participation in EFL literature classes. It has highlighted the importance of interaction in teaching and learning, particularly in the field of language and literature, and has considered factors that contribute to successful classroom interaction. The following section is a review of literature related to the planning intervention and research design for this project. This is viewed from the perspective of the four elements that have been presented in this section.

## **2.2 Review of research into classroom based issues**

This section describes specific issues involved in the planning intervention and research design for this action research project. Section 2.2.1 outlines the overall landscape of literature and language teaching. Section 2.2.2 is an introduction to the reader response approach. Section 2.2.3 discusses research based on the reader response approach, and Section 2.2.4 discusses the discussion-based approach. Lastly, Section 2.2.5 discusses the concepts of quality in language teaching and learning.

### **2.2.1 Literature and language teaching**

Kramsch and Kramsch (2000) provide a clear picture of the development of the roles that literature plays in foreign language teaching. Before WWI, literature was

used in foreign language classrooms to provide linguistic and literary knowledge, logical thinking and aesthetic education. As a result of developments in ELT methodology during WWII and up to the 1970s, the role of literature shifted from language and literacy teaching to moral and social education, content for entertainment, and humanistic education. This broadened the gap between literature classrooms and language classrooms and raised concerns among scholars regarding the division between literature classes and language classes. For example, Holquist advocated a return to the link between linguistics and literature (1995 as cited in Kramsch & Kramsch, 2000). Reinstating this link appeared to be possible with the rise of the communicative approach in the 1980s, when literature was brought back to foreign language classrooms as an authentic text, and was believed to help develop desirable outcomes in language learning such as communicative skills, cultural knowledge and language awareness.

Throughout this time, various educators voiced support for differing methodological approaches to implementing literary texts in language classrooms. The first is the traditional approach explained in Hall (2005), in which literary texts are used as content for studying literary knowledge, and cultural and humanistic values. The lectures may cover author biography, historical background and literary analysis. The second is the stylistic approach (Widdowson, 1975). Here, literature is used as an example of a text for analysing linguistic features that have explicit links to the meanings of the text. Thus, some educators advocate the use of literary texts as a teaching and learning resource for interesting examples of language use, and focus only on the language knowledge (Duff & Maley, 2007). The third is the language-based approach (Carter & Long, 1991). Educators advocating this approach use literature as a language learning material. They try to teach both literary knowledge and language knowledge with language learning activities such as cloze test and vocabulary matching (Collie & Slater, 1987; Lazar, 1993; Parkinson & Thomas, 2000). On the other hand, some educators claim that extensive reading which provides a high level of exposure to the target language in a relaxed, tension-free environment is an effective way to learn language (Bell, 2001; Day & Bamford, 1998; Hafiz & Tudor, 1989).

The preceding paragraph shows that there is an increased interest in literature. As a result, many pedagogical approaches, such as story grammar, reader response, reading circle, and close reading (Amer, 2003; McGee & Parra, 2009; Weber-Fève, 2009), have been proposed to integrate literature into foreign language classrooms to increase both students' comprehension of texts and their communicative skills. A number of pedagogic approaches that focus on certain aspects of communicative language classrooms such as cultural awareness (Bernal, 2007; Kramsch, 1985), registry awareness (Chan, 1999), negotiation for meaning (Kramsch, 1985), and intonation recognition (Bernal, 2007) were also proposed.

Paran (2008) presents a simplified relationship between literature and language learning as an intersection of two axes; language learning focus and literary focus (Figure 2.3). He classifies the relationship between literature and language learning into four groups. In group 1, literary texts are used with a focus on both literary knowledge and language learning, while in group 2 literary texts are used as language learning resources with no focus on literary values. In group 3, literary texts are discussed purely for the literary values with no focus on language learning, while group 4 is the practice of extensive reading which focuses on neither literary values nor language learning.

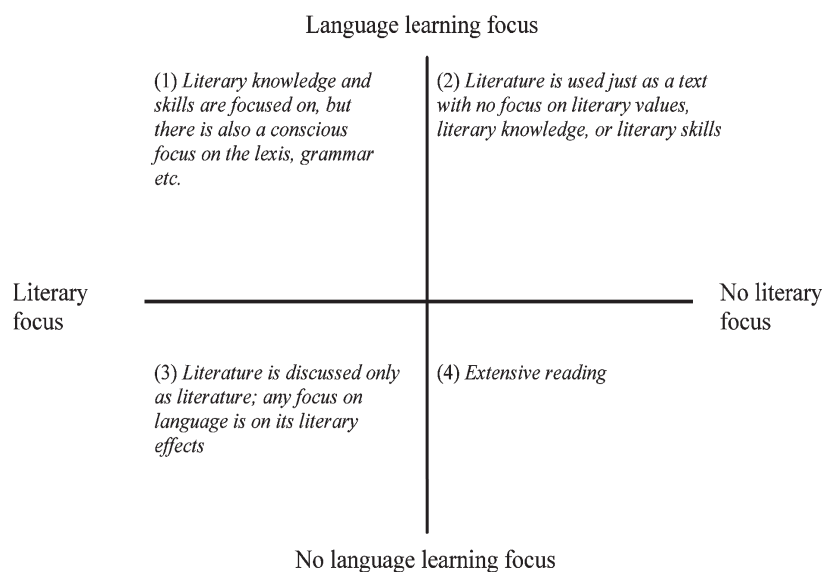


Figure 2.3 The intersection of literature and language teaching (Paran, 2008, p. 467)

Based on Paran's (2008) model of relationship between literature and language learning, the nature of literature classes in Thailand appears to correspond to the description of group 3 in the model. That is, in EFL literature classes, literary texts are discussed purely for the literary values with no focus on language learning. Any language learning episodes that may occur in these classes are not the focus of the lessons but a means to help students reach comprehension or interpretation of the text.

There are four main arguments for using literature in second language teaching (Hall, 2005). The first is the humanistic argument. It is often claimed that literature helps to expose readers to different situations and worldviews, which foster empathy and personal growth. The second is the cultural argument. Literature is viewed as a way of accessing knowledge about the target culture, such as social practices and historical facts. The third argument is linguistic benefit. Literature is viewed as an ideal text for teaching foreign language because it provides good examples of language in use and offers opportunities to practise skills such as inference and predicting. The last argument is affective. Literature is said to be pleasurable and increases students' motivation to learn.

On the other hand, many teachers prefer not to include literature in their second language classes. Paran (2006) pointed out some reasons why teachers avoid using literature. The first reason is that they think literature is too difficult for second language learners. This includes difficulty in terms of the language, the unusual structure of the texts, and the cultural concepts. The second reason is based on a pedagogic problem. Teachers believe they cannot explain the texts in full detail, and they do not know how to deploy communicative methodologies to teach literature. They tend to focus more on reading and writing skills and ignore listening and speaking skills. There seems to be an imbalance between the four skills here. Lastly, teachers are afraid that students might not enjoy the class and be less motivated to learn the language. The following section will argue that a well thought through Reader response approach could possibly fill the gaps in the pedagogical practice of teaching English literature, and could address concerns around motivation.

### 2.2.2 Reader response approach

Rosenblatt (1978/1994) suggests that literature classes should aim to promote aesthetic reading instead of efferent reading and could possibly be incorporated in collaborative education. In *Literature as Exploration*, Rosenblatt (1995) proposed that literature should be taught in a class that is opened for discussion and alternative interpretations that can be verified by the text. Thus, teachers should select a literary text that is relevant to students' interests, organise the classroom in ways that promote discussion, and provide a social and historical background to the text so that learners can form their own critical views. When reading, students should focus on the feeling created by the text and what causes their reactions. Any level of understanding achieved by students is acceptable because students have different backgrounds and may pay attention to different parts of the same story. Thus, students should recognise that this reaction is a very personal interpretation and they have ownership of this interpretation. They can then meet with peers and talk about their reading experiences and learn about other students' perspectives. This discussion may show them something they have overlooked and enable them to understand better. However, it is important that the interpretation be validated by the text and students should be taught to recognise the bias of their personal experience when they cannot verify their understanding from the text. Students can then make a final judgement about that reading.

The idea of a reader response approach has become the basic element of authentic literature discussion activities in L1 contexts. That is, instead of trying to extract information from reading literary texts through comprehension questions and summary, readers try to link the text to their reactions and the world around them. The instructional pedagogies of reader response in L1 are especially distinct in small group, student-led discussion based on an expressive stance, such as the literature circle (Daniels, 2002), book club (Raphael & McMahon, 1994) and grand conversations (Eeds & Wells, 1989), as well as teacher-led discussion based on an efferent stance such as Instructional Conversations (Goldenberg, 1992).

Despite the positive theoretical background and widespread adaptation in classrooms, Stotsky (2012) claimed that the reader-response approach applied in

secondary schools adversely slows down reading development and intellectual development of students, as implied in the reading program for incoming college freshman in the US. Her survey of reading program requirements revealed the inclusion of lower level grade reading materials such as reading texts for Grade 9 instead of Grade 11 or 12. Thus, she suggests close analytical reading for the high school classroom. This claim reflects the negative results of a loose interpretation of reader-response discussed in Section 2.2.2 and points to the necessity of analytically referring the personal interpretation back to the text, as suggested by Rosenblatt (1995) and discussed earlier in this section.

In the ESL context where literature is normally taught in grammar translation, or in a stylistic and language usage approach, McKay (1982) was an early advocate for the reader response approach. She suggested that literature be used to “establish personal and aesthetic interaction of a reader and a text”. (p.536). In 1990, Elliott published the first paper to describe the use of improvisation and role-play to guide students’ responses and integrate language, literature and drama in a language development course in Brunei. As Gilroy and Parkinson (1996) have pointed out, the relevance of the reader-response approaches to the aims of communicative language teaching are based on a focus on the characteristics of literature, such as ambiguity and multiple interpretation, in initiating authentic discussion and/or dialogic pedagogy in language teaching. Similarly, Hall (2005) and Hirvela (1996) pointed out that the reader-response approach can encourage collaborative language learning because it corresponds to a key assumption about communicative language teaching that places a high value on learning and discovery through interaction. Nevertheless, teachers have to remember that in EFL contexts, students may have limited conceptual and linguistic resources to understand L2 literary texts and need more scaffolding (Hammond, 2006; Kramersch, 1985).

Finally, Furr (2004) described how literature circles can be used in EFL contexts. It is possible that, under the right conditions, the reader-response approach can foster collaborative learning in the foreign language literature classroom. Despite the availability of many books for teachers on teaching literature in a foreign language, little research in the field of teaching foreign language literature was

conducted in the ESL/EFL context until the 2000s, when more research started to emerge (Paran, 2008).

### **2.2.3 Research in reader-response based instruction**

Significant research has recently been conducted on literature teaching and learning in foreign language classrooms and the results are beginning to confirm its positive potential for offering pleasurable reading and the development of communicative competency (Paran, 2008). The research findings also contrast with the sceptical view of Edmonson (1997) that literature has no special benefit in language teaching or the negative view of Stotsky (2012) discussed above. Emerging research has identified two major kinds of benefit in implementing a reader-response approach in literature classes: language learning benefits, and cognitive and metacognitive benefits.

#### **2.2.3.1 Reader response's language learning benefits**

Many research works have shown the positive effects of expressive literature discussion based on the reader-response approach to language learning. Students need to read a text and write about it to prepare for the discussion. Research has shown that the reader-response approach helps learners to understand the text more clearly (Kim, 2004; Liaw, 2001) based on various activities that recycle the readers' responses to the texts. For example, comprehension could be enhanced by means of reflective writing in a reading log and/or response journal (Carlisle, 2000; Dunkelblau, 2007; Kim, 2004; Liaw, 2001). Readers could subsequently share their comprehension and interpretation of the text with other readers in literature circle discussion, where ideas are reviewed, elaborated, changed and extended through exploratory talk (Gibbons, 2006, 2015; Hanauer, 2001; Kim 2004; Leal, 1993).

Literature discussion is believed to develop oral communication and learning via social interaction by offering opportunities for authentic, meaningful and purposeful discussion (Kim, 2004). Literature discussion fulfils the authentic purpose of talking about literature after aesthetic reading. It allows students to talk about what is important to them and to share those views with their peers, an activity which could promote learning, according to the social constructivist

approach. In L1 literature discussion classes based on collaborative learning, “exploratory talk” (Mercer, 2008; Wegerif & Mercer, 1997) is identified as one of the distinctive features that helps to promote negotiation for meaning and learning based on students' initiation in discussion (Leal, 1993, Soter et al., 2008). This feature allows students to safely propose ideas without feeling rejected if their ideas are not followed up. In the ESL context, literature discussion is found to encourage learners to be more conscious of their speaking and to produce more extended discourse through the negotiation for meaning, such as clarification questions (Mantero, 2002; Gibbons, 2006, 2015; Kim, 2004).

A quasi-experiment to investigate the effects of the traditional method of teaching literature and the reader-response approach found no difference between the two ways of teaching in improving students' motivation to read in the target language, vocabulary acquisition or reading comprehension (Khatib, 2011). Khatib's study suggested that the reader-response approach might securely replace the traditional approach by encouraging reading involvement and free interpretation without endangering reading comprehension and vocabulary acquisition.

### **2.2.3.2 Reader response's cognitive and metacognitive benefits**

In addition to better comprehension of a text, it is possible that the reader-response approach may help to foster reader growth in responding to literature (Spiegel, 1998). Learners show stronger personal involvement when responding to literature with their experiences by, for example, providing support for their interpretation from personal stories (Dunkelblau, 2007; Kim, 2004; Liaw, 2001; Tutas, 2006). Learners also develop critical or higher cognitive skills and knowledge as they strive to provide more analytical and evaluative responses based on their experiences (Hanauer, 2001; Kim, 2004; Mantero, 2002; Ueai-chimplee & Vibulphol, 2008). Furthermore, the reader-response approach helps learners to realise the importance of a reader in interpreting a text, and consequently creates a positive attitude to literature and reading (Davis, Carbón Gorell, Kline, & Hsieh, 1992). Being able to understand and personally respond to a text, for example, makes learners feel more confident in reading (Elliott, 1990; Khatib, 2011; Kim, 2004; Liaw, 2001). Participants in many studies also mentioned that they enjoy reading literature in English after participating in reader-response



activities (Dunkelblau, 2007; Elliott, 1990; Kim, 2004; Liaw, 2001) and they become more motivated to read English literature in the future (Chiang & Huang, 2005; Kim, 2004; Liaw, 2001), although Khatib (2011) found that Iranian EFL students' motivation to read English literature did not improve. Therefore, based on this approach, students will gain both pleasure and confidence in reading foreign language literature, and they will become more confident in expressing their personal response to literature.

### **2.2.3.3 Classroom implication**

Although research has supported the positive effects of literature, it also raises a number of concerns about the role of teachers in the class. Simply putting students into a group discussion activity does not guarantee that the class is going to be a successful one. Bernhardt (2002 as cited in Weber-Fève, 2009) stressed the importance of management design to keep students on task. It is crucial that classroom activities are designed to provide opportunities for learners to respond personally to the texts in meaningful ways. This means that teachers need to provide sufficient scaffolding to direct learners to understand the general meaning of the texts as well as reducing the cultural gaps to enable a deeper understanding of the text interpretation and personal communication (Hammond, 2006; Kim, 2004; Kramsch, 1985). The teacher also needs to monitor the discussion and support students with questions that will enable them to clarify and extend their answers to increase the quality of the discussion (Gersten & Jimenez, 1994). Therefore, teachers' major roles are to provide adequate direction and clear scaffolding by designing how the tasks are set up, and to react to the way the discussion is progressing to enable students to have a deeper understanding of texts, language and interpersonal interaction.

In conclusion, research has shown that the reader-response approach offers promising potential for language learning, literary learning and interaction development in the EFL context. The implementations of various reader-response activities in EFL contexts such as journal entry, role-play and literature circle have been described in numerous published articles. However, only a limited amount of empirical research is actually available. Most of the research based on literature classroom discussion was conducted in a first language context; very few studies

were undertaken in an ESL context and studies in the EFL context are almost non-existent. Therefore, it is important to know how literature discussion will affect EFL literature learners.

#### **2.2.4 Discussion-based approach**

In the previous section, I argued the benefits of reader-response based literature classes in raising language proficiency as well as the cognitive and metacognitive benefits that can accrue through reading and discussion about the texts. In this section, I will indicate how a reader-response approach could be used effectively to increase interactivity in the EFL context.

The discussion-based approach has been identified as an effective way to develop student understanding and student performance (Applebee, Langer, Nystrand & Gamoran, 2003). Despite the benefits perceived by teachers and students, Rocca (2010) found, in a multidisciplinary literature review of student participation in the college classroom, that many students failed to participate in discussion for multiple reasons. These reasons included class sizes being too large, students' lack of confidence in front of others, the impact of the teacher's behaviour towards students, and unsupportive classroom climates. Murphy, Wilkinson, Soter, Hennessey and Alexander's (2009) meta-analysis on the effects of classroom discussion on students' comprehension of texts concluded that participation in discussion enhanced literal and inferential comprehension, thinking and reasoning. Nevertheless, they conceded that while most approaches effectively increased student talk time, this increase did not necessarily represent an increase in the students' comprehension. Thus, they highlighted the importance of teachers in providing a well-structured discussion. In a related study to Murphy et al. (2009), Soter et al. (2008) researched nine different literature discussion approaches based on the expressive, efferent and critical-analytic stances. Figure 2.4 (see page 48) provides examples of these approaches in relation to reader-response theory.

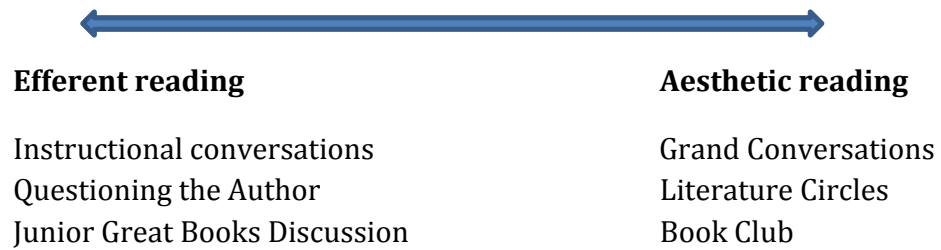


Figure 2.4 Examples of discussion-based approach in literature classes

The above figure shows that different discussion approaches have different purposes. For example, the literature circles may focus on creating a reading community and a broad context for discussion about books, while the instructional conversations may focus on factual information. They discovered that productive discussion takes place in structured, focused environments that incorporate open-ended or authentic questions, high uptake and longer turn. In summary, there are benefits to whole class, teacher-led discussion and small-group, student-led discussion. Nevertheless, teachers have to be aware of factors that may negatively affect participation in discussion and prepare support to overcome them.

#### **2.2.4.1 Literature circles**

The format of reader-response approach that is applied in this research is literature circles, because it provides a well-structured lesson with plenty of scaffolding activities for students while allowing a high level of student control over the content of discussion. There is also growing interest in its implementation in EFL contexts (Furr, 2004; Kim, 2003; Shelton-Strong, 2012). Literature circles are a form of reading-based activity widely used in primary and secondary English classes in the United States. Daniels (2002) defined literature circles as “student-led, small group discussion”. He identified eleven key features of the activity. To summarise, children first choose their own reading materials and form small temporary groups based on book choices, with different groups reading different books. Then, they read and take notes of their responses to the books according to role sheets or guided questions. Examples of roles include a Discussion Facilitator

who develops a list of questions that the group might discuss, a Connector who tries to relate the reading to their lives and a Summariser who writes a short summary of the reading for discussion. After that, groups meet regularly on a set schedule to discuss their reading. The discussion topics come from children's interests and they use their notes to guide their discussion. At the end of the discussion, they report their discussion to the class and exchange views with the class. When students finish reading the books, they select a new book and new groups are formed based on the new book.

Teachers' roles vary during each phase of the lesson. Before the discussion, the teachers assist book selection through a book talk or short description of the books, and they model how to respond to the books and how to behave in a small group discussions. During the discussion, teachers serve as facilitators, observers and listeners. After the presentation, teachers hold a mini-lesson to explain issues arising from the discussions and presentations, such as discussing the motivation of characters and literary devices, or how to improve the discussion processes. Learners' performances are evaluated by teacher observation and student self-evaluation. Overall, literature circles lessons should aim to create an atmosphere of open and natural group discussion and a spirit of fun and playfulness in the room.

Of the eleven features of literature circles put forward by Daniels (2002), three key features are: the student choice of reading material; the student choice of discussion topics in small group discussions; and reporting back the key points to the whole class. Although it is envisaged that the teachers in Daniels' model (2002) will provide support to students before the reading and after the presentation, as well as carefully scaffolding the group discussion process, their aim throughout the classes should accord with the role of facilitator rather than that of an instructor or a group member. This means that teachers intervene at critical moments where they see the need to do so, but in a highly considered manner. Hill, Noe and Johnson (2001) pointed out that literature circles are not static, structured lessons. They outlined how the lessons could evolve over time to meet the changing demands of the context and learner differences, and the eventual possibility of integrating literature circles with other subjects under the same themes.

Furr (2004) implemented literature circles with first and second-year college students in Japan and developed a refinement of the Daniels model. He suggested four main changes to the eleven features of Daniels' (2002) literature circles. He suggested that teachers should select materials for the students, and that small groups should be formed based on the students' or teacher's choice. As a result, the whole class would read the same text rather than different texts. After reading, it was suggested that students conduct a group project, or teachers could provide additional lectures to enhance understanding instead of having the students share their reading experiences. Furr (2004) advocated the use of graded readers to facilitate reading and discussion in L2. He believed that graded readers help to build reading fluency, while discussion encourages closed reading. However, Hirvela (1988) cautioned that simplified texts also have limitations because they often communicate factual information and lack descriptive language that conveys sense and the emotional intensity experienced by characters in the original text.

#### **2.2.4.2 Whole class, teacher-led discussion**

Literature classes in EFL contexts are normally lecture-based, with teacher-led discussion leading students to arrive at interpretations that are acceptable within New Criticism and humanistic theoretical frameworks. Although it is an efficient way of teaching content knowledge, this approach is viewed as not promoting interactivity or higher level thinking because most of the classroom interaction is at the dialogue level or follows the Initiation-Response-Feedback (IRF) pattern. Less than 20% of the interaction in these contexts was long turn dialogue involving higher order thinking (Mantero, 2002). In addition, Mantero (2002) expressed a similar view to Soter et al. (2008) regarding the importance of creating opportunities for exploratory talk as a part of the processes of constructing meaning and scaffolding for extended discussion. Soter et al. (2008) also pointed out that the presence of the teacher in the discussion seems to encourage more elaborated reasoning through modelling and scaffolding. Thus, instead of an I-R-F dialogue, it is suggested that dialogic discussion where an instructor builds on students' responses and encourage them to elaborate should foster interactivity and cognitive development in the foreign language literature classroom. However, research in Thailand finds that students are unwilling to participate in whole class

discussion based on critical questions or personal response questions, and prefer discussion in small groups (Kaowiwattanakul, 2008). In the next section, therefore, I will discuss the positive effects of small group, student-led discussion.

#### **2.2.4.3 Small group, student-led discussion**

One of the activities that could help increase comprehension and interactivity in class is small group, student-led discussion. Wolf (2013) found that when students select their own discussion topics, they feel they have more knowledge and more confidence in discussing them. Ernest (1994) suggested that students with limited L2 ability are more likely to use different communicative strategies during discussion when they control the topics of discussion. This kind of discussion could also foster the idea of “a community of practice” (Wenger, 1998), a regular class activity pattern where members learn about new things through shared knowledge and negotiation of their understanding. However, simply putting students into group discussion activity does not guarantee that the class will be a successful one. Besides willingness to speak, the most important enabling factors for group discussion are what Raphael et al. called the “knowledge about *what* to discuss and *how* to discuss it,” (1992, p. 55) or the content knowledge and the procedural knowledge.

#### **2.2.4.4 Factors affecting small group discussion**

##### ***Content knowledge in small group discussion***

The term *content knowledge* can be understood to mean the knowledge of the language (and metalanguage) and familiarity of the discussion topics. It consists of three kinds of knowledge: text comprehension, language knowledge and personal experiences. In small group discussion, students tend to share their written responses, clarify points of confusion, and discuss main themes and characters in the text (Kim, 2004; Raphael et al., 1992). To do this, it is important that they understand the text. Text comprehension can be classified as two types: lower order and higher order comprehension (Hillocks & Ludlow, 1984). Lower order comprehension is the literal understanding of basic facts and details, with some direct inference. Higher order comprehension includes interpretation, prediction, and generalisation from the text. Hillocks and Ludlow (1984) point out that the

skills involved in reading and interpreting fiction are hierarchical in nature; that is, students need to understand basic facts, and inferential contents and relationship before they can deal with the abstraction structure of the texts' generalisation.

The next type of knowledge underlying content knowledge is language knowledge. This consists of vocabulary, syntax and the metalanguage needed to talk about literature. The vocabulary and syntactic knowledge helps with reading comprehension to create literal meaning, as well as the connotation and tone of the reading, while the literature metalanguage helps to create common language during the discussion. For EFL students, the vocabulary and syntactic knowledge will also help them to guess the meaning of unknown words. The last type of content knowledge is knowledge from personal experience and prior knowledge. Research has found that discussion based on personal experiences has positive effects on student engagement and elaborated explanation (Mantero, 2002; Raphael et al., 1992). Students may need extra textual knowledge to help them understand and be able to discuss the text, such as knowledge about history, social studies or the author. Kim (2004) notes the intercultural differences between native culture and target language culture commented on by her participants based on personal experiences. In addition to content knowledge, procedural knowledge is another important factor for enabling successful discussion.

### ***Procedural knowledge in small group discussion***

Procedural knowledge of group behaviours and distinctive features of successful literature discussion is essential for the discussion to progress smoothly. Acknowledging desirable group behaviours could positively affect the group dynamic (Cao & Philp, 2006). Examples of the factors influencing participation include the low number of group members and familiarity with the group members. Explicit teaching of the discussion process is also encouraged by many authors (Gibbons, 2006; Maloch, 2002; Raphael et al., 1992). In addition, EFL students will need practical knowledge regarding move and turn taking in discussion in order to achieve the distinctive features of successful literature discussion, namely, elaborative talk and exploratory talk (Soter et al., 2008). They will also need to have the linguistic knowledge to perform each turn, such as

language strategies to ask elaborative questions, to predict future outcomes, to agree and disagree, and to invite participation.

It is therefore crucial, especially in EFL contexts, that classroom activities are designed to provide opportunities for learners to personally respond to the texts in meaningful ways. This also means having sufficient scaffolding to direct learners towards understanding the general meaning of the texts, while reducing cultural gaps to enable a deeper interpretive understanding of the texts and personal communication (Hammond, 2006; Kim, 2004; Kramsch, 1985). It is also crucial that students be trained in the discussion process and provided with the language necessary to participate in discussion.

### ***The use of L1 in discussion***

One important point to consider when organising a literature discussion is the distinction between ESL and EFL contexts, as this difference might affect target language communication in the classroom (Forman, 2005; Thunnithet, 2011; Weist, 2004). Unlike ESL contexts where the multicultural nature of the classes may encourage communication in the target language, learners in EFL contexts generally come from the same first language background and tend to use L1 in classroom communication. Given the opportunity to discuss for authentic purposes, it is possible to generate a lively discussion in the target language in ESL contexts and discussion in L1 in EFL contexts.

Kumaravadivelu considered that L1 was “perhaps the most useful and the least-used resource students bring to the L2 classroom” (2003a, p.250). This view is confirmed by Pawan’s (2008) study of content-area teachers and scaffolded instruction for English language learners in an ESL context. The study demonstrated high reliance on conceptual, social and linguistic scaffolding respectively, and limited teacher knowledge of cultural scaffolding. It suggested that teachers could use cultural scaffolding such as L1 or prior knowledge. While it is an assumption in CLT to use only the target language in class, researchers have indicated the positive effects of native language as a mediation to understand the target language in the EFL classroom (Pennington, 1999, Chua, 2007; Forman, 2007; Swain & Lapkin, 2013). For example, Chua (2007) reported the importance of L1 as mediation for communication and language learning in the Adult Migrant



English Service in Australia. The roles of L1 in this context included comprehension checks, clarifications, negotiation of meaning and keeping the communication channels open. On the other hand, Forman's (2007) study in an EFL context showed that L1 was used to contextualise and personalise the meaning of L2, and thus supported language learning by embedding the meaning of L2 in the L1 context. Swain and Lapkin's (2013) study in immersion programs suggested three classroom principles regarding the use of L1 and L2. These principles required teachers to set clear expectations about the use of L1 and L2 in classroom. That is, students can use L1 during collaborative activities such as small group discussion to prepare and plan their end products but use L2 during the whole class activities such as the presentation of their product. In contrast, the teachers should mainly use L2 with L1 restricted to purposeful situations such as explaining abstract concepts. There seems to be a consensus on a part of a larger number of researchers that the use of L1 can be effective tool in the L2 classroom and should not be shunned.

Paran (2008) also noted that when the discussion in a literature discussion was focused more on the literature than on language development, teachers seemed to have a higher tolerance of the use of L1 in class. Furthermore, DeNicolo's (2010) study of literature discussion with L1 in a fourth grade dual-language classroom in the US reported a higher level of engagement by students in group discussion and increased participation in whole class discussion. Similarly, Thunnithet's (2011) study of an undergraduate literature course in Thailand reported more critical responses on literature from learners in L1. Nevertheless, one of the challenges of small group discussion in EFL is to encourage students to discuss in the target language. Thus, the assumption underlying the research that forms the basis of this thesis is that L1 has a positive role for learning in EFL contexts, particularly for students with lower proficiency levels and particularly when dealing with cognitively demanding content in L2 such as literary texts. An effective model consistent with literature could be allowing/encouraging students to initially use L1 in small group discussion to deepen and confirm their understanding of the text. This preparation phase is then followed by presentation to the class in the L2. Following this, students take up the point raised in the presentation in the whole class discussion or in group in L2. The Methodology chapter will explain fully the

ways in which L1 was incorporated in this project in order to mediate the use of L2 in teaching and learning.

#### **2.2.4.5 Choosing a text to promote discussion**

The advantage of using authentic texts or simplified texts has been another widely discussed topic. The selection criteria of the literature to be included in a course may vary according to the teaching approach and syllabus restrictions. For teaching aims to initiate personal response and personal growth, it is important that the texts are meaningful and enjoyable, in order to initiate an intense response from the readers. Thus, the following text selection criteria are suggested. First, it is important that texts are appropriate for the student's age, interest, maturity, and emotional understanding (Collie & Slater, 1987; Daniels, 2002; Lasar, 1993; Rosenblatt, 1995). As Rosenblatt clearly elaborated, "if the language, the setting, the theme, the central situation are all too alien, even a great work will fail" (1995, p. 69). Therefore, choosing texts that are related to the students' personal interests should help engage and motivate readers as well as enhance comprehension. Hwang (2005) suggested using popular authentic materials to motivate students because the contexts and vocabulary of such materials are more relevant to the students' daily lives and everyday use. Second, the text should be appropriate for the student's linguistic background (Carter & Long, 1991; Collie & Slater, 1987; Daniels, 2002; Duff & Maley, 2007; Rosenblatt, 1995). It is helpful if students are able to read texts at their proficiency level in order to comprehend and respond to them. On the other hand, one research shows that once students are engaged in reading, they overcome the linguistic difficulty and focus on what is happening in the text (Kim, 2004). Furthermore, with scaffolding activities, students can comprehend texts beyond their reading level (Liaw, 2001), thus if possible, teachers should choose genuine texts written in language that is accessible to language learners. In addition, the materials should represent a good balance of genres, periods and geographical areas, to expose students to a variety of reading styles, ideas and cultural backgrounds (Carter & Long, 1991; Rosenblatt, 1995).

In conclusion, it is clear that the reader-response approach, particularly when based on of small group discussion, has helped to enhance language learning,

reading comprehension, interactivity and positive attitudes towards reading. It has the potential to address many of the current challenges evident in the teaching and learning of literature in Thai EFL contexts. Thus, a collaborative critical action research model is proposed in order to find out how to effectively implement this approach in the EFL context and investigate changes to the quantity and the quality of student talk in EFL classes using this approach.

### **2.2.5 Quality in language teaching and learning**

Theorists of language teaching and learning have long discussed the different ways of describing the quality of learners' target language production. The central issue relates to the need to consider how well students are able to use the language resources available to them to make meaningful utterances in a second language classroom. The central question is what form of analysis provides the best indication of the quality and development of students' target language. Traditionally, the quality of learner language performance and development is seen through a quantitative lens; that is through consideration of the amount of student talk time (Seliger, 1977) or the ratios of language production in terms of complexity, accuracy and fluency (Foster & Skehan, 1996, 1999). However, it can be argued that these factors primarily focus on form and may not necessarily reflect meaningful content or communicative success. Therefore, this project proposes another way of investigating the quality of students' language by considering the organisation of meanings and their expression in student talk.

The notions of complexity, accuracy and fluency (CAF) have been increasingly used to describe a broad performance of learner language quality. Extensive research has been conducted using CAF and strong theoretical arguments have been proposed to support the validity of these measures, particularly Trade off Hypothesis and effects of task planning and task complexity on CAF, as appeared in the special issue of *Applied Linguistics* (Housen & Kuiken, 2009) dedicated to CAF. A theoretical argument specifically related to this research project was raised by Norris and Ortega (2009). They argued that, based on Halliday and Martin's (1993) theory of language development, learners' sentence combination ability progresses from coordination to subordination and grammatical metaphor phrases

respectively. Thus, the level of syntactic complexity can be used to measure quality of development. That is, high levels of coordination complexity are a valid indication of a beginner level learner; high levels of subordination complexity are a valid indication of intermediate and upper-intermediate level learners; and a lower level of subordination complexity together with a higher level of mean length of clauses is an indication of advanced level learners.

These concepts are applied to both spoken and written data, with some variation in the measurement. In general, complexity refers to the ability to elaborate the language using subordination; accuracy refers to the ability to produce grammatical target language; and fluency refers to the ability to produce meaningful language within a given time. In addition, Skehan (2009) suggested that lexical density be included in measuring the ability to use a wide range of content words. However, when researchers interpret and compare results between spoken and written data, they should be cautious about differences in the nature of spoken and written language, as pointed out by Halliday (1994), because spoken language tends to consist of long complex clauses whereas written language tends to be more lexically dense.

Norris and Ortega (2009) reviewed various ways of operationalising these concepts. Examples of syntactic complexity analysis included in the review are length of production, e.g., mean length of clause or sentence, clauses per sentence, clause per unit, subordination per unit, and coordination per unit. Thus, they concluded that some of these measurements are redundant as they provide the same information, and proposed that certain distinguished measurements should be selected across research for ease of comparison. Consequently, they suggested that complexity be investigated multidimensionally to indicate learner development levels. These three different dimensions are overall complexity measured by mean length of AS-unit, complexity by subordination measured by the ratio of clauses to Analysis of Speech units (AS-units), and lastly, phrasal complexity measured by mean length of clause. (The concept of AS-units will be discussed in detail in the next section.)

Nevertheless, it is argued that these qualitative measures only provide partial information about student performance. Pallotti (2009) pointed out the lack of

reporting on communicative adequacy in CAF research within communicative tasks. The teaching and learning may discuss the two dimensions of the language classroom, namely the knowledge and the skill in using the language or the form and the meaning. The analysis of complexity and accuracy are clearly form-focus; that is, these measures do not represent communicative competence or effectiveness in achieving the goals. Although the concept of fluency is viewed by Skehan (1997) as a measure of meaning, the operationalisation of this concept primarily investigates the flow of language production, such as the amount of long pause, or other dysfluency features such as false start, or self-correction rather than content meaning per se. Moreover, researchers are cautioned when interpreting the quantitative data of CAF. Pallotti (2009) questioned the pitfall of interpretation by relating higher levels of CAF to higher proficiency and relating lower levels of CAF to limitation in language ability. Thus, it is crucial that a complementary approach is applied to investigate the formation of ideas and meanings reflected in complex language. This provides a more complete description of learner language production by adding deeper layer to the analysis.

Since the amount of talk or the level of complexity do not automatically equate with quality, it is crucial that this information is supplemented with qualitative information to provide a more complete description. Pallotti (2009) suggested that the descriptor of communicative success can be measured in several ways, such as quantitatively using the ratio of correct and incorrect outcome, or qualitatively using a predefined descriptor such as the one found in the Common European Framework of Reference. With an attempt to focus on the message, coherence and cohesion are used to distinguish text quality particularly written text (McCulley, 1985; Witte & Faigley, 1981). These features are also dominant parts that lead to text clarity and the progression of ideas in standardised test scoring guides such as IELTS or SAT. Witte and Faigley (1981) found that a cohesive text produced by learners might not be coherent if it does not have a clear purpose and does not follow a reader's expectation and knowledge. They also called for research to link syntactic measures to writing quality.

Recent studies have re-examined the roles of coherence and cohesion. McNamara, Crossley and McCarthy (2010) investigated standardised rated essays of different

proficiency levels to identify the predictive ability of linguistic features such as cohesion, syntactic complexity, diversity of word and word frequency. They pointed out that the most predictive feature is syntactic complexity (as measured by the number of words before the main verb). While cohesion may facilitate reading, it does not effectively distinguish the proficiency level of learners. Another study looking at writing evaluation by expert raters (Crossley & McNamara, 2010) suggested that coherence contributes to the overall quality of a written text. However, only a limited number of studies look at the coherence and cohesion of spoken texts. Although spoken and written language are two different modes of content delivery, both need structure and cohesion to enable listeners and readers to follow the messages being delivered. Thus, coherence and cohesion should be applicable in the analysis of spoken texts.

### **2.2.5.1 Quality of literary responses**

The form-focused analysis of CAF does not correspond to the meaning focus nature of CLT and literary interpretation in the reading response approach, as discussed above. Therefore, apart from the notions of CAF as an indication of quality, learners' language production may be examined to investigate the relationship between cognitive development and language growth. Vygotsky (1978) linked the growth in child L1 language development to the ability of subjects to verbalise their perceptions. Young children with limited lexical knowledge are able to understand and explain their perceptions of immediate real objects. Swain (2006) argued for the application of this concept in the case of L2 development when students are 'languaging' or using language to mediate their thinking. She stated that "languaging serves as a vehicle through which thinking is articulated and transformed into an artifactual form" (p. 97). Thus, with the growth in language, children are able to articulate more complex ideas.

In L2, Swain and Lapkin (2005) and Swain (2006) related language growth to opportunity for language use. They stressed that learners should be encouraged to produce comprehensible output as a part of the language learning process. In output production, learners are thinking about the syntactic aspects as well as the semantic aspects. This reflection on their current knowledge allows them to notice the gap between what they know and what they would like to achieve. In the case

of communication breakdown, learners learn how to modify their speech to improve the comprehensibility of their talks. From these two perspectives, it is argued that L2 learners are able to reach higher levels of language development when they have the opportunity to express more abstract concepts. However, the current practice and reproduction type of language output found in most ELT materials do not offer challenging, engaging, and appropriate text-based activities for the stage of cognitive development of university students. As described in Section 2.2.4.5, authentic literature can provide more challenging material that allows learners to engage in using L2 to articulate abstract ideas.

Previous research into literature discussions looked at quality in different ways. For example, Andringa (1990) investigated the speech act and argument structure used in literature discussion. Kim (2004) looked at quality in terms of meaning making through deep interaction with text and the social interaction that may promote language learning during discussion. Sorter et al. (2008) investigated linguistic features such as elaborated explanation and reasoning words as evidence of higher level thinking from literature discussion. Reznitskaya (2012) explored the quality of dialogic teaching through students' lengthy, elaborate explanation and engagement in the collaborative co-construction of knowledge. Lastly, Chen, Wu and Chern (2014) investigated meaning construction based on functions of meaning making. Overall, the studies investigated the meaning making and interpretation and how these meanings were reflected through elaborated use of language.

In this study, the quality of oral expression rather than linguistic complexity will be used to define the levels of literary interpretation achieved through the medium of spoken language by students. Two frameworks used in combination will be used to explain the meaning making processes involved in responding to literature. They will be used to analyse the levels of reading and interpretation realised in students' oral expression in L2 during presentations and whole class discussions. One framework is Hillocks and Ludlow's (1984) *Skills in Reading and Interpretation of Fiction*, and the other is a response text type framework (Christie & Derewianka, 2008; Macken-Horarik's, 2006a, 2006b). Both these frameworks have confirmed that it is possible to identify the different levels of interpretation of literary text.

These levels of interpretation are hierarchical in nature; that is, students who are able to achieve the highest level of interpretation based on these frameworks must have achieved the lower levels of interpretation. Both these frameworks are able to show the levels of cognitive perceptions students are engaging with in literature classes. They will be used to evaluate the students' use of language to fulfil the presentation and discussion tasks in terms of content and textual organisation. These two frameworks complement each other to create a more complete framework for studying students' interpretation. The following sections describe the elements constitute each framework.

Hillocks and Ludlow's (1984) classification is built on that of Rosenshine (1980 as cited in Hillocks and Ludlow, 1984), who classified reading skills into three types: locating skills, simple inferential skills and complex inferential skills, and dismissed the notion of the hierarchical nature of skills. However, Hillocks and Ludlow pointed out that students needed to understand basic facts, inferential content and relationships in the work before they can deal with the abstractions of structural analysis. This idea also corresponds with Rosenblatt's (1995) ideas of *understanding* (p. 105-107) the reading. Therefore, they added ability to understand the structural organisation of a work to Rosenshine's list. Hillocks and Ludlow's taxonomy is classified into two levels with a total of seven skill items. The literal level of comprehension consists of basic stated information, key details, and stated relationship that explain the relationship between two pieces of information in the text. The inferential level of comprehension consists of a simple implied relationship between two pieces of information closely juxtaposed in the text, a complex implied relationship among many pieces of information throughout the text, the author's generalisation about the world outside the text, and structural generalisation to identify how different parts of the text create certain effects. Tian's (1991) study of literature reading in Singapore secondary school confirms that the Hillocks taxonomy for reading and interpreting fiction is in fact hierarchical in nature. Johannessen, Kahn and Walter (2009) suggested that the Hillocks taxonomy is a useful guide for teachers in setting classroom questions and test questions. Although this framework clearly outlines the skills needed to understand a literary text, it is limited to textual and/or prescribed interpretation



and does not take the personal experience of the reader into consideration, nor does it acknowledge the subjective reaction or affective responses.

Another framework of meaning making that acknowledge the reader's point of view is based on research on response text types adapted from Christie and Derewianka (2008), Eeds and Wells (1989), Macken-Horarik (2006a), and Rothery (1994 as cited in Christies & Derewianka, 2008). Eeds and Wells' work was based on spoken data, while the other works noted here were based on written response. Eeds and Wells (1989) developed four categories of response from elementary school student literature discussion in L1 context. They are literal comprehension, personal connection, interpretation, and evaluation. Rothery (1994 as cited in Christies & Derewianka, 2008) also identified two different types of response called critical response, in which the text is discussed in order to reject it, and interpretation genre, in which learners identify message of the text and accept its embedded value. Using Systemic Functional Linguistics (SFL) analysis, Christie and Derewianka (2008) identified four types of response genre that students have to go through in their process of learning how to write a response to text. These genres range from personal response to a more generalised review and character analysis, and an abstraction of thematic interpretation.

Christie and Derewianka showed that these genres are hierarchical in nature and reflect students' development in terms of linguistic ability and maturity in the interpretation of texts. Each genre follows a certain schematic structure. A personal response consists of the response and evaluation or observation. Review and character analysis are both made up of the presentation of text or character, its description and judgement. A review consists of context, text description and text judgement, whereas character analysis consists of character presentation, character description and character judgement. Unlike other response genres, the structure of a thematic interpretation is closely related to an expository writing and its essential elements are the thematic interpretation or preview of elements, element evaluation and reiteration of theme.

Similarly, in a study using SFL, Macken-Horarik (2006a) identified three distinctive features of student response and how they reflect the student's reading and understanding of the text, as well as the level of achievement in a Year 10

examination. These are tactical reading, mimetic reading and symbolic reading. In tactical reading, students engage with local features of the text and react subjectively to certain events or characters based on personal experience or attitudes. They often use aggregative technique or the logic of extension to extend the message. In extension, “one clause expands another by extending beyond it: adding some new element, giving an exception to it, or offering an alternative” (Halliday & Matthiessen, 2014, p. 444). The most common feature is the use of the series of connective “and”. In mimetic reading, students engage with the text as a whole and, instead of subjective interpretation, they project their evaluation of the characters in the text. They normally summarise events and may provide common-sense generalisation and interpretation about life through those events. They tend to connect the messages using the logic of enhancement, in which “one clause expands another by embellishing around it: qualifying it with some circumstantial feature of time, place, cause or condition” (Halliday & Matthiessen, 2014, p. 444). Lastly, in symbolic reading, students engage with the text at a global level. They react objectively to the attitudes embedded in the text as a whole instead of certain events or characters, and make connections between the events in the text and their abstract significance. The type of logical connection used to convey the messages is called elaboration, in which “one clause expands another by elaborating on it (or some portion of it): restating in other words, specifying in greater detail, commenting, or exemplifying” (Halliday & Matthiessen, 2014, p. 444). In academic writing, nominalisation is an important feature that represents a high level of academic language achievement when students elaborate their ideas using this logical move (Christie and Derewianka, 2008).

To sum up, Christie and Derewianka’s (2008) writing development in response genre of personal response, review, character analysis and thematic interpretation corresponds to Macken-Horarik’s (2006a) reading and writing achievement level of a tactical reading, a mimetic reading and a symbolic reading, in which a mimetic reading includes both review and character analysis genres. Moreover, Christie and Derewianka’s finding about students’ progress in response writing development, and Macken-Horarik’s finding about different types of reading as reflected in the students’ response, support the progress in transaction theory of reading (Rosenblatt, 1995) that a reader has to be able to react to the text

personally before they can progress to a more critical analysis of the text. The findings also confirm the hierarchical nature of literary text reading as outlined in Hillocks and Ludlow's taxonomy (Hillocks & Ludlow, 1984). Together, these frameworks can provide a multidimensional perspective on student responses to literary text.

#### **2.2.5.2 Analysis of quantity and quality of learners' oral responses**

Chapter 3 will explain in detail an alternative and complementary method that will be used to investigate the quantity and quality of learner language production for the research underlying this thesis. In terms of quantity, it will focus on the notion of complexity more than accuracy or fluency, because complexity in language production allows learners to express multiple, complex ideas which cannot be measured by accuracy or fluency. Therefore, the unit of analysis in this study will emphasise the clausal level of second language production. The models discussed in the preceding section are informative and useful for data analysis, but they relate to written texts. In applying these models to spoken texts, a tool is needed to provide an analysis of a spoken text. Two tools will be used to identify the production units of spoken texts in this study. They are an AS-unit and a clause complex. These tools will be used in data analysis to provide different perspectives on the quantity and quality of learners' utterances within the frameworks provided by Hillocks and Ludlow, Christie and Derewianka, and Macken-Horarik. An AS-unit is a syntactic unit that allows researchers to identify the number of independent clauses and associated subordinated clauses produced. On the other hand, a clause complex is a semantic unit of production which allows researchers to identify how these clauses are combined to create the intended meanings.

An AS-unit is defined as "a single speaker's utterance consisting of an independent clause, or sub-clausal unit, together with any subordinate clause(s) associated with either" (Foster, Tonkyn & Wigglesworth, 2000, p. 365). The operationalised definitions of these elements are as follows. An independent clause is a clause that includes a finite verb; an independent sub-clausal unit is a phrase whose ellipted elements can be recovered from the given context; and a subordinate clause is a clause with a finite or non-finite verb together with at least one other clause elements, such as subject or complement (Foster, Tonkyn & Wigglesworth, 2000).

An AS-unit is suitable for analysing second or foreign language learners' unit of production because some of the units found are below the clause level; for example, phrases or a single word which could be ungrammatical, but which are recognised under the AS-unit system.

Although the clause boundaries of the AS-unit and clause complex are based partly on tone groups, the systems have different definitions of what constitutes a clause and a subordinate clause. Two of the principal differences affecting this project are highlighted here. First, the coordination of verb phrase may be treated as one AS-unit or two separate units, depending on intonation, and followed by a pause of at least 0.5 second. However, the clause complex will treat this kind of sentence combination as two separate clauses. The second difference is in the treatment of subordination. The AS-unit defines a subordinate clause as consisting of "a finite or non-finite verb element plus at least one other clause element" (Foster, Tonkyn & Wigglesworth, 2000, p. 366). Thus, an embedded clause will be treated as a subordinate clause. On the other hand, in a clause complex, an embedded clause functioning as a subject, an object, a complement or a modifier will not be considered a clause. Moreover, a non-finite verb element may be interpreted as a part of a finite verb group in a clause complex. Thus, the number of clauses identified using the AS-unit definition of clauses maybe different to the number of clauses identified using the clause complex definition of clauses. Nevertheless, an AS-unit is chosen for calculating grammatical complexity because it is a unit which is well-recognised in the measure of complexity and it can be compared with previous results. In contrast, a clause complex is used to analyse the adequacy of the meaning and how well students have responded to the tasks. It is used to investigate the relationships between clauses and how these relationships affect the meaning and coherence of the text.

While the quantity of students' language production can be clearly established using number of clauses and talk time, the relationships between quantity and quality of language are not as apparent. Syntactic complexity which is commonly used to identify quality of student language can only provide limited form focus picture of quality. One way to investigate the relationship between quantity and quality of student language is to examine how the meaningful ideas presented in

the talk are organised and related. The tools and the frameworks for data analysis discussed in the previous sections will enable a meaningful consideration of the factors of quantity and quality and their relationships to each other. To examine both the form and meaning of students' language production, the above-mentioned linguistic features, syntactic complexity and coherence, are used to identify the quality of the students' language. The syntactic complexity used includes the ratio of clauses to Analysis of Speech units (AS-units) and length of clause. Accordingly, coherence also includes text organisation and lexico-grammatical features. This analysis will be explained in detail in the Methodology chapter.

## Chapter 3 Methodology

It is evident that there are a number of problems in relation to both the interpretation and the implementation of CLT in Thailand, as outlined in the Introduction and Literature Review. It is also evident that current interpretations of CLT have had a negative impact on the teaching and learning of literature in Thailand despite the rich language development potential offered by literature-based classes in EFL contexts. Given the right circumstances, however, literature-based classes can be spaces where students can experience the kinds of conceptual and linguistic challenges that are necessary for language growth to occur (Paran, 2008).

This chapter will explain and justify the research design, the research process and the methods used in data collection and analysis. The review of the literature presented in Chapter 2 makes it clear that reader-response based literature classes have a great deal of potential for enhancing students' comprehension and target language use of both receptive and productive skills. It has also been shown that there is an emerging body of research that discusses the possible advantages of English literature teaching using teacher-led discussions in EFL contexts. This is particularly the case in relation to projects that focus on enhancing critical thinking and language learning as components of a careful design of literature classes. However, this research also points to the difficulties faced by learners in understanding and interpreting the deeper meaning of texts, indicating the need for more research into scaffolding and supporting students in these classes.

Based on the extensive literature reviewed for this project, there appears to be no research that directly addresses the language learning benefits of English literature teaching in a real time classroom setting. Thus, this project examines the ways in which English literature courses can be used to enrich students' learning experiences and language development. As indicated earlier, the main research questions in this study focus on determining the implications of implementing a collaborative reader-response approach for the quality and quantity of student target language use in EFL contexts. The research design places the most weight on investigating the spoken performance of students in classroom activities, including

their interaction with each other and the teacher. In addition, as a means of providing depth for this data, it was considered important to collect additional data on the perceptions of students and teachers of their own participation in the approach to teaching literature that was introduced into the classroom.

### **3.1 Action research design**

This section will describe the reasons for choosing critical action research as a research methodology and will locate the project within a research paradigm. It will also discuss the prevalence and current standing of action research in education and its development in Thailand.

Kemmis and McTaggart (1988a) have identified four characteristics of action research in education. These are: 1) It is carried out by classroom practitioners; 2) It is collaborative in nature; 3) It aims to bring about change, and 4) It is iterative by nature, enabling the researcher to continue to research until satisfied with the outcome. These fundamental characteristics of action research are attractive features that guided the decision to select this research approach for this project, which aims to work collaboratively with teachers to bring about changes in the classroom. In addition to this list, Nunan and Bailey (2009) identified publication as the final important element of action research. Kemmis (2010) further argued that the goal of action research was not only to change and understand practices, but that its dynamic nature has contributed to changes in histories in order to make a better world. Thus, as Kemmis and McTaggart (1998a) and Kemmis and Henry (1989 in Nunan & Bailey, 2009) summarised, action research is about the actions taken by a teacher to solve a problem in the immediate context and it is not about providing a predetermined answer to a particular question. Rather, it is research that is based on systematic observation, revision, and reflection on a situation, with the aim of improving teaching and learning in the classroom. In his recent article, Kemmis (2012) has stressed the element of continuation and describes action research as a process of researching praxis in which a researcher is 're-orienting oneself in the practice of the practice, re-orienting one's understandings of the practice, and re-orienting the conditions under which one practises' (p. 897). This important feature of reflection and continuation is another

key reason for selecting the action approach because it positively maintains the sustainability of the practice after the research project has concluded.

### **3.1.1 Critical action research**

Action research is classified into three types based on the purpose: technical action research, practical action research and critical action research (Carr & Kemmis, 1986). Different terms are sometimes used to distinguish the different types of action research. For example, Berg (2004) identified that technical action research is also known as scientific or collaborative research; practical action research is known as mutual collaborative and deliberate action research; critical action research is known as emancipating and enhancing action research. Johansson and Lindhult (2008) viewed critical oriented action research as research that focuses on reflective activity resulting in reflexive knowledge and the emancipation of the mind. On the other hand, Kemmis (2009) pointed out that differences between the terms were in the level of involvement and inputs from other participants or parties. For instance, technical action research allows no involvement by other participants, while practical action research allows feedback and responses from people affected by the research. In the critical type of action research (Berg, 2004; Kemmis, 2009), the researcher and all kinds of participants work together to critique their current situation and increase awareness of the problems, as well as the theories that can explain and resolve those problems. This link between theory and practice can provide emancipation and empowerment to the participants, which can lead to more permanent action and change. This aspect of empowerment is particularly interesting to a project aiming to create sustainable and permanent change.

The action research design was judged to be the most effective means of directly addressing the research questions for this project. There are several factors underlying this decision. Firstly, the situated nature of action research allows researchers to test a hypothesis in natural settings. Unlike the dominant research approaches in the EFL contexts in Thailand, which tend to rely on experimental research and surveys, requiring the rigorous control of variables and a large number of samples to test the hypothesis, action research embraces the complex



and dynamic nature of the classroom and allows researchers to work within actual classroom settings. Secondly, the underlying aim of action research, to improve and understand current situations, allows for the modification and testing of classroom innovations within a critical theoretical framework. Unlike ethnography and case study approaches, which also occur in natural settings, the aim of this project was not to merely describe and interpret a situation to understand a particular case or gain insight into an issue. Instead, the study set out to implement an intervention while remaining open to acknowledging the significant emerging data. In addition, the practice-based nature of action research encourages collaboration and allows the involvement of participants. The input and reflections of participants further influence the subsequent cycles of the research as well as promoting the democratic empowerment of the participants.

This research was therefore located in natural settings, dominated by the interpretive nature of text-based data, and guided by critical theory. While classroom action research generally aims to bring about change to improve the current situation through technical action research or practical action research, critical action research also aims to promote independence and autonomy for the participants. This project was classified as critical action research for two reasons. Firstly, it aimed to initiate changes by empowerment. Secondly, decisions and responsibility for the research were collaboratively discussed between the researcher and the participants. In addition to implementing an intervention that could possibly improve teaching and learning, the research aimed to promote learners' independence in reading and interpreting literary texts in the second language, and allowed students more control over the classroom discussion topics and direction. Students were also encouraged to reflect on their reading and learning behaviours through the use of diary prompts. Moreover, it promoted teachers' independence in creating their own practical and theoretical knowledge based in a policy context that prioritises CLT. With the guidance of the researcher, teachers were encouraged to reflect on their classroom practices and how they could be improved. Furthermore, it aimed to affect classroom practice in the EFL context both in Thailand and elsewhere. This section has focused on the justification for using action research for this research project. The following

section will provide a brief review of action research in education in general, in English language teaching and in Thailand.

### **3.1.2 Action research in education**

Action research has been a powerful tool in educational development. This section provides a short review of action research. It outlines the origin of action research, action research in education, particularly in CLT, and how it is perceived in Thai contexts.

The idea of action research is underpinned by the paradigm of critical educational research, which is guided by the critical theory developed by Habermas (1972/1987). This theory stipulates that knowledge should be used not only for prediction and control, as in the positivistic approach, or for understanding and interpretation, as in the naturalistic approach, but also for emancipation and freedom (Carr & Kemmis, 1986; Cohen, Manion & Morrison, 2011). According to Carr and Kemmis (1986), critical social science theory includes the precept that humans can attain freedom through collaborative, critical, self-reflective understanding and problematising of their current situation and finding the action to overcome and free themselves from undesirable situations. The logical concomitant of this statement is that critical research should have the potential to effect positive impacts upon the society and contribute to the quest for social justice, equality and freedom.

Amid the established norm of quantitative scientific research, the importance of linking educational research with actual educational practice has been recognised since the time of Dewey (1929, in Burns, 1999). This idea was finally realised through the design of action research, which was first discussed by Lewin (1946) in the context of social development. He described action research as a tool for increasing participants' knowledge around their own practices and improving situations. Lewin's action research was "a spiral of steps, each of which is composed of a circle of planning, action and fact-finding about the result of action" (1946, p. 38).

The idea was immediately adopted into educational research in the United States of America (US) as a tool for school and curriculum improvement. Nevertheless, action research in education in the US experienced a decline during the mid-1950s following questions about its methodological reliability, validity and generalisability. However, the idea of action research attracted a high level of interest in the United Kingdom (UK), and Stenhouse's (1975 as cited in Burns, 1999) idea that action research could be a new tool for teachers to test curriculum concepts in their own practice found wide acceptance. Action research is currently recognised as a viable research method with an increasing number of book and journal publications dedicated to the subject (Altrichter, Posch & Somekh, 1993; Burns, 1999, 2010; Carr & Kemmis, 1986; Kemmis & McTaggart, 1988a, Kemmis & McTaggart, 1988b; Kemmis, McTaggart & Nixon, 2014; Robinson & Lai, 2006).

In the field of ELT, action research is still a contested approach. Nunan & Bailey viewed it as 'becoming increasingly prominent' (2009 p. 226) while Dörnyei viewed it as 'a noble idea... [which] just does not seem to work in practice' (2007 p. 191). He argued that although action research seems to help solve real problems in classrooms, create change in practices and promote the teacher-researcher's authority, its implementation can be restricted by a lack of institutional support and collaboration. For example, teachers need support from institutions in terms of permission, release time, expertise support and other ongoing support (Dörnyei, 2007). In addition, teachers also need collaboration and attitudinal support from colleagues (Nunan & Bailey, 2009).

In Thailand, action research is a well-recognised classroom research tool. The Thai government requires research to be a part of teacher development and promotion criteria. The Department of Education invited Kemmis and McTaggart to Thailand to organise action research workshops in Thailand as well as having their book 'Action Research Planner' (Kemmis & McTaggart, 1988a) translated into Thai to promote the idea to Thai academics (Kemmis & McTaggart, 1995). Since then, the use of action research has proliferated, especially in the primary and secondary education as a requirement for promotion and evidence of teacher professional development. It has also recently been promoted and is increasingly being accepted in higher education contexts. The teachers participating in this project

were familiar with action research from attending professional development sessions and conferences. This project is also an attempt to implement a collaborative action research program in the higher education sector in Thailand. The following section will outline the research procedure based on the action research cycle.

### **3.2 Action research cycle**

This section will describe the action research procedure of this project. The methodology outlined in this research followed the action research cycle suggested by Nunan (1992). This design provides a clear, logical picture of the research process. Traditionally, Kemmis and McTaggart (1988a) provided a well-known action research model based on the cyclical activities of plan, act, observe, reflect and revise. Burns (1999) suggested that the cycle might be more fluid, with different stages being interwoven and informing the other steps. Nunan (1992) outlined a slightly different starting point for the action research cycle process. He recommended that practitioners should identify problems and gather baseline data before forming a hypothesis and planning an intervention. Following this, they implement the action, observe the outcome, and then identify a follow-up issue that informs a new cycle.

To ensure validity and reliability in this project, the triangulation of data sets, data sources and data analysis systems was established. Different data sets were analysed and categorised in terms of particular research questions. Data were digitised and transcribed and/or summarised by the researcher before being analysed and categorised using discourse analysis and thematic analysis. This project created a research cycle around a series of discussions about a story or a theme; therefore, the data gathered in the early cycles could possibly inform the practice of the later cycles. In addition, reliability was established through member checking. Initial data analysis was shared with students and teachers for member checking and this was followed by presentation to the department for the purpose of reporting on the project and gaining feedback. The following section explains the action research process in this project.

### 3.3 Reconnaissance and problematising

Reflection is seen as a starting point for action research, as highlighted in the previous section. Schön (1983/1995, 1987) identified two types of reflection in the everyday lives of teachers. The first is the 'reflection-on-action' relating to situations where teachers' decisions are made spontaneously during the class. The second type of reflection is termed 'reflection-after-the-event', which concerns the events and effects of the reflection-on-action. Schön argued that autonomous professional development occurred when teachers reflected on their own practices. With this in mind, initial reflection for this research was conducted extensively via literature reviews, as well as by considering the researcher's teaching experiences. It was clear from the literature (Kaowiwattanakul, 2008; Punyajun, 2008) that several factors can and do limit the potential of literature classes in terms of language teaching and learning, such as the lack of preparation by students before class and limited student responses during whole class discussion. Hayes (2008) suggested that teachers' backgrounds be taken into account when investigating teachers' perspectives because their backgrounds could impact their current and future practices.

To augment this process of reflection, input from other teachers was also gathered. The researcher contacted former colleagues to inquire about their problems and needs in literature classes. A group reflection on problematic issues was initiated with the participating teachers by a series of email questions. The teachers mentioned their classroom activities, the problems they encountered and the measures they had implemented to solve those problems. There was general consensus among the teachers on issues of students not reading before classes and limited classroom participation in class discussion. The strategies teachers employed to encourage student participation included positive feedback, nomination, giving extra points for participation and allowing the use of L1. Furthermore, base-line data were gathered from previous research (Kaowiwattanakul, 2008) and a former colleague's audio recording of her class. It seemed that a more structured lesson would encourage students to read before class and participate more in discussion. The results of this stage were the research questions that are presented in the introduction to this thesis.

Reflection was also a key feature of action research that pushed the project forwards. Two main types of reflection took place during the data collection process in this project. The first was reflection on the effectiveness of the classroom teaching and learning with the teacher participants. This happened during the scheduled interviews. The second was the reflection on the research management to monitor the progress of data collection and accordingly to adjust the data collection procedure. This reflection happened during the initial data analysis process and during sessions with the PhD supervisor. This reflection also resulted in the identification of limitations and ethical issues of the study, as outlined in the concluding section. Lastly, reflection was also built into the process of data analysis through a member checking process.

### **3.4 Planning**

#### **3.4.1 Collaboration**

Collaboration, an important aspect of action research, is also a contested idea. Some educators believe that collaboration is a compulsory aspect of action research because one of the primary purposes of action research is to involve the practitioners (Burns, 1999; Kemmis & McTaggart, 1988b; Zuber-Skerritt, 1996b as cited in Cohen et al., 2011). Others think that it is desirable in terms of providing on-going support and feedback (Burns, 2010; Nunan & Bailey, 2009). In this project where the researcher worked alongside the teachers, collaboration was an important feature since teacher participants would work closely with the researcher to develop lesson plans, teach, and reflect about classes through interviews and diary entries. To achieve a successful collaboration, it was important that a common language was established.

Initially, contact was made with the teachers to confirm their participation and to determine the ways in which a project around literature might relate to their existing course syllabus objectives and outlines. A set of nine articles and annotations that makes up the shared reading was then sent to teacher participants. This background reading included topics regarding small group discussions and literature discussion such as pre-reading activities and assessment

in literature circles and literature workshops. The teaching and learning sequences were subsequently developed with the teachers. The ongoing process was discussed and negotiated through on-line communication such as emails and Skype to select the reading material and lesson focus. After that, equipment for data collection was discussed and prepared. In terms of timelines, the initial contact was made in October, reflection questions and follow-up questions were sent out in November, shared readings were sent out in January, lesson plans and material were discussed between February and May, and lastly, student questionnaires were designed, piloted and finalised in April and May.

### **3.4.2 Teacher participants**

This research project was conducted in two provincial universities in Thailand. Pseudonyms are used for the names of the universities and participating teachers and students. The initial plan was to recruit two teacher participants and two classrooms from each university. Working in two different settings was not based on a desire to 'compare and contrast' the different settings; rather, the aim was to holistically examine the results of the implementation by different teachers and understand the significance of the differences in their approaches. The inclusion criterion for the teachers was that they needed to be teaching EFL English literature at undergraduate level and the inclusion criterion for the students was that they needed to be EFL students enrolled in a literature course taught by the participating teachers.

Firstly, the researcher contacted the literature teachers at Mountain View University (MVU). They were the only two teachers teaching English literature at this university and both of them welcomed the idea and agreed to participate in the project. Similarly, for Lakeside University (LU), the researcher contacted Ajarn Kedsinee, head of the English department, to propose the project and asked her to help recruit potential participants for the project. Ajarn Kedsinee was interested in the project and agreed to participate, together with another literature teacher. Ajarn Kedsinee was very helpful to the researcher during the time she was there and made her feel very welcome. This may also be due to Thai culture, which

accords respect to seniority, because most of the teachers in LU were younger than the researcher.

Initially, the plan was to collect data from four classes of four teachers. However, about two months before the semester started, a teacher from MVU and a teacher from LU left the project because they were returning to university to continue their studies towards a higher degree. It is common that a Thai university employs teachers with a bachelor or a master degree and then sponsors them to study towards a higher degree. The researcher therefore recruited a new teacher participant in MVU but could not find a new teacher participant in LU, therefore there were ultimately three teacher participants and four classrooms, in which one teacher taught two different subjects. Below are brief profiles of the teacher participants in the study.

The three teachers participating in this research are in their early- to mid-thirties. One of them has a doctoral degree and two have master degrees. They had between four to six years of formal teaching experience behind them and this included teaching integrated language skills as well as literature. One teacher was teaching literature for the first time. The following section provides further details about each teacher.

Ajarn Tavee is a male teacher in his early thirties with a bachelor and a master degree in linguistics and four years of teaching experience in integrated skills and culture-related courses using cinema as a medium. He has studied four literature courses at university and had been exposed to a class using a reader response approach. After graduation, he worked as a volunteer with an international agency before becoming a lecturer at MVU. Before joining the project, he lived and worked as a Thai teacher in a university in the US for one year. He has high proficiency in English and confidence in using it. The semester of the data collection was the first time he had taught a literature course. Due to his experience in courses using cinema, he felt open to working with different media. He eagerly agreed to participate in the study when he was approached, although he admitted to feeling intimidated by participating in research while teaching the class for the first time.



Ajarn Kitima is a female teacher in her early thirties with a bachelor and a master degree in literature and four years' teaching experience in integrated skills and literature courses. During secondary school, she learned foreign languages such as English and French through CLT and had mixed feelings towards the practice. As a learner, she found CLT to be frustrating for beginner learners; however, she acknowledged that some of her classmates seemed to thrive on this approach. Before joining MVU, she had more than ten years of informal tutoring experience in a language school and a short period of work experience in the United Kingdom. She has taught at MVU for about four years and has taught literature courses for two years. In addition to teaching, she was responsible for the foreign affairs of the faculty. Her language proficiency and confidence in using it are high. A recent change in the class timetable resulted in a three-hour class session per week instead of two ninety-minute class sessions per week, thus Ajarn Kitima was looking for a new way of teaching to cope with the changed time allocation.

Ajarn Kedsinee is a female teacher in her mid-thirties with a bachelor in literature, a master in Teaching English as a Foreign Language (TEFL) and a doctoral degree in Applied Linguistics. She has six years' teaching experience in literature and other courses. She studied in the UK for four years and has high proficiency, especially in reading and writing. At work, she is also responsible for the administrative work of the department. Ajarn Kedsinee has been thinking about implementing literature circles in her classes and she believed that participating in this project would allow her to put the idea into action.

In this planning phase, the researcher established herself as an 'outsider'. That is, the researcher was not officially a member of either institution and did not directly determine the day-to-day decisions about classroom management. Nevertheless she identified herself as an experienced English teacher and made clear her expertise as a researcher. She facilitated the research from the point of view of an insider who fully understood the possible consequences of participation for participants in the research project. To avoid the risk of self-deception about the effectiveness of the intervention and self-interest, regular meetings were conducted with the project supervisor to ensure objective interpretation was achieved and the outsider location of the researcher was maintained. The regular

meetings of the team of participating teachers also assisted the development of a shared understanding of the teaching and learning contexts as well as the theoretical underpinnings of the project.

### **3.4.3 Instructional context**

#### **3.4.3.1 University settings**

The settings were selected through a mixture of homogeneous sampling and maximal variation sampling (Cohen et al, 2011). The study was conducted at Mountain View University (MVU) and Lakeside University (LU). Mountain View University is a medium size university with 35 Bachelor degree programs and a total of around 11,000 students. The university tries to promote the use of English as a medium of instruction in most of its bachelor degree programs. Lakeside University is a large size university with 62 Bachelor degree programs and around 20,000 students in total. Both universities are new provincial universities and are less than 20 years old. Unlike the elite older universities whose students are highly qualified and often have higher English proficiency, the qualification and English proficiency of students in these two universities are more diverse, with proficiency ranging from lower intermediate level to upper intermediate level. In addition, both are representative of different streams of curriculums. LU offers an English program with Thai as a medium of instruction in non-English courses, while MVU uses English as a medium of instruction in most courses. This selection represents the current landscape of English programs in Thailand and elsewhere, which shows a trend towards bilingual programs. Moreover, each university exposed their students to different genres of literature in that semester. MVU offers two literature courses as core courses to all English major students and the English Literature II course focuses on prose. On the other hand, LU's data is collected from classes that focus on poetry and drama. The next section describes the instructional context of each university. It covers the classroom setting, class content, and general overview of learner characteristics.

### **3.4.3.2 Classroom settings**

Classroom space has been known to influence or limit the pedagogic activity set-up. Classrooms in both universities were designed to provide a comfortable learning environment. Each room was air conditioned and equipped with a computer with Internet connection, an LCD project, a screen and whiteboards. Nevertheless, the spaces were not designed to facilitate group work and the fixed furniture was not ideal for language teaching.

Class 1 and Class 2 were conducted in Mountain View University, the first university. The classrooms were small and able to accommodate no more than 40 people. Classroom furniture consisted of two-seater tables and swivel plastic chairs which were fixed to the floor, but they allowed students some room to move and relocate for small group activities. There were also a number of chairs that could be moved around the classroom when an extra seat was needed. The campus supports Wi-Fi connection and some students could connect to the network via their mobile phones or tablets.

Class 3 and Class 4 were conducted in Lakeside University, the second university, in larger classrooms which could accommodate approximately 70 people. Classroom furniture consisted of long metal tables and chairs. The students turned their chairs around to form groups during small group activities. The classroom setting provided both positive and negative aspects for classroom activities, particularly the small group discussions. On the one hand, the air-conditioned rooms reduced the likelihood of voice sounds generated by class activities disturbing other classrooms. On the other hand, the furniture in the class was not ideal or comfortable for some students in the small group discussions, but they managed with it.

### **3.4.3.3 Class content**

The classes being observed were studying different genres of literature. One was studying drama; another was studying poetry and the other two were studying both short story and novel. Class 1 and Class 2 were in the fifth semester of the students' course of study. The students had studied a 16-week introduction to literature course during the previous semester. The literature class in this

semester was designed to familiarise students with reading fiction. The class objectives were that the students should be able to understand and connect the reading to their lives, being able to analyse the writing using the correct metalanguage and being able to evaluate the value or merit of the work. The reading list was selected by the course coordinator and an American colleague, with emphasis on American authors. Students read five short stories during the nine weeks before midterm examination and a short novel during the five weeks before final examination. The reading list for short stories included *There Will Come Soft Rains* by Ray Bradbury, *The Gift of the Magi* by O. Henry, *The Tell-Tale Heart* by Edgar Allan Poe, *The Necklace* by Guy de Maupassant, and *A Rose for Emily* by William Faulkner, while *Speak* by Laurie Halse Anderson was chosen for the short novel.

Students in Class 3 were also in the fifth semester of their course. The class in this semester focused on a chronological survey of British poetry from the Middle Ages to the twentieth century, with the main focus being on developing the ability to interpret literature and critical thinking skills in a written and oral format through the identification of poetic elements and the discussion of social and cultural development of the periods. Class 4 had a similar focus as Class 3. Students in Class 4 were in the seventh semester of their course. The class in this semester focused on reading four Shakespearean dramas: *Macbeth*, *Hamlet*, *A Midsummer Night's Dream* and *As You Like It*. The class emphasised critical reading and literary analysis.

#### **3.4.3.4 Learner characteristics**

The National Education Act of B.E. 2542 (A.D.1999) encourages learner-centred education and participation, and this ideal is generally acknowledged in most schools and universities in Thailand. As a result, every student in this study was used to participating in some form of group work and small group discussions. To a certain extent, many of their behaviours are counter to stereotypical beliefs about shy and inactive Asian learners (Kumaravadivelu, 2003b), although they may not be as quite as active or outspoken as their western counterparts. It is also important to note that despite the general limitation of EFL contexts where students have limited access to English outside the classroom, these groups of

students reported having access and exposure to English outside classrooms, particularly in the form of various types of entertainment such as music, movies and World Wide Web content. Some students also reported using on-line chat with friends in English.

Students in Class 1 and Class 2 came from every part of Thailand with a variety educational backgrounds such as international school, bilingual school (Thai-English or Thai-Chinese) and Thai-only programs. Most of the students had studied with native English speaker teachers at secondary school. Due to the registration system arranged by the university, students in each class normally studied with the same group of classmates in every major core subject. This practice also made the students familiar with all their classmates.

In Class 1, there were 34 students: 20 females and 14 males. One of the females was an international student from China, two were from minority language backgrounds (Hmong and Akha) and one was officially acknowledged as having learning difficulties. Students in this class were mostly admitted to the university on the first round of direct admission, which targets students with higher academic performance. The students' language proficiency varied from lower intermediate to upper intermediate. A small number of students in the class spent the few months prior to the start of study participating in working holiday programs in the US.

The organisation of the small groups was approached differently in each class. In this class, students chose their own group members and organised themselves into eight small groups. There were three groups of five students, four groups of four students and one group of three. However, as the semester progressed, some students were absent from class and the group formation changed to four groups of five, two groups of four and one group of three.

In Class 2, there were 30 students: 27 females and 3 males. One of the females was an international student from China. The students' language proficiency varied from lower intermediate to near native. One student in this class had spent a high school year on an exchange program in the US. A small number of students in the class had also spent the past few months prior to the start of the study

participating in working holiday programs in the US. Students organised themselves into seven small groups. There were three groups of five students, three groups of four and one group of three.

In Class 3, there were 12 students: 10 females and 2 males. They were from the same region close to the university. Students in this class had studied three major core literature courses and decided to study BA English with a focus on literature. Although some of them had studied in the same section during the major core courses, the semester in which this study was conducted was the first time that they studied together as a literature major group. The students' language proficiency varied, with two students being more competent than the others. Initially, students formed their own groups and there were three groups of four. However, in some classes the teacher assigned groups for the students.

In Class 4, there were 12 students: 6 females and 6 males. The students were close to one another since they had studied together in the year prior to the data collection, and they seemed to work well together irrespective of whether they were in a self-selected group or in a group assigned by the teacher. Their language proficiency did not vary significantly, although two of the students had participated in working holidays in the US during the summer semester. They had studied nine literature classes before this class and were familiar with reading, interpreting and analysing literary texts. Attendance in this class was irregular and small group activities took place in either two groups of four students or three groups of three students.

#### **3.4.4 Entering sites**

Three levels of permission were required to start the research: from the teacher, from the institution and from the students. In setting up the project, the researcher recruited the teacher participants and then contacted an assistant to the President at Mountain View University as well as the Dean of the School of Liberal Arts at Lakeside University to obtain approval to conduct the research at the institutions.

In selecting the classrooms for this project, convenience sampling (Cohen et al., 2011) was used to identify the classroom for data collection simply because the

universities assign the number of students in each classroom, and the researcher had no control over this. In LU, there was only one classroom for each subject taught by Ajarn Kedsinee, so it was compulsory that data were collected from this group. One was English Poetry for Year 3 students on Thursday afternoon and another was Shakespearean Drama for Year 4 on Wednesday morning. Both courses were offered to English major students who had chosen to focus on the literature stream. In MVU, data were collected from English Literature II, a compulsory literature course for all Year 3 English major students. There were six sections and Ajarn Kitima and Ajarn Tavee taught three classes each on Monday morning, Friday morning and Friday afternoon. It was agreed that literature circles would be used in every class so that the teachers could observe how different groups of students reacted to the activities. However, it was further agreed that data would be collected from the morning class when both teachers and students would be fresh and more enthusiastic about participating. The researcher and teachers discussed and decided after the orientation week with the students that data would be collected from Ajarn Kitima's Monday morning class because there were more male students to balance the gender difference of the participants, and Ajarn Tavee's class would be observed on Friday morning. According to the university's timetable, the first session for both teachers started on Friday morning. The observation schedule was organised so that Ajarn Tavee was observed when he taught the first session of all three sessions and Ajarn Kitima was observed during the third of three sessions.

#### **3.4.5 Learner participants**

A convenience sampling technique (Cohen et al., 2011) was used to select four English major classes in two provincial universities, as mentioned in the previous section. In each class, the researcher was introduced as a former teacher at MVU who was now studying a doctoral degree. The research purpose and consent forms (Appendix 10) were explained. It was also explained that the research project was about classroom activities and student feedback regarding those activities would be collected from volunteer participants. Out of a total 89 students in the four existing literature classes, 53 students voluntarily participated in this project.

Table 3.1 presents demographic information relating to the participants. The higher number of female participants here reflects the nature of language courses, in which the majority of students are female. No preconceptions were formed around gender-related issues regarding the students' attitudes to learning. To a certain extent, Table 3.1 provides a good representation of the current positioning of literature within English programs in Thailand. That is, it is either a part of core courses or a study major. It shows the different language medium used in the classroom and also reveals the wide range of material covered in the study.

Table 3.1 Demographic information of participants in the research project (n=53)

Classes	Total	Sex		Year	Reading material	Language medium	Major stream
		Female	Male				
Class 1	12	7	5	3	Short story	English	Core course
Class 2	19	18	1	3	Short story	English	Core course
Class 3	12	10	2	3	Survey of British poetry	Thai	Literature stream
Class 4	10	5	5	4	Shakespearean drama	Thai	Literature stream
Grand Total	53	40	13				

This section has discussed how the research was planned, how the collaboration was initiated and how the participants were recruited, as well as providing details of the participants and research settings both at the university level and classroom level. The next section of this chapter outlines how the model of literature circles discussed in the Literature Review was adapted as a teaching and learning intervention in this research.

### 3.5 Intervention

The design of the literature circles used in this project was determined in collaboration with the teachers based on an adaptation of the literature circles in EFL contexts suggested by Furr (2004) and Shelton-Strong (2012). This collaboration process took place over four months from February to May and involved a series of email responses and a Skype session with the teachers. In the



design and implementation of this intervention, the main deviations from the original literature circles approach used in L1 contexts (Daniels, 2002), as discussed in the Literature Review, are that teachers select materials for classes rather than students selecting texts themselves, student or teachers choose group members instead of forming groups based on a reading text, and teachers provide additional information after students have read the texts and given a presentation, as opposed to the practice suggested by Daniels (2002) whereby teachers cover social skills, reading skills and literary analysis.

Based on previous research findings on the nature of literature classes in Thailand (Kaowiwattanakul, 2008), further adaptations were made in line with the advice provided by Furr (2004). These adaptations related to issues around sequencing, text authenticity and the language used in small group discussion (L1/L2). Teachers in this study also selected texts for students, and the small groups were formed based on student choices. However, while it was suggested that graded readers be used to facilitate reading and discussion in L2, authentic literary texts and L1 were used in the study.

The issue of text authenticity was carefully considered. The authenticity of texts is often defined as texts produced for native speaker audiences or readers and not intended for language learners (Taylor, 1994). It is believed that exposure to authentic texts has a positive effect in developing cultural knowledge and language awareness (Kramsch & Kramsch, 2000). Although some educators express concerns that authentic materials may be too demanding for learners for example Furr (2004) suggested using graded readers for his adaptation of literature circles in a reading program in a Japanese university, Adams (1995) pointed out that lower level learners could benefit from exposure to well-selected and grade-appropriate authentic texts.

In this project focusing on EFL literature courses, authentic literary texts, originally intended for native speaker readers, were used as intended by the course syllabuses. Due to the difficulty of such texts, students had the choice of discussing in L1 or L2 in the small group phase in order to facilitate the small group discussion of authentic literary texts and enhance students' comprehension (Forman, 2008; Weist, 2004). During data collection, the majority of students did

discuss in L1; however, whole class discussion and lectures were conducted in English to provide the opportunity for purposeful language practices. Another feature of this study that differs from Furr (2004) but adheres to Daniels (2002) was post reading and discussion activity. Furr suggests lectures and group projects after reading, while Daniels suggests reporting back to class and group projects. In this study, students were expected to share their ideas and the results of the small group discussion with the class in L2, and if time permitted, a group project such as role-play was initiated.

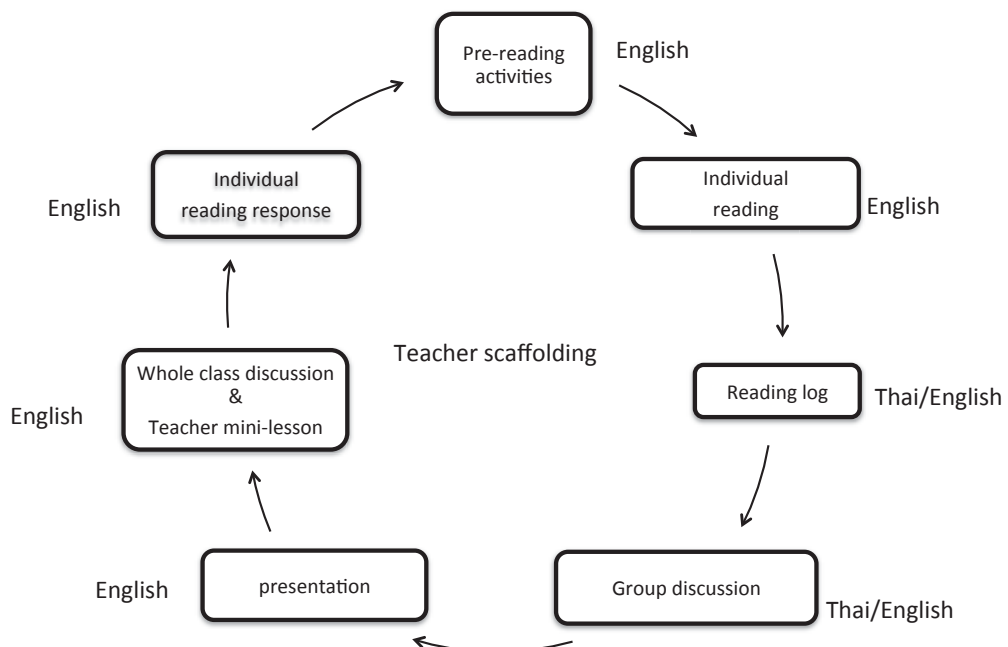


Figure 3.1 Classroom sequences of the adapted literature circles

Figure 3.1 illustrates the classroom sequences developed for this study using the literature circles approach. At the beginning of the lesson, the teachers introduced a reading text, with a number of pre-reading activities, such as providing background about the author and the text, pointing out certain vocabulary and concept building activities. A read-aloud session followed in which the teachers read and questioned the text for students to consider. After in-class pre-reading

activities, students completed individual reading and wrote a reading log out of class to record their comments and questions about the reading text in preparation for classroom discussions. In the next lesson, students participated in a series of small group discussions on aspects of interest to them in the story. They then reported the results of the small group discussion to the class. Teachers encouraged students to volunteer to give their presentations instead of nominating them. After the presentation phase, teachers conducted a lecture and whole-class discussions to explain or elaborate on the issues arising from the presentations. If time permitted, teachers assigned group work which involved taking part in role-play to reflect issues from the reading. At the end of the class cycle, teachers assigned an individual reading-response assignment as homework. The small-group discussions consisted of two short rounds instead of one long round. The first round focused on reading for pleasure to reflect on students' understanding and their reactions to the reading, while the second round focused on efferent purposes, or reading for information, or literary analysis. The students were free to discuss any aspect of the texts or topics suggested by the teachers. The teachers acted as a resource for students, asking for clarification during small group discussions, and they also summarised and/or elaborated on the points raised by students after the presentation and whole-class discussions. Teachers agreed to implement the proposed literature circles model in the first four weeks of the project before deciding on which modification would suit their classroom needs. However, they agreed that adjustments would not affect the essential elements of the classroom sequence, which were small group discussion, presentation and whole class discussion. Moreover, all teachers aimed to use L2 as a medium of instruction during whole class interaction, including the teacher from the university that uses Thai as a medium of instruction.

Prior to the data collection, a series of explanations were delivered to students to encourage participation and to scaffold the small group discussions that enabled students to articulate their interpretation. These small group discussions form a basis for reporting back presentation to the class by a group representative and whole class discussion. These explanations covered the purposes of literature discussions, the procedures of literature circles, and the guided questions for reading log and reading response writing. Role sheets which strictly assign while-

reading tasks and provide guidelines for discussion would normally be used in these processes. In this study, the reading log guided questions were used instead of literature circles role sheets to avoid the typical problems associated with confining student discussions to the assigned roles (Daniels, 2002). Moreover, at the beginning of the project, teachers explained the group roles and discussion techniques to all the students. (IRA/NCTE, 2004).

In terms of group composition, students in all classes chose to select group members and form groups of 3-5 members by themselves, after initial negotiation with teachers. These self-selected groups were constituted as all female, all male or mixed-gender. Some of the groups were rather fixed with no changes in membership while others were more flexible and allowed new members to join. Occasionally, the teacher for Classes 3 and 4 would discreetly assign group members according to the students' ability.

### **3.6 Observation of outcome**

After the implementation of literature circles, a variety of data collection methods were used to generate the data in order to observe the outcome of the intervention. The main data sources were classroom interaction, students and teachers, and the main methods of data collection were classroom observation, questionnaires, diary entries and interviews. Different types of data analysis were also selected to provide the best possible results in response to the research questions. This section will describe the data collection tools and processes of this project as well as the analysis of each type of data. Table 3.2 (see page 90) summarises the data types collected and analysed in this project. The data types and data analysis methods summarised in Table 3.2 reflect a complex set of tools used in the project. This table shows how each data set was used to answer the main research questions. In addition, the findings from research question 1 had the potential to confirm the findings from research questions 2 and 3 and vice versa.

#### **3.6.1 Data collection tools and process**

Data collection procedures were generally carried out within the framework of the classroom timetable. Data collection took the timing of scheduled holidays,

Table 3.2 Data collection and data analysis tools

1. How can the potential of literature courses in an EFL context be maximised?			
Data set	Data source	Collection method	Data analysis
Field notes	Classroom	Non-participant observation, field note, audio/video recording	Thematic analysis
Student monologues			Syntactic complexity
Whole class interaction			Discourse analysis
Small group discussion			Thematic analysis
			Discourse analysis
Data from previous research	Archive	Document research	Thematic analysis
			Discourse analysis
Students' work	Students	Document research	Thematic analysis
			Discourse analysis
2. What are learners' attitudes towards their learning experiences in the collaborative reader-response literature classrooms?			
Data set	Data source	Collection method	Data analysis
Students' opinions	Students	Questionnaires	Thematic analysis
		Diary entries	
3. What are the dispositions of participating teachers towards their own learning experiences and those of their students in the collaborative reader-response literature classrooms?			
Data set	Data source	Collection method	Data analysis
Teachers' opinions	Teachers	Interviews	Thematic analysis

examinations and available class time into consideration. It took place in the students' classes and teachers' offices. The open-ended nature of the data collection tools reflected the collaboration between researcher and participants on the administration of the data collection tools. It also acknowledged the maturity of the participants, in that they were able to reflect their ideas and give feedback on the situation they encountered.

### **3.6.1.1 Classroom-based data**

The main method of data collection selected to gather specific information on classroom interaction and students' spoken language performance was focused classroom observation. During the 16-week semester, literature classes met once a week for three hours. The researcher observed classes as a non-participant in every class so that students became used to the presence of the observer and the idea of being observed. Nevertheless, on rare occasions, teachers involved the researcher in a whole class discussion or privately asked the researcher for her opinions and interpretations when the students were engaged in small group discussions. During the whole class activities, the researcher observed the activities from the back of the class, but she moved closer to a selected group of students during the small group discussion activities. Different tools used in classroom observation included field notes, audio recordings and video recordings. Table 3.3 (see page 92) shows the timeline and observation schedule in each class. Each three-hour class was observed at least three times over 12 weeks with a total of more than 100 hours of observation.

It was clear from Table 3.3 that the observations in Class 1 and Class 2 were more consistent than the observations in Class 3 and Class 4. This is because class time for Classes 3 and 4 at the beginning and end of semester was spent on activities unrelated to the project. In addition, university activities were sometimes scheduled for that day, or the teacher was away on conference.

#### ***Field notes***

Detailed, semi-structured observation notes were used to record classroom sequences to obtain a general impression of the teaching and learning environment and enable the researcher to recognise when something unusual took

place. The observations focused on students' behaviours, classroom activities and pattern of interaction, e.g., reading, speaking; dialogic conversation, e.g., student-initiated questions, students' extended talks in a whole class situation, teacher questions; and the teacher's and students' use of L1, and any unusual occurrence. Therefore, no observation pro-forma or scheme was used in this research because the nature of available observation schemes did not match with the objective of the study.

Table 3.3 Classroom observation schedule

Week	Class 1 (Aj. Kitima)	Class 2 (Aj. Tavee)	Class 3 (Aj. Kedsinee)	Class 4 (Aj. Kedsinee)
1	Holiday	Introduction		
2	Introduction	There Will Come Soft Rains		
3	There Will Come Soft Rains	Gift of the Magi		
4	Gift of the Magi	Tell-Tale Heart	British poetry	
5	Tell-Tale Heart	Psychological analysis	British poetry	
6	Psychological analysis	The Necklace	British poetry	Macbeth Act 3-5
7	The Necklace	Marxism	British poetry	
8	Marxism	A Rose for Emily	Midterm	Midterm examination
9	A Rose for Emily	Holiday	Holiday	Hamlet Act 1
10	Midterm examination	Midterm examination	British poetry	Hamlet Act 2
11	Holiday	Intro to Speak	British poetry	Hamlet Act 3-5
12	Speak 1	Speak 1		
13	Speak 2	Speak 2		
14	Speak 3	Speak 3	British poetry	
15	Speak 4	Speak 4		
16	Speak presentation	Speak presentation		
Total	13	14	7	4

***Audio recordings***

Classroom activities were audio recorded to accurately capture the speech of teachers and students. Four digital voice recorders were used in each class to ensure recording quality and avoid unforeseeable problems with the recordings. One recorder was given to the teachers while the others were allocated to three groups of students who volunteered to be recorded in each classroom at the beginning of the class. Data collected by this means were generally comprehensible, although in some cases where the recording device was placed in the middle of the class, the amount of noise generated from every direction made the recording incomprehensible. Another problem relating to the quality and comprehensibility of recordings occurred during the small group discussion in Class 3, where students tended to speak in very low voices. Students were encouraged to speak louder in later sessions but the problem still persisted in some classes.

***Video recordings***

Video recordings were also conducted to capture the non-verbal interaction and general feeling of the classroom. While the researcher observed classrooms from the first week, video recording was not introduced until week 4. This enabled students to gradually build up familiarity with being observed and make them less conscious of being recorded. A video recorder was normally placed in a corner in front of the class with the aim of capturing the interaction between teacher and students. Another recorder was sometimes used at the back of the class to capture the teachers' actions. Selected student discussion groups were also video-recorded to capture the features and content of their discussion on voluntary basis. The discussions of the volunteer groups were recorded from the beginning of the research until the end to identify any changes in the discussion features and content. During skits or student performances, the video recorder was moved to the back of the class to better capture the activities. Due to the limitation of the equipment quality and the ethical requirement to avoid recording non-participants, video recording only covered a certain part of the classroom. On some occasions, the voice quality of the recording was not high enough to capture all the voices in the class and during the transcribing process the missing sound was supplemented from the audio recording, based on the times and contexts of the recording.



### 3.6.1.2 Student-based data

Student-based data were mainly gathered using self-administered bilingual (English-Thai) open-ended questionnaires and diary entries. While it has been suggested that student feedback in the form of student interviews can provide the most meaningful information because it is the most personal, other forms of feedback such as surveys and learning logs completed by students may be more useful because they are less confronting (Hoban & Hastings, 2006). A bilingual questionnaire was implemented to ensure that respondents clearly understood instructions and questions by referring to another language, because instructions or questions in simple English may be more accessible than formal instructions or questions in Thai. In addition, it was found that bilingual questionnaires provided opportunities for respondents to express themselves more openly and directly in English than was possible in the polite style of their L1 (Vu, 2011). During the self-administration of questionnaires and diary prompts, the researcher explained how to complete the questions and answered queries raised by students. Students were then asked to anonymously provide their responses to prompts either in Thai or English within one week of receiving the questions. While being anonymous encouraged students to be open and direct in their responses, it was difficult to keep track of which responses belong to which students. This difficulty was later addressed by re-identifying all students' responses based on handwriting examples from consent forms and midterm examinations. The re-identification was conducted to ensure confidentiality for the participants as well as provide consistency of the ideas of each individual student and ease of comparison across different types of data sets. Table 3.4 summarises the timeline for student-based data collection and the number of students who responded to each prompt.

Table 3.4 Timeline for student-based data collection

Week	Tool	No of responses
4	Questionnaire 1	51
12-13	Diary prompt 1	39
13-14	Diary prompt 2	29
14-15	Questionnaire 2	29

Most of the student-based data were collected after midterm examinations, between Weeks 12-15. It was assumed that by that time, students should have formed clear opinions on the different aspects raised in the question prompts.

### ***Questionnaires***

Two identical, bilingual (English-Thai) questionnaires were used to determine students' opinions about literature and literature classes in general, and to explore whether or not changes occurred during the period of the intervention. (A sample questionnaire is available in Appendix 2.) The questionnaires consisted of two parts: closed questions about students' background, and open-ended questions relating to students' perceptions of literature classes. The closed questions consisted of multiple-choice items and rating scales. The multiple-choice items asked about the types of reading material in English that students read outside the classroom and the kinds of classroom activity they preferred. Students could select as many choices as were relevant to their situation. The rating scales were Likert five-point rating scales to identify self-described language skill proficiency and attitude towards literature. The open-ended questions consisted of structured items focusing on students' general perception of literature and literature classes. Also, an open item for comments and suggestions for improvement was included. Questionnaires were used with the students because they were more time efficient than using interview, and because the questionnaires collected responses from several people at the same time. This methodology also gave students time to reflect on their ideas more fully before answering the questions, and reduced the contact between researcher and participants, which could have otherwise influenced the participants' responses.

### ***Diary entries***

Participants were asked to keep a diary to reflect their learning experiences. The disposition of students towards the intervention is important because it affects their behaviours and it affects the ways teachers react to them. It also affects the general atmosphere of the classroom. Initially, it was proposed that the diary format should be a notebook, a blog or a Facebook entry, as preferred by the participants. However, after a few weeks of the intervention, only a few students had submitted a diary that contained information directly relevant to the literature

classes or the interventions. Therefore, diary prompts were introduced to discover students' attitudes towards the intervention which were different from the questionnaire prompts, which focused on the students' attitudes towards literature classes in general. (Samples of diary prompts are available in Appendix 3.) Students reflected on the classes in their responses to structured diary prompts, both closed questions and open-ended questions. In each case, students had one week to complete their diary entries. The first prompts focused on students' feelings and behaviours before, during and after the courses using literature circles. The second prompts elaborated on the data gathered on the first round, and focused on students' views of small group discussion and their experiences during those activities.

### ***Students' work samples***

It was planned that a collection of students' work such as their reading log, final response and examination should also be collected to provide examples of the effect of students' preparation before classes and their levels of comprehension after participating in the classes using literature circles. (A sample of student work is available in Appendix 4.) Sample works of 17 students who volunteered for their small group discussion to be recorded were classified into five text types: personal response, review, character analysis, thematic interpretation and critical response (Christie & Derewianka, 2008).

### **3.6.1.3 Teacher-based data**

The final component of data collection to be considered in this section was teacher-based data, which was gathered to provide a more complete perspective on the situation. Initially, teachers were asked to keep diary to reflect their teaching and learning experiences, and they also participated in two types of interview. The first type of interview was the semi-structured interview, which was conducted twice during the data collection: one at the beginning of the project and the other at the end. This interview was designed to last about one hour. The second was a bi-weekly, open-ended, conversational type of interview to gather spontaneous, ongoing attitudes and classroom impressions. This was designed to last about half hour. During the data collection, however, the teachers tended to neglect the diary entries simply because of their workload and the weight of other

obligations. It was therefore decided to initiate a weekly semi-structured interview to replace both the diary and the bi-weekly interview. (Samples of interview schedules are available in Appendix 5.) Table 3.5 summarises the timeline for teacher-based data collection.

Table 3.5 Duration of teacher interviews (Time recorded as minute.second)

Week	Kedsinee	Kitima	Tavee	Kitima & Tavee
4		43.08		
5	48.14	47.00		
6			51.00, 14.25	
7			6.15	
8				28.00
9				7.33
10	17.25			
11	5.25		9.45	
12		15.55	6.15	
13		16.22	9.35	
14	8.00	8.55	12.29	
15		11.55	4.20	
16		42.00	40.00	32.00
Count	4	7	9	3
Total (minutes)	79.04	185.25	154.06	67.33

The interviews were mostly conducted directly after classes in the teachers' offices. On some occasions, the interviews were conducted in the classrooms where the class had just been held. Before the interviews, the researcher reviewed the purpose of the interviews and the teachers commented about the classes and the points that they would like to include. All the formal interviews were audio

recorded to capture the nuances of the conversations and reduce reliance on memory. Audio recording was selected because it is less intrusive than video recording. Note-taking was used minimally so that the researcher could pay attention to the speakers' answers. Both interviews with teachers were intended to be conducted in Thai, because all the participants were Thai native speakers and it was judged that using Thai as a medium of interview would encourage the teachers to talk more openly. However, during the data collection, the interviews with two teachers were conducted in English because they preferred to avoid translating their responses, and they felt confident that they could conduct the interview in English. Nevertheless, on a few occasions, Thai was used to check and clarify some interview questions.

### **3.6.2 Data analysis framework**

The data were transcribed or summarised by the researcher after collection, before being analysed and categorised using thematic analysis and discourse analysis tools. Initial data analysis of all data sets was conducted concurrently with the data collection, to provide a basis for suggestions aimed at improving the implementation of the intervention. This section describes the data analysis framework and data analysis procedure for this research.

Data analysis followed the framework suggested by Miles and Huberman (1994) of data reduction, data display and conclusion drawing. The data reduction process or coding for thematic analysis used in this project followed the process outlined in Creswell (2012). Creswell suggests that the researcher should read all the transcriptions carefully and note down the emerging ideas (codes), and then pick data to read closely and note the significance of this data. The researcher can then start the coding by matching data segments to codes that describe the meaning of the data. At the end of this process, the generated codes should be revised and reduced by grouping similar codes before they are used to code the data. Lastly, similar codes are combined to form themes. Corbin and Strauss (2008) describe this final process as creating lower level concepts from the codes and linking all the lower concepts to form higher level categories or themes. This relationship

leads to the conclusion of the study. The data analysis for this project adapted these processes, and this adaptation is described in detail in the next section.

### **3.6.2.1 Analysis of written data from questionnaires, diary entries, interviews and field notes**

Text-based data from questionnaires, diary entries and interviews were analysed following Creswell's model (2012). After the data collection, responses from questionnaires and diary entries were typed into Excel spreadsheets representing the respondents and question prompts for easy reference and comparison, while all the interviews were transcribed using a word processing program. This practice also allowed the researcher to gain an overall impression of the recurrent themes in the students' answers to each prompt. The researcher read through all the responses to each topic, noted the emerging categories, and took note of any ambiguous answers under the heading of 'other comments' below the table. Ambiguous answers were excluded from the analysis because the researcher did not want to assume too much from the unclear data and risk the possibility of imposing her own judgement on the data. Even after this first phase of organising and removing ambiguous data, enough data remained to address each of the research questions.

After the primary phase of organising the data, the student questionnaires were the first data to be analysed using NVivo 10 to categorise and code the participants' responses. To set up the initial category, ten responses were randomly analysed from every fifth participant. Each selected segment of text was coded under three code groups to identify their potential to contribute to answering the research questions. The first group was emerging attitudinal content. The second was the emerging topic being discussed in that segment such as literature, literature circles, and the teacher. While some of the topics were predictable because they were guided by the question prompts, some topics were spontaneously mentioned by students. The third was the general tone of opinions of that segment which was coded as positive, negative or neutral. The emerging categories were reviewed to check for similarity and overall clarity, and following this some regrouping occurred. The final categories were used to analyse the rest of the questionnaires and certain categories were added during the coding of the whole data set. The

final categories were then reviewed and once again checked for issues such as similarity and clarity. Here, the similar codes were also combined under a higher-level concept or broader theme. These concepts were either generated based on conceptual framework or derived from the codes themselves. The final coding from the first questionnaire was used as the starting point for the analysis of the second questionnaire, bearing in mind that the second questionnaire was used to assess the result of the intervention. The emerging categories and themes were crosschecked between the rating scales results and different groups of participants to verify any differences. The percentage of frequency of each broader theme and category was calculated to enable ease of comparison during the presentation of the data. (A sample analysis of a questionnaire is available in Appendix 6)

The analysis of diary entry texts and teacher interviews followed the same practice as the analysis of questionnaire texts, except that all the responses were analysed for emerging themes at once without the initial analysis of randomly selected responses. This was because the number of participants who responded to the diary entries and interviews was lower than the number of students who responded to the questionnaires. New sets of codes were generated for each data source. For the diary entries, a new set of codes based on emerging attitudinal content was generated from diary entry text, while the same sets of codes based on topic of discussion and tone of opinions remained the same. (A sample analysis of diary entries and a sample analysis of interviews is available in Appendix 7 and Appendix 8 respectively.)

After coding, different sets of data were checked for overall patterns or contradictions, both within the same classroom and across different classrooms. The matrix-coding queries were initiated using NVivo 10 to identify the intersection and possible relationship between the themes from different data sets, for example, the attitudes of Year 4 students towards small group discussion, and whether they were positive, negative or neutral.

Field notes from classroom observation were also read through for recurrent themes as a supplement to the data from questionnaires, diary entries, interviews, and audio and video recordings.

***Analysis of quantitative data from questionnaire***

Quantitative data regarding each student's background and attitude towards literature classes in general were typed into an Excel spreadsheet and processed in Excel using descriptive statistics, particularly frequency and mean values.

**3.6.2.2 Analysis of audio and video recording**

One of the research questions raised in the Introduction is how the potential of the literature course in an EFL context can be maximised. As mentioned in the Literature Review, it can be hypothesised that reader-response based literature discussion can increase the quantity and quality of students' output in class. Thus, the research focused on questions of how the reader-response approach improves the pattern of interaction in intermediate level classroom contexts and increases the quantity and quality of target language production. This potential of the reader-response approach underscores the importance of analysing the quantity and quality of learners' language.

Student talk occurred mainly in three classroom activities: the small group discussion, the presentation, and participation in the teacher-led whole class discussion. Although small group discussions, which were purposefully implemented in the project, constituted a significant part of classroom time and immensely influenced the subsequent activities, they were not the main focus of the data analysis. This was because the project allowed extensive use of L1 in the small group discussions and emphasised the effect of these small group discussions, which were believed to enhance the comprehension and interpretation of a reading text, on second language production and participation in the whole class discussions. Thus, in view of the above research question, the data analysis focused on student talk during the presentations and whole class discussions, which took place after the small group discussions. Nevertheless, the small group work was important because of the use of L1, an issue which will be taken up in later chapters.

Audio and video recording were the prime data for talk and interaction in the project. Classroom interaction data from audio and video recordings were selectively transcribed for data analysis and were analysed both quantitatively for



the amount of student talk and qualitatively for the level of meanings and interpretation achieved, or the level of interaction achieved. The presentations focused on 17 students who volunteered to have their small group discussion recorded. This allowed the research to trace back their interpretation and preparation of the talk during the discussion process. The talk during whole class discussions focused on teacher questioning that was relevant to the class content, particularly extended classroom sequences with distinctive features of classroom interaction, as discussed in Section 2.1.5 of the Literature Review. The selection excluded teacher monologue, lecture and administrative talk. As discussed in the review of literature, 'quantity' means the amount of student talk while 'quality' means a high standard of proficiency. Quantity can be measured in terms of talk time, number of turns, number of clauses, word count and clause length. Quality can be measured in terms of adequacy of task achievement and level of engagement. The relationship between quantity and quality is important because a high level of L2 quantity could reflect a high level of quality.

### ***Transcription systems***

Three different transcription systems are used in this project: verbatim transcription, transcription showing AS-units, and transcription showing clause complexes. Initially sections of classroom data were selectively transcribed verbatim with elements of hesitation, pause, repetition, false starts and self-corrections shown. The three-dot symbol (...) is used to represent an untimed, noticeable pause and a number within square brackets ([3]) is used to identify the length of the timed pause. Square brackets have also been used to insert additional information or missing words into students' comments to clarify meanings as well as to show the overlaps during the whole class discussion. Additional information such as author's comments and translation is placed in parentheses (x).

These verbatim transcriptions were then subjected to the AS-unit transcription system and the clause complex transcription system. For AS-unit transcription system, an upright slash (... | ...) marks an AS-unit boundary; double colon (::) marks a clause boundary and curly brackets {...} identify dysfluency elements such as false starts and self-correction. For the transcription of clause complexes, a numbered (1, 2, 3) heading marks the clause complex boundary, a lettered sub-

heading (a, b, c) marks the clause boundary and square brackets [...] mark an embedded clause boundary. In both the AS-unit and the clause complex transcription systems, carets (^) are used to insert missing words into students' speech to clarify meaning for the reader and square brackets are used to clarify aspects of (mis)pronunciation.

The following sections describe the analysis frameworks for the quantity and quality of the student talk. The first section will discuss the analysis of the student presentations using the AS-unit system (Foster, Tonkyn & Wigglesworth, 2000) in order to investigate the syntactic complexity of student talk. Following this the process of applying the three frameworks by Hillocks and Ludlow (1984), Christies and Derewianka (2008) and Macken-Horarik (2006a) will be explained. The application of these frameworks will enable the analysis of students' attempts to convey complex meanings. These analyses provide important indications in relation to both the quantity and quality of student talk.

The second section will present the analysis framework for the verbatim records of the whole class discussion. This will highlight the number of turns, instances of extended speech (Flyman-Mattsson, 1999; Fröhlich, Spada & Allen, 1985) and displays of literary competence (Raphael et al., 1992) as well as frameworks for semantic complexity used for analysis the presentation. This is to examine the quantity and quality of interactivity as well as the task achievement.

The different frameworks were applied in order to provide for depth in the description of the quantity and quality of student output in triadic and dialogic situations. They also provide supplementary information about what students can perform in the presentation after participating in the small group discussion and what they can achieve as individuals during the whole class discussion. The frameworks also reflect the definitions of quantity and quality used in this project and their relationships to each other.

### ***Analysis of the presentations***

In looking at the student talk in presentation, the study focused on the talks given by 17 students whose small group discussions were accessible to the researcher. As explained in the introduction to this section, the analysis of the presentations

focuses on two main aspects. The first is quantity. That is, the amount of time the students spent on the presentation and the amount of language students produced during that time. This means the number of clauses, subordinate clauses and meaningful word count. The second issue is quality. In this study, the level of syntactic complexity, the organisation of the presentation and the depth of the students' interpretation are taken as the prime indicators of quality. This is an important point because this view of quality allows for in depth and multi-dimensional analysis.

*Preparation of transcription.*

In order to analyse quantity, the selected presentations were transcribed following Foster, Tonkyn and Wigglesworth's (2000) analysis of speech unit (AS-unit), which is a syntactic unit. AS-unit is defined as 'a single speaker's utterance consisting of *an independent clause, or sub-clausal unit, together with any subordinate clause(s) associated with either.*' (p. 365). The AS-unit allows the transcription of oral production into clauses and phrases and, as pointed out by the authors, the syntactic unit is easier to identify than semantic units or intonation units.

*Preparation of analysis data set.*

For the purpose of data analysis, the followings were excluded: false starts, functionless repetitions, self-corrections and fillers such as 'er', 'um', or 'ah'. Although Halliday (1994) argues that these performance errors are the positive characteristics of self-conscious, closely self-monitored speech typical in formal presentation, their exclusion enabled a word count of meaningful content and provided a much clearer guide of the quantity of student talk within a given time. In an analysis of quality based on complexity, accuracy and fluency, these features may be used to calculate the quality of fluency. Nevertheless, they are excluded in the calculation of syntactic complexity, as they have no effect on grammatical meaning. As this project was intended to emphasise the adequacy of meaning, the analysis set would help the researcher to focus more on the text's meanings. For the calculation of syntactic complexity, greetings such as 'Good morning' and endings such as 'That's all,' 'Thank you,' are not counted because they are typically short and may shorten the average length of the clause in AS-units. Since not all students use them, the effect may not apply to some students.

*Analysis of quantity*

The quantity of student talk time was recorded, following which the analysis of transcription started with word count which was calculated twice, firstly using the original verbatim transcription and then repeated using the analysis set. The analysis set was then segmented into AS-units and subordinating clause elements. The total number of final word counts, AS-units and subordinations were recorded for each text as the representation of the quantity of student talk. Traditionally, these numbers are calculated to identify the level of quality in learner language production. In this project, they were used to calculate the syntactic complexity of text using the ratio of subordination per AS-unit, average AS-unit length and average clause length to quantitatively investigate the quality of performance, as discussed in the Literature Review. This view of quality provides limited description and little information regarding student proficiency. Thus, the following analysis of quality was implemented to provide a more in-depth representation.

*Analysis of quality*

Two frameworks were used to judge the quality of students' presentations, as described in the Literature Review: Hillock and Ludlow's taxonomy of skills in reading and interpreting fiction (see page 106) (Hillocks, 1980; Hillocks & Ludlow, 1984) and Macken-Horarik's taxonomy (2006a) of reading engagement (see page 109), which is based on Systemic Functional Grammar (Halliday & Matthiessen, 2014). These two frameworks provided different lenses to look at the quality of output from two different perspectives. Hillocks and Ludlow's taxonomy was selected because it offers a means to investigate objective interpretation based on information from the reading text. Furthermore, it is compatible with the revised Bloom's taxonomy (Anderson, Bloom & Krathwohl, 2001) that guided the objectives of the course syllabuses of all literature classes. On the other hand, Systemic Functional Grammar provides a linguistic perspective of how meanings are organised and presented in a logical way. As Rosenblatt (1995) pointed out, readers interpret the meaning of texts based on personal experiences and previous knowledge. Thus, personal response as described in Christies and Derewianka (2008) and Macken-Horarik (2006a) can effectively complement the text-based interpretation of Hillocks and Ludlow's taxonomy.

**Hillocks and Ludlow's taxonomy of skills in reading and interpreting fiction.**

**The literal level of comprehension**

Basic stated information:

Identifying frequently stated information that represents some condition crucial to the story.

Key detail:

Identifying a detail that appears at some key juncture of the plot and that bears a causal relationship to what happens in a narrative.

Stated relationship:

Identifying a statement that explains the relationship between at least two pieces of information in the text.

**The inferential level of comprehension**

Simple implied relationship:

Inferring the relationship between two pieces of information usually closely juxtaposed in the text.

Complex implied relationship:

Inferring the relationship among many pieces of information spread throughout large parts of the text.

Author's generalisation:

Inferring a generalisation about the world outside the work from the fabric of the work as a whole.

Structural generalisation:

Generalising about how parts of the work operate together to achieve certain effects.

(Hillocks & Ludlow, 1984, pp.9-13)

The interpretation texts were read to identify response text types as personal response, review, character analysis and thematic interpretation (Christies & Derewianka, 2008) and critical response (Rothery, 1994 as cited in Christies & Derewianka, 2008). The first framework focusing on the quality of interpretation was then applied to identify the textual evidence used as the basis of interpretation.

This textual evidence found in students' presentations was mapped against Hillock and Ludlow's taxonomy of skills in reading and interpreting fiction (Hillocks, 1980; Hillocks & Ludlow, 1984) to identify the levels of interpretation achieved by students after participating in small group discussion.

Following is an example analysis of a student's interpretation which contains two different levels of interpretation according to Hillocks and Ludlow (1984).

Candy's presentation recorded on 13 July 2012, File: M2U00070.MPG, 5.54. (Excerpt edited to exclude elements of disfluency.)

Because other group have already discussed the story line, so we are going to discuss about the characters of the main the main character. The character of Madame Loisel that we think that she is a materialistic woman. And she also full of pride. The evidence that she is a materialistic woman is in the [looking in the text] first page when she says that 'She had no clothes, no jewels, nothing. And these were the only things she loved'.

And the evidence that she is full of pride. That when she lost the jewels, the necklace, she did not come up to her friend and admit that she has lost it. She just try to pay the debt off by her own. Also she has no money and her husband has to work all day and night to try to pay this debt. And when she goes to the ball she just want a pretty dress and try to look like a rich woman. We think so because it is described here that she knows that she is pretty and she try to make herself look good among the other peoples.

In this example, student used one stated fact from in the text in the first part of the presentation: "She had no clothes, no jewels, nothing. And these were the only things she loved," in order to justify her interpretation of Madame Loisel as a materialistic woman. This is the literal level of comprehension based on basic stated information or Level 1 interpretation. However, in the second part of the presentation the student used three different pieces of information which occur throughout the text to justify her interpretation that Madame Loisel is full of pride. This is an example of the inferential level of comprehension based on complex implied relationships or Level 5 interpretation. Therefore, based on the highest

level of interpretation a student can reach in a presentation, this presentation is rated as reaching Level 5 of interpretation according to Hillock and Ludlow (1984).

In the next stage of the analysis, the second framework, which focused on another aspect of quality, was applied. Three major analyses were conducted. First, presentation data were read to identify the overall structure of the talk as introduction, body and conclusion. Presentations which were in paragraph form were divided into clause complex level together with associated independent and/or dependent clauses as the basis of analysis of how clauses were organised to form a cohesive text. For the second analysis, the Themes of the clauses and the characteristics of the Themes and Thematic Progression were identified. There are slightly different ways of identifying Themes. In this project, 'Themes' meant the beginning of the clause prior to the first element that introduced ideational meaning. This is the basic definition of Theme. The last analysis was the analysis of relationships between clauses following Logico-Semantic types of projection (idea and locution) based on the verbs used, and expansion (elaborating, extending and enhancing) based on the conjunctions and conjunctive words used. The levels of subjectivity, objectivity and abstraction reflected in the use of noun, and logic reflected in the use of conjunction, were linguistic features of the presentations that were mapped against Macken-Horarik's framework (2006a), as represented in Table 3.6 to identify the levels of meaning and interpretation of the responses.

The following are examples of levels of subjectivity, objectivity and abstraction based on noun use. Firstly, subjectivity is seen when students use the first person subject pronoun 'I' or 'We' to express their opinion, as in "We think that she is a materialistic woman". Secondly, objectivity is identified through the use of a third person pronoun or an abstract noun as the Theme of the sentence, as in "The evidence that she is a materialistic woman is in the first page when she says that 'She had no clothes, no jewels, nothing'". Lastly, abstraction is identified through students' attempts to give symbolic meaning to a character or an abstract idea such as "Melinda think that her life is like a tree who can't speak up and like she get rid of the heart pain from herself and the life of Melinda alive again".

Table 3.6 Macken-Horarik's framework of reading interpretation

<b>Metafunctional Probe</b>	<b>Tactical reading (Low-range texts)</b>	<b>Mimetic reading (C range texts)</b>	<b>Symbolic reading (A range texts)</b>
Experiential How does the student construe experience in/of the text?	The text is enigmatic. The student focuses on idiosyncratic particulars of the story and/or its characters.	The text is a 'window' on experience. The student focuses on what happens in the story and its general significance.	The text is a tissue of meanings. The student focuses on the abstract significance of the story.
Logical By what logic does the student generate a response?	The student generates a response that aggregates or accumulates detail.	The student generates a response that rehearses events and significance.	The student generates a response that elaborates on text significance.
Textual How does the student engage with the text & how is this revealed in the response rhetoric?	The student engages with local features of the text. The response rhetoric reveals slippage and an atomistic orientation.	The student engages with the text as a whole. The response rhetoric reveals a global & empirical orientation.	The student engages with the text as a tissue of meaningful relations. The response rhetoric reveals a global & symbolic orientation.

*Note.* From Macken-Horarik (2006a, p.69).

This section has described the frameworks used to analyse the quantity and quality of student monologue during the presentation. The next section will describe frameworks used to analyse the quantity and quality of student and teacher dialogue during whole class discussion.



***Analysis of whole class discussion***

The analysis of the presentation and whole class discussion phases in this project was based on different frameworks as mentioned in the introduction to the analysis of audio and video recording section. This is to examine quality in terms of interactivity as well as syntactic or semantic complexity. In the analysis of whole class discussion, quantity means the amount of student talk which can be measured in terms of number of turns and length of turn, while quality means a high standard of task achievement and can be measured in terms of ability to respond to initiation, as mentioned in the introduction to the analysis of audio and video recording. The relationship between quantity and quality is important because a high level of L2 quantity could reflect a high level of engagement in discussion.

***Preparation of transcription***

The whole class discussions focused on the episodes of dialogic talks in which teachers and students negotiated the meaning and interpretation of literary texts. The selection of classroom episodes for analysis was based on classroom discourse and dialogic talks as described in the literature (Hall, 2010; Johnson, 1995; Nassaji & Wells, 2000; Rong, 2000; Seedhouse, 1996; Walsh, 2002). The researcher first closely watched and listened to the video and audio recordings to identify extended classroom sequences which reflected distinctive features of classroom interactions. These sequences were classified according to interaction characteristics such as *Initiation-Response-Feedback* (IRF) or natural discussion such as exploratory talk and turn-taking, with sequences of students' turns without nomination and cross-discussion in which students addressed each other directly also noted. The selected sequences were transcribed into two columns of students and teachers, as suggested by Gibbons (2006). A turn in the transcription was based on an utterance in L1 or L2. Utterances in L2 were also transcribed as speaker-generated content or quotes from texts where applicable. (A sample of whole class discussion transcription is available in Appendix 9.) This type of transcription clearly gives a visual representation of the quantity of student talk in L1 and L2. The transcribed excerpts were subsequently analysed to determine how these sequences lead to the quantity and the quality of L2 production.

*Analysis of quantity*

To analyse quantity, the number of total turns, the number of student turns and the number of teacher turns were recorded, and the framework for judging the length of student talk was applied. This framework was an adaptation of sustained speech features as outlined in Communicative Orientation of Language Teaching (COLT) (Flyman-Mattsson, 1999; Fröhlich, Spada & Allen, 1985). In this project, the framework consisted of ultra-minimal speech (one word), minimal speech (a phrase or clause) and sustained speech (at least two clauses) to measure the extent of restricted or extended discourse of student output per turn. The idea of sustained speech was used instead of the AS-unit because it was less complex and less demanding in transcription, yet it provides a clear picture of speech produced per turn.

*Analysis of quality*

To analyse quality, the task achievement in the selected sequences was operationalised as the ability to effectively respond to the teachers' questions or initiation. In addition to applying the frameworks for analysis of quality of student monologue, students' turns were classified according to the skill sets that students should be capable of implementing in a literature class, such as description, interpretation, prediction, generalisation and evaluation, as well as the knowledge base they used in their arguments as outlined by Raphael et al. (1992). This analysis of quality reflects the students' literary competence as well as their ability to use L2 to express this competence.

**3.7 Conclusion**

This chapter has outlined the research rationale, research design and research procedures, including the selection of research locations and participants. It has also explained the various types of data set, data collection tools and data analysis frameworks used to investigate each research question. The research was conducted in accordance with the guidelines approved by the UTS Human Research Ethics Committee. Informed consent forms were obtained before information was gathered, and the data were stored in a secure manner.

Participants who did not wish to be involved in the project were excluded from video recordings where possible and their data were not used for data analysis.

The limitations of the study include the fact that the variety in teacher participants was not very broad. The study involved small numbers of teacher participants who had similar experiences and who were from a similar age group. There was no entry-level teacher nor senior teacher who might have offered their opinion from the perspective of another generation of teachers. In addition, the project locations and the conflicts in timetabling resulted in the teachers in different locations having no opportunity to meet and discuss their feedback in person. However, the researcher summarised and shared the situation in each project with them. Furthermore, classroom observations were conducted by one researcher. Although the researcher attempted to cross-check her observations with the teachers, there might be limitations in terms of the interpretation of the data.

The next three chapters are organised around findings from the data analysis. Chapter 4 discusses the findings from classroom interactions. It describes the quantity and quality of students' language production during the presentations and whole class discussions, as well as the features of classroom discourse in classes using literature circles. Chapter 5 examines the findings from student-based data, which consist of two parts. The first is the qualitative data from questionnaires, which provides the background to the learners. The second is the discursive data from questionnaires and student diary entries which describe the students' perspectives of literature classes in general, and of literature classes using literature circles. Chapter 6, which covers the final parts of the findings, discusses the findings from the teacher interviews. It describes the teachers' perspectives of implementing literature circles activities. Each of these chapters includes the researcher's discussions and observations from field notes.

## **Chapter 4 The quantity and quality of student language production**

As explained in the previous chapter, classroom activities followed structured sequences consisting of a whole class pre-reading activity, an individual reading assignment, a small group discussion, a presentation, a mini-lecture and a whole class discussion with optional group work role play and individual reading response developing from this. These alternating sequences of plenary, group and individual work were designed to build support for individual performance by gradually increasing the cognitive demand from receptive (reading skills) to productive skills and within the productive phase from spoken language to written language. The purpose of this project was to focus on the learners' production of spoken language as enabled by discussion of the literature, and the focus in this chapter on findings is on the classroom sequences and the student talk after reading literary texts.

Three classroom activities involved student talk around the texts they had read. The student talk was captured from the small group discussions, presentations to the class and whole class discussion. This chapter will describe the findings related to student language production during the presentation and whole class discussion but will not report on the student talk during the small group discussions. Although the small group discussion provided an important basis for subsequent activities, the majority of students participated in small group discussion in L1 or a combination of L1 and L2, making it difficult to obtain an overview of L2 production in small groups. It was assumed that small group discussion in L1 or L2 served to enhance students' understanding and positively affect students' L2 production in the subsequent presentation phase. The focus on whole class discussion in this study stands in contrast to the neglect of this area in much of the literature. The role of L1 as a mediating tool in this context is taken up later in Chapter 7.

In every class, the monologues during the reporting back presentation time involved a representative of a group orally presenting the results of their discussion to the class, which took place directly after small group discussion. The

findings from the student monologues were based on analyses of the presentation in Class 1 and Class 2. Most of these were unplanned monologues by individual students. Students in Class 3, on the other hand, read aloud from a written script, and in Class 4 students often co-constructed the presentation. As a result, changes in the quality of student talk in Classes 3 and 4 cannot be clearly seen from the monologue but are more salient in the increase in participation in the whole class discussion, particularly the emergence of student-student interaction, which will be discussed in Section 4.5.3

Each class cycle generally consisted of two rounds of small group discussion and reporting back presentations. Each small group discussion session lasted between 10-20 minutes and each reporting back session lasted between 14-18 minutes for the class of 7-8 small groups. In the first round of small group discussion, the students focused on their general impression of literary work or aspects of particular interest from the content and in the second round, they focused on literary devices in the reading texts such as plot and characterisation. Data from both presentation rounds were gathered and analysed. As there was a minimal amount of preparation time for students to either plan or practise their talk, it was assumed that the language deployed in the presentation would give a good indication of their current language proficiency. Transcriptions of the presentation of seventeen students were used in the analysis. The small group discussion data for these students was accessible to the researcher and provided clear indications of the reasoning underlying their presentation and their ability to articulate this. Findings from whole class discussion involved recurrent interactional patterns being observed during whole class discussion across all four classes. Whole class discussion lasted between 15 and 30 minutes. It included a review of previous lessons, expansion and consolidation on the contents of presentations, or discussion of the interpretation of certain elements of a text, such as characters, themes, or figurative language. If it is true that literature classes have great potential for communicative language teaching then we should see the amount and the quality of student talk increase in these classes under the right condition.

This chapter therefore begins with descriptions of important aspects of the classroom context leading to the analysis of the reporting back presentations and

whole class discussions. The second to fourth parts of the chapter focus on findings from the presentations. The second part of the chapter considers the analysis of aspects of *quantity*. That is, it focuses on the number and length of students' utterances during their presentation. The third part of this chapter focuses on factors that underlie the *quality* of student talk. These include the organisation of the talk and general characteristics of students' interpretations of the text. The fourth part provides an in-depth analysis of the presentation of three students at three different proficiency levels from the perspectives of quantity and quality. The fifth part presents representative examples of interaction during the whole class discussion which took place after the presentation. The chapter ends with a summary and discussion of the findings from the classroom.

#### **4.1 Important aspects of the classroom context**

The class activities generally followed the sequences described in Section 3.5 of the methodology. These consisted of a pre-reading activity, a small group discussion, a presentation and whole class discussion. Due to the nature of the literary text and varied teaching styles, teachers in Class 1 and Class 2 placed different emphasis on the time allocated for each activity than the teacher in Classes 3 and 4. Table 4.1 (see page 116) shows the range of time allocation for major activities for a reading text. It was clear that differences in genre and teaching style affected the amount of time allocated for each activity.

Class 1 and Class 2 placed more emphasis on reading comprehension, literary analysis and an introduction to literary criticism. As shown in Table 4.1, pre-reading activity in Class 1 and Class 2 covered 4-7% of the lesson time based on a short story. Both rounds of small group discussions covered 20-24% of the class time. They were allocated similar amounts of time, although on some occasions the second round, which discussed literary elements, was allocated more time than the first round, which focused on comprehension. In some classes, the teacher also combined the second round of presentation with whole class discussion by commenting on the content of the presentation and discussing the effects of literary elements within the text. There were seven groups in each class and

Table 4.1 Range of time allocation in a lesson (percentage of a 3 to 6 hour lesson)

	Class 1	Class 2	Class 3	Class 4
Pre-reading	4-7%	5-8%	0-1%	1-2%
Small group discussion	20-24%	24-27%	50-58%	30-34%
Presentation	20-23%	20-21%	6-7%	2-3%
Whole class discussion and lecture	26-30%	31-33%	15-17%	40-41%
Administration	4-9%	4-5%	6-8%	12-14%
Optional activity, e.g. skit, VDO	14-35%	14-18%	8-10%	12-20%
Total teacher talk	45-60%	42-53%	25-30%	60-66%
Total student talk	40-55%	47-58%	60-64%	34-40%
Possible student talk in L1	20-22%	26-30%	57%	18-20%
Possible student talk in L2	20-33%	21-28%	7%	16-20%

teachers did not provide much scaffolding during small group discussion except when asked to do so by the students. These activities resulted in a similar amount of time being allocated for teacher talk and student talk, and almost the same amount of time being allocated for student talk in L1 and L2. The impact of the slightly different approaches of the teachers will be taken up in the discussion section.

In Class 3 and Class 4, the emphasis was on comprehension of the content of the literary text, therefore, the teacher decided to hold only one round of discussion for each text. Due to the difficulty of the literary text and the minimal amount of preparation by the students for the class discussion, extensive class time was allocated to small group discussions and lecture style presentations by the teacher. Students in these classes would often spend the time allocated to small group discussion reading and checking the meanings of words. There was a high level of teacher scaffolding during these small group discussions. With two or three small groups in each class, the teachers spent 3-5 minutes with each group. During the presentation, all students in Class 3 prepared written notes which they read out for

presentation, while in Class 4 the presentation was conducted informally, mostly in a form of the co-construction of meaning. The whole class discussions consisted of the teacher lecturing on content, asking questions or answering questions raised by students. This teaching style and class allocation resulted in approximately one third of the class time being allocated to student talk and two thirds of the class time being allocated to teacher talk.

Prior to the small group discussion leading to the presentation, teachers provided instructions that set expectations and goals for students. Excerpt 4.1 is one example of such instruction in which a teacher briefly reviewed the setting up of groups and suggested a wide range of discussion topics for students to focus on.

Excerpt no. 4.1

Kitima: So, the next step like we usually do, I will let you discuss with your group. First round, separate into group, assign roles and discuss the story. Don't go deep into focusing on element, literary elements yet. So now make sure that you understand the story in the same way. Understand what's the main idea of the story, what the story are about or any point that you feel about the story, maybe your own feeling, maybe your experience that you have had something like this. Or any point in the story it's just - it's just outstanding and you want to talk about it.

This instruction also served as a reference point for assessment of the presentation element of the lessons, and these assessments formed part of the final assessment for the course. There was no strict rubric to assess the talk; however, the teachers placed more emphasis on the quality of the content rather than the quality of the delivery. This approach allowed students to experiment with different delivery styles, such as individual presentation or pair presentation.

The analysis of the classroom observational data showed that students were given ample time to present by the teachers. There was no evidence in the data that students were placed under time pressure. The teachers allowed students to use as much time as required to ready themselves and finish the talks. In rare cases, when presentations were not completed by students within the given class time, they were postponed to the next class. Students always brought notes and/or reading



materials with them to the presentations. As the teachers did not discourage students from reading from notes, many students did indeed read from their notes. Nevertheless, the degree of dependence on the notes varied. While some students actually read from the notes, many students only briefly referred to the notes, extemporised from them, and used the quotations from texts to support their talks. Towards the end of the semester, students who used notes tended to rely on notes when referring to events in the literary text and extemporised when providing examples from their own experiences. Many students also presented without notes.

In addition, it was found that teachers rarely interrupted the flow of students' presentations. They usually noted issues with the intention of discussing them with the class later. On those few occasions when teachers did interrupt, most of the interruptions occurred at the beginning of the presentation. These interruptions were aimed at directing students about body position and posture in formal presentation; for example, the need to face the audience and stand straight. With this kind of interruption, students tended to follow the instruction and continue with their talks. In the following excerpt, a teacher asked a student to straighten her body before presenting.

Excerpt no.4.2

Aor: For my group we focus on the body of

Teacher: ยืนตรงๆ ยืนตรงๆ (Straighten up your body.)

Aor: Homer Baron in the closed room in the last part of the story.

Another aim of the interruptions at the beginning of the talks was to provide corrective feedback about word form that might affect the meaning of the presentation. In this kind of interruption, students tended to correct their word choice before continuing with their presentation. In the following excerpt, the teacher pointed out that the student should use the word "symbolise" instead of "symbolic".

Excerpt no. 4.3

Ked: Today I will talk about the symbolism in this story. The first is flower symbolic purely beauty.

Teacher: Symbolise, symbolise เป็น (is) verb.

In this excerpt, although the students' language contained other errors, the teacher focused on the word 'symbolic' which was directly relevant to the topic of the talk.

Apart from these two types of interruption, teachers were found to scaffold the talk to clarify and confirm some information to help the audience follow the presentation. For example, in the following excerpt the teacher confirmed the location of the information in the literary text with the student. This action allowed the rest of the class to look at the texts while listening to the talk.

Excerpt no. 4.4

Nana: For overall metaphor, Mr. and Mrs. Young are Three Kings.

Teacher: On page 23 ใช่ไหม (right?)

Nana: 26

Teacher: Ah, 26.

Nana: Last paragraph.

Teacher: Last paragraph. OK.

At the beginning of the semester, it was obvious from the observational data that students were tense at the prospect of presenting to the class. In the first session, for example, a student in Class 3 took about 30 seconds to gather herself before starting her talk. This also happened to many other students. In addition, many students were observed to hold their notes with shaking hands. However, later into the second half of the semester, students were familiar with the class routines and appeared to be more comfortable when it was their turn to present. It was also felt that they were more concerned about delivering their ideas and listeners'

reactions to the talks than they were about being the central point of attention during the presentation.

## **4.2 Quantity of student presentations**

In addition to the increased confidence in presentation, it was obvious from the classroom observations that students tended to talk for longer and with more fluency than having been the case at the beginning of the semester. It is evident from the Literature Review (Chapter 2) that the amount of language production is one accepted indicator of the quality of L2 student talk; a greater amount of student talk is recognised as being a feature of a classroom that encourages student interaction and student language production. The more students talk, the more opportunity they have to use and produce in L2. Providing this opportunity means that more attention can be given to the development of the complexity, accuracy and fluency of student language. There is a general agreement in the literature that language classrooms should provide maximum opportunity for student talk. This means providing a supportive environment for student talk in terms of appropriate levels of task complexity, adequate preparation time and talk time in order to improve learner confidence and the quality of student production.

The analysis of student presentations also confirmed the conclusions drawn from the classroom observations. Table 4.2 (see page 121) presents the examples of the quantitative data gathered from student presentations based on the talk time and number of clauses produced within those time frames. For example, at the beginning of semester, the student presentation time varied from 37 seconds to two minutes, while at the end of semester, the talks ranged from one minute to 3 minutes 20 seconds. The analysis of some students with similar presentation talk times showed that they also had a higher word count at the later stage of the semester, demonstrating that the student talk had become more fluent.

As shown in Table 4.2, it is apparent that all the aspects of student talk that were measured, such as talk time, number of clauses and number of words, increased over time for the majority of students. For example, the talk time for the presentation in Week 9 onwards tended to be longer than the talk in Weeks 4 or 5. This could mean that students felt more comfortable, or that they had more

information, enabling them to talk longer. These numbers are used to calculate levels of complexity and fluency in order to measure the quality of the talk as discussed in the Literature Review. The increased number of words per second shows the increased fluency of students' talk. That is, students were more fluent in their talk and could produce more meaningful words in a given time. This finding is particularly salient considering the fact that the word count was conducted using only the final meaning of the talks, which excluded spoken language elements such as the false start and hesitation.

Table 4.2 Examples of student production during presentations

Speaker	Time (second)	No. of AS-units	No. of Clauses	Final Word Count	Clause/ AS-unit	Word/ AS-unit	Word/Clause
Nana Wk 3	26	3	3	37	1.00	12.33	12.33
Nana Wk 11	65	12	15	107	1.25	8.92	7.13
Nana Wk 14	181	27	41	266	1.52	9.85	6.49
Nut Wk 4	152	14	20	208	1.43	14.86	10.40
Nut Wk 6	48	3	4	39	1.33	13.00	9.75
Nut Wk 11	111	14	24	173	1.71	12.36	7.21
Nut Wk 13	86	9	18	135	2.00	15.00	7.50
Aor Wk 3	105	9	14	108	1.56	12.00	7.71
Aor Wk 8	106	9	24	164	2.67	18.22	6.83
Aor Wk 11	123	12	17	139	1.42	11.58	8.18
Ked Wk 4	100	10	22	147	2.20	14.70	6.68
Ked Wk 8	233	17	30	270	1.76	15.88	9.00
Ked Wk 13	156	20	31	265	1.55	13.25	8.55
Kong Wk4	160	30	48	313	1.60	10.43	6.52
Kong Wk 8	112	19	29	174	1.53	9.16	6.00
Kong Wk 12	166	20	37	343	1.85	17.15	9.27

There are many unforeseen variables that can have a negative effect on the length of students' presentations. For example, from the data it seems that the talks of some students were shorter in Weeks 12-14 than Weeks 8-9; this was because in Weeks 12-14, students were asked to talk about specific points of interests from a novel. The amount of content seems to affect the amount of student talk time. On the other hand, in Weeks 8-9, students' presentations covered a whole short story. Another example of a variable is the format of the presentations. Whether the presentation is formal or informal affects the length of the talks, such as the informal presentation data from the student Nut in Week 6. Interruption or clarification by teachers can also shorten student talk time, such as occurred in Kong's talk time in Week 8. These variables will be examined in more detail in the discussion chapter.

Data in the form of the ratio between AS-units and the number of clauses is calculated as discussed in the methodology chapter. An AS-unit is a unit of meaning expressed through a syntactic boundary. It is a syntactic recognition of an independent clause in a speech and can be made up of a number of clauses. A low AS-unit count with a high clause count indicates a high level of syntactic complexity. This represents an indicator of quality that is used in this thesis. From Table 4.2, it is clear that AS-units of the talk were created using multiple clauses. In some cases, the number of clauses almost doubled the number of semantic units, such as the talk by Ked in Week 8 or Nut in Week 13. The level of linguistic complexity of student language will be discussed in more detail in the analysis of the monologue.

### **4.3 Quality of student presentations**

Literature circle activities provide opportunities for students to articulate their reading comprehension and interpretation in L2, as seen in Table 4.2. However, the measured increase in the amount of student talk represents only a limited, quantitative, view of quality which is far from the complete picture. An analysis that investigates the syntactic complexity of learner language production cannot effectively portray the complexity of meanings and ideas articulated by students. When students are challenged by a linguistically and conceptually complex literary

text, they need to use complex levels of language to articulate these complex ideas. The language students use in these contexts needs to be carefully analysed to show exactly how the students are articulating their responses to the cognitive demands that are being placed on them in these contexts. If literature discussions are beneficial to improving the quality of student talk, this will be analysable within the complexity of the ideas they are articulating through L2.

As shown in the Literature Review, it is clear that there are many aspects of student talk that can be used to judge quality. However, at the core of all these definitions is the notion that the provision of opportunities for students to communicate *meaningfully* is critical to the growth and development of their language. Quality can be seen simply in terms of the percentage of student talk time, or as a ratio that represents the complexity, accuracy and fluency of student performances. According to this conception, quality is related to the amount of student talk time and the fluent use of long complex sentences. In the following section, two additional aspects of quality will be described in order to relate quality more directly to the communicative adequacy and the complexity of meaning in student talk. The first of these is the organisational structure of the talk and the second is the level of interpretation reached by students. If it is true that the teaching and learning of literature has very positive implication for language development then this will be reflected in the increase amount in the quantity and quality of student language in the literature classroom.

First, in terms of structure, the presentations were often not structured to include an introduction and a conclusion. Although all students had previously taken a course in presentation English and were aware of the genre requirements, they seemed not to perform very well without extensive preparation. Students usually started their talk with a greeting such as “Good morning” and then progressed directly to introduce the main idea of their talk using a phrase such as “Our group focuses on” or “This story is about” or “Today I will talk about”. There were three main patterns to the presentations. The first was the narrative pattern in which speakers summarised the plot. The second was a list of unrelated events as examples of each speaker’s interpretation. The third was the causal relation explanation of events in a literary text. There were two sub-types of the causal

relationship. One was “X happens because of Y”; for example, in Ked’s presentation in Week 13, she said,

And the second period that, er, we focus about the thing that, er, reflect her feelings such as the closet which she think is the west face...best ...best place for her because she...she think that she can escape from the other and she feel relax here.

Another pattern was “X happens so Y happens”; for example, in his presentation in Week 4, Nut said,

And the second point that he nervous about the police that going to find the body of the old man. So he imaginary that he heard the sound of the old man. So he point and let the police know that there are the crops there under the bed. So the cop catch him.

The presentations are mostly coherent and cohesive with various cohesive devices used, particularly “and”, “but”, “because” and “so”. In addition, some higher proficiency students were found to use signpost language such as “next”, and “finally”; however, they often ended abruptly without a conclusion, or with a simple “Thank you” or “That’s all”.

Second, in terms of content interpretation, it was found after using the Hillocks and Ludlow (1984) framework to analyse the presentation that students had applied different reading skill types within a layered approach to interpret the literary texts. These skill types include basic skills such as identifying basic stated information, key details and stated relationships, leading to higher level inferential skills such as inferring the relationship between two pieces of information placed closely together in a text or among many pieces of information spread throughout a large part of the text. The highest level of interpretation achieved by students was generalisation where students were able to relate the theme to the world outside the text. However, no student showed structural generalisation skill which enabled him or her to generalise the effect each scene had on plot development.

Table 4.3 (see page 125) shows examples of each skill type that students used in reading to reach their interpretation as reflected in the presentation. The skill

Table 4.3 Examples of skill types in reading and interpretation from Week 3 presentations

<b>Skill types</b>	<b>Examples from student monologues</b>
Basic stated info	Mali: The setting is in the flat on Christmas Eve.
Key detail	Julie: It starts that they only have little money, so she finds the way to get more money to buy Jim a present.
Stated relationship	Pla: Jim and Della bring the precious treasure of their house are Della hair and Jim watch to sold for get money to buy a gift to each other.
Simple implied relationship	Mali: The gifts they give to each other become a symbol of their love. And it does not matter that...the...gift the gift is happily high value but they give the gift to each other because they love each other.
Complex implied relationship	Kung: The tone and the mood of this story at the beginning is sad and lonely because we can see negative...negative words and sentence and the author try to explain the place er that Della stay...empty.
Author's generalisation	Julie: After we have discussed, the theme we thought was nothing is more important than the one you love. Like for example you see in this story that at the end of the story Jim tells...Della to put the present away because they both can't use their present but they are still in love and they are not angry at each other.
Structural generalisation	-



types represent a hierarchy of levels of interpretation in which “Basic stated information” represents the lowest level of interpretation and “Structural generalisation” represents the highest level of interpretation. Data were taken from Class 1 and Class 2 in Week 3 of the semester. These data informed the level of reading proficiency a student could demonstrate at that point. In this class, they were reading *The Gift of the Magi* by O. Henry. It is noted that multiple reading skills can be found in a monologue. Moreover, students were able to use several literary terms such as “setting” and “theme” in their talk. .

As can be seen from Table 4.3, it is clear that students were able to read and interpret authentic literary texts that were not too complex, such as *The Gift of the Magi*. It is noted that multiple reading skills can be traced in a monologue. For example, Julie identified the stated relationship from the statement “Jim tells Della to put the present away because they both can’t use their present” to provide an example of how her group was able to infer the author’s generalisation. Moreover, students were able to use literary terms such as “setting”, “tone”, “mood” and “theme” correctly in their talk after being exposed briefly to these terms in the previous literature course and a subsequent short review at the beginning of the semester.

In addition to skills identified in Hillocks and Ludlow (1984), students also employed prediction and personal background to engage and interpret the reading. Table 4.4 (see page 127) shows an example of a prediction made by students during the reading, and personal background that shows students’ ability to relate the reading to their experience (Christie & Derewianka, 2008). For example, Som explained her surprised reaction that the story ended differently from her prediction and how she was impressed by the way it ended. This shows that she was able to comprehend the reading, could predict what would follow and reacted when the story was different from her prediction. Similarly, Five’s presentation shows her understanding of the reading by her statement that the story reminded her of her experience of a gift-giving activity in high school, while Four’s response showed how she related to the story of gift-giving as a normal activity from her cultural perspective as a Christian.

Table 4.4 Examples of other skills used in interpreting reading in Week 3

Other skill types	Examples from student monologues
Prediction about the reading	Som: And the climax is (surprising?) and we're very impressed. Ah, we do not think that the husband will give the...the present to the wife back but he did.
Personal background	Pla: The story relate to our experience as when we was in high school we have to exchange a gift on New Year Day so we have to buy a gift to exchange a gift.
Cultural background	Rose: I am Christian so I, I always got and share the present with my friend and my family.

#### 4.4 In-depth analysis of student presentations

Changes in the quality of students' interpretations and responses are more prominent when the presentations of students are examined across time. This section provides findings and discussion based on the analysis of presentations from three students with different proficiency levels. To fully illustrate the aspects of quality and quantity of student talk at different proficiency levels, three students were selected as representative examples of lower proficiency, intermediate proficiency and higher proficiency. These selected examples exemplify the analysis and are representative of those levels in the class. By studying these examples, a conclusion can be drawn about the overall performance of the class. Two different frameworks were used to analyse these students' presentations. These frameworks provide on the one hand an indicator of syntactic complexity as seen in the analysis of the AS-unit, and on the other hand, the semantic complexity based on the analysis of clause complex. They are syntactic complexity as seen from the analysis of AS-unit and semantic complexity as seen from the analysis of clause complex. In addition, semantic complexity can be seen in the ability to

interpret literary meaning and to discuss related literary ideas, as suggested by Hillocks and Ludlow (1984) and Macken-Horarik (2006).

Consistent with the Macken-Horarik framework, functional grammar terms are used to describe the relationships between clauses in this study. It is important to bear in mind the following differences between traditional grammar and functional grammar. In functional grammar, connections between clauses are seen as representing different relationships or “logic”. These are logic of extension, logic of enhancement and logic of elaboration, each of which has been more fully explained in the Literature Review (Chapter 2). Each relationship between clauses can be linked by different classes of conjunction. For example, relationship of extension can be expressed between two clauses of equal relationship or unequal relationship using extending conjunctions or the conjunctions that function to provide an addition, an exception or an alternative. Extending conjunctions can refer to coordinating conjunctions such as “and”, “but” and “or” when they represent an equal relationship between clauses. The extending conjunctions can also refer to subordinating conjunctions such as “furthermore”, “however” or “instead” when referring to unequal relationships between clauses.

How the conclusions were drawn to determine the level of interpretation and changes in ability to interpret and respond might not be apparent to the reader. However, what happens in this process is that each text is first read and classified into a text type, based on the main idea and structure of the content (Christie & Derewianka, 2008). It is then read to identify the textual resources used to reach the interpretation voiced in the presentation: whether the interpretation is factual or abstract generalisation; whether the information used for this interpretation is stated or implied; and whether the information comes from one source or is synthesised from different sources across the text. This information is then used to classify the level of interpretation according to Hillocks and Ludlow (1984). Lastly, clause complex analysis is carried out to examine the linguistic features (Christie & Derewianka, 2008; Macken-Horarik, 2006a) that students have used to present their interpretation. This may result in the analysis of interpretation levels being brief and general for some readers.

#### 4.4.1 Analysis of a lower proficiency student (Nana)

Nana was a member of a group of four students (one male and three females). From the questionnaire and diary data, she described the difficulties she encountered in literature classes. Despite her difficulties, she acknowledged that she had more opportunities to present her ideas in small groups and she also mentioned that she was able to learn from other students. The summary of the qualitative information of her presentation in Table 4.2 shows that her talks tended to be short both in terms of talk time and the number of units of production, except for the last one, in which she described her personal experiences.

The first presentation was from Week 3. It took place after the second round of small group discussion which focused on literary devices found in *The Gift of the Magi*, a short story by O. Henry. Students had about 17 minutes to discuss and prepare the talk. This talk began with confirmation of the page and paragraph locations, as shown in Excerpt no. 4.4. The text below was the main presentation following that confirmation.

##### Nana's Text 1

Recorded on 22 June 2012 (Week 3), File M2U00008.MPG, 8.35-9.35. (Total student talk time was 26 seconds.) Three dots (...) represents a teacher's interruption to clarify the location of the quote within the short story. The interruption was taken out for the purpose of analysis.

| For overall metaphor, Mr. and Mrs. Young are Three Kings. | ... The metaphor compares Mr. and Mrs. Young with Three Kings. | Because they have sacrificed the {value} value things for the lovers | or someone to อะไรรนะ เหมือน กษัตริย์ ทั้ง สาม คน ต้องการ จะ จะ เคารพ ต่อ จีซัส แล้วก็ สอง คน สามี่ ภรรยา นี้ จะ เหมือน จะ ต้องการ จะ ให้ ของ มีค่า กับ คนรัก นะคะ เป็น เป็น metaphor ค่ะ

Initial qualitative analysis shows that Text 1 consists of 3 AS-units and 3 clauses. It is 28 words long. The complexity level is minimal in terms of the ratio of clauses and AS-units. However, the unit length and clause length show long strings of clause which could reflect a medium level of complexity. Despite the low level of complexity, all the clauses are grammatically correct with only one instance of

repetition. The text is not structured as a formal presentation but as a response to the teacher's instruction to students to identify any literary devices they could recognise. Nana identified metaphor and pointed out that Mr. and Mrs. Young were being compared to The Three Kings. Then, she confirmed the message of her talk in L1.

### **Clause complex analysis of Nana's Text 1**

1. For overall metaphor, Mr. and Mrs. Young are Three Kings.
2. The metaphor compares Mr. and Mrs. Young with Three Kings.
  - a. Because they have sacrificed the value things for the lovers.

In terms of clause complex analysis, this text consists of two clause complexes with constant Theme Progression. Although clause 2a is separated from clause 2 as a different unit by the tone group, it adds information to clause 2 by providing reasoning through the enhancing conjunction "because". It can be seen from this limited data that the text is short but fairly complex. This text can be placed at interpretation level 5 according to Hillocks and Ludlow's framework. This is because it is clear that although Nana incorrectly named the literary device applied in this situation, she attempted to create a link between different pieces of information. However, it is more difficult to properly justify the level of interpretation by Macken-Horarik's framework. The objective presentation of analysis could possibly place it in mimetic reading, but more information would be required to confirm this.

Below is the analysis of Nana's Text 2. This was the first week after the midterm examination. The teacher introduced a short novel, *Speak* by Laurie Halse Anderson, which was distributed in class as the new reading text. The teacher provided background information about the book and read the first episode aloud. He revised the small group discussion roles and process before listing guided questions to be used in the small group discussion.

### **Nana's Text 2**

Recorded on 17 August 2012 (Week 11), File M2U00154.MPG, 26.17-28.00.  
(Total student talk time was 65 seconds. Three dots (...) represent a teacher's

interruption to clarify her talk. The interruption was taken out for the purpose of analysis.)

| For the settings in Merry Weather High School {er} in winter season .... | {er} Merry is like Christmas. ... | {er character ғ} Main character ^are^ Rachel and Mister Neck. | {er} Point of view ^is^ first person point of view. | For the tone, it's sarcastic. | And for our mood is amuse. | Because she tell the story :: like her life is very hard to live in this situation. | And for the first question {er} every one ignore {er} the main character. | For the second question, is {er} at the first they are best friend | but {there may} there may have something happen | so they broke up their relationship. | And for the third question, we think :: she is outcast :: {like} like she says in this story. |

Nana's second text is 65 seconds long. It consists of 12 AS-units and 15 clauses. Its total word count is 107 words. The text is an analysis to identify literary elements of the story being discussed and has low level subordination with a moderate level of complexity from the aspects of mean length of unit and mean length of clause. In terms of fluency, the dysfluency elements presented are mostly repetition and hesitation. While the repetitions are used to scaffold the talk, hesitations are used as fillers to start new sentences or introduce new ideas. A noticeable pause as the end of each clause marks a clear AS-unit boundary. The presentation was not structured as a formal presentation. Instead, it is presented as a series of responses to guided questions. First, Nana listed different literary elements identified by the group with limited explanations to justify the answers. This was followed by short answers to guided questions.

### **Clause complex analysis of Nana's Text 2**

1. For the settings in Merry Weather High School in winter season.
2. Merry is like Christmas.
3. Main character ^are^ Rachel and Mister Neck.
4. Point of view ^is^ first person point of view.
5. For the tone, it's sarcastic.
6. And for our mood is amuse.

7. Because she tell the story
  - a. like her life is very hard to live in this situation.
8. And for the first question every one ignore the main character.
9. For the second question, at the first they are best friend
  - a. but there may have something happen
  - b. so they broke up their relationship.
10. And for the third question, we think
  - a. she is outcast
    - i. like she says in this story.

The analysis of clause complex shows that there is no introduction or hypertheme to introduce the general topic of the talk. This text has no real structure but is put together as a list of elements, thus there is no specific Thematic Progression. Most of the clauses are of equal relationship and linked by extending conjunctions such as “and”, “but” and “so”. The conjunction “and” is used to imply the introduction of a new topic. In addition, Nana used Marked Topical Themes to introduce new topics such as “For the tone,” and “And for the first question”. The use of complex Themes makes the sentences more complex although there is no embedding as found in other students’ examples. The answers to guided questions in clause complex 9 show that students were able to apply their hypothesis to interpret the simple implied meaning. Thus, the interpretation is assessed as reaching level 4 of interpretation according to Hillocks and Ludlow’s scale and elements of tactical reading by Macken-Horarik framework.

Next is the analysis of Nana’s Text 3 which took place in Week 14. In this week, the class continued to discuss the short novel *Speak* by Laurie Halse Anderson. This presentation was from the second round of the presentation in which the teacher instructed the class to relate the story or the characters’ experience to their experiences. The analysis of AS-units and clause complex leading to this finding is limited to the sections presented in English.

### **Nana’s Text 3**

Recorded on 7 September 2012 (Week 14), File M2U00212.MPG, 5.07-9.10 (Talk time in English was 181 seconds).

| {Ah} the {stu-} situation :: that {er} similar to Melinda {is the situation} is not the rape | but {er he} one of my friend have {er} ban from {their er} his friends. | {Er} the {stu-} situation was like :: we skip the class on {er} high school and go to Karaoke. | And {ah} most {of} of our friends are wearing uniform | but one {er} this guy was wearing like private | {er} so he don't go to school at the morning. | And {we} we met in Karaoke | and after that {er} the school know | and we have to go to school | and {er} the school talk to our parents | but for {he} that guy {er} his parents know :: what he did | so {he like} her mother like protect him :: that {he not} he not wrong | but {er her mother} his mother know :: what he do | so the school cannot {punish punish his her} punish him. | And {er} our friend like :: why don't he punished {like} like us | and after that he has ban from our group | and he does {she does} say anything was it really happen | or try to like protect us from {the like} :: when {his} his mother say something | like {we} we always wrong | like we permit him to go to Karaoke with us | but we don't. |

we just {er} like we [abandoned phrase] นัดกัน ไว้ แล้ว นะคะ ว่า จะ ไป คาราโอเกะ กัน แต่ว่า แม่เค้าแบบ เหมือน ประมาณ แบบ ปกป้อง ลูก นะคะ ว่า เออ ลูก เค้า ไม่ ผิด เพราะว่า ลูก เค้า อยู่ บ้าน อะไรอย่างนี้ แล้วก็ แม่ อนุญาต ให้ ไป เอง อะไรอย่างเนี่ย แล้ว เหมือน ไม่ได้ ไป โรงเรียน แน่ แต่ พวกนี้ ที่ คือ โดดเรียน แล้ว มา ขวน ลูก เค้า ไป อะไรอย่างนี้ นะคะ เออ ก็เลย โดนทำโทษ กัน ก็โดน แบบ เพื่อน ก็แบบ แบบ ว่า ทำไม่ ถึง ให้ แม่ พุด อย่างนั้น ทั้ง ๆ ที่ แบบ ก็นัดกัน ไว้ ตั้งแต่ แรก แล้ว อะไรอย่างนี้ ก็ เหมือน หลังจากนั้น เค้า ก็โดน แบบ จาก กลุ่ม แล้วก็ จาก ห้อง ก็ คือ ไม่ค่อย มี ใคร พุด กับ เค้า เท่า ไหร่ แล้ว ก็ เหมือน ถ้า ถ้า หนู เป็น เค้า ก็คง แบบ หลังจาก เหตุการณ์ นั้น ก็ คง แบบ

| I will sorry to friend :: that {er} maybe he afraid | and then after that just say sorry. | Like Melinda if after the rape situation :: like their friend calm down and she calm down :: she should tell the truth to friend | because before the rap[e] situation :: they're like close friends. | So {if} if the Melinda said the truth {er} :: {their} her friend will {understood} understand :: what {er} really happen :: that she has to call the police. | It's not because she want the police to go to party | for จับ พวก เค้า นะคะ แต่ว่า แต่ ต้องการ ที่จะ ให้ ตำรวจ มา จับ คนที่ rap[ed] Melinda. (It's not because she wants the police to go to the



party for arresting them {but} but she want the police to arrest the person who rapes Melinda.)

Initial analysis shows that Nana spent 181 seconds saying what she is presenting in L2. The text consists of 27 AS-units and 41 clauses. The total word count is 255, and the text follows the pattern of a recount. The talk started with a personal recount of high school experience before linking this to the situation in the story. The talk had a high level of subordination with a moderate level of complexity from the aspect of mean length of unit and mean length of clauses.

The dysfluency elements presented were mostly hesitations with some instances of repetition. Most of the hesitations were used after conjunctions as fillers to start new ideas. Some of the dysfluency was the result of self-correction. The two main types of self-correction were pronunciation such as {stu-} situation and word form. There were two main examples of word form corrections; one for pronouns and the other for verb tenses, as in the following example, “if the Melinda said the truth {er} :: {their} her friend will {understood} understand”. In the middle of the talk, the flow of the talk in L2 was discontinued when the student (Nana) used L1 to emphasis and expand what she had talked in L2. Then, she switched back to L2. In the last sentence, she combined L1 and L2 to convey her idea. She began the sentence in English but ended it in Thai when she struggled to deliver it in L2.

### **Clause complex analysis of Nana’s Text 3**

1. The situation that similar to Melinda is not the rape
  - a. but one of my friend have ban from his friends.
2. The situation was like
  - a. we skip the class on high school
  - b. and go to Karaoke.
3. And most of our friends are wearing uniform
  - a. but one this guy was wearing like private
  - b. so he don’t go to school at the morning.
4. And we met in Karaoke
5. and after that the school know
  - a. and we have to go to school

- b. and the school talk to our parents
- 6. but for that guy his parents know [[ what he did]]
  - a. so her mother like protect him [[that he not wrong]]
  - b. but his mother know [[what he do]]
  - c. so the school cannot punish him.
- 7. And our friend like [[why don't he punished like us]]
- 8. And after that he has ban from our group
- 9. And he does say anything was it really happen
  - a. or try to like protect us from [[when his mother say something [[like we always wrong [[like we permit him to go to Karaoke with us]] ] ] ]
  - b. but we don't.
- 10. I will sorry to friend [[that maybe he afraid]]
  - a. and then after that just say sorry.
- 11. Like Melinda if after the rape situation
  - a. [[like their friend calm down and she calm down]]
  - b. she should tell the truth to friend
  - c. because before the rap[e] situation they're like close friends
- 12. So if the Melinda said the truth
  - a. her friend will understand [[what really happen [[that she has to call the police.]] ] ]
  - b. It's not [[because she want the police to go to party.]]

Analysis reveals that Nana's Text 3 contains longer and more complex sentence structures with many embedded clauses (12 in total). The functions of these embedded clauses vary from being the object of a verb or a preposition to a verb complement and a noun post modification. Clauses are mostly of equal relationship with extensive use of the relationship of extension or conjunction "and" to introduce new events. The recount is enhanced by the temporal conjunction "after that" (e.g. clauses 5 and 8) and the cause and effect conjunction "so" (e.g. clauses 6a and 6c). In addition, logic of enhancement is deployed at the end of the text. In clauses 11 and 12 (see above), there are examples of logic of enhancement being used. In this instance, Nana is offering an imaginative hypothesis to expand on the situation within the story. She introduces her topic (clause 1) without using the formal language normally associated with introduction, such as "Today I am going

to...". Her talk is based on her own experiences which she sees as being similar to those depicted in the story. After recounting her experience, she links back to the story by describing what she would do if she were the main character. Nana's talk is highly coherent with the use of continuous, constant Thematic Progression which helps the development of the topic. Nana also uses many clauses with extending conjunctions as Textual Theme to link the ideas between clauses. The extensive use of the adverb "like" as a filler, and to provide explanations and examples, is noted. This made the presentation informal and less academic.

According to Hillocks and Ludlow's scale this text is assessed as reaching level 5 of interpretation. This is because of the student's demonstrated ability to interpret a character's behaviour using information available in the literary text. She was also able to work from this information to provide alternative actions for that character. However, when the Macken-Horarik framework is applied, the students' efforts are assessed as tactical reading, the lowest achievement level, due to the particular focus on a certain part of the literary text, the interpretation based on personal experiences and the dominance of the logic of extension. In other words, "one clause expands another by extending beyond it: adding some new element, giving an exception to it, or offering an alternative" (Halliday & Matthiessen, 2014, p. 444).

In summary, Nana's texts were not organised as a presentation but were presented as a list of responses to the teacher's guided questions or instructions with one of the text features a characteristic of personal response text type. This limited the amount of language *production* during the presentation. However, she could produce more with the topic related to her personal experience. The presentation texts consisted of various sentence structures, most of which were of equal relationship dominantly linked by means of the logic of extension. Moreover, the student relied on L1 to help emphasise the meaning of her talk throughout the semester. Despite the limited language production, the analysis of her talk reflects a high level of interpretation based on the Hillocks and Ludlow scale. However, based on Macken-Horarik's framework, the student's response style and technique need to improve in order to progress to a higher literary response level.

These two scales work well together because they provide an account for two dimensions of complexity. The Hillocks and Ludlow scale reflects students' reading

ability based on textual evidence that students can identify and synthesise after reading. On the other hand, the Macken-Horarik scale identifies response levels as indicated by the language resources, such as sentence combination and text organisation that students could use to articulate their interpretation. Therefore, a student who can achieve a high level of interpretation according to the reading scale might be rated as not being able to articulate well when considered with reference to response style. The analysis of Nana's presentations is a good example of how these two scales work together to provide a clear multi-dimensional picture of the quality of student talk.

#### **4.4.2 Analysis of an intermediate proficiency student (Aor)**

The second student was Aor. She was part of a mixed-gender group of five students. From the questionnaire and diary entry data, it was established that Aor had a positive disposition towards literature circles. For example, she mentioned how she enjoyed participating in the small group discussion, felt that she could understand the reading more, and participated in the whole class discussion more than she did in the previous semester.

When Aor's language production is analysed using AS-units and syntactic complexity, it is apparent from the number of clauses per AS-unit in Table 4.2 that one unit of production consists of more than one clause, which means that some of the units are made up of complex clause structures such as subordination. This characteristic can be seen more clearly in the following detailed analysis of the talk. In general, Aor's talk-time increased, as did the amount of spoken language produced. A comparison of Week 3 and Week 11, for each of which she had a similar amount of preparation time, shows that Aor was able to talk for longer and produce more AS-units and a larger word count in Week 11. What is interesting in this data is that although the amount of talk time and number of AS-units in Week 8 were similar to Week 3, the word count was much higher in Week 8 when Aor had more preparation time, which shows that students can produce complex and longer sentences if they have more time to prepare.

Aor's Text 1 records her presentation from Week 3. This was a presentation following the first round of small group discussions which focused on the students'

understanding of *The Gift of the Magi*. Students had about 16 minutes to discuss and prepare their talk.

### **Aor's Text 1**

Recorded on 25 June 2012 (Week 3), File M2U00011.MPG, 5.01-6.50.

The summary of the Gift of the Magi. {er} | This story talk about the love of poor person in {ah} Christmas, {they er um} | because they want :: to buy the best gift for their lover | but {er} the gift is {er} not benefit :: because {er} Della give Jim a fob chain | and Jim give Della a comb | but Della sold her hair already for buy {the} the fob chain for Jim | and Jim sold the watch for buy the comb to Della. {er} | And {they} they cannot use {er} their gift :: because it's useless. | So this story, {er you} you can see the love in this story | when you love someone :: you can give the best of your life {to to} to your lover.

Text 1, which was produced during the 105-second presentation, consists of 9 AS-units and contains 14 clauses, five of which are subordinate clauses. The total word count after dysfluency elements are excluded is 108 words. The elements of dysfluency are mainly hesitation and repetition, which can serve as self-scaffolding when searching for the correct words. The text follows the language features of a narrative and highlights the student's familiarity with this genre. In Text 1, Aor introduced the talk by indicating that it would be a summary of the story. Then she summarised the theme: "This story talk about the love of poor person," and provided the reason for her summation of the theme by drawing on the plot of the story: "because they want to buy the best gift for their lovers". The talk then turned to the complication in the story and ended with the conclusion that these actions represent the love between the two characters. There was no clear link in the talk to explain the importance of such items as why the comb and the fob chain were "the best of your life". This shows that the speaker assumed the audience would understand the reason behind it and relied on this shared knowledge to create the talk.

### Clause complex analysis of Aor's Text 1

1. The summary of the Gift of the Magi.
2. This story talk about the love of poor person in Christmas,
  - a. because they want to buy the best gift for their lover.
3. But the gift is not benefit
  - a. because Della give Jim a fob chain
  - b. and Jim give Della a comb
4. But Della sold her hair already for buy the fob chain for Jim
  - a. and Jim sold the watch for buy the comb to Della.
5. And they cannot use their gift
  - a. because it's useless.
6. So this story, you can see the love of this story.
7. When you love someone
  - a. you can give the best of your life to your lover.

The text consists mostly of compound and complex sentences. The text is factual, direct and plainly structured. There is no embedding, minimal use of adjectives, and minimal use of circumstantial elements such as “in Christmas”, “for their lover” and “in this story”. Clauses are mostly of unequal relationship. They are subordinate clauses that provide reasons with linking words such as “because”. In addition, the information in Text 1 that describes the complication is created by a compound-complex type of sentence in which extending conjunctions “and” and “but” are used to provide additional information. The main conjunctions used are “because”, “and” and “but”. Clause complexes such as clause 5 and 6 are linked by the conjunctions “and” and “so”. The implied meaning of these conjunctions within these contexts goes beyond their normal use. Aor uses “and” to relate the result of the previous sentences and “so” to lead to a conclusion. This type of conjunction

use will be discussed in the discussion section as an effective use of fluency strategy.

The relationships within clause complexes are varied. Most are in subordinating relation, with “because” used to introduce reasoning. One of the clause complexes is a compound-complex structure. Aor also uses extending conjunctions as a Textual Theme to link the ideas between clauses. Thematic Progression pattern shows that different Themes derived from the Hypertheme (plot summary) are used to explain the plot in more detail. The recurrent Themes are the story, the gift, Della, Jim and the pronoun “they”. These Themes reveal that the text focuses around the main characters and their actions. Therefore, this presentation is assessed as attaining level 2 of interpretation according to the Hillocks and Ludlow scale and has elements of mimetic reading according to the Macken-Horarik framework.

Next is the analysis of Aor’s presentation in Week 8. Before the small group discussion, the teacher instructed students not to summarise the story in their presentation and to focus only on one particular point in the story. In this class, the students had about 23 minutes for small group discussion compared to 12-16 minutes allocated for small group discussion in other classes. They spent the first few minutes discussing the ending of the story, and then they chose and planned their talk in Thai before collaboratively trying to write up a presentation in English. Thus, Text 2 featured a clear element of writing with long and complex sentence structure.

### **Aor’s Text 2**

Recorded on 30 July 2012 (Week 8), File M2U000112.MPG, 11.54-13.40.

| For my group we focus on the body of Homer Baron in the closed room in the last part of the story. | And we think :: the reason :: that why they found the iron gray ^hair^ on the pillow in the room ^is^ :: because Emily sleep with the Baron’s body :: even though he die. | And we think :: the reason Baron die ^is^ :: because Emily kill Baron by arsenic :: which she bought from the druggist. | And :: why she kill her husband ^is^ :: because as we know :: because Baron is a general man :: who like ::to do a man activity ::

like hang out with his friends. | But we think :: that Emily want her husband in her command :: because Emily is from high class :: who has the rule in her life from her father. | And as you known :: that in the past woman will be lower than the man | But in this case we think :: because Homer Baron is from lower class than Emily | so she want to control him. | Thank you.

Text 2, which was produced during a 106-second presentation, consists of 9 AS-units and contains 24 clauses, most of which are subordinated clauses. The total word count after excluding dysfluency elements is 164 words. There are few dysfluency features in this text as Aor mostly read from prepared notes. The text had the feature of a review in which Aor analysed the reasons and motivation behind the plot. She introduced the main idea of the presentation and continued to explain the reason why Homer Baron's body was found in the room and the significance of an iron-grey hair found beside the body. The last part of the talk explained the motivation for the murder. However, there was no conclusion that clearly linked the motivation and the reason the body was kept. She ended the talk with a formulaic "Thank you".

### **Clause complex analysis of Aor's Text 2**

1. For my group we focus on the body of Homer Baron in the closed room in the last part of the story.
2. And we think
  - a. the reason [[that why they found the iron gray ^hair^ on the pillow in the room]] ^is^ [[because Emily sleep with the Baron's body:: even though he die]] .
3. And we think
  - a. the reason [[Baron die]] ^is^ [[because Emily kill Baron by arsenic [[which she bought from the druggist]] ]] .
  - b. And [[why she kill her husband]] ^is^ [[because as we know because Baron is a general man [[who like to do a man activity like hang out with his friends]] ]] .
4. But we think
  - a. that Emily want her husband in her command



- i. because Emily is from high class [[who has the rule in her life from her father. ]]
5. And as you known
  - a. that in the past woman will be lower than the man
6. But in this case we think
  - a. because Homer Baron is from lower class than Emily
  - b. so she want to control him.
7. Thank you.

Aor's Text 2 features longer and more complex sentence structures with many embedded clauses (6 in total) acting either as the subject or object of a verb. Clauses are mostly of unequal relationship. In terms of lexico-semantic relationship, the relationships between clauses are mostly relationships of extension. Although two clause complexes are linked by the conjunction "and" to explicitly add more information and show the progression of ideas, this conjunction also implies a causal relationship with the previous clause complex. Furthermore, the extending conjunction "but" is also used to emphasise alternative arguments from the story. Aor starts most of her sentences with the phrase "we think the reason (X) is (because Y)". The text is highly coherent through the use of linear Thematic Progression. That is to say, the Rheme of the previous clause is used as a Theme for the following sentence. For example, the Rheme of Clause 3 is used as the Theme of Clause 4. This thematic progression pattern is effective and demonstrates the analytical and logical reasoning skills applied to explain the existence of the body and the motivation for the murder. This reasoning is enabled by reading skills in inferring the complex implied relationships between many pieces of information in a reading text. Thus, this presentation is assessed as reaching level 5 of interpretation according to the Hillocks and Ludlow scale and the element of mimetic reading according to Macken-Horarik. It is clear that with increased preparation time, students can achieve a higher level of complexity in terms of syntactic and semantic meaning. This finding, together with data from small group discussions in which students planned the structure of their presentation in L1, shows that organisational skills in L2 can be transferred by students from their L1 knowledge. The fact that students discussed their

understanding and argued for their interpretation among themselves in L1 could provide scaffolding for them to eventually argue for similar ideas in L2.

Next is the analysis of Aor's presentation in Week 11. This was the first week after midterm examination and the first occasion on which students received their reading texts. Therefore, the teacher spent the first half an hour providing background information and reviewing the small group process and group member roles. The background information provided to students included an introduction to the book, a comparison of the education system in the United States and the Thai system, and a reading aloud by the teacher of the first chapter. Students were advised to make notes of their reactions and write a reading log during the read-aloud session, and the small group discussion was limited to the information found in the first chapter.

### **Aor's Text 3**

Recorded on 20 August 2012 (Week 11), File MVI\_7346.AVI, 9.39-11.35

Good morning. | {Our group} our group is focus on {er} herself. | In the first sentence, "It is my first morning of high school. I have seven new notebooks, and <sup>๓๕</sup> a skirt :: I hate, and a stomachache". | {Er} we think {er} :: she stomachache :: because she has the high pressure about {er} her accepting new thing. | {Er she she} she cannot {accept her} accept her new thing about her life. | And we think :: she is {er} isolate person :: because {she cannot talk to she don't talk to} she doesn't talk to anyone first. | {Ah} she is not friendly | and {er I think}, we think :: she don't care about {er} everything surround her. | So {er} people don't like her. | And {er} we think {er} :: the reason:: that she change her school <sup>๓๖</sup> :: because in the third paragraph "people :: who were my middle-school lab partners or gym buddies glare at me". | {Er} "glare at me" means :: look at her in the fierce eye. {And her because in} | Because {she don't think <sup>๓๗</sup>} she doesn't care everything around her.

Text 3 is 123 seconds long. It consists of 11 AS-units and 22 clauses and 139 meaningful words. There are many instances of hesitation. The self-correction shows that Aor is a careful speaker who closely monitors her own talk. The self-

correction elements are aimed at rectifying both content and form; for example, “she cannot talk to” is first revised with a focus on meaning as “she don’t talk to”. Then, “she don’t talk to” is revised with a focus on form as “she doesn’t talk to”. The talk was a review in which Aor analysed a characteristic of the main character. After a short introduction, the text was developed around quotes and students’ interpretation of these quotes. There was no conclusion to the talk, and the text ended with an episode in which the meaning of a particular vocabulary item was discussed by the student.

### **Clause complex analysis of Aor’s Text 3**

1. Good morning.
2. Our group is focus on herself.
3. In the first sentence, “It is my first morning of high school”.
4. I have seven new notebooks, and <sup>هبي</sup> a skirt [[I hate]], and a stomachache”.
5. We think
  - a. she stomachache
  - b. because she has the high pressure about her accepting new thing.
6. She cannot accept her new thing about her life.
7. And we think
  - a. she is isolate person
  - b. because she doesn’t talk to anyone first.
8. She is not friendly
9. And we think
  - a. she don’t care about everything surround her.
  - b. So people don’t like her.
10. And we think
  - a. the reason [[that she change her school ^is^ because in the third paragraph “people who were my middle-school lab partners or gym buddies glare at me”.]]
11. “Glare at me” means
  - a. look at her in the fierce eye.
12. Because she doesn’t care everything around her.

The clause complex analysis clearly identifies two main Themes. The first is the plural first person pronoun “we” representing the presenter’s group. The second is the third person singular pronoun “she” representing Melinda, the main character. Thus, the Thematic Progression is Aor’s continuous repetition of “she” to develop and expand her interpretation of the main character. Interpretations of the quote are projected through the pattern “We think X because Y”. Subsequently, through a series of complex projected clauses, Aor continues to argue and justify her interpretation of the main character’s personality. With regard to the clause relations, Aor uses an equal amount of logic of enhancement and logic of extension. She uses conjunctions such as “because” to enhance the reasoning based on different information from textual evidence while using the extending conjunction “and” to introduce new ideas. This puts her interpretation at level 4 according to the Hillocks and Ludlow scale, reflecting the ability to identify an implied relationship of information given in the reading text. Although the ability to respond using projection (I think, I believe) is regarded as being in a lower range of response text types, the fact that Aor relied on textual evidence instead of personal experience places this response on a higher scale of mimetic reading according to the Macken-Horarik framework.

In summary, Aor’s texts were loosely organised with introduction and body. They tended to lack consolidation because she did not always tie up the talk at the end. They represented different response text types such as recount, review and character analysis. They also consisted of a variety of sentence structures with a very high level of subordination. Aor tended to follow a fixed set of expressions or certain sentence patterns in delivering her presentation. The outstanding feature of her talk was the use of projection to present the speaker’s opinions, and this repetition assisted constant Thematic Progression. The dominance of projection could have placed Aor’s presentation at a lower level of tactical reading according to Macken-Horarik’s framework, but the use of logic of enhancement and textual references instead places her presentations on the level of mimetic reading. That is, she shows ability to use L2 to report her opinions and reasoning by building on previous ideas. Despite the limited range of linguistic features, analysis of the meaning and relationship between sentences in her talks show that she is capable of performing at a high level of inferential interpretation according to the Hillocks

and Ludlow's framework. Her presentation shows that she has the ability to understand the intended meaning of the reading text based on available information.

#### **4.4.3 Analysis of a higher proficiency student (Kong)**

Kong was a member of a group of four male students. His responses to the questionnaires and diary prompts revealed that he valued the opportunities provided by this way of teaching to participate in discussion and share ideas. Kong did not often rely on notes during his presentation. Instead, he referred to reading texts to provide evidence for his talk.

In general, Kong's talk time was two minutes or longer. Although an increase in the amount of spoken language produced was not obvious, the overall analysis revealed an increase in mean length of AS-units and an improvement in terms of higher levels of subordination. The word count and talk time analysis also showed that the talk was more fluent.

Kong's Text 1 was a presentation from Week 4 of the first round of small group discussion, which focused on the comprehension of a short story, *Tell-Tale-Heart* by Edgar Alan Poe. He had about 15 minutes to discuss and prepare his talk.

##### **Kong's Text 1**

Recorded on 2 July 2012 (Week 4), File M2U000032.MPG, 18.20-20.50.

Good morning. {Um} | Our group focuses on two themes of {this} this short story. | And we found :: that these themes link to each other. | Let's see the {first} first theme. | That is {ah} the appearance or the reality {in your} in your body, right. {ah} | You can see :: that the body of the old man {ah} is {quite} quite scary, right? {Its} | The body of it or the eye of the old man may be scare you | but you didn't look at {ah the whole} the whole body of it or in the reality of the old man. | You didn't know :: that he is bad or not bad {but you can you can only} | but the young man look at only the bad thing of the old man :: which is the eye. | So this link to the next point :: which is the heart of the young man. | He cannot control his heart. | This mean :: the heart will

lead your body. | Or it means the heart will lead 15and the body will follow it. | And if {you can control} you can control your heart, :: you can control your body as well. | And this link {to} to do or to act the crime, right? | So {he} he kill the young man because of only thing {in} in the old man body :: which is the eye. | So {this} this means :: that he cannot control himself. | He cannot control his heart. | This is the point. | And this link into the next point. | That is there is no secret in the world. | Because {he he} he try :: to cut {the ah} the body of {the} the old man :: and also hind the old man, right? | But finally, even though no one see :: what he do :: but you yourself see it well. | You yourself see it well. | So {you} you can know :: that what did you do. | And finally if you cannot control your heart, :: you cannot control yourself {you will ah} | and I mean :: the truth will reveal ::or the truth will show :: that there is no secret in the world. | That's all.

Kong's Text 1 is made up of 30 AS-units containing 48 clauses articulated over a period of 160 seconds. The mean length of the AS-unit is 11.04, the mean clause length is 6.72 and the ratio of clauses per AS-unit is 1.64. The first part of his talk contains fewer hesitations than the talks of other students. Later, instead of hesitation, he uses repetition strategically to provide him with more time to decide what to say next. This helps him to structure his talk. The text, which is a thematic interpretation text type, is well organised and has a clear beginning, middle and end. He introduces his talk by telling his audience that he is going to establish the two main themes of the story before going on to talk about each theme. Although he mentions at the start that there are two main themes, his talk actually covers three main points which include appearance and reality, control of the heart and body, and keeping secrets. The body parts of his talk are well constructed with repletion for rhetorical effect, such as in these lines, "But finally, even though no one see what he do but you yourself see it well. You yourself see it well". He summarises each section of the body of the talk with "This is the point" and then relates it to the next part of the content. He ends by trying to consolidate two of the themes in the last sentence, "And finally if you cannot control your heart, you cannot control yourself and I mean the truth will reveal or the truth will show that there is no secret in the world". Therefore, this talk can be considered proficient

and demonstrates high quality in terms of structure and delivery according to Christie and Derewianka's (2008) response text type framework.

### **Clause complex analysis of Kong's Text 1**

1. Good morning.
2. Our group focuses on two themes of this short story.
3. And we found [[that these themes link to each other.]]
4. Let's see the first theme.
5. That is the appearance or the reality in your body, right.
6. You can see [[that the body of the old man is quite scary, right?]]
7. The body of it or the eye of the old man may be scare you
  - a. but you didn't look at the whole body of it or in the reality of the old man.
8. You didn't know [[that he is bad or not bad]]
  - a. But the young man look at only the bad thing of the old man [[which is the eye.]]
9. So this link to the next point [[which is the heart of the young man.]]
10. He cannot control his heart.
11. This mean [[the heart will lead your body.]]
  - a. Or it means the heart will lead
  - b. and the body will follow it.
12. And if you can control your heart,
  - a. you can control your body as well.
13. And this link to do or to act the crime, right?
14. So he kill the young man
  - a. because of only thing in the old man body [[which is the eye.]]
15. So this means [[that he cannot control himself.]]
16. He cannot control his heart.
17. This is the point.
18. And this link into the next point
19. That is [[there is no secret in the world.]]
20. Because he try to cut the body of the old man
  - a. and also hind the old man, right?

21. But finally, even though no one see [[what he do]]
  - a. but you yourself see it well.
22. You yourself see it well.
23. So you can know [[that what did you do.]]
24. And finally if you cannot control your heart,
  - a. you cannot control yourself
25. And I mean [[the truth will reveal or the truth will show [[that there is no secret in the world.]] ]]
26. That's all.

The clause complex analysis reveals elaborated units of coordination, some subordination and many units of embedding (13 embedded clauses). Most of the embedded clauses are verb complement or objects. In terms of lexico-semantic relationships, the relationships between clauses are varied. Clauses are mostly of equal relationship, which is first found in the use of extending conjunction. For example, the conjunction “but” is used to emphasise alternative argument and the conjunction “and” is used to provide additional information. However, once again the implied meaning of the conjunctions “and” and “or” within these contexts goes beyond their normal use. The student is using the extending conjunction “and” as a transition to introduce new ideas, as in clause complexes 12, 18 and 24. Moreover, he uses the extending conjunction “or” to provide a repetition or paraphrase in order to elaborate on the word choice, such as in clause complex 25, “the truth will reveal or the truth will show”. This use helps to make his meaning clearer to some listeners who may not understand the meaning of the word “reveal”. In addition to the logic of extension that is also found in other students’ speech, Kong’s Text 2 features many instances of logic of elaboration such as those found in clauses 5, 11, 15 and 25. The elaborating conjunctions in these clauses enable him to clearly articulate his meaning. For example, clause 5 elaborates the meaning of clause 4. It identifies “the first theme” mentioned in clause complex 4 as “the appearance of the reality in your body”.

The elements of Thematic Progression in Kong’s talk consist of a Hypertheme to introduce each main idea of his talk and derived Themes to develop those ideas. Recurrent Themes include “This”, “You” and “He” while the main Participants such



as “The old man” “the young man”, “the eye”, “the body”, “the heart” were placed in the embedded clauses. The advanced Thematic feature found in Kong’s talk is the use of nominalisation such as “This” and “That” as a Theme to summarise what he had previously discussed. For instance, in clause complex 13, “And this link to do or to act the crime, right?” “This” is nominalisation of a prior concept of relationship between heart and body. To summarise, this text reveals a high level of abstraction in generalising the author’s themes to a broader context; therefore, it can be placed on level 6 of interpretation on Hillocks and Ludlow’s scale. The use of logic of elaboration and nominalisation are features that place the text in the highest rank of symbolic reading according to the Macken-Horarik framework. However, as the text’s experiential meaning does not reflect symbolic interpretation at a structural level, its most appropriate placement within this framework is that of mimetic reading.

Next is the analysis of Kong’s Text 2, which was a presentation from the first round of small group discussion in Week 8 which focused on the comprehension of a short story, *A Rose for Emily* by William Faulkner. Before small group discussion, the teacher instructed the class to focus on any point of interest except the literary devices. Students had about 30 minutes to discuss and prepare their talks.

### **Kong’s Text 2**

Recorded on 30 July 2012 (Week 8), File M2U00112.MPG, 14.03-18.15 (Three dots (...) represent a teacher’s interruption to clarify his talk before allowing him to continue. The interruption was taken out for the analysis purposes.)

| Our group have discussed about {the} the appearance of Miss Emily :: when her father was death. | And you can see from {the} page 43 :: that this is the first point :: that she dressed as usual after. | You can see :: that after her father died | but she dressed as usual. | This clause is impossible :: because {when any father died} when any father was dead :: that person might be sad or feel bad | but people see that {ah} she dressed as usual and with no trace of grief | or {she has no} she has no sadness. | {This is} This is might assume :: that {she} she is happy :: when her father was dead | and

she happy to be with the father. ... | And other point is {um} you can see :: that Mr Homer {ah} disappear three days | and after one evening {the} the people in the town saw him, one evening | and after that he disappeared forever. | That might assume :: that {ah} Miss Emily don't want him :: to go away | and want to keep Mr. Homer with her forever. | So, this might mean :: that Miss Emily kill Mr. Homer | and keep him in the room. |

Kong's Text 2 is 112 seconds long. It consists of 16 AS-units and 30 clauses and 174 meaningful words. There are many instances of hesitation. Unlike Text 1, which has more hesitation elements at the beginning, there are instances of hesitation throughout Text 2 with repetitions used to scaffold the new sentences. The talk is rather well structured, partially following a critical response text type. It commences with a short introduction to the point of interest: the appearance of Miss Emily after the death of her father. This is followed by two main ideas. The first main idea discusses the group's disbelief in this character's behaviour and the second discusses Homer Baron's disappearance. Although the talk ends with a conclusion to the second main idea, there is no consolidation of the whole talk.

### **Clause complex analysis of Kong's Text 2**

1. Our group have discussed about the appearance of Miss Emily
  - a. when her father was death.
2. And you can see from page 43 [[that this is the first point [[that she dressed as usual]] ]].
3. You can see [[that after her father died but she dressed as usual.]]
4. This clause is impossible
  - a. because when any father was dead
    - i. that person might be sad
    - ii. or feel bad
  - b. But people see [[that she dressed as usual and with no trace of grief or she has no sadness.]]
5. This is might assume [[that she is happy when her father was dead and she happy to be with the father.]]

6. Other point you can see [[that Mr Homer disappear three days and after one evening the people in the town saw him, one evening and after that he disappeared forever.]]
7. That might assume [[that Miss Emily don't want him to go away and want to keep Mr. Homer with her forever.]]
8. So, this might mean [[that Miss Emily kill Mr. Homer and keep him in the room.]]

The clause complex analysis shows a more equal relationship between clause complexes through the use of the extending conjunctions “and”, and “but” and the enhancing conjunction “so”. There is one unequal relationship in clause complex four to show reasoning and condition. However, the text is highly cohesive through the use of nominalised pronouns such as “This” and “That” as Themes. These Themes refer back to the previously mentioned concepts and create cohesion. This is a feature of derived Thematic Progression. It is important to note that although the Themes found in the talk may be short and simple, the Rhemes consist of long and complex embedding clauses. The use of complex embedded Rhemes reveal that the speaker is capable of planning and delivering sentences containing multiple ideas. In general, the first main idea reveals aspects of a critical response to the reading in which students in this group doubt the possibility of the text, while the second main idea reveals the ability to relate different information and understand the implied meaning of a text. These interpretations are based on information juxtaposed closely in the text; thus, the text is placed at level 4 of interpretation by Hillocks and Ludlow's framework. In addition, the text was presented objectively. For instance, the word “assume” was used repeatedly to objectively provide speculation and interpretation. This objectivity and ability to critically respond to the reading places this talk at the level of mimetic reading within the Macken-Horarik framework.

Next is the analysis of Kong's presentation in Week 12. This was the presentation of the first round of small group discussion which focused on comprehension of a second part from the short novel *Speak* by Laurie Halse Anderson. The teacher had instructed students to base their discussion on any point of interest, or upon any

character or episode that they found interesting. Students had about 20 minutes to discuss and prepare the presentation.

### **Kong's Text 3**

Recorded on 27 Aug 2012 (Week 12), File M2U00112.MPG, 25.06-27.52

Good morning. | We have a lot of fighting in our group. | One of us {er er} is interested in the Frist Admendment also like some of you. | And {we we want to} we want :: to figure out :: {that er} who is the real American. | And we think :: that the real American is the white people | because at the first time {ah} Mr. Neck, {ah} said :: that “my family has been in this country for over two hundred years”. | In this case, it is :: like they they are the one :: who are the own of this country :: because they built this place. | And fought in every war from the first one to the last one | He said :: they have to protect {this this} this country {for} for over two hundred years ago. | And {er} we think :: that the real American is {er} the person :: who has been here for over two hundred years ago | Which is the Mr. Neck's family | and yes we think :: that {er} Mr. Neck's family is the white people | because ah Brave Kid said :: that {um} “Maybe your son didn't get that job because he is not good enough”. | ^It is^ Not about the discrimination | but it is about the ability :: to do a work. | So this is not about {ah} discrimination | but it is about ability to do any job. | If you are good enough, :: it doesn't your skin colour. | So we think :: that {er er Mr. Neck is the, er,} the real American in Mr. Neck's idea is Mr. Neck's family or his son | because you can see :: that “I think the white people :: who have been here for two hundred years [ago – student inserted word] {er} are the one :: who pulling down the country”. | It means :: that the white people cannot work well as the white people. | They just come to this country | and they they feel :: that they are the owner of this country (4) | {and and you can} you can see :: that “they don't know how to work – they've had it too easy”. | It is just :: that you come to a place :: which is no one there | and you feel :: that this is your country. | And we think :: that the real American is Mr. Neck's family. | {Ah} Thank you.

Kong's Text 3 was produced during a 166-second presentation. It consists of 27 AS-units and contains 53 clauses. Syntactically, the text is highly complex because the majority of the clauses are subordinating. The total word count after dysfluency elements were excluded is 338 words. The majority of dysfluency elements are hesitations, which are used naturally and do not affect comprehension. There are fewer cases of repetition compared to previous texts. The talk was well structured and was based on the analysis of a character. It had a clear beginning to introduce the topic, which focused on an episode called "The First Amendment" from the short novel *Speak*. The body was well elaborated by the use of direct quotes to provide text-based evidence. It ended with a short conclusion to summarise that character's behaviours.

### **Clause complex analysis of Kong's Text 3**

1. Good morning.
2. We have a lot of fighting in our group.
3. One of us is interested in the Frist Amendment also like some of you.
4. And we want to figure out [[that who is the real American.]]
5. And we think
  - a. that the real American is the white people
6. Because in the first time Mr. Neck said
  - a. that "my family has been in this country for over two hundred years".
7. In this case, it is
  - a. like they are the one [[who are the own of this country because they built this place. And fought in every war from the first one to the last one.]]
8. He said
  - a. they have to protect this country for over two hundred years ago.
9. And we think
  - a. that the real American is the person [[who has been here for over two hundred years ago ]]
10. Which is the Mr. Neck's family.
11. And yes we think
  - a. that Mr. Neck's family is the white people

12. Because Brave Kid said
  - a. that “Maybe your son didn’t get that job
    - i. because he is not good enough”.
    - ii. “^It is^ Not about the discrimination
    - iii. but it is about the ability to do a work”.
13. So this is not about discrimination
  - a. but it is about ability to do any job.
14. If you are good enough,
  - a. it doesn’t your skin colour.
15. So we think
  - a. that the real American in Mr. Neck’s idea is Mr. Neck’s family or his son
16. Because you can see [[that “I think the white people who have been here for two hundred years” ago “are the one who pulling down the country”.]]
17. It means [[that the white people cannot work well as the white people ]]
18. They just come to this country and they feel [[that they are the owner of this country]]
19. And you can see [[that “they don’t know how to work – they’ve had it too easy”.]]
20. It is just [[that you come to a place [[which is no one there]] and you feel [[that this is your country.]] ]]
21. And we think
  - a. that the real American is Mr. Neck’s family.
22. Thank you.

The clause complex analysis shows that the text consists of varied clause structures and relationships including extensive use of embedding as a complement of verbs. Most of the clauses are of unequal relation which is mainly through the use of projecting sentences such as “he said” or “we think” to project ideas. In terms of lexico-semantic relationships, some clauses are linked in equal relationship through the use of extending conjunctions such as “and” and “so”. However, once again we see the implied meaning of these conjunctions which aim at providing reasoning and concluding. In clauses 9 and 21, there is a word “and” which should be used to join two clauses of equal value. However, in this instance

“and” has been used in a sense of “and so” or “with the result that”. This implied meaning conveys an unequal relationship between the two clauses. In addition, Kong uses logic of elaboration to clarify his talk, such as in clause complex 17. The Thematic Progression is based on derived Theme to explain the beliefs and behaviours of Mr. Neck’s character in more detail. The recurrent Themes are “he”, “we”, “you” and “this”. These Themes reveal that the text focuses on the main characters and their actions. Moreover, the Theme “you” is used to draw the listeners’ attention to the direct quotes used as evidence to support his argument. In summary, Kong used various sentence structures and combinations to cohesively discuss the behaviour of a character based on different pieces of information from the novel. This clearly indicates his ability to infer meaning from reading and places his interpretation at level 5 according to Hillocks and Ludlow’s framework. It also shows that Kong engaged with the event in the text with the use of the logic of enhancement to provide his reasoning. These features place his presentation at the level of mimetic reading level in Macken-Horarik’s framework.

In conclusion, Kong’s presentation reveals the features of a well structured text from higher level response text types such as character analysis, thematic interpretation and critical response. It consists of varied sentence structure with very high level of syntactic complexity. Different features of semantic relations were used to build on the coherence of his talk. The outstanding features of his talk were the use of elaborating conjunctions to clarify and exemplify his talk, and the use of nominalised Theme to create cohesion.

If we look at Kong’s presentation in terms of the criteria within the Macken-Horarik framework it is clear that the use of a nominalised Theme represents a feature of the high symbolic reading level, and the dominance of the logic of enhancement places him on the mimetic reading level within that framework. On the other hand, in terms of the Hillocks and Ludlow framework, an analysis of the meaning and relationship between sentences in his presentation reveal a high level of inferential interpretation. Overall, Kong’s presentations in terms of the Hillocks and Ludlow framework reflect the same high inferential level as presented by other students in this study. Nevertheless, in terms of the Macken-Horarik

framework, the analysis of his language reveals features that are found in more abstract use of language to reflect those interpretations.

#### **4.5 Quantity and quality of whole class discussion**

In this section, examples of three types of interaction will be provided with an analysis of the quantity and quality of each example. These interactions are triadic teacher-student interaction, dialogic teacher-student interaction and student-student interaction. These three types of interaction traditionally reflect the high level of quantity and quality of interaction when students are responding to familiar content or content that they are interested in. The transcription procedures in these examples reflect teachers' and students' real L2 production in terms of hesitation, repetition, self-correction and errors.

##### **4.5.1 Triadic teacher-student interaction**

The following excerpt is an example of IRF interaction taken from Class 1 at the beginning of the class in Week 12. This is the second lesson of *Speak*, a short novel by Laurie Halse Anderson. The teacher started the class by reviewing what the students had learned from the first chapter, as shown in turn 1 to turn 39, before continuing the discussion of the second chapter in turn 40. These two activities clearly represent the two types of IRF that commonly occur in this study. After the teacher had asked what the students had learned from the previous lesson as an opening question, many students responded at the same time and their responses were incomprehensible. The teacher then asked them to raise their hands to bid for the floor. The most striking result shown in this example is the high number of students participating in the activity.



## Excerpt 4.5

Recorded on 27 August 2012 (Week 12), File M2U00167.MPG, 0:50-5:50

Turn	Students		Teacher	
	English	Thai	English	Thai
1			OK. So what have you learned from last time about Melinda about her life about her parents about her friends from the First Marking Period?	
2	SS: (Incomprehensible. Mac raised his hand.)			
3			Raise your hand if you want to answer.	
4	(Ked raised her hand and looked at her classmate. The student next to her nodded at her to speak. Boat raised her hand.)			
5	Ked: She has something that in her mind and she cannot tell the others.			
6			OK. We know that she has something in her mind, a secret, something that happened in the past but she cannot tell anybody. OK. What else?	

7	(Kan raised her hand.)			
8			Yes.	
9	Kan: She don't like to talk with others.			
10	(Ying tried to raise her hand but the teacher didn't notice.)			
11			She doesn't like to talk to others. Even her friends she refers to them as... her	
12	Kan: ex-friend			
13			ex-friends. It, it suggested that they used to be friends but something happened they broke up and now she's alone and all other friends are just ex-friends. (Gestured for Ying to speak.)	
14	Ying: She doesn't like her school because she claims that she's looking forwards to finishing the high school.			
15			OK. She doesn't like school, as she, as she say she talking down she is looking forwards to the end of school. OK. And what else?	

16	(Kitty raised her hand.)			
17	Kitty: She likes art subject because she can, er, represent her feeling in her mind.			
18			OK. Very good and like she mentions her art class as a sanctuary which means like a safe place that she feel relaxed and she feel [inaudible].	
19	(Green raised her hand.)			
20			Yes.	
21	Green: Her family is not happy because they communicate with the notes.			
22			OK. Her relationship with her family is not so good or close because they, they don't communicate much. And the only one way which they communicate each other is through a note on the fridge. OK?	
23	(Ket raised her hand.)			

24	Ket: She talk about something that she call IT that hint the reader that it always, always with her. It's something that she go anywhere it still with her.			
25			OK. Last time we ended at chapter Nightmare. Was it the real dream?	
26	SS: No.			
27			No. But she gives us the hint about it with capital letter. She refers to it and it haunting her and it's the...when she refers to it, it's like a hint for reader to know that that that thing is not a good thing. Something that haunting her. Horror her all the time. And why can you....and in this story we can find a hint that why her friend broke up with her, why some other students don't want to talk to her.	
28	SS: She call the police.			
29			She called the cop at the party last summer, right. OK. So today we will start	

30				เมื่อก็หนูจะพูด อะไรนะ (pointing at a student. - What are you going to say?)
31		F: เอ่อนุจะ บอกว่า (I was going to say that...)		
32			English	
33	F: Er, Melinda and [inaudible] isolate yourself no friends.			
34			OK. Melinda is isolated because	
35	F: Nobody talk to her.			
36			Because somebody talks. And if it is not just form other...other people don't want to talk to her but does she want to talk to others?	
37	F: No. She keeps herself alone.			
38			Yes. She keeps herself from others. Other people don't want to talk to her and she herself she tries to isolate herself from	

			society, from all activities of school. And now she has a new friend. Who is she?	
39	SS: Heather.			
40			Heather. OK. So Heather and Melinda they are very different because Heather she is so enthusiastic. She wants to do so many activities in school while Melinda doesn't want to do anything. OK. So the 2nd Marking Period. And can you remember the school's mascot or symbol of the school. The first one it is ...	
41	SS: Trojan.			
42			Trojan. And then they change to be...	
43	SS: Blue Devil.			
44			Blue Devil. And last time they want to change to be...	
45	SS: Tiger.			
46			Tiger. Roar. But Ecology Club against it because Ecology Club say that it's like that, umm...	
47	SS: Degrade.			

48			Degrade the endangered animal. So now the first unit of the second chapter they gonna vote for the new mascot.	
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As can be seen from excerpt 4.5, seven students participated in answering the question. Five students' responses were extended speech ranging from 11 to 28 words long and two students' responses were minimal speech from 4 to 7 words long. In terms of quality, students used L2 to describe stated facts and relationships, such as in turns 9 and 24; to interpret simple implied meanings, such as in turns 14, 17 and 21; and to interpret the complex implied relationships within the literary text, such as in turns 5 and 33. Three student responses in turns 14, 17, and 21 were supported by events from the novel. This could be the direct result of the teacher emphasising the importance of supporting answers with textual evidence. The teacher generally accepted the answers, elaborated on them and then elicited new responses from other students. The teacher also used the feedback move to elicit the potential cause by supporting the students in turns 34 and 36. Overall, this excerpt shows that an IRF pattern with a more open-ended question can result in a high quantity and quality of student L2 production when the focus is on familiar content. Students' responses in the first half of the excerpt provide a stark contrast to the latter part in which the teacher elicits a known answer in order to check key details in the story. In the second part, the students' choral responses are ultra-minimal and factual. The teacher accepts the answers and moves on to the next point. This ultra-minimal use of L2 is a common aspect of normal classroom discourse in Thailand and is discussed in some detail in Chapters 1 and 2. As shown in excerpt 4.5, the teacher's closed questions in this study generally generated one-word or short-phase choral responses from students. On the other hand, the teacher's open-ended questions generally generated longer, more elaborate responses from individual students. The use of open-ended questions is a conscious strategy on the part of teachers in this intervention. This will be discussed in more detail in Chapter 6.

### 4.5.2 Dialogic teacher-student interaction

An example of excerpts showing dialogic teacher-student interaction was taken from Class 2 after a group had reported the results of their small group discussion of the final chapter of *Speak*. The teacher summarised an interesting point about which the group had speculated that if Malinda, the main character, had protested or screamed, she would not have been assaulted. The teacher then asked an open-ended question to obtain opinions from the class about this issue.

#### Excerpt 4.6

Recorded on 14 September 2012 (Week 15), File M2U00226.MPG, 3:03-4:35

Turn	Students	Teacher	
	English	English	Thai
1		OK. Interesting point	
2			นะครับ เต้าบอกว่า (OK. She said that)
3		If Melinda has spoken beforehand, it wouldn't be that bad. OK. But why? Why?	
4	Petch: I think she want to but because because Andy put his hand on her mouth.		
5		Um.	
6	Petch: And she's a little bit drunk.		
7		Um-huh.	
8	Petch: And when we drunk sometime it hard to do...control yourself.		



9			ไม่ใช่ real experience ใช่ไหม (This is not a real experience, is it?)
10	Petch: No!		
11	Blue: Real experience!		
12	SS: Laughing		
13	Julie: I think if people have to face the situation that they never happen before and it is like nature that ah the men are stronger than the female and and I think that she was shock that she didn't know what to do at the situation. Also because of her age makes her like I think she didn't dare to fight.		
14		She was too young	
15			ใช่ไหม (Right?)
16	Julie: Too young to know what to do in that position.		

Excerpt 4.6 clearly shows long and elaborated student talk in L2 in contrast to minimal teacher talk. In response to the teacher-initiated question, two students responded with sustained speech. The first student's response consists of 5 clauses and is 30 words long. It covers more than three turns in turn 4, 6 and 8. She used L2 to speculate the reasons behind the main character's behavior in the given circumstances of the literary text as well as to generalise based on her experience. The elaborated responses could be the result of the teacher's back-channelling, which indicated acceptance and encouraged the student to continue. The second student's response consisted of two turns. The first turn was 7 clauses or 60 words

long and the second turn was a 10-word elliptical clause as a response to the teacher's confirmation question. She also used long and complex structure in L2 to explain the influences on the main character's action based on textual evidence regarding the age and sex of the character, as well as general facts about human nature.

It is apparent from this data that the class was conducted in an open, friendly and accepting atmosphere. Students voluntarily and spontaneously offered their responses without formal bidding for the floor or waiting for the teacher to allocate or nominate the turn. Furthermore, in turn 9, the teacher used L1 to give the discussion a more conversational tone by asking whether this response was from their personal experience. Nevertheless, the negative response by a student was in L2. Another student jumped into the conversation to confirm that the first student's response was indeed from her direct experience, which caused laughter from the rest of the class.

#### **4.5.3 Student-student interaction**

The last interaction is not a representation of student task achievement in response to teacher questions. Nevertheless, the student-student interaction presented in this section reflects students' ability to initiate and respond in discussion. This desirable feature of natural language ability is not a common occurrence in EFL classroom but interestingly it was salient and happened in several lessons during the semester. The following excerpt was taken from Class 4 after the presentation of the results of a group discussion of Macbeth Act 3 Scene 4. There were two mixed-gender groups with four students in each group. Group 1 consisted of M1, M2, F3 and F4 while Group 2 consisted of M3, M4, F1 and F2. In this excerpt, Group 1 presented their interpretation of the line "I am in blood, Stepp'd in so far that, should I wade no more, Returning were as tedious as go o'er". Their interpretation was that when a person does something wrong, he or she cannot go back and undo the wrongdoing. After the students had finished, the teacher paraphrased their presentation by saying that Macbeth thought that the throne was so important for him that he would do anything to gain it. During the teacher's summary, the small group recording also picked up students in Group 2

who were planning an appropriate opportunity to ask questions about the presentation of Group 1; they decided to put a question after the teacher's paraphrase. The following excerpt includes the presentation by Group 1 and the teacher's paraphrase from turns 1 to 20, in order to provide background for the student-student interaction that followed. In the discussion, M3 critically compares Macbeth to Angulimala. Angulimala, aka Ahinsaka, mentioned in this discussion is a character from the story of the life of Buddha. He was a bright young man falsely led by his teacher to kill 1000 people as a tribute to the teacher. Angulimala killed 999 people, and the last person he intended to kill was his mother. Committing this would be the worst sin, but Lord Buddha stopped him and preached to him. Ultimately, Angulimala repented and was ordained as a Buddhist monk.

## Excerpt 4.7

Recorded on 11 July 2012 (Week 6), File 120711.MP3, 0:53:55-0:57:38

Turn	Students		Teacher
	English	Thai	English
1	M1: line 137..."I am in blood, Stepp'd in so far that, should I wade no more, Returning were as tedious as go o'er:"		
2	you can see that if we do something, it - we can turn back.		
3	F4: We cannot		
4	M2 & M1: We cannot turn back.		
5	F4: It's too late for us to turn back to begin with.		
6	M1: you can see that he killed his friend, his - his...		
7	M2&F4: His king		

8	F4: his friend		
9	M2: For – for getting the throne.		
10	F4: for getting the throne and.		
11	M1: [He can do anything.]		
12	M2: [He can do everything] that you want to do – that he wants because of his throne.		
13	F4: Yeah, he doesn't care that...this is right or wrong but [...because the desire dominate him.]		
14	M1: [But when we do wrong] we cannot turn back.		
15		เพราะดล้าล็กเข้าไปแล้ว (Because they go too far.)	
16		M2: Uh-uh. มันหลวมตัวไปแล้ว (got mixed up)	
17		F4:ไม่สามารถถอนตัว กลับมาได้ (Cannot get back.)	
18			So for Macbeth himself, he thinks that the throne is very important for him, right?
19	SS: Yes.		
20			He can do everything to get the throne.
21	M3: Why?		

22			Why?
23	M3: May I ask the question? Why he can turn back?		
24			Why he cannot turn back?
25	M3: Yes.		
26	M1: He killed my friend.		
27	SS: (Laugh)		
28	M3: Yeah. You know Angulimala [Ahinsaka]. He killed 99 people. So he still have hope of turning back and change himself.		
29	F2: Change himself		
30	F1: Someone think that it's never too late to mend.		
31	M3: It's never too late to mend.		
32	F4: It depend on each - each person.		
33	M3: Ah. OK. (Laugh)		
34	F2: Support more. (Laugh)		
35	M1: You can see that in - in - in the act before - you can see that it - he really really wants to be the king and she is		
36	M2: He - he has		
37	F4: And the first time, he afraid that, he afraid to kill, er,		
38			King Duncan

39	F4: to kill Duncan, but he – his wife persuade him. And in this act, he decided by himself to kill his friend died. (Laugh)		
40		M2: คือ มันมี supporter ที่ดีนะครับ มีทั้ง (There are good supporters. There are...)	
41		M1: มีทั้งทำนาย (There are predictions.)	
42		M2: มีทั้ง witches มีทั้งแม่ मद มีทั้งภรรยาที่คอย support แต่ว่าในกรณีของ องคุลิมาลคือ มีคนที่มาบอกเพื่อที่จะทำให้กลับมาเป็นคนดี แต่ว่าในกรณีนี้คือไม่มี ใครบอกให้เป็นคนดีนะ คือว่าคุณต้องเป็นคนดี นะ แต่ว่ามาบอก เธอ (There are witches, the witches and there is a wife to support. But in the case of Angulimala, there is a person telling him to become a good man but in this case nobody tells him to be good, that you must be a good person. But tell him, er...)	
43		F4: คือว่าคุณต้องทำทุกอย่าง (that you have to do everything)	
44	to get the thing right.		
45		M2: เออ (Yes.)	

46		M1: ก๊อว่าองคฤสิมาลจะเจอ พระพุทธรเจ้าหรือคนบอกว่า ให้ให้ แบบ อันนี้ได้ (Angulimala met Lord Buddha or someone to tell him to - er - sort of...)	
47		M2: แต่ แต่ว่าในนี้ ทำไปเถอะ ทำลวไปเถอะ [inaudible] (but here you do it. Continue doing bad things.)	
48		M1: มีทั้ง support แล้วเค้าก็มี อยู่ในใจด้วย (There are supports and he has something in his mind.)	
49		M2: เออ (Yes.)	
50	F4: If someone tell him that he's doing something wrong		
51	M2: he can turn back.		
52	F4: but nobody - nobody tells him here yet.		
53	M3: So, it depends on the factors around us. What that group means is the situation has influence towards people or us to make something or thing, what we - what we, er, decide to do.		

From this excerpt, it is apparent that students initiated and controlled most of the classroom talk. Five out of the total 53 turns were taken by the teacher. They summarised, echoed and provided information. Student-student interaction started in turn 21. There are 33 turns during the student-student interaction. Twenty-four turns are in L2 and nine turns are in L1. The L1 were not analysed for the quantity and quality of student language production. Of the 24 turns, three are ultra minimal speech, nine are minimal speech and 6 are sustained speech. The length of minimal speech ranged from 2-6 words and the sustained speech ranged from nine to 31 words.

In terms of quality, students showed ability to critically engage in L2 discussion from the perspective of their L1 cultural knowledge as well as making good use of the evidence from the play. In turn 21, M3 voluntarily initiates the whole class discussion by using only the question word “why” to ask a question and the teacher echoes his question for the class. M3 then politely uses L2 to ask for permission to interrupt and elaborate his question. The teacher again echoes his question and he accepts it. M1’s short response of killing as the point of no return is rejected by M3 with his counter argument in turn 28 about the case of Angulimala and support from F2 and F1 in the same group. Thus, students in Group 1 try to argue their case, which M3 accepts in turn 33. However, F2 calls for more reasons to support the explanation. Turns 35 to 39 represent Group 1 attempts to respond to the whole class discussion in L2 before they switch to L1 in turns 40 to 49 and then switch back to L2 again to summarise in turns 50 to 52. Finally, M3 summarises the Group 1 answers and accepts their reasoning.

The discussion was lively with every one trying to take part and challenges were made politely, sometimes with playful laughter, as in turn 34. It can be seen that a strong presentation phase can lead to a more elaborated dialogic interaction between students. In the context of whole class discussion, students had the opportunity to use L2 to form arguments and counter arguments to defend their interpretations. Sometimes, as shown in this example, the L2 arguments involved the group supporting their spokesman in the whole class forum.



## 4.6 Summary and discussion

This chapter has provided data analysis results of examples taken from the report back phase of literature circles. It has outlined important aspects of classroom contexts prior to and during presentation, and has highlighted in-depth analysis of representative groups of students from different proficiency levels. Prior studies in literature discussion and literature circles have focused on describing either the content or the discourse characteristics of the discussion phases. In order to explore the effects of small group discussion, this study has alternatively investigated the characteristic of EFL learners' language during the reporting back phases. The presentations were assumed to provide understanding in relation to learners' interpretations after their participation in small group discussion and students' ability to express them in L2.

Existing research on learner language quality has highlighted the relationship between the level of complexity and the quality language production. However, the Literature Review demonstrated that very often, considerations of complexity focus too much on the form of utterances rather than on content, meaning and the attainment of communicative goals. The findings from the student presentations, based on the analysis of content and clause structure, have demonstrated the students' ability to use complex language in L2 to discuss complex interpretations of literary texts. The two different frameworks of data analysis implemented are valuable in providing different frames of reference to measure students' responses to literary texts. Hillock and Ludlow's (1984) framework effectively reflects the depth of student interpretations that rely on content and information gathered from the literary text. The response text type framework by Christie and Derewianka (2008) and Macken-Horarik (2006) reflects students' linguistic abilities in engaging and responding to a literary text. The response text-type framework also complements Hillock and Ludlow's framework by including personal experience as a possible source of interpretation. Together, these two frameworks illustrate a clearer picture of the quality of student L2 production. According to the Hillocks and Ludlow framework, it is found that most students are able to respond to the high cognitive demands of the referential interpretations of literary texts. However, when the findings are considered in terms of the

Macken-Horarik framework, those same students may not achieve the same level of articulation of this response, particularly in terms of the coherence of the articulation. That is to say, we are able to gain insights through the application of both frameworks into the students' cognitive response to the demands of the text interpretation and the coherence of the articulation of this response.

Analysis of student language at the three different levels of proficiency was presented in order to show that in a diverse classroom this method of teaching literature has important benefits for students at each of the different levels. Through the presentation tasks, students had opportunities to apply their literary competence and communicative language competence. Students demonstrated different levels of competence in literary interpretation; from identifying simple details and relationships to inferring complex relationships and generalisation of themes. Furthermore, students demonstrated that they were able to respond to literary texts using different genres of discourse such as personal response, character analysis, and critical response. The different levels of interpretation and the response genres reflected students' particular interests as well as the influences of teachers' guided questions. These outcomes were not only there for the best students but also for those at the lower level of achievement. This point will be taken up and expanded upon in Chapter 7.

In communicative language competence, students demonstrated their ability to organise multiple, complex ideas into formal presentations in L2. They also showed that they were capable of using different discourse styles such as narrative, recount and argument. There was a trend towards students talking longer and more fluently, particularly when talking about familiar topics. This finding is in agreement with literature that students talk longer on their own chosen topic, or from personal experience in which they have more knowledge (Hanauer, 2001; Mantero, 2002; Kim, 2004). It is possible that participating in small group discussion prepared students sufficiently for the presentation. Moreover, it may be that the opportunity to talk longer about the known content enabled students to monitor their talk for both content and form, as seen in the findings. This "pushed output" produced by students may positively affect second language acquisition, according to the Output Hypothesis (Swain, 1985, 2006).

This chapter has addressed research question no. 1.1, “How can the collaborative reader-response approach improve the traditional patterns of interaction in intermediate level classroom contexts?” and research question no 1.2, “How can the reader-response approach increase the quantity and quality of target language production?” The findings showed that students actively participated in classroom activities and whole class discussion after taking part in scaffolded literature circles activities. The findings from the reporting back sessions also revealed a high quantity of L2 production in terms of talk times and units of production, as well as high quality L2 production in terms of text organisation and levels of interpretation. The next chapter will address research question no. 2, “What are learners’ attitudes towards their learning experiences in the collaborative reader-response literature classrooms?” and will examine how receptive the students were to the new approach through the analysis of student questionnaires and diary prompts.

## **Chapter 5 Student perspectives on the literature course**

Understanding students' perspectives on, and responses to, any classroom innovation is crucial for the successful implementation of that innovation. In this study, students' attitudes were gathered by means of questionnaires and diary entries, as explained in Chapter 3. Voluntary and anonymous questionnaires were conducted to determine students' opinions about general literature classes. The bilingual questionnaire consisted of three parts: closed questions on the student's background, general opinions on the literature class, and open-ended questions about more specific issues concerning literature classes. As explained in the chapter on methodology, the questionnaires were conducted twice using the same set of questions so that a comparison could be made of students' attitudes before and after the introduction of literature circles. Moreover, identical questionnaires enabled the researcher to use handwriting and responses to background questions to match the before and after responses while maintaining the anonymity of students. This enabled the researcher to highlight the development of attitudes such as perceptions of difficulty over the semester. The first run took place at the beginning of the semester and the second towards the end of the semester in Weeks 14 and 15, following 10-12 weeks of the intervention. The closed questions about students' backgrounds were analysed using descriptive statistics. The open-ended questions about students' opinions were analysed using thematic coding. Emerging themes were coded and similar categories were later combined to create broader themes using NVivo 10. The percentages of theme frequency were calculated. The frequency calculation was intended to describe the data and enable a basic comparison to be made between the results of the two questionnaires.

Students were also asked to voluntarily and anonymously reflect their thoughts about the classes using diary entries based on structured prompts drawn from both the closed and the open-ended questions. The question prompts were distributed during the 12th week of the course and again in the 13th week. In each case, students had one week to complete the diary entries. The prompts in the first round focused on their feelings and behaviours before, during and after the courses using literature circles. Thirty-nine diaries were returned at the end of the

week. In the second round (Weeks 13-14), the prompts focused on the feelings they had regarding small group discussion and behaviours during the activities. This data provided an elaboration of the data gathered in the first round. Twenty-nine diaries were returned at the end of the week. The response items collected from diary entries were coded for emerging themes. Subsequently, the emerging themes were grouped under broader headings that related to changes in disposition and/or behaviour. Included were data indicating the students' feelings about the changes that had been introduced. Following this process, the results were reviewed to determine whether the changes could be attributed to the literature circles, the study of literature in general, or other factors.

This chapter opens with information about students and their background, in particular their exposure to English outside the classroom, their self-evaluation of L2 proficiency and their preferences for specific learning activities. The second part (Section 5.2) focuses on students' opinions of the literature and literature classes as reflected in the emerging themes from the two questionnaires and the diary entries. These themes are then compared to the behaviours of students as observed in classes in order to contextualise the students' statements. The third part (Section 5.3) further explores the nature of changes in students' attitudes and behaviours as described in Section 5.2 and the factors effecting these changes. Understanding these factors requires a focus on students' opinions about literature classes in general and the comparisons they made between these classes and reader-response based literature classes. The findings show that despite the challenges, students recognised the benefits of literature in terms of both content learning and language development. The chapter ends with a summary and discussion of the findings.

## **5.1 Student background**

This section provides the background of students who participated in the project. A total of 53 students from two universities took part and were asked to complete questionnaires, make diary entries using the prompts provided, allow recording of their discussions and allow access to their task responses. The information provided here is from the responses to the first questionnaires, to which 51

students responded. There were 12 male respondents and 39 female respondents, with an average age of 20 years, 41 of whom were in Year 3 and 10 of whom were in Year 4. Twenty-two students were in the literature stream in which Thai was the medium of instruction and had studied at least three literature courses prior to the data collection. A total of 29 students studied literature as a core course in a stream with English as the medium of instruction and had studied one literature course prior to the data collection. As explained in the methodology chapter (Chapter 3), the English courses taken by the participating students were fairly typical of those found in many universities in Thailand. All of the students had studied Thai literature in secondary school but only four had received any exposure to English literature before their undergraduate level studies. In addition, most of the students had studied with native speakers in secondary school. Only nine students out of 51 did not have this experience.

In the questionnaires, students were asked to identify their level of language proficiency in different skills based on a five-point Likert scale in which 1 represented a low level and 5 represented an excellent level. Table 5.1 shows that there were some differences between classes in relation to the issue of confidence, but these were not significant. The results show that students were more confident with their receptive language skills than with their productive language skills. That is, all students were more confident in their reading and listening skills and less confident in their speaking and writing skills.

Table 5.1 Mean score of student opinions with regard to language proficiency (n=51)

	Listening	Speaking	Reading	Writing	Total average
Class 1-2 (n=29)	3.31	2.83	3.13	2.54	2.97
Class 3 (n=12)	2.30	2.50	2.75	2.58	2.54
Class 4 (n=10)	2.30	2.20	3.00	2.55	2.50
Total average	2.88	2.63	3.04	2.55	2.77
S.D.	0.90	0.78	0.73	0.73	
Female	2.92	2.59	3.03	2.59	2.78
Male	2.75	2.75	3.08	2.42	2.75

The above table shows that while there were some differences between the classes with regard to listening and speaking skills, the total data show that in general students felt slightly more confident in their listening skill than their speaking skill. It is also clear that, overall, the students who studied in the English as a medium of instruction stream were more confident in their English language skills and rated their language skills higher than students in the Thai as a medium of instruction stream.

In terms of exposure to English texts, all except one student reported reading English material outside classes. Table 5.2 shows the wide variety of English material students read outside the class. The top three English texts read by students were short stories, social media and magazines. The table also reveals that a large number of students read novels, textbooks and news in English. The table highlights that a high percentage of students accessed English reading material online. In addition, many students reported exposure to English through music and movies in their free time. This information is useful for selecting future reading material to meet the interests of students.

Table 5.2 Percentage of students who read English text outside classroom (n=51)

	Magazine	Poems	Brochure	Social media	Text book	Short stories	Online news	News paper	Novels
Class 1 (n=7)	71	43	14	86	43	71	71	43	29
Class 2 (n=22)	73	23	32	59	50	68	59	45	45
Class 3 (n=12)	33	50	42	83	58	83	33	50	83
Class 4 (n=10)	70	40	70	50	50	9	50	10	80
<b>Total</b>	<b>63</b>	<b>35</b>	<b>39</b>	<b>67</b>	<b>51</b>	<b>76</b>	<b>53</b>	<b>39</b>	<b>59</b>

In terms of learning preferences, the top three classroom activities preferred by students at the start of the implementation were read aloud, role-play and small group discussion as seen in the percentage of student preferences of different teaching and learning activities (see Table 5.3, page 181). These activities are

mostly interactive and collaborative. They require learners to participate in and contribute to the success of the activity, and also provide opportunity for language production. Thus, the activities organised in literature circles corresponded to the learners' preferences in learning activities.

Table 5.3 Percentage of students preferring each type of learning activity (n=48)

	Read aloud	Lecture	Group work	Silent reading	Role play	Individual work	Small group	Whole class	Presentation
Literature stream (N=20)	65	35	30	25	35	10	45	25	30
Core course (N=28)	50	21	29	32	50	14	36	18	21
<b>Total</b>	<b>56</b>	<b>27</b>	<b>29</b>	<b>29</b>	<b>44</b>	<b>13</b>	<b>40</b>	<b>21</b>	<b>23</b>

Regarding student attitudes towards literature in general, students were asked to respond to a Likert scale type of question by rating adjectives used to describe the literature. The adjectives represented both positive and negative feelings. The results (Figures 5.1-4 page 182) show that before the intervention, students in the literature stream (Figure 5.1) had more positive feelings towards literature than those in the core course stream (Figure 5.2). However, after the intervention, both groups reported a more positive feeling towards literature, as shown in Figure 5.3 for students in the literature stream and Figure 5.4 for students in the core course stream. It can be seen that a higher percentage of students in both groups felt more neutral in terms of difficulty. This is an improvement in attitude, as at the beginning of the intervention, there was a higher percentage of students who agreed that literature was difficult. This suggests that literature circles make understanding literary texts less difficult. Nevertheless, it is also important to note that approximately the same number of students disagreed that literature was easy, which could imply that the literary text in this project was at a good level of difficulty for students. Students viewed the text as not easy but not too difficult, particularly after they had participated in literature circles. Figure 5.4 also clearly illustrates that after the intervention, a higher percentage of students believed that literature could be useful, interesting and relevant to current situations.



Figure 5.1 Attitudes of students in literature stream before the intervention

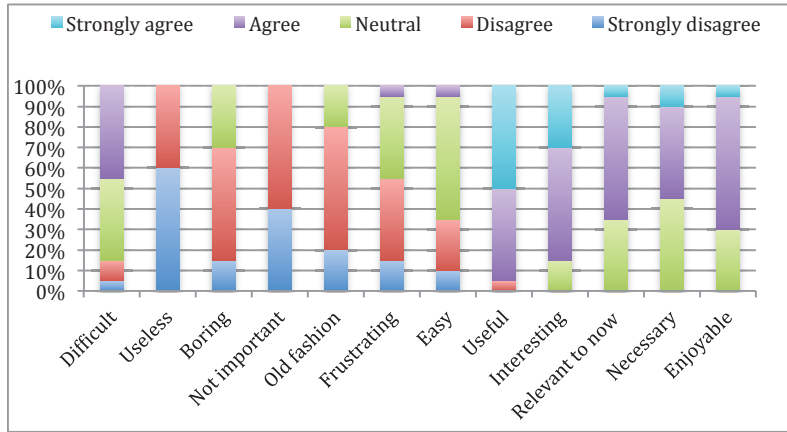


Figure 5.3 Attitudes of students in literature stream after the intervention

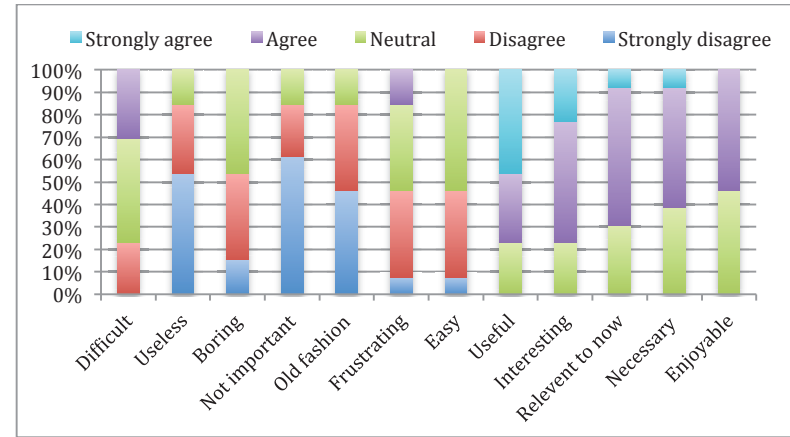


Figure 5.2 Attitudes of students in core course stream before the intervention

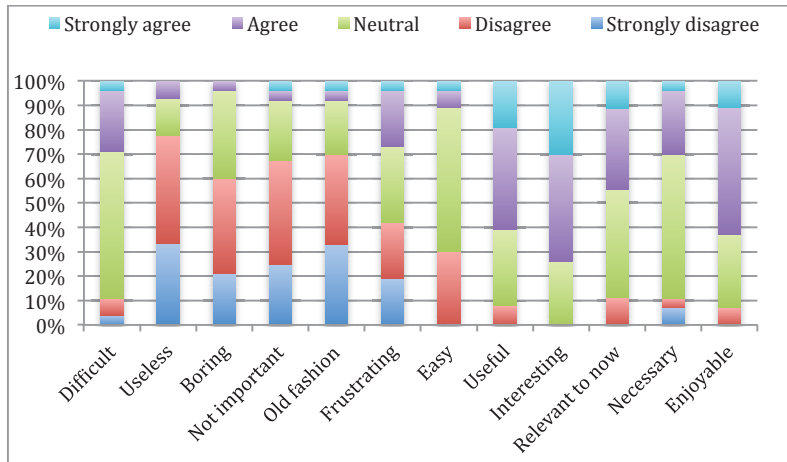
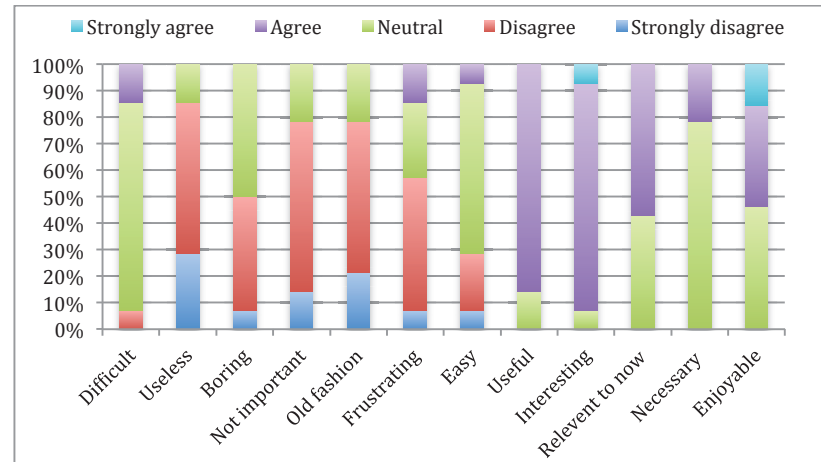


Figure 5.4 Attitudes of students in core course stream after the intervention



This section has introduced the background of students participating in this research project. It shows that students view themselves as having a functional English language level and are quite satisfied with their reading and listening skills. It also highlights broad attitudes towards literature in general. The next section will describe these attitudes in more detail.

## **5.2 Student perspectives on literature and literature circles**

This section describes the results of the analysis of two identical questionnaires administered to the classes three months apart, and the analysis of two diary prompts administered during Weeks 12-14. It provides a brief overview of the emerging themes from questionnaires and diary entries. It presents a consolidation of these themes, and the significance of these will be taken up in Chapter 7. The students' comments used as examples in this section are presented on the basis of their representativeness of the comments of the majority of students. Students expressed themselves in both Thai and English in the diaries and questionnaires. They were given identifying (ID) numbers and their original remarks in English are presented in quotation marks with some spelling corrections. Where the originals were in Thai (in parentheses), translations have been made by the researcher and are written in italics. Square brackets have been used by the researcher to insert additional information or missing words into students' comments to clarify meaning.

### **5.2.1 Student perspectives on literature and literature classes**

The perspectives of students on literature and literature classes in general were gathered from the open-ended section of the questionnaires. The purpose of the open-ended questionnaires was to identify students' beliefs about the purpose of literature courses, the aspects of literature courses that appealed to them or that they found challenging, as well as the kind of support they required to enhance their learning. The questionnaires also asked about opportunities for students to use L2 in literature classes and the prospect of reading L2 literature in the future. Generally, very similar themes emerged from the analysis of the two questionnaires (see Appendix 6 for a complete list of emerging themes). These

themes mostly reflected the positive disposition of the students towards teaching and learning literature and literature classes in general.

The analysis of both questionnaires showed that students recognised the benefits of literature and literature classes. The benefits of literature mentioned included the provision of knowledge, cognitive challenges, cognitive skill improvement and language skill improvement. This is apparent from the analysis of the first questionnaire, which revealed that the major themes arising from all students' responses reflected students' recognition of the benefits of literature courses. The strongest reasons students gave for studying literature, referred to by 53% of respondents, were related to cultural, historical and social knowledge. It was found that of 36 comments made by 27 students, 28% mentioned knowledge of historical and social background, and 25% mentioned cultural knowledge. For example, student ID4 acknowledged that literature classes were required "because we can know more about the English culture or the culture that we learn its language". In addition, knowledge of literary principles, literary appreciation, and gain of new world views were each mentioned by the minority of students – accounting for around 11% of all comments on this issue. For instance, student ID16 pointed out that literature improves learners' knowledge "because literature course has a lot of information and students can get a big knowledge from reading literature. Moreover, there are many interesting points and words that can use when you want". The second major theme in relation to the benefits of literature reported by 41% of all the respondents was skill improvement. Of 32 comments made by 21 students about skill improvement, 47% of the comments were about language skill improvement, 38% were about critical thinking skill improvement, and 12% were about imagination and creative thinking skill improvement. For example, student ID28 commented that literature helps "to increase student's reading skill as most of literatures different from other texts as literature has to use critical thinking skill and other elements which help to analyse the purpose of the author or its theme". In addition, 37% of the students saw literature as useful in daily life. Of 26 comments made under this broad theme by 19 students, 27% mentioned that it was generally useful for daily life, while 23% stated that it helped them to understand themselves and the behaviours of others.

The analysis also showed the difficulty perceived by students in relation to literature study. When students were asked to identify their most difficult challenge in studying literature, it was found from the analysis of the first questionnaire that the difficulty arose either from two major issues: the task assigned or the text itself. These two themes were mentioned equally by 49% of the students. For themes relating to tasks, there were 47 responses from 25 students. 96% of the responses in this theme identified interpretation (53%) or a component of interpretation such as analysing (21%), character analysis (6%) and thematic meaning (15%) as the most difficult challenge. The remaining 4% of the responses found the challenge in turning their response to the text into written form. For example, student ID13 cited cognitive challenge in interpreting the content of literary text, as revealed in her comment,

*Sometimes we need to read and interpret difficult content of a story which uses difficult language. Then I will feel bored and dislike literature. There are a lot of problems with vocabulary and some stories are heavy reading, for example, it requires a lot of thinking or it is about philosophical or political ideas.*  
(บางครั้งต้องอ่านและทำความเข้าใจในเนื้อเรื่องบางเรื่องซึ่งเป็นภาษาที่ยาก จะรู้สึกเบื่อและไม่ชอบขึ้นมาเนื่องจากคิดปัญหาเรื่องคำศัพท์มากพอสมควร และเรื่องบางเรื่องเป็นเรื่องที่ค่อนข้างหนัก เช่นเรื่องที่ต้องคิดตลอด เกี่ยวกับปรัชญา การเมืองอะไร ทำนองนี้ค่ะ)

With regard to themes relating to the literary texts, there were 30 responses made by 25 students. Of these responses, 60% expressed the view that the main difficulties arose from limited lexical knowledge. These problems were specifically: old language (27%), vocabulary of the text (33%), and difficulty in reading specific genres (33%). Some 7% of the responses mentioned difficulties due to the complexity of story (plot). A minority of students also mentioned other difficulties, such as reading by themselves and participating in small group discussion. For example, student ID15 reported difficulties with vocabulary and figurative language: “vocabularies and some figurative language because sometimes I can't figure out what does it means”.

As for students' perspectives on literature classes, the analysis revealed that students perceived literature classes to be beneficial to increasing their exposure

to English literary texts, improving reading comprehension and language skills, offering opportunities for sharing ideas and encouraging further reading. The analysis of the first questionnaire showed that 78% of students felt that literature classes helped them to appreciate literature, with a slightly higher percentage of students (89%) stating the same belief in the second questionnaire.

Data analysis of the first questionnaires showed that 84% of the students agreed that literature classes allowed them to discuss the things they were interested in. In addition, 11% of the comments mentioned that the “there-is-no-wrong-answer” approach taken by teachers in the literature classes encouraged them to share their ideas. The second questionnaire produced similar results in relation to these issues with 86% of the students indicating that they were free to discuss points that interested them.

In terms of benefit to language learning development, all but one student responded to the first questionnaires by saying that literature helped them develop English reading and writing skills. Two major themes emerged from these responses. One was that literature helped develop only reading skill and the other was that literature helped develop both reading and writing skills. That is, 24% of the students who were positive thought that it mostly developed reading skills. Seventy-six per cent thought that it helped to develop both reading and writing skills. There were 31 comments made by 38 students who thought literature classes helped develop both skills. The open-ended comments provided information about the specific benefits of literature classes. For example, 26% of the comments indicated that literature classes provided increased exposure to reading and writing. Twenty-three per cent of the comments spoke about the benefits from exposure to examples of different writing styles.

From the analysis of the second questionnaires, 89% of students agreed that literature classes helped develop English reading and writing skills while only 11% thought that the classes helped develop reading skills alone. The analysis of the 37 comments made by 25 students revealed similar themes, as in the first questionnaire, except that a higher number of students and comments mentioned these benefits as the result of the increased exposure to reading and writing in literature classes. For example, 50% of the students and 38% of the comments

mentioned this theme. Another theme that received higher rates of mention was that 22% of the total comments specifically mentioned that this happened through writing assignments and examinations. For example, student ID24 responded to the second questionnaire on how literature classes helped improve language skills by saying, “when I read many English materials, I can understand that author use to tell story more. Moreover, writing reading response also help me improve my writing skill better”. This is echoed by the response of student ID3 who commented that she improved her reading and writing skills “because I have to read and write the discussion in the group for teacher and other groups”.

There were, however, a number of important differences in the way in which students aligned themselves with particular themes from question to question, as shown in Table 5.4 (see page 188). Table 5.4 shows the results of the questionnaire taken after the intervention, illustrating that more students felt positive towards literature and literature classes in general. The following are examples of the most prominent differences in themes between the two questionnaires. First, more students acknowledged the benefits of literature in improving knowledge and connecting it to their daily life, as seen in the responses to Question 1. More students also felt positive towards the cognitive challenge, with more positive comments about literature opening them up to new perspectives, as seen in the responses to Question 2. At the same time, more students felt negative towards assessment using Love Point (a participation score) and the conceptual and textual complexity of reading texts, especially the large amount of unknown vocabulary, as seen in the responses to Question 3. A majority of students perceived discussion as something that would help them to learn better in the literature class, as seen in the responses to Question 5. They viewed literature classes as providing the opportunity to share personal ideas and interests, as seen in the responses to Question 7. Finally, literature is viewed as helping to improve reading and writing skills through increased exposure to reading and writing, particularly writing for assignment and examination, and improving listening and speaking skills through discussion, listening to lectures in L2, and presentations to class in L2, as seen in the responses to Question 9 and Question 10.

Table 5.4 Prominent difference in themes from questionnaires

1st Questionnaire (N=51)	% of students	% of comments	2nd Questionnaire (N=28)	% of students	% of comments
Q1 Knowledge improvement	53			79	
Q1 Usefulness for daily life	14	27		18	63
Q1 Principles of literature	8	11		21	19
Q2 Challenge thinking and imagination	6	10		7	29
Q2 Open to new perspectives	14	23		11	43
Q3 Love Point	8	19		14	33
Q3 Complexity of work	10	25		11	50
Q4 Abstract task	49			75	
-			Q4 Reading for comprehension	14	17
Q4 Vocabulary	20	33		29	73
Q5 Discuss	2	10		7	33
Q5 Explaining the difficult parts	33	59		7	11
-			Q5 Explaining the content	29	42
Q7 Gives you chance to freely share your personal ideas and interest	53	44		54	65
Q8 Improves your knowledge	20	59		4	9
-			Q8 Helps you understand the text better	14	45
Q9 Better comprehension	2	3		11	8
Q9 Increased exposure to reading and writing	16	26		50	38
Q9 Writing for assignments and exams	10	16		29	22
Q10 Discussion	27	47		21	27
Q10 Listening to lectures in L2	8	13		21	27
Q10 Presenting to class in L2	8	13		25	32

There were also a number of new themes that emerged in the second questionnaires in response to Questions 4, 5 and 8. For example, in Question 4 students added “Comprehension” as one of the important challenges. This suggested that students personally engaged with the text and tried to understand it. Some of the new themes seemed to be the result of students’ understanding of the classroom procedure and ability to reflect more clearly on their learning needs. For example, in Question 5 the assistance needed from teacher in the theme “Explaining the difficult parts” was articulated as “Explaining the content”. Similarly, in Question 8, the benefit of literature classes in encouraging future reading in the theme “Improves your knowledge” was articulated as “Helping you understand the text better”. The same themes were also reflected in the diary prompts distributed a week earlier, which will be taken up in more detail in the conclusion and discussion section of this chapter.

A significant change in students’ perspectives occurred when they were asked about the opportunities to use L2 listening and speaking skills in literature classes. Many student responses clearly stated the link between the improvement in reading and interpretive skills and the teachers’ expectation that students would read and prepare for discussion. Similarly, the discussion and presentation elements in literature circles were cited as providing students with more opportunities to practise their spoken English.

Students’ responses in the first questionnaire to the question on the benefits of literature classes to listening and speaking skills were quite diverse. Thirty-four per cent of students either disagreed or had mixed feelings regarding the benefits of literature study for listening and speaking skills. However, 67% of students thought that literature was helpful in developing listening and speaking skills as a result of the verbal communication in the classroom. Within this group of students, 73% thought literature classes helped to develop both listening and speaking skills, while 18% believed the classes helped to develop only speaking skills and another 9% believed the classes only helped with listening skills.

The analysis of the second questionnaire showed that 79% students reacted positively to the idea that literature study benefits listening and speaking skills, while 21% were negative. The 79% positive result represents a 12% increase over



the first questionnaire. Of those with negative attitudes, most felt that the classes helped only slightly with listening and speaking but those students put more focus on reading and writing. Of those taking a positive attitude, 76% believed the classes helped develop both speaking and listening skills, 19% believed they only helped with speaking skills, and 5% believed they only helped with listening skills. Of the 21 comments made by 16 students, 32% thought that making class presentations in L2 enabled this development compared to 7% in the first questionnaire. Discussion in L2 and listening to lectures in L2 were each mentioned in 27% of the comments. For example, from the second questionnaire, student ID25 summarised that students improved listening and speaking skills “because we have to discuss after read story, so we have to speak and listen lecturer and friends”.

This section has presented the overall perspectives of students in relation to literature classes and literature in general, as they emerged from the analysis of the questionnaires. The value of using identical questionnaires is clear because it enables the researcher to demonstrate the shift in attitudes from the nuanced differences in the responses to the second questionnaires. As shown in Table 5.4, students were more emphatic about the benefits of studying literature after participating in literature circle activities. The next section will present the perspectives in relation to the implementation of literature circle activities as found in the analysis of diary entries.

### **5.2.2 Student perspectives on literature circle activities**

This section describes the detailed findings from the students’ diary entries. This part of the project was designed to investigate students’ attitudes to the intervention. This section describes the themes that emerged from the analysis of data from both rounds of diary entries, as discussed in Chapter 3. Here, the focus is on students’ attitudes and behaviours prior to and during the classes using literature circles. The analysis revealed generally positive attitudes towards literature circles and enabled a better understanding of the challenges faced by students during the tasks. It is important to note that the negative comments were mainly provided by five students and examples of their comments will be used

intensively in this section.

### **5.2.2.1 Attitudes before coming to classes**

The analysis of students' responses showed that two-thirds of the students had more positive feelings about coming to this class compared to previous courses. For some, this change could be attributed to the intervention, but for others it could be attributed to other independent factors such as their feelings towards particular texts or genres. In addition to the positive feelings of excitement they expressed for other literature courses, the inclusion of literature circles, especially the discussion and interpretation, was identified as a factor that increased their excitement as well as their anxiety. Many students reported that they needed to prepare more for the class discussion in courses that used literature circles. Although not related to the intervention, it was clear that particular genres (prose, poetry, drama) influenced the attitudes of some students at particular points in time. For example, some students preferred studying poetry because it was shorter than prose, while some students preferred prose because the language was easier than poetry.

Nevertheless, 14 students (about one-third of the student cohort) felt negative about coming to literature classes both before and after the literature circles were introduced. One major cause was attributable to students' dislike of reading and their attitude that the English literature class was "boring". Another major cause of negative feelings arose from the perceived difficulty of content, an unease that was especially prominent in the Shakespearean Drama course. Although they felt excited to be exposed to works from the canon, students reported that they felt overwhelmed by the conceptual and linguistic difficulty of the text. With regard to the negative feelings expressed about the intervention, one student mentioned that he/she needed to work harder in this class and felt bored "because the processing of studying [using literature circles] is the same pattern in every class [session]". Table 5.5 (see page 192) shows the comments from both the positive and negative disposition. Since students had the option to write in Thai or English, the original comments in English are provided (with spelling corrected), and translations are provided for comments in Thai, with original comments in parentheses. Both of the favourable comments in Table 5.5 show how the increasing level of discussion in

classes made the students feel positively challenged. This challenge was described as “feel good and excited” by ID13 and as “a little anxious” by ID14. However, the unfavourable comments by other students showed their desire not to engage in the discussion, and they described their feeling as being “bored”.

Table 5.5 Examples of students’ comments about their attitude towards literature circles before coming to classes

Favourable comment	<p>ID 13: <i>I feel good and excited on the day that has a Shakespearean Drama class. This feeling is different to other courses because we do not have to discuss much in other courses so I am not that excited.</i></p> <p>(รู้สึกดีและตื่นเต้นกับการเรียนในวันที่มีเรียนวิชาบทละครเชกสเปียร์ ความรู้สึกต่างกับการเรียนวิชาอื่นเพราะเราไม่ต้องอภิปรายมากเท่าไรเลยไม่ค่อยตื่นเต้น)</p>
	<p>ID 14: <i>My feeling is not too much different to other courses but because in this course there is analysis and discussion with friends, so I am a little anxious.</i> (ก็รู้สึกไม่ต่างจากการเรียนวิชาอื่นเท่าไร แต่สำหรับวิชานี้ก็จะต้องมีการวิเคราะห์ตีความและอภิปรายกับเพื่อนจึงกังวลเล็กน้อย)</p>
Unfavourable comments	<p>ID 37: I feel quite bored because the processing of studying is the same pattern in every class. Moreover, I feel studying Literature I is relaxing than Literature II because [in] Literature I, I [have] no need to discuss, and write reading response.</p> <p>ID 38: To be honest, I'd better like English Literature I, I liked to study and to read poems. Old languages are more nicer, it stimulated/motivated me to find the meaning. I was very happy learning it. I feel so-so with English Literature II. I'm bored with it, I think just only English Literature I would be enough for us to study.</p>

### **5.2.2.2 Behaviours before coming to classes**

The perception that they were working harder for the classes using literature circles than was previously the case was echoed by many students when they were asked about the ways in which they prepared for class. While 16 students mentioned that they prepared for this class in the same way as for other literature classes, such as by previewing the lesson and/or looking up unknown words, the majority of students mentioned that more preparation was needed for classes using literature circles. In addition to simply reading and/or looking up the unknown words during the preview, they were also required to complete a reading log, and research information from the Internet. Table 5.6 (see page 194) shows examples of students' comments about their behaviours before coming to classes using literature circles. The positive comments in this table show students' awareness of their practice in previewing for the discussion and the strategies they use for classes using literature circles compared to other literature classes. For example, "reading many times, review the content and making reading log" as reported by ID35 or "find more information from the Internet" as reported by ID13. The negative comments give an example of the minority who never prepare for classes (ID10) and an example of the negative feeling that occurs during previewing because of the assessment (ID45).

### **5.2.2.3 Attitudes during the classes**

When asked how they felt during class, a large majority of students expressed positive feelings towards the classes using literature circles. In addition to the knowledge and enjoyment that they felt they gained from all literature classes, the discussions specific to literature circles were said to give them opportunities and freedom to share ideas, so they felt encouraged to take part in the discussion. Some students also showed awareness of the challenge and the demand that the activities placed on them. As one student pointed out, "I think, it's harder than Lit 1 because you have to work in team or the group discussion. If I don't prepare before come to class, I won't have anything to talk about with my friends. It makes me to prepare more before the class begin". On the negative side, one student felt confused and expressed a preference for a class where "the teacher just tells you everything". A few students felt bored at the prospect of having to participate in

Table 5.6 Examples of students' comments about their behaviours before coming to classes using literature circles

Favourable comment	<p>ID 3: Before study this class, I try to prepare finding the words that I don't know in the poem. It's different from other class. Because in other class I don't read before. I just review the old lesson.</p> <p>ID 13: <i>Read and analyse and find more information from the Internet. It is different from other classes that I find extra information from the internet.</i> (เตรียมตัวอ่านและวิเคราะห์หาข้อมูลเพิ่มเติมจากในอินเทอร์เน็ตบ้าง ซึ่งต่างกับการเรียนวิชาอื่นตรงที่ว่า หาข้อมูลเพิ่มเติมบ้าง)</p> <p>ID 35: I always prepare myself before go to classes by reading many times, review the content and making reading log. In opposite, for the Literature I, I just read the story and translated the vocabularies.</p>
Unfavourable comments	<p>ID 10: <i>I never prepare for the class and it is the same as other classes.</i> (ไม่ได้เตรียมตัวมาและไม่ได้ต่าง)</p> <p>ID 45: <i>I try to find information from the Internet to answer the questions in classes. It is different from Literature I because my friends and I would read and try to understand by ourselves. We would search the Internet for the story that we need to work on but we did not prepare information to fight for the point.</i></p> <p>(พยายามค้นข้อมูลจากอินเทอร์เน็ตเพื่อที่จะ นำมาตอบคำถามในห้องเรียน ต่างเพราะ Lit 1 ฉันและเพื่อนจะนั่งอ่านและทำความเข้าใจ หาข้อมูลทางอินเทอร์เน็ตเฉพาะเรื่องที่เราต้องทำงาน แต่ไม่ได้มีการเตรียมข้อมูลแน่น ๆ เพื่อจะไปแย้งคะแนน)</p>

small group discussion every week. Moreover, in one class, the students felt that the nature of the assessment created more stress for them. Some students expressed mixed feelings about classroom discussions, revealing that although they were happy to learn about different interpretations from their classmates or teacher, they were worried about being bored or anxious when they could not comprehend or interpret the reading. Table 5.7 (see page 195-6) shows examples of students' attitudes towards literature circles during classes. The positive

comments include examples of positive feeling such as “feel fun and free” as identified by ID8 and “better comprehension” by ID29, or examples of the “pressure” to perform as the result of more demanding tasks, as identified by ID23 and ID24. With the exception of a few negative comments about the repetitive process of classes using literature circles, such as one provided by ID38, or the uncomfortable feeling resulting from deviation from traditional classroom practice, as commented on by ID36, most of the negative comments were either about text difficulty, as pointed out by ID11 or about assessment, as pointed out by ID45.

Table 5.7 Examples of students’ comments about their attitude towards Literature Circles during the classes

Favourable comments	<p>ID 8: <i>In this course there is a group discussion that we can consult and debate our ideas. It makes me feel fun and feel free. I don't need to listen to lecture and take note all the time. It's different than other courses, so I am happy to study this course.</i> (การเรียนรายวิชานี้ มีการแบ่งกลุ่มให้ได้พบปะ หรือกัน มีการปรึกษาโต้แย้งกัน ทำให้ฉัน รู้สึกว่าเรียนวิชานี้แล้ว สนุกก็รู้สึกเป็นอิสระไม่ต้องมาคอยนั่งฟังนั่งจดตลอดเวลาซึ่งแตกต่างจากวิชาอื่นที่ต้องคอยฟัง อาจารย์อธิบายและก็คอยแต่จดอย่างเดียวจะนั่นฉันจึงรู้สึกมีความสุขกับการที่ได้เรียนวิชานี้ค่ะ)</p> <p>ID 23: <i>I feel more pressured than in Literature I because there is small group discussion. I have to give more opinions and try to find the evidence.</i> (รู้สึกกดดันมากกว่า Lit 1 เพราะต้องมีการสนทนาภายในกลุ่ม แสดงความคิดเห็นมากขึ้นและยกตัวอย่างมาพิสูจน์)</p> <p>ID 24: <i>I think, it's more harder than Lit 1 because I have to work in team or the group discussion. If I don't prepare before come to class, I won't have anything to talk with my friends. It makes me to prepare more before the class begin.</i></p> <p>ID 29: <i>The small group discussion to consult about the content in Literature II makes me understand the lesson more than when I studied Literature I.</i> (ต่างกัน วรรณกรรม 2 มีการให้จับกลุ่มปรึกษาถึง เรื่องเนื้อหา ทำให้เข้าใจมากกว่าตอนที่ เรียนวรรณกรรม 1.)</p>
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Unfavourable comments ID 11: When I am studying British Poetry I feel a little bit confused because the poems are difficult to understand and I spend much time to analyse what is the real meaning of them. These feeling do not happen in other classes because I can understand them easily than this one.

ID 45: *Stressful, anxious and dislike. Actually I really like studying literature but because of assessment using Love Point, I am very unhappy in the class. It is true that Love Point makes students participate in class more but that is because they want to get the point. When I study Literature I, I was happier and wanted to study more.* (เครียด กังวล และไม่ชอบ ความจริงแล้วฉันชอบเรียนวิชานี้มาก แต่เพราะวิธีการสอน การเก็บคะแนนจาก love point ทำให้ฉัน ไม่มีความสุขในการเรียน จริงที่ love point สามารถทำให้นักศึกษาในห้องมีส่วนร่วมมากขึ้น แต่นั่นก็เพราะแค่อยากได้คะแนน lit 1 เวลาเข้าชั้นเรียนฉันรู้สึกมีความสุข อยากที่จะ เข้าเรียนมากกว่า)

ID 36: Teacher does not clear or point out every point that students get confused. However, literature 1, teacher is nice to tell everything.

ID 38: I think it is quite different. I was happy while I was studying in English Literature I. I feel nothing for Literature II, we have to discuss in group discussion every week, so I think it's quite boring.

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#### 5.2.2.4 Behaviours during classes

Fourteen students did not see any difference in the way they behaved or asked questions in the classes using literature circles. The majority of students reported asking more questions of the teacher, but this was related to the content, which they perceived as difficult, particularly in the Poetry class (Class 3) and Shakespearean Drama class (Class 4). Interestingly, two students reported asking the teacher fewer questions because they felt that the discussions with classmates had enabled them to better understand the texts.

In relation to commenting in front of the whole class or sharing opinions with the teacher, half of the students said their behaviours were not changed, but half of the students reported engaging in a different pattern of comment in class. The majority said they offered comments more frequently than in previous literature classes because literature provided opportunities for discussion and they wanted to share their own ideas. In addition, the majority of students who perceived a change felt that they had more opportunity to present their ideas to classmates than previously. Table 5.8 (see pages 197-8) gives examples of students' comments about their behaviour in questioning and making comments to teachers during classes using literature circles, and Table 5.9 (see page 199) shows examples of students' comments about their behaviour in making comments to classmates during classes using literature circles. From Table 5.8, the positive comments point to the favourable effects of small group discussion on student behaviours. It seemed that in classes using literature circles students either asked more questions of the teachers to get assistance in understanding a difficult text, as identified by ID3, or asked fewer questions of the teachers because discussing with friends had already enabled them to understand, as mentioned by ID23 and ID31.

Table 5.8 Examples of students' comments about their behaviour towards teachers during the classes using literature circles

Favourable comments	<u>Behaviours in questioning teachers</u>
	ID 3: My behaviour in British Poetry class is different from other class. I feel I ask the question to teacher a lot because some poems are difficult and hard to understand. I ask the question more than other class because when I read it I feel not understand and do not know about belief of Christianity and tradition in England.
	ID 23: <i>I ask less questions of the teacher because I discuss with classmates instead.</i> (มีการถามน้อยลงเพราะมีการจับกลุ่ม discuss กับเพื่อน ๆ แทน)
	ID 31: <i>In Literature 2, I ask less questions of the teacher. Mostly I ask my classmates because I discuss with my classmates first.</i> (Literature 2 ได้มีการถามคำถามกับอาจารย์ น้อยกว่า ส่วนมากจะเป็นการถามกับเพื่อนเนื่องจาก ได้มีการ



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discuss กับเพื่อนก่อน แต่ใน Literature 1 จะได้ถามตอบกับอาจารย์ มากกว่า)

Behaviours in commenting to teachers

ID 7: More comments because I have to present my opinions about poems to the teacher. (มีมากกว่า เพราะต้องเสนอความคิดเห็นในบทกลอน ในชั้นเรียนต่ออาจารย์ผู้สอน)

ID 25: I make comments to the teacher more than Literature 1 because I can understand the lesson and get the point to discuss with the teacher.

ID 31: *In Literature 2, I comment to the teacher more than in Literature 1 because in every class, a representative from each group has to present the ideas and information that they have discussed in group to the teacher.* (ใน Literature 2 ได้แสดงความคิดเห็นต่ออาจารย์ มากกว่า Literature 1 เนื่องจากในทุก ๆ คลาสตัวแทนของนักศึกษาของแต่ละกลุ่ม จะต้องแสดงความเห็นและข้อมูลที่ได้คุยกันภายในกลุ่มต่ออาจารย์)

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Unfavourable comments

Behaviours in questioning teachers

ID 37: I feel I am lazy to ask teacher than I have studied literature I because literature I, teacher has points of participating. Therefore, I have to be alert for getting points in literature I.

Behaviours in commenting to teachers

ID 45: *In Literature 2, I talk and present more because of Love Point!* (ในวิชา Lit 2 นั้นพูดและนำเสนอมากขึ้น เพราะเหตุผลเดียว Love Point!)

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Table 5.9 shows that many students also mentioned that they shared more opinions with the teachers in classes using literature circles because, as ID25 pointed out, the small group discussion helped them to understand the lesson better. A few negative comments were made under the topic of sharing opinions in class, but they concerned factors not related to the intervention. For example, ID37 mentioned a factor relating to his/her own characteristic and ID45 mentioned a factor relating to assessment.

Table 5.9 Examples of students' comments about their behaviours in talking to classmates about literature during the classes using literature circles

Favourable comments	<p>ID 11: British Poetry is the most I talk to classmate because we have to discuss about the poems, with my group. We share our opinions and we listen our opinions then we discuss whose opinions are good. In other classes, I pay attention to the contents but I do not show my opinions to class.</p> <p>ID 25: Talking to classmates about literature in Literature II more than Literature I because in this class, there is the time for group discussion. So, I have many opportunity to talk with my friends.</p> <p>ID 31: <i>It is a lot different because in Literature 2 there are discussions with classmates at the beginning and the end of the class. It makes students gain new knowledge and ideas from classmates and makes them understand the reading more. It is different because in Literature 1 there is less discussion.</i></p> <p>(แตกต่างกันมาก เนื่องจากใน Literature 2 ในทุกคลาสจะมีการแลกเปลี่ยน ความคิดเห็น กับเพื่อนในต้นคลาสและท้ายคลาส ทำให้นักศึกษาได้ความรู้และความคิดใหม่ ๆ จากเพื่อน และยังทำให้เข้าใจ ในเรื่องที่อ่านมากขึ้นอีกด้วย ซึ่งต่างจากในรายวิชา Literature 1 ซึ่งการ discussion ไม่มีบ่อยเท่านี้)</p> <p>ID 42: A little bit different because in English Literature I we do not have much discussion with the classmate as the discussion held for some stories not all of it. In contrast, in English Literature II we have to discuss every class and every story that we are going to learn.</p>
Unfavourable comments	<p>ID 36: Love Point makes them be selfish; just read by their own without sharing opinion.</p> <p>ID 44: <i>We talk more but it is like being forced to talk.</i></p> <p>(มีการพูดคุยกันมากกว่าเรียน lit 1 แต่เหมือนโดนบังคับให้พูดมากกว่า)</p>

#### **5.2.2.5 Behaviours after classes**

Other behavioural changes that students noticed about themselves and their classmates included increased enthusiasm and increased participation in class discussions. Many felt that they had more opportunity to practise skills of analysis. However, while some students felt that their classmates were helpful in assisting them to understand the text, others thought the more competitive assessment program could make classmates become more selfish and refuse to help members of different groups. A student also commented on the practice of rotating group members because they felt that progress was slower when they worked with people with whom they felt less familiar. After classes, most students reviewed the previous lesson, did homework and previewed work for new lessons, which were the same behaviours as they exhibited after other literature classes. Some students specified that they read more during the review and preview, especially for such tasks as the reading log and reading response.

#### **5.2.2.6 Attitudes towards small group discussion**

Overall, student attitudes towards small group discussion were favourable. The thematic coding revealed the following results. Seventy-nine percent of students stated that they enjoyed participating in small group discussion. The features of small group discussion that appealed to them were interpersonal comprehension, atmosphere, and comprehension respectively. They unanimously attributed their satisfaction to the interpersonal communication benefits of small group discussion and the confidence this gave them. They were particularly happy with the opportunities the small group format afforded them to share their ideas, experiences and knowledge. They felt that they liked working with other students and as a result they learned more about the individual members of their group. Forty-three percent of the students from this group reported that they liked the atmosphere of small group discussion. They felt that they could express their ideas freely in the friendly and relaxed atmosphere of small group discussion. Some students also mentioned that they appreciated the help available from the teacher when they struggled with the discussion. The same number of students thought that small group discussion helped them to gain new knowledge and information that would assist them to gain a better understanding of the reading. They felt that

they could check their understanding with group members, which could help them understand the texts. Other minor themes mentioned by students included the particular tasks they liked, such as the analysis and presentation, the sense of unity created by the group and the feeling that the task was completed in a short time.

Students did report some negative feelings towards certain aspects of the small group discussion, however. Some of these aspects were related to literature circles and some were related to other factors such as interpersonal issues. Seventy-six percent of the students reported that the negative factors related to literature circles, which included the discussion process and discussion structure. With regard to the discussion process, these students indicated that they disliked disagreement and conflict in the groups. Examples of conflict included a situation in which a group could not reach a consensus-based conclusion to the discussion, an occasion when a group member did not listen to the opinions of others, or a group member did not help with the task. With regard to the discussion structure, 31% of the students in this group felt that the time provided was too short for discussing complex ideas and 9% of the students felt that the class using small group discussion progressed more slowly than a lecture. Other negative factors not related to literature circles included indications that the content that was too challenging, and that students felt they struggled with the interpretation or were unhappy with their own language proficiency. Eighteen percent of the students also mentioned their dislike of the course's assessment system. Table 5.10 (see pages 202-3) shows examples of students' comments about their attitude towards small group discussion.

#### **5.2.2.7 Factors affecting small group discussion**

There are several factors affecting student participation in small group discussion. When asked what encouraged them to participate in small group discussion, 76% of students mentioned factors related to literature circles and 41% also mentioned factors not related to literature circles. The factors affecting small group discussions that were directly related to the introduction of literature circles could have arisen from the students' already formed attitudes and dispositions and also,

Table 5.10 Examples of students' comments about their attitude towards small group discussion

Favourable comments	<p>ID 3: There are 3 things I don't like are Time because I feel tt's very hurry when we discuss the poem. Changing group because I feel can't discuss funnier than [as enjoyable as] old group. My reading skill because my reading skill is very bad and feel uncomfortable when reading but I like my friend because they try to practise to me.</p> <p>ID 11: Sometimes we over thinks about the content so we cannot finish our work on time and we talk outside the content because when we are in group, we always talk everything we want.</p> <p>ID 17: Usually, I love to discuss in group, but if I have some things that I don't like it might be some misunderstanding in our group. Because we have many information, so it's too hard to communicate and understand in the same thing.</p> <p>ID 27: <i>The small group discussion takes times because people have different opinions and it is difficult to reach conclusion. Sometimes it causes conflicts in the group.</i> (เสียเวลา เพราะยังมีมากคนที่ มากความคิด/ความเห็น หาทสรูปยาก บางทีความเห็นขัดแย้งกับเพื่อนในกลุ่ม)</p> <p>ID 30: - Love point because Love points made me to be under pressure. I usually concentrated with love points more than content that I had to learn in classes. - Discussion in a big group because I had a less chance to speak. Five people are too much for me.</p>
Unfavourable comments	<p>ID 3: There are 3 things I don't like are Time because I feel tt's very hurry when we discuss the poem. Changing group because I feel can't discuss funnier than [as enjoyable as] old group. My reading skill because my reading skill is very bad and feel uncomfortable when reading but I like my friend because they try to practise to me.</p>

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ID 11: Sometimes we over thinks about the content so we cannot finish our work on time and we talk outside the content because when we are in group, we always talk everything we want.

ID 17: Usually, I love to discuss in group, but if I have some things that I don't like it might be some misunderstanding in our group. Because we have many information, so it's too hard to communicate and understand in the same thing.

ID 27: *The small group discussion takes times because people have different opinions and it is difficult to reach conclusion. Sometimes it causes conflicts in the group.* (เสียเวลา เพราะยังมีมากคนที่ มากความคิด/ความเห็น  
หาบทสรุปยาก บางทีความเห็นขัดแย้งกับเพื่อนในกลุ่ม)

ID 30: - Love point because Love points made me to be under pressure. I usually concentrated with love points more than content that I had to learn in classes. - Discussion in a big group because I had a less chance to speak. Five people are too much for me.

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possibly from the attributes of the task assigned. For example, 27% of students mentioned their desire to share their ideas, and 14% mentioned the desire to finish the task quickly. Twenty-one percent of students mentioned that being in a group encouraged them to work so that they would be accepted as part of the group. In addition, one student said that an interesting discussion topic encouraged him/her to participate. Other encouraging factors that were mentioned, although not related to literature circles, were assessment and the desire to understand the content.

As for the factors that discouraged participation in small group discussion, students' answers reflected their attitudes in the previous section and included factors that were related to literature circles and factors that were not. The two key issues related to literature circles that discouraged participation were disagreements and conflicts that occurred during the discussion, and the negative behaviours of some group members, such as not being prepared for discussion, not

helping with the assignment or not listening to others' opinions. Different strategies were employed to cope with these conflicts after allowing every member to voice their opinions during discussion, such as choosing the most suitable or reasonable opinions based on the text, combining all the opinions, or voting. Students also made certain they rotated roles and assigned the member who contributed least to be the presenter during the presentation.

Other issues mentioned included the discussion topic being too difficult and large group size, such as a group with five members. In terms of factors not related to literature circles, two key issues were mentioned. The first was text related. When the text was too difficult and students felt overwhelmed and could not comprehend, they felt that they were not ready for the discussion. Some students felt that some of the content was not interesting, which discouraged their participation. The second issue was attributed to students' characteristics and preferences and thus included personal reasons for not wanting to participate, such as feeling that they could not relate to the situation in the text, that they could not explain things very well, or that their groups often talked about things other than the discussion topic and the text.

In relation to the level of participation, 31% of the students did not recognise any change in the amount of the participation they made during the semester. Sixty-five percent of students perceived a change in their participation. From this group of students, almost 90% said at the end of the semester that they were participating more in small group discussions than they did at the beginning of the semester. The important enabling factors attributed to literature circles were that they became familiar with the methods and were obliged to share opinions because that was what other group members expected of them. The other factors related more to the gradual changes in the students themselves, such as they felt that they were more interested in the reading, were more prepared for classes, and were able to understand the content better over time. In addition, they felt more familiar with other group members and less shy about sharing their opinions. However, about 10% of the students who perceived changes reported that they participated less towards the end of the course due to personal problems. One student said she could not cope with the amount of class reading (a short novel)

because she did not like reading. Another said he could not discuss well because of lack of preparation; in particular, he did not prepare the reading log before class. However, when a group member led the discussion he could join in to some extent because he had read and understood the text.

### **5.2.3 Synthesis of student perspectives from questionnaires and diaries**

The following sections describe the recurrent themes emerging from the responses to open-ended questions and diary entries at the beginning of the semester and at the end of the semester. Analysis of open-ended questions revealed that nearly all students disclosed positive attitudes towards literature and literature circles. Six major themes dominated students' responses. Apart from idiosyncratic preferences for particular genres of literature and affective enjoyment arising from reading literature, the findings highlight awareness of various aspects of the benefits of literature and literature classes. They also describe the challenges students perceive themselves as facing in classes and students' recommendations relating to the role of teachers and their classroom management.

#### **5.2.3.1 Increasing awareness of benefits of literature classes**

Analysis of both questionnaires and diary entries at the beginning of the semester and towards the end of the semester revealed that the great majority of students became increasingly aware of the benefits of literature and literature classes in three main areas: knowledge, thinking skills and language learning.

Students indicated that they believed literature helped them to develop cultural knowledge. For example, student ID3 stated: "Literature help us to understand tradition, belief, daily life of foreigner". Responses from the second questionnaire showed clearer recognition of the ways in which knowledge gained from literature can help raise awareness of human nature and be useful in daily life. This is reflected in student ID11's comment: "Literature is concerning with life. It can be the guideline for life or it reflects the state of people's mind". This attitude may be



attributed to the practice in literature circles of linking the reading to personal experiences. This helps students to realise the application of literature to daily life.

The comments from both questionnaires revealed that many students believed that literature encourages thinking skills, particularly critical thinking and creative thinking. Furthermore, in the second questionnaire, a new theme emerged that linked critical thinking with interpretation. This concept was clearly summarised in a response by student ID42, who described the difference between literary texts and other texts by the way they required critical thinking and other elements to understand the themes of the texts. The awareness of multiple interpretations and the importance of supporting personal interpretation were also prominently highlighted in the second questionnaire. This is shown in a diary entry by student ID16, who clearly recognised the significance of multiple interpretations of literary texts: *“We have to interpret and think about what happens in the story. We must try to understand what we study and there are no right or wrong opinions but it depends on supporting reasons.”* (เราต้องตีความ และคิดตามเนื้อเรื่องตลอด เราต้องทำความเข้าใจ ในสิ่งที่เรียน และการแสดงความคิดเห็นก็ไม่มีผิดถูก แต่อยู่ที่เหตุผลที่เราเอามาสนับสนุน). Thus, the students felt that literature classes allowed them to critically interpret the text and argue for their interpretations with their classmates.

The analysis of the discursive data revealed that students believed literature classes helped to develop English language macro-skills. At the beginning of the semester, literature classes were believed to enhance reading and writing skill development via increased exposure to literary texts in the target language. However, towards the end of the semester, there was a significant increase in student comments about listening and speaking skill development as a result of literature classes using literature circles. Mirroring the findings from the questionnaires, diary entries revealed many comments about the language-learning benefits enabled by the various literature circle activities. The responses also reflected students' awareness and appreciation of the increased opportunities for meaningful talk and the increased demand for language use. Student ID31 commented that discussion and presentation activities made her use English more in speaking and writing, while reading- response activities helped her improve her writing skill. Moreover, some students identified different aspects of classroom

activities as their favourite classroom activity because of their extrinsic benefits in developing language skills. For example, student ID1 said she liked presentation, discussion and reading summary activities because they helped to improve English skills.

### 5.2.3.2 Perceived benefits of group work and discussion

Analysis revealed that the majority of students viewed group activities as meaningful, and they spoke positively about the involvement of all group members. Student ID12, for example, described in her diary entry the collaborative efforts that went into the whole process, from the first discussion of the meaning of the texts to the content of the presentations. Moreover, most students appreciated having the opportunity to share ideas and work with classmates because these activities positively enhanced their understanding of the text and improved interpersonal interactions. Student ID17 comprehensively summarised this perspective in the following way: *“Group discussion allows us to express our feelings or knowledge to classmates. For some points that we misunderstood, we can understand better after discussions”*. (group discussion ทำให้เราได้บอกความรู้สึกหรือความรู้แก่เพื่อน บางจุดที่เราเข้าใจผิด เมื่อเรารคุยกับเพื่อนทำให้เรา เข้าใจถูกต้อง).

Furthermore, nearly all of the discursive data identified presentations and whole-class discussions as activities that helped both the understanding of the literary texts and the practising of listening and speaking skills. For example, student ID4 recognised how listening to presentations by other groups helped her to deepen her own understanding. She said: *“I can also know the idea of other groups of each poem”*. The overall feedback pointed to students’ feelings of satisfaction derived from the increased opportunity to express their opinions and the development of interpersonal relationship through their teamwork.

### 5.2.3.3 Perceived effects of Thai in classes

One feature of the intervention was the conscious inclusion of the use of Thai language in classes. The findings highlighted students’ contrasting ideas about the teachers’ use of Thai. While some students expressed the view that the teacher’s use of Thai in class helped to improve comprehension, others thought that it limited listening practice and reduced students’ enthusiasm for communicating in

English. For example, student ID29 thought she understood literature better “because teacher try to explain by using Thai language”. By contrast, student ID11 recalled her learning experiences in other literature classes and expressed the view that this practice was not beneficial for language learning. She noted that it did not meet her learning expectations and she preferred teachers to use English. As for their own use of Thai in class, students did not feel that it hampered their opportunities for language practice. Although only a minority of students actually commented explicitly on this theme, the selected quotes are significant and accord with the observational data. For example, student ID20 commented: “Even though my group always talk in Thai but when the presenter has to present, we will arrange the content in English. That's can help to improve our skills”.

#### **5.2.3.4 Perceived challenges in literature classrooms**

Analysis revealed two major types of challenge arising from the use of authentic literary texts: the complexity of texts and the complexity of tasks. The first of these perceived challenges seemed to arise from the linguistic complexity and conceptual complexity of the texts. Most students felt that the linguistic challenge was partly due to the use of the archaic English vocabulary and sentence structure often found in certain literary genres, such as poetry. The cause of conceptual complexity was related to the complexity of plot structure and themes presented in the texts. The second challenge arose from the abstract nature of tasks involving interpretation, such as analysis and thematic meaning. For example, student ID34 identified reading for symbolic meaning as the most difficult challenge. To deal with these challenges, some students reported searching for word meanings in dictionaries or searching for a reading summary on the Internet.

#### **5.2.3.5 Increased workload and demands of classes**

From the analysis of diary entries, it was apparent that the majority of students perceived as somewhat onerous the increased amount of work that arose from the reading-log preparation before class, discussion and presentation during class, and the reading responses after classes.

Student ID24, for example, reported that the class was harder because she felt the need to prepare for discussion with classmates and the teacher. She said: “If I don't

prepare before come to class, I won't have anything to talk with my friends. It makes me to prepare more before the class begin". However, students generally reported this kind of stress in positive terms and contrasted it with a lack of challenge in other literature classes. Responses by student ID13 described both his insecurity in expressing his ideas to classmates and the "excitement" and fun he experienced in the class. He expressed the opinion that using literature circles increased his desire to participate in class activities. It was clear that despite the increased workload, many students recognised the significance of these activities and the value of assuming more responsibility for their own learning.

#### **5.2.3.6 Other pedagogic issues**

Two other issues were mentioned by several students. These were references to conflicting opinions within the small group discussions and students' expectations of the role of the teacher. Most of these conflicts arose from differing opinions and interpretations, while a minority resulted from negative behaviour on the part of certain group members. Nevertheless, being adult learners with some experience of group work and group discussion, these students were usually able to develop strategies that were effective in dealing with the conflicts. Examples of such strategies included students discussing their comprehension and interpretation of texts to enhance understanding; groups voting to select the best ideas and interpretations for presentations; and groups combining and synthesising concepts from individual members who seemed to have similar ideas. However, students preferred to argue from their own experiences and only a few students referred to the authority of the text itself to resolve these differences. It is important to note that student conflicts were mainly based on issues related to the comprehension and interpretation of texts and were not personal in nature.

Many students also expressed opinions about the ways in which their teachers could help them understand texts and facilitate their contribution to discussions. First, they recommended various forms of scaffolding that might include explanations of vocabulary and background information, relating the concepts to the present time, and pointing students to possible conclusions. Students then outlined certain teacher qualities that, as they saw it, encouraged them to voice their doubts and express their opinions. These included friendliness,

supportiveness and open-mindedness. A response by student ID31 clearly articulated the effects of the teachers' own styles of communication on students' willingness to contribute to full class discussions. She reported that despite being given opportunities to talk in class, she did not want to talk again after finding that her ideas were different from those of the teacher. This suggests that although literature circles seem to increase students' independence in reading and interpreting literary texts, carefully considered support is still needed to strengthen and develop these skills, particularly in relation to the technique of using textual evidence to support arguments when discussing different opinions.

#### **5.2.4 Findings from classroom observations**

As already noted, over 100 hours of classroom observations were recorded in the researcher's field notes. These data generally confirmed the enthusiasm and lively atmosphere of classes using the literature circles framework. The notes showed that after some hiccoughs during the introductory classes, the courses seemed to run smoothly. Students knew what was expected of them in each class and most of them completed their reading log in preparation for discussions. During discussions, classes were filled with the sound of students talking about their tasks in a relaxed manner. Consistent with the literature circles model, class time was allocated for student-centred discussion of the readings to assist their understanding of the texts. In many instances, students asked for and received more time for these discussions. Class time was also allocated for the focused use of English through presentations and whole-class discussions.

In literature classes, students always encountered a large number of unknown words. It was clear from observation of the small group discussion that some students – particularly those in the British Poetry class – frequently looked up the meaning of words in the dictionary, while students in other classes tended to check the meaning by asking their group members. This may be because the students in British Poetry class were not very familiar with their classmates. In the British Poetry class, the teacher would provide the meaning of unknown words at the introduction of a poem. Teachers also introduced literary terms in the course of teaching.

In addition to learning vocabulary, students consulted with their group members when preparing for the presentation. They helped to compose what was to be presented and practised it in the small group before presenting it to the whole class. The presentation itself provided the opportunity to practise speaking and listening to English. Almost all students used English during the presentation all the time. While some students read from prepared notes during the presentation, many students used notes only as a reminder for quotations or evidence from the text to support their arguments. Although the questionnaire data showed that many students perceived the presentations as being helpful to the development of both their speaking and listening skills, the field notes showed that not all students in the class were attentive to the presentations. This may have been due to the communicative stress felt by those waiting to give presentations.

Student discussions in small groups were carried out in both Thai and English, although some groups preferred to use more Thai (L1) than other groups. Nevertheless, opportunities for students to practise and reflect on aspects of their presentations were provided through whole-class discussion as well as in group discussions. Observations of student talk in English during the presentation and whole-class discussions showed efforts to communicate in English. Some students clearly struggled, often experiencing long pauses until they found the words they needed.

The classroom observation of whole class discussion showed that when teachers used English in class, they expected students to answer in English, and that encouraged students to use more English. Sometimes when students asked if they could use Thai during the whole class discussion, teachers would encourage them to use English first. Most students managed to communicate their ideas clearly in English when prompted, and if they really struggled, some of them would use Thai to explain. On a few occasions, students gave up trying and reverted to Thai. In these cases, teachers generally accepted their responses, while on some occasions teachers encouraged students to repeat their messages in English. The observation notes also recorded that in some assessment-oriented classes, students were tense and apprehensive about the teachers' possible responses to their opinions during whole-class discussions.

The notion of the cognitive development of cultural knowledge and historical knowledge arising from the questionnaires was evident from the classroom observation. All teachers explained the cultural beliefs or social background that would help students understand the reading. They were also observed to discuss the western class and social system that influenced the behaviour of the characters and/or the themes of the story. For example, a teacher pointed out the various western food choices that would identify a certain meal as breakfast, lunch or dinner, and explained how the type of food could reflect the socio-economic status of a character.

The notion that the literature class was enjoyable also matched the findings from the observational data. During the class, students were very relaxed and actively participated in the small group discussion to share their ideas and try to understand the reading. Sometimes, the students also cross checked their understanding or questioned a member of another group. The atmosphere was always lively. In some classes, students brought drinks and snacks into class after the break. They ate, drank and talked about the story in a relaxed atmosphere. On one occasion the teacher said before the break that this was a good time for them restock their “supply” before the next round of small group discussion.

The finding from the student data that literature circles made them “know their classmates better” was supported by the observational data from the British Poetry class. Unlike other classes in this study where students had studied closely together before, the British Poetry class contained students who were studying together as a small group for the first time, after choosing the literature stream. During the first class, they worked together very quietly, unlike students from other classes who were very loud and lively during the small group discussion. However, they gradually changed and became more open. Towards the middle of the semester, they talked more in class and in a less reserved manner.

The observational data from the whole class forum at the start of the teaching period indicates that students identified a number of challenges related to reading literature and participating in group work. The questionnaire and diary data show that students’ opinions about these challenges and the levels of difficulty did not change dramatically over the teaching period. At the beginning of the semester,

students mentioned the difficulty of reading literature from unknown vocabulary and interpretation for the deeper level of meaning. For example, one student said “I can understand every word but don’t know what the author talk about”. In response to this comment, the teacher pointed out that this may be a problem with figurative language or lack of cultural knowledge and encouraged the students by saying that they would feel more comfortable when they had read and experienced more. The observational data revealed that students seemed to comprehend the basic facts from the reading but not the underlying meanings. On some occasions, comprehension was hindered by unknown vocabulary. At times, students struggled to choose a suitable meaning for the unknown words from the definition given in a dictionary. During the introduction class, some students mentioned that they did not like group work because of the disagreements that could occur during group work. Although the teachers had revised the guidelines about group roles and discussion strategies, students could not fully utilise the strategies. The observational data showed that they seemed to manage the disagreements by compromising their ideas in an effort to finish the task on time.

This section has reported the recurrent themes that appeared in responses to questionnaires and diary prompts as well as classroom observation. Overall, the observational data, student diaries and student questionnaires underscore the enhanced satisfaction that students experienced in these classes. At the same time, however, this data also pointed to the frustration with the limitations they experienced in relation to their meaningful use of English. The next section will describe the behavioural and attitudinal changes reported in the questionnaires and diaries, as well as the factors effecting these changes. In conclusion, students showed favourable attitudes towards literature and literature classes in general. These favourable attitudes were highlighted after the intervention, with discussion being cited as helpful to students understanding the text, and presentation being useful for improving listening and speaking skills in class. Moreover, some of the emerging themes from the questionnaires were also repeated in the diary entries and confirmed by classroom observation. The implication of these themes will be discussed further in the conclusion to this thesis (Chapter 7).



### **5.3 Differences in behaviours and attitudes after participating in literature circles**

A comparison has been drawn in previous sections between students' general behaviours and attitudes before and after the introduction of literature circles. This section will present a deeper level analysis of the data from the second questionnaires and diary entries to describe the way in which these positive attitudes are reflected in student behaviours. It will look specifically at the types of attitude that affect the changes in behaviour and the factors influencing those changes. A total of 201 response items were gathered from the second questionnaires and all diary entries. These responses were first coded according to themes, as reported in Section 5.2. In addition, they were coded according to the nature of the changes in the behaviours and opinions of students as neutral, same or different. They were also coded according to the nature of attitudes such as positive, negative, neutral or mixed. A neutral code was awarded when students stated that they like both styles of teaching equally and felt that they could not make a decision either way. A mixed code was applied when students put forward both positive and negative aspects of their opinions on those particular topics.

It is apparent from the analysis that the majority of responses reported change or difference in behaviours and attitudes. Table 5.11 (see page 215) shows that 66% of responses reflect changes in attitudes and/or behaviours, while 28% fail to signal any differences in attitudes and/or behaviours. Six percent of responses did not clearly state an opinion either way. In terms of attitudes, it was found that 72% of the responses indicated a positive disposition to the questions, 15% of responses were negative, and the rest either demonstrated mixed or neutral feelings towards the questions.

Table 5.11 Impression of behaviours and attitudes from diary entries and questionnaire (from 201 response items)

Behaviours\Attitudes	Positive	Negative	Neutral	Mixed
Difference	106	21	3	2
Same	23	4	3	4
Neutral	10	7	3	3
No comparison*	9	2	0	1

*Note:* No comparison\* is coded when students did not clearly state the similarity or difference but simply provided comment about the topics.

Table 5.11 clearly shows that significant changes in student behaviours and opinions occurred following participating in a reader-response based literature class using literature circle activities. When the reasons behind the changes were examined by looking more closely at 132 items signalling the difference in behaviours and attitudes, as showed in Table 5.12, it was found that 64% of all responses related to the reasons directly associated with literature circles, while 27% of all responses related to reasons associated with literature in general or the text itself. 7% of all responses mentioned other factors, such as the personality of the teachers. It is clear from Table 5.12 that three major factors influenced behavioural and attitudinal changes among students. The following sections will discuss these factors in more detail.

Table 5.12 Factors influencing the impression of difference in attitudes (from 132 response items)

Factors\Attitudes	Positive	Negative	Neutral	Mixed
Literature Circles	73	12	0	0
Literature	26	7	0	2
Teacher personality	5	2	2	0
Other factors	2	0	1	0

### **5.3.1 Positive changes resulting from literature circles**

Seventy-one percent of the positive responses were attributed to the implementation. The students who perceived the positive changes in their attitudes and behaviours due to the intervention reported that literature circles made them feel positive about coming to class and they worked harder to prepare for the class, enabling them to participate more in class discussion. The positive feelings that they had before and during the class incorporating Literature Circles were attributed largely to the opportunities they had to share their ideas with classmates and teachers. The analysis of the responses revealed that students identified a number of positive factors related to this change. This included the fact that the class became more challenging and interesting, which encouraged them to be more enthusiastic in taking part. They perceived that the change had allowed them to express their ideas and gave them more courage to speak out. Furthermore, the students' responses revealed that the reasons they were encouraged to participate more in small group discussion could be because they felt the need to fulfill the duties assigned to them in the group. Their responses indicated sensitivity to the expectations of other students concerning the participation of all group members, as well as the group members' expectation of hearing the opinions of others. For the majority of the students responding, it was clear that familiarity with the discussion format made them more comfortable and facilitated their discussion.

### **5.3.2 Positive changes resulting from literature**

Literary text comprehension was another major theme reported by students as affecting their participation behaviour. Two sub-themes were found to support this theme. First, accessible texts encouraged greater participation among classmates. Students perceived that they participated more in class because they felt that they could understand the text. As a result, they found the text to be interesting and they had something to discuss with their classmates. Second, challenging texts encouraged greater participation between students and teachers. Students reported that they asked more questions of the teachers because they struggled to understand the vocabulary and the interpretation of the text. For a

significant minority of students, accessibility of the text or their interest or non-interest in particular genres directly affected their participation.

### **5.3.3 Positive changes resulting from teachers**

Some responses reflected how the personality of teachers affected the behaviours of students in class. Although emerging themes from the questionnaire showed that students still looked forward to receiving guidance and explanation from teachers, their responses from the diary entries showed that they felt more comfortable sharing ideas and asking questions when teachers were more approachable and willing to help. This idea is in opposition to the traditional strict, authoritarian view of teachers. The role of the teacher in facilitating classroom discussion will be discussed further in Chapter 6 and Chapter 7.

### **5.3.4 Negative changes resulting from literature circles**

Five percent of the responses reflected negative opinions about the implementation. The majority of these negative responses were generated by six students and were for the most part about their opposition to the form of assessment used in the class. They referred to the assessment as creating competitiveness, making them feel the need to be competitive and under pressure. Other negative responses indicated that a few students found the implementation to be systematic but too repetitive and not interesting. They were unenthusiastic about the amount of work needed for the class and they expected the teacher to maintain the traditional role as a provider of knowledge.

### **5.3.5 Negative changes resulting from literature**

Negative feelings resulting from literature occurred when the texts were too demanding for the students, causing them to struggle with comprehension. This theme was most salient in the Shakespearean Drama class; many students commented that the language difficulty made them read slowly, and they could not finish reading before attending the class. One student even reported that he/she did not preview for the class. A student also mentioned that he/she participated less in this course than in other courses because he/she could not understand

clearly and felt too insecure to offer opinions. Moreover, many students related their negative feeling about the course to the specific genre being studied at the time of the data collection, which had differed when they studied other courses. For example, some students preferred reading poems because they were “short” and disliked prose because it was “too long”. Some students preferred reading prose because it was something they could “understand easily”, while some disliked poems because they found that “old vocabulary is difficult to understand”.

This section has described the changes to student behaviours and attitudes after students participated in classes using literature circles. Both the positive and negative changes have been discussed, as well as the factors influencing those changes. These findings have implications for the improvement and implementation of literature circles in the EFL context and will be discussed further in Section 5.5.

#### **5.4 Student preferences on learning activities**

Almost half of the students surveyed reported that they preferred a class using literature circles to the traditional lecture-style literature class. This was mostly because they appreciated the opportunity to practise thinking by themselves and sharing their ideas during the discussion. They felt that this practice made them proud of their own ideas and more confident in sharing ideas; they were provided with a new perspective on the reading as well as becoming more enthusiastic in class. One student also stated that the reading response activity helped her to consolidate what she learned in class and enabled her to understand the reading quickly in a short time.

Overall, almost all students thought that literature circles helped to improve their understanding of literature, and they felt positive towards them. They cited the preview with reading log, the opportunity for small group discussion where they shared their understanding of the text and listened to their classmates’ ideas, and teachers’ explanations as the major things that helped their comprehension. In addition, they believed that literature circles helped them to practise and develop analytical and interpretive skills. About one-third of the students thought that

literature circles enabled them to understand better than other methods. Some of the additional reasons mentioned were that they felt more comfortable talking to classmates than to the teacher, and they felt that literature circles created a good atmosphere in class. About one-fourth of the students said that literature circles also enabled them to reach the same level of understanding as regular lecture-style classes. A few students preferred other styles of teaching. Some of the reasons they gave were that they were not confident in their own interpretations, they did not like to do the same thing every week and they did not like the assessment used in the class.

Therefore, in terms of cognitive development, classes using literature circles were at least able to facilitate student understanding of the lesson as effectively as other types of teaching method. However, many students responded positively to the additional positive elements of literature circles, such as interpersonal relations and language practice opportunities, and as a result preferred this style of teaching to the lecture style.

## **5.5 Summary and discussion**

This chapter has described the findings from the analysis of student questionnaires and diary entries. The questions in the questionnaires, which were designed to investigate students' general impression of literature and literature classes, consist of both broader open-ended questions and more guided questions. In the open-ended questions, students were asked to finish the prompt to identify the reasons for studying literature, the things they liked and disliked about the classes, and any challenges and support they felt they needed. In the more controlled questions, students were asked to take a stance on particular issues relating to the benefits of literature as found in literature reviews. They were also asked to provide the reason for taking that stance. The questions in the diary entries, on the other hand, encouraged students to reflect on their attitudes and behaviours before, during and after the classes using literature circles and in comparison with other literature classes. They were also specifically asked to reflect on their reactions to small group discussion. The diary prompts were distributed a few weeks after the midterm examination to ensure that students

had established a firm opinion about the intervention. The timing of the diary prompts distribution was two weeks before the second round of questionnaires; therefore, some of the responses in the second round of questionnaires may overlap with the diary entries, particularly the opinions in relation to language learning benefits.

Given the diverse nature of the prompts and the space provided for the response, the data from the questionnaires was clearly qualitatively different to the data from the diary. The responses in the questionnaires were in the range of a single word or short phrases to a few sentences, while the responses in the diary were in the range of short phrases or a short paragraph to a few paragraphs. Student responses reveal a high level of careful and complex judgment. Most of the responses were direct and supported either by personal reasons or objective observations. A number of responses provided careful consideration and balance of both positive and negative points of view on the topics being asked. Overall, the data analysis has revealed that literature circles brought about positive changes in behaviours and/or attitudes in students. The positive comments outweigh the negative comments, which mainly concern assessment and are unrelated to the intervention. Only a few responses focused solely on negative aspects. The following broad themes around the benefits of literature circles emerged in the analysis of both the questionnaires and diary entries: cognitive gain, language gain, affective gain and challenges.

Students perceived that they learned new knowledge and skills from both traditional literature classes and classes using literature circles. They believed both type of classes offered opportunities for them to practise cognitive skills such as comprehension and interpretation. Some perceptions under this theme were specifically aligned with data from diary entries which focused on classes using literature circles. Although they acknowledged that small group discussion and teachers' explanations in literature circles helped them to understand the text better, students felt that classes using literature circles were more challenging than traditional classes because there was a higher incidence of discussion and students needed to initiate the discussion themselves.

Students felt that both types of classes offered opportunities for them to improve language skills. They felt that literature classes gave them more exposure to English texts and they needed to use English in writing for class assignments. They felt this more strongly in classes using literature circles because the teacher expected them to read before class and there were more opportunities for speaking and listening practices from the class discussion and presentation. They felt that reading literature and studying in classes were enjoyable. They particularly liked the opportunity to discuss things they were interested in and to share ideas. These perceptions were pointed out more specifically in the diary entry sources as an effect of the use of literature circles in class. Students commented on the positive interpersonal aspects of small group discussion, in that it allowed students the freedom to share ideas, create teamwork by working together, and enabled them to enjoy working with their classmates. They felt that the small group discussion helped them to better understand their classmates, made them feel less shy, and allowed them to feel free to share ideas.

Despite the positive attitudes towards classes using literature circles and literature classes in general, another major theme focused on the challenges faced by students. The three main challenges were text, group management and student confidence. These challenges seemed to be based on the students' level of proficiency. The text-based challenge was mentioned in both traditional literature classes and classes using literature circles. Texts with textual difficulty and conceptual difficulty were the most challenging and required a high level of teacher assistance to explain the vocabulary, cultural background and complex ideas. In the diary entries, students mentioned that if a text was beyond their comprehension, they would not be able to discuss it or would not want to discuss it. The next challenge was group management. Conflict and disagreement in the group was a major challenge for students in literature circles. Students needed to learn how to handle conflict and monitor their discussion to stay on task. The third challenge to students' lack of confidence was found only in the diary entries data. Some students mentioned their lack of confidence in interpretation and did not know how to effectively argue their opinions, especially when the teacher expressed disagreement during whole class discussion. This led some students to withhold their ideas during whole class discussion.



In spite of all the demands, challenges and lack of confidence reported in the responses, students participating in literature circles were satisfactorily able to perform and discuss complex ideas from literary texts in L2. This is evidenced in the increased amount of student talk in class as well as the levels of interpretation achieved by students, as presented in Chapter 4. These findings point to the positive effect of placing attainable demands on student language performance. In this case, students were pushed to perform in L2 by demanding that they engage with a literary text and respond to it in L2. Subsequently, students changed their learning behaviours to meet that demand.

These findings also raise significant issues that influence the successful implementation of literature circles. These are the role of the teacher, the lesson sequences and text selection. It is crucial that students are prepared for small group discussion and it is essential that teachers clearly convey their expectation that students will read before classes. Teachers must emphasise the importance of completing the preview and writing the reading log as preparation for class discussion. In addition, student responses relating to the role of the teacher strongly indicate the need for the teacher to be available and approachable when acting as a point of reference during group discussions.

With regard to the issue of literature circle structure and sequences, students perceived that their comprehension and analysis were heightened through the repetitive processes of classes using literature circles, such as the reading log, discussion and reading response, in spite of a minority of students commenting that these processes were boring. These processes also helped them to repeatedly practise English skills. Most of the findings about students' perceptions of cognitive gain, language gain and affective gain confirm the positive effects of literature and literature circles found in previous research in L1 and ESL contexts, and as outlined in the Literature Review. However, these findings – particularly in relation to students' perceptions of the challenges they face – are relatively new in the literature discussion on EFL contexts and will be taken up further in the discussion section.

Another issue important to the success of the intervention is the selection of the literary texts to be used in class. Selecting an accessible literary text is crucial for

students' comprehension of the text, because this will lead to engagement in the small group discussion. Texts which are beyond a student's comprehension level could have a negative influence on their active participation in class. All elements combined could lead to a successful and more communicative literature class.

This chapter has addressed research question no 2, "What are learners' attitudes towards their learning experiences in the collaborative reader-response literature classroom?" The findings from the students' questionnaires, diary entries and observational data highlight positive changes in students' attitudes and behaviours after participating in classes using literature circles. More students recognised the importance of literature discussion in promoting L2 listening and speaking. Many students reported an eagerness to participate in sharing their ideas in small group discussion, and they also indicated working harder in the preview before coming to class. Issues related to the successful implementation of literature circles introduced in this chapter will be further discussed in Chapter 7. The next chapter will address research question no. 3, "What are teachers' dispositions toward their own learning experiences and those of their students in the collaborative reader-response literature classroom?" to examine teachers' attitudes to the implementation of literature circles through the analysis of teacher interviews.

## **Chapter 6 Teachers' perspectives on literature circles**

It is clear that any research on classroom interventions needs to take careful account of teacher variables since these have the potential to impact on the outcomes of any classroom study. The previous chapters have described how the introduction of literature circles positively impacted student L2 production (Chapter 4) and student receptiveness of the intervention (Chapter 5). This chapter will describe in some detail the way in which teacher variables, including differences in approach, were carefully taken into account in the research design. It will also describe the teachers' backgrounds, dispositions and perspectives on the implementation of literature circles. The chapter will make clear that despite these differences, the outcomes identified in Chapter 4 were strikingly similar across all the classrooms and can thus be attributed to the uniform introduction of literature circles, rather than to the interpretations of that method by individual teachers.

Teachers' perspectives on a teaching innovation can influence their decisions on whether or not to continue in the longer term with the innovation and personal disposition also has a significant impact on the sustainability of any changes introduced. To successfully implement any intervention, teachers need to adjust their roles and responsibilities in response to the changing activities and nature of the classroom. Data on the points of view of teachers show that while teacher variables did impact on the implementation of the project, these impacts were not so significant that they affected the success of the project, either positively or negatively. They simply mean that teachers interpreted the intervention in line with their existing practices and personal teaching styles. At the same time, teacher involvement in this project has impacted on teachers' beliefs and practices, and has contributed to long-term changes in those beliefs and practices.

The findings described in this chapter are the results of the analysis of teacher interviews and classroom observations. As described in detail in Chapter 3, three teachers from two universities participated in this project. Two teachers taught literature as a core subject in a stream with English as the medium of instruction in one university. One teacher taught in the literature stream in which Thai was the medium of instruction in another university. It is widely established that teachers

are individuals whose teaching practices are influenced by certain beliefs formed in certain contexts. As David Hayes (2008) said (see Section 3.3), teachers' backgrounds can impact their beliefs and teaching practices. In this study, a biography of each participating teacher is therefore presented to provide insight into how their former educational and teaching backgrounds might impact their current beliefs and practices, as well as their receptiveness to the intervention.

As described in the methodology chapter (Chapter 3), two types of interview were conducted. The first was a formal, semi-structured interview of each teacher, conducted at the beginning and end of the implementation. This interview was about 50 minutes long. It focused on the teacher's background and their perspective on language teaching and literature teaching in general. The second was a semi-structured interview conducted at the end of each lesson throughout the semester. This interview was 10-15 minutes long and focused on the teacher's feedback on student performance and the class evaluation in general. The emerging themes from the interviews were coded and organised using Nvivo10.

The findings showed some agreement among the teachers in respect of the themes that emerged. However, within each theme, there were slightly different nuances for each of the teachers that came about as a result of their references to their own specific contexts; for example, themes regarding changes in student behaviour and performance. These themes were therefore presented separately as they were perceived by each teacher under the heading of each of the three teachers. This presentation of data allowed the themes to be considered in relation to the context of the teachers. Data from classroom observations are also woven into the presentation of these themes to place what the teachers said in context.

This chapter starts by looking at the individual background of each teacher. This section covers details of teachers' educational and teaching experiences, their current classroom, the implementation of literature circles, their opinions of the changes they have observed in class, and suggestions for implementation. The second section consolidates the findings of all the teachers' perspectives on literature circles under major themes emerged from all teachers. The following section discusses the changes in the dispositions and practices of teachers after

participation in this action research project. The chapter ends with the conclusion and discussion of issues from the findings.

### **6.1 Teacher variables**

The participating teachers varied in age, gender and personality. Nevertheless, all of them shared a number of similar characteristics. For example, all are in their early or mid-thirties and have postgraduate qualifications in language studies. One has a PhD in Applied Linguistics. All can communicate well in English although their English proficiency levels vary, with the teachers in the English as a medium of instruction curriculum being more fluent. They also use different levels of L1 and L2 in class. In addition to engaging in this research project, all the teachers were conducting other unrelated research during the time of the data collection.

In general, this group of teachers view themselves as being friendly, open-minded and having positive relationships with the students. The data from the interviews reveal that their own practices may have been influenced by the admiration they had as students for teachers in their own university days, teachers they came to see as role models. For example, in her first interview, Kitima recalled her learning experience and how a certain teacher made an impression on her learning,

I like to study literature because one of my teacher. She made the class relaxing like every answer in the class always correct as long as you can support your answer with the evidence from, from the story. So, I feel like, "wow, this is really amazing". So, my answer is always correct so I enjoy reading it and study in class. And I use her as a model when I teach English.

The observational data also show that all of the teachers were comfortable with the practices of student centred learning and they all engaged students in classroom decisions, although the levels of control allowed for students varied according to each teacher's pedagogic purpose. For example, in Week 9, Kedsinee wanted to continue a discussion with students in Class 4 but the students suggested that they watch more of the video, and Kedsinee agreed to this. However, she was firm when, in Week 6, she wanted to group the students in Class 3 according to ability, even though students wanted to remain in their current

groups. She encouraged them to try to work with other members and learn more about them. All teachers were conscious of the need for strategies to encourage students to participate in class and they deployed these strategies. For example, they were observed to repeat and then paraphrase questions. They also allowed extended wait time to encourage student responses. The wait time could be 8-10 seconds long before a student responded. It seemed that the teachers allowed enough time for students to formulate their answers in L2.

All teachers had different ways of implementing literature circles according to context. From the observational data, it can be seen that all of them provided background information about the reading texts at the beginning of the class. Kedsinee even provided definitions of some words she found necessary to the interpretation of a poem in the Year 3 poetry class. In terms of activity sequences, Kedsinee included one round of small group discussion with the emphasis on comprehension in her classes instead of two rounds of discussion, because the objectives of her classes were not focused on literary stylistics. In contrast, Kitima and Tavee included both rounds in most of their lessons. In some lessons, they included a third round of small group discussion with the focus on discussing literary criticism, which was one objective of the class.

In terms of assessment, Kitima and Tavee applied the same types and standards of assessment because they were teaching different sections of the same courses, while Kedsinee used different assessment approaches in her classes. Kitima and Tavee taught the English Literature class by focusing on interpreting and analysing literary texts and making the connections between the reading and the students' lives. Course assessment included midterm and final examinations, reading response assignment and in class participation. The in-class participation, which was 20% of the assessment, included reading log preparation, presentation and participation in whole class discussion. Kitima and Tavee explicitly awarded participation scores to students who engaged in the discussion. The participation scores, referred to as "Love Points" were awarded as 0.25, 0.50, 0.75 and 1 point based on the quality of contents that students had shared with the class such as relevancy and originality.

Kedsinee taught two classes, one of which was British Poetry, while the other was Shakespearean Drama, as described in Chapter 3. The objectives of both classes were to develop the ability to interpret literature and complex ideas, discuss important issues around British culture, society and history, and develop critical thinking skills. The assessment of both courses included midterm and final examinations, two short papers, participation and class work. The participation and class work each represented 10% of the final assessment mark. This teacher gave participation and class work scores at her own discretion when students participated in class activities.

The following sections will describe the background of each teacher, the nature of their implementation of literature circles and their opinions on the effect of the introduction of literature circles on different aspects of class.

## **6.2 Teacher profile**

### **6.2.1 Kedsinee**

When Kedsinee was approached by the researcher with the idea for this project, she readily agreed. She eagerly welcomed it because she had previously considered using literature circles in her class but had never implemented them. She taught in a Thai as a medium of instruction stream and would have liked to use English as a medium of instruction, but she found herself explaining everything in Thai. She believed that having someone observing the class would force her to use English more in class and possibly allow students to discuss in English. She also considered the prospect of conducting another study of her own alongside this project. Initial contact proved to be positive and showed Kedsinee to be open-minded to new ideas, inquisitive about new things, and striving to improve her knowledge and skills. There were three teachers teaching literature at Kedsinee's university, but she was the only teacher participating in this project because one was leaving to undertake further study and another was not willing to take part in the project.

The first interview with Kedsinee took place in Week 5, one month after the implementation. It covered the teacher's educational and work experiences,

general attitudes towards language teaching, and the teaching and learning of literature, and her attitudes towards literature circles. The subsequent interviews focused on her reactions to the class using literature circles and students' performance. At the time of the first interview, she was writing a paper about using literature circles to promote students' English language skills, critical thinking skills and cultural knowledge for a conference. This activity highlighted the high level of theoretical engagement by the teacher.

Kedsinee grew up in a small province and went to a provincial university. As a student, she liked English because she achieved good grades in the subject. She studied English Short Story as an elective in high school and was impressed with the different focus of the lessons, which were not grammar focused. She consequently decided to study English and English literature in university. Although she found the interpretation of literary texts difficult, she found literature liberating and discovered that it broadened her perspectives, particularly with regard to ideas about western culture and the nature of human behaviour. However, in class she was quiet and let her classmates do the talking when teachers asked for opinions. Directly after graduating with her bachelor's degree, she studied a master's degree in Teaching English to Speakers of Other Languages (TESOL) and then commenced working for the same university she is working for now. After three years of teaching in the university, she undertook doctoral study for four years in the UK. She has taught for three years since receiving her PhD and served as head of the English department when she participated in this research project.

During her first year of teaching, Kedsinee worked as a teaching assistant (TA) for the literature classes at her campus. The main campus of the university was located in another province and many classes, including literature classes, were broadcasted live from the main campus. On Kedsinee's campus, there was one section for each literature class with more than one hundred students enrolled in each class. The TA's roles were to monitor students and keep the attendance roll. After a few semesters, once the university felt that Kedsinee was able to take over the classes, the broadcast was cancelled and she took over the teaching of literature.



As a language teacher, Kedsinee was aware of the communicative language teaching methodology and the demand to encourage spoken language practices. She was also interested in developing critical thinking in classes and paid attention to the kinds of questions used to create critical thinking, particularly in literature classes. Kedsinee viewed herself as being able to create a good rapport with her students and to have teaching techniques that arouse students' interest. She thought students' general proficiency at the beginning of their freshman year was not high and she observed that teachers had low expectations of their ability to improve. She believed that building familiarity with students would enable them to feel comfortable in speaking up and answering questions in class. Data from the classroom observations for this project show that she involved English major students in many extracurricular activities and spent a portion of class time planning extracurricular activities with students, who in return openly gave their opinions and suggestions on how the activities should be carried out. Moreover, the observations showed that although Kedsinee exerted minimal control over students' behaviour in class, most students stayed firmly focused on the task.

Kedsinee firmly believed that English major students required more than basic communication skills and that the study of the literature of the target language could provide students with cultural knowledge and historical background, as well as an understanding of current social issues. Nevertheless, she noted her awareness of some positive and negative criticism from other teachers in the department about the literature class. While some teachers viewed students in the literature stream as being critical and analytical, and viewed literature as helping with cultural exposure, other teachers believed that the benefits of literature classes were limited to improving reading skills. She therefore expressed the view that she would like to raise the awareness among other English teachers of the potential benefits of literature in developing critical thinking and developing the four basic language skills, especially when English was used as a medium of instruction. In addition, Kedsinee was interested in how literature can be used to enhance the social development of students. She tried to build social awareness by designing a project for students in literature class in which they would volunteer their time and knowledge, such as making picture books for the primary school nearby.

### **6.2.1.1 Kedsinee's literature classes before the implementation**

In her first interview, Kedsinee described her typical literature classes as a mixture of teacher lecture and directed questions. She described how, in a number of lessons, activities to encourage listening and speaking practices were incorporated. These included reading aloud by the teacher or students, and a type of "reader's theatre" in which students took turns reading from a play script. The question and answer phase of the class emphasised the interpretation of literary texts. Stylistics was only mentioned when there was an obvious feature that needed explanation. Students' voluntary responses were rare occurrences. Consequently, Kedsinee often called on students who she knew would be able to respond to the questions when no student volunteered. Students' answers varied and included both short and extended answers. On some occasions, she incorporated small group discussion on teacher-assigned topics and the presentation of the discussion results to classes. In this activity, about half an hour was allocated for discussion to allow students to write down their answers. Although the writing activity was time-consuming, she viewed it as helpful preparation for the subsequent presentation. After class, students wrote an analysis of the reading as an assignment.

Although a variety of activities was provided for in the class prior to the intervention, Kedsinee noted that students did not, in general, pay much attention to the lesson. She speculated that this student reaction might partly be due to familiarity with the teaching methods and partly due to student prioritisation of other, more demanding courses. For example, some students fell asleep in class during a presentation of a film version of *Macbeth*. On several occasions when students failed to read before class, the teacher had to read with them in class and focus on comprehension. Kedsinee expected that the introduction of literature circles would make students become more active and more involved in class.

From the initial contact and first interview, it was apparent that Kedsinee had a positive attitude towards literature and literature classes. She has theoretical knowledge of teaching from her study and continuous engagement with academic publication, and practical knowledge from years of teaching experience. She implemented various teaching and learning activities in her class, sometimes

without much success. She was able to theorise her teaching context and was interested in exploring the possibility of using literature circles to enhance teaching and learning. The following sections describe her observations after the implementation of literature circles.

### **6.2.1.2 Kedsinee's implementation of literature circles**

Literature circles in Kedsinee's classes followed the suggested activity sequence with some adjustments. The first adjustment was that she only included one round of small group discussion instead of two rounds, because both of her classes emphasised the comprehension of literary texts but not stylistic or literary devices. In addition, she allocated a longer period to small group discussion than was initially suggested. This extended time was allocated to allow for the nature of text difficulty, students' lack of pre-class reading, and the preparation of presentation scripts.

There were 12 students in each of Kedsinee's classes. Initially, she allowed students to form their own groups but in later classes she assigned the members of each group. Usually, a group consisted of four members. With only 12 students in a class, she was very aware of the strengths and weaknesses of each student. Sometimes she put students of different ability levels together so that those with high proficiency could help those with less proficiency in the interpretation and analysis of texts. However, she sometimes put lower level students in the same group and encouraged them to work hard by themselves. She found this practice to be effective because she observed that these students seemed to be more productive and better prepared for the lesson in the next class.

During the intervention, most of the small group discussions were conducted using an open discussion format. Kedsinee highlighted in the final interview the advantages and disadvantages of using student-selected topics in small group discussions and the effect of this on student participation. While she believed that small group discussion using student-selected topics could allow students to express their interest more, she found it to be very time consuming. She suggested that student-selected topics should be used in the poetry class or with short texts that were not too difficult to read. She found it necessary to introduce some of the

vocabulary needed for comprehension, partly to reduce discussion time. This in turn freed her to observe the student participation in small groups and guide the discussions once students had started their small group discussion. On the other hand, Kedsinee found that the use of teacher-guided questions or a discussion framework in small group discussion could reduce the time spent on class discussion. She suggested that teacher-guided questions should be used in drama classes or complex reading.

The majority of the whole class discussion was conducted in L2. Kedsinee sometimes code-switched with L1 or local dialect to ensure that students understood the explanation, or to encourage them to respond. In the event that there was no student response, Kedsinee would call the name of a student or continue to repeat the questions two or three times before she explained the point. She observed that students in both classes attempted to respond in L2, while L1 was often used to sustain the flow of discussion.

### **6.2.1.3 Changes observed by the teacher in classes using literature circles**

#### ***Changes in participation structure***

Kedsinee found that literature circles provided a systematic structure for classroom activities. Students had clear and specific goals in each class activity and each of them was able to contribute to the group discussion. She noted that students could understand literary texts, and that they raised many interesting points during the whole class discussion. She noted that more students were participating in the whole class discussion than was the case in comparable literature classes in which literature circles had not been used. She also noticed that there were more instances of student-student interaction in which students directly engaged by responding to the ideas of other students. This student-student interaction occurred more frequently in the Year 4 class.

**Changes in student performance** Kedsinee was impressed by the students' performance after using literature circles. Her perception was that students' responses reflected their ability to think about and interpret a literary text, and some of the responses reflected originality of ideas. She recognised that in some groups, a number of students still relied on co-constructed for their presentations,

but the same students still showed themselves to have a good grasp of concepts and ideas relevant to the text. She also saw drastic changes in some students. For example, a quiet girl in the Year 4 class became the first person to initiate the whole class discussion in the later weeks of the semester. Although there was satisfactory development in both Year 3 and Year 4 classes where literature circles had been implemented, she found that students in Year 4 performed better than students in Year 3. She observed that this difference might be a consequence of the level of preparation before class and familiarity with reading literary texts.

***More opportunities for language practice***

Kedsinee expressed the view that current practices in literature classes only encourage the development of reading and writing skills. Previously, she mainly used Thai as a medium of instruction in class because the lesson focused on the interpretation and analysis of content. This semester, when using English in lectures, she sometimes used Thai to explain some aspects in more detail because she was not certain whether students understood the English explanation. Sometimes she also used Thai to relate to students, e.g., through humour. Due to her long-standing habit of using Thai as a medium of instruction, Kedsinee had to remind herself to use English in class all the time. She noticed that when the teacher used L2 to initiate questions, students tried to respond in L2. This provided greater opportunity for students to practise their English listening and speaking skills. Despite the fact that students still used L1 in whole class discussion, she considered the increased use of L2 and students' ability to discuss their interpretation in L2 a satisfactory improvement compared to previous literature classes.

**6.2.1.4 Perceptions of practical issues in implementation**

In her last interview on Week 14, Kedsinee summarised a number of practical issues in implementing literature circles. Despite the problems she identified, she indicated that overall she was happy about the project because of the positive performance and the progress of students' interpretive ability witnessed during the semester. Moreover, for each of the issues that she put forward, she also identified solutions. This augured well for the sustainability of the project.

The first practical issue Kedsinee identified was that literature circle activities were time-consuming. This problem was more prominent when students in both of her classes failed to read before class and spent the significant amount of discussion time reading before they started to discuss and write their responses. This behaviour made the class progress slowly. Kedsinee acknowledged that it was important for students to be allowed to have the time to ponder on their own before conceiving their own interpretation and participating in small group discussion. The students' behaviour made her highly aware of the importance of the reading log activity in preparing students for discussion. She tried to raise this point, and stressed the importance of preparation before class to the students, but without much success. She observed that many students typically came to class with minimal notes prepared. Kedsinee acknowledged that another activity that took up valuable lesson time during small group discussion was the preparation of presentation notes. Nevertheless, she encouraged students to write down their opinions after the small group discussion before presenting them to the class because it helped them to speak at greater depth and in more detail.

Another problem she identified related to the distribution of group roles. In some groups, students refused to change roles because they were aware of their group members' strengths and weaknesses and were worried about assigning a role to people with weaknesses that would affect the performance of the group as a whole. Kedsinee's suggested solution to this issue was for the teacher to more closely monitor the groups and be stricter in assigning roles.

The last issue she raised pertained to teacher workload and its effects on the effectiveness of classroom activities. The fact that the classes were being observed this semester initially made her want to spend more time on lesson preparation. However, due to other administrative work commitments, she did not prepare for the class more than usual. Kedsinee felt that she had planned the lesson more carefully in terms of content revision and classroom activities when she taught the course for the first time, a year previously. Subsequently, she felt that she had reviewed the lesson less when teaching it. She would have preferred to be more prepared for the class. For example, she would have liked to prepare a summary of the main ideas at the beginning and the end of each class because she believed that

this would have enhanced students' understanding of the texts. In conclusion, Kedsinee's perceptions showed that the observer's presence had no effect on her conduct in the classroom. Moreover, despite all the shortcomings, she felt that literature circles were powerful activities for enhancing students' interpretive skills, and she would continue to incorporate them in literature classes in the future.

### **6.2.2 Kitima**

Kitima is a female teacher in her early thirties with a master's degree in English who had four years' teaching experience in formal education when she participated in the study. Her bachelor's and master's degrees focused on literature and she had taught literature for two years before participating in the project. She was the literature subject coordinator at the time of the data collection. Her direct contact with western cultures came from three months' work experience in England. At the time of the study, she was also responsible for international affairs for the faculty. When the researcher approached her about the project, she saw its potential for improving the teaching and learning of literature and was eager to participate in it. At the time, her university had just changed the class timetable from an hour and a half session to a three-hour session and she was therefore concerned about how to conduct a three-hour lecture on literature.

Kitima grew up in a small province but she went to secondary school and university at a major province nearby. She was exposed to CLT as a student in secondary school in French and English classes. At university, she decided to study literature because she was inspired by a teacher who made literature classes relaxed and enjoyable by accepting every answer in the class, as correct as long as students could support their answers with evidence from the story. She reported that she used that teacher as a model when she taught English and literature.

Kitima started her teaching career as a tutor at a language school while she was still in secondary school. As a teacher, she believed the purpose of English classes was to empower students to be able to communicate in English. She also acknowledged the importance of maximum use of the target language to enable more opportunities for language practice, but did not see this as practical for

students at beginner level. In a typical lesson, she sometimes used L1 (Thai) in class when she wanted to tease students or make them feel relaxed. She also tried to incorporate technology to support her teaching, particularly the use of video clips to present examples of presentation skills. At the interpersonal level, she viewed herself as a friendly, supportive teacher and believed her behaviours would encourage the students to become more comfortable with speaking in class. She believed that the teacher's main role was to encourage students to talk, which she tried to achieve by using a reward system for participation. She expressed the belief that literature classes have the potential to enhance language learning and literature appreciation and to foster an understanding of human lives.

#### **6.2.2.1 Kitima's literature class before the implementation**

Kitima was generally satisfied with the literature class she was teaching prior to the implementation of literature circles, and the way she originally organised classroom activities and sequences had some similarities with literature circles. Her regular lesson plan often consisted of three parts. The first part was a warm-up with a brief introduction to the texts using multimedia such as PowerPoint. Students were provided with questions to guide their reading in this phase. The second phase of the lesson prior to the intervention was reading activity. Students were allocated time for individual reading before forming groups of three or four to discuss the guided questions. They then shared what they had discussed with the class. The teacher then summarised the presentations and added her comments to the students' points of view. She reviewed the text and discussed the important points not mentioned in the student presentations, and explained the literary elements, particularly plot structure. In addition, students were assigned group work in which they had to prepare presentations on different topics such as author biography, historical context, and cultural context. The last phase of the lesson was the assignment of a response journal to reflect students' understanding and opinion about the texts. In reading texts with extended dialogue, Kitima sometimes asked students to volunteer to read the characters' dialogue aloud and encouraged them to act out their interpretation of the characters.

Prior to the introduction of literature circles, students usually used Thai in small group discussion while Kitima circulated the classroom in an attempt to facilitate



and encourage them to use English. During whole class discussion, students often volunteered to answer or share their ideas because they would receive a score for their participation. Kitima believed this method was very effective in motivating them to speak in class. She said that the atmosphere was improved when students spoke in class. She also believed that this action would encourage quiet students to speak as well.

The main problem Kitima had in her normal lessons was students' lack of preparation or pre-reading before the class, which negatively affected the whole class discussion. However, if the discussion involved topics on which students had some knowledge, or the teacher provided time for individual reading or led a read-aloud activity, the discussion would be a lively one. Nevertheless, Kitima found that although providing time to read in class was effective to a certain degree, it used up valuable class time that could have been spent on other useful activities.

#### **6.2.2.2 Kitima's implementation of literature circles**

Literature circles in Kitima's classes followed the suggested activity sequence with some adjustment, with a certain degree of control over the class activities. There were 35 students in this class but the attendance varied between 30-33 students. The way Kitima conducted the class using literature circles was quite similar to what she had previously done. However, in literature circles, the students selected their own discussion topics. Initially, Kitima followed the suggested lesson sequences with two rounds of discussion, but later she adjusted some activities to make them meet her pedagogic goals. In Week 2, during the second round of discussion when the focus was on literary elements, she listed the literary elements that students should discuss on the board and asked each group to select the element they would like to discuss in that class. The elements listed were setting, narration, characterisation, plot structure, atmosphere, themes, symbol and figurative language. She found this to be effective because discussion on the various elements could be rotated between groups and students would pay more attention to the presentations. In Week 5, she added one more sequence, to introduce literary criticism, which was a course objective. In Week 7, Kitima started to experiment with the modification of classroom sequences to make the classroom experience less mundane. For example, she asked students to present

their small group discussion informally. Students sat in their chairs to share their group points of view, instead of presenting formally in front of the class. However, Kitima found that this resulted in students giving shorter and less elaborate presentations than they normally did in formal presentation. The observational data showed that she never used this method of presentation again. In Week 13, Kitima asked students to act out their interpretation before participating in small group discussion, to change the class routine. From the observational data, students showed a positive reaction to the new idea, but the new sequence did not demonstrate a significant effect on the amount or quality of student talk.

### **6.2.2.3 Changes observed in classes using literature circles**

#### ***Changes in participation structure***

After implementing literature circles, Kitima noticed that literature circles had changed the way students discussed literature. Her perception was that previous discussion was in the form of questions and answers for the comprehension component, with little relevance to students' personal lives. Students' responses to the questions consisted of short sentences, which was not true discussion. However, she observed that this semester, students seemed to enjoy their discussion and they continued to discuss, even without the teacher's monitoring. In addition, she noticed that some groups tried to hold their discussions in English, which she believed helped to keep them on task. She noted that when using Thai for discussion, students sometimes tended to digress from the main topic. Later in the semester, she became aware that some of the students became more confident in their interpretation and participated more in small group discussion.

#### ***Changes in student performance***

Kitima believed that literature circles helped to improve students' comprehension of literary texts. Previously when she had asked comprehension questions after the lecture, she had found that students' responses lacked deep understanding. However, with small group discussion in literature circles, she observed that students felt more comfortable talking and asking their classmates if they did not understand, and their classmates felt comfortable in correcting their peers' misunderstanding. She stated that students covered a wide range of topics in small group discussion although their presentation might not reflect the depth of small

group discussion. When the whole-class discussion involved topics students discussed in small groups, many of them expressed their opinions. Kitima also found that literature circles, particularly the presentation parts, were helpful in providing formative assessment compared to past experience when the teacher would only know from exam paper answers whether students had understood a literary text.

***More opportunities for language practice***

Kitima recognised that literature circles were helpful in providing listening and speaking practice. Initially, the structured presentation phases allowed students to present their ideas formally in L2. As students took turns to present in every lesson, their opportunities to talk were increased compared to the previous literature class where presentation was not structured in every class. In addition, Kitima stated that the optional group work at the end of the literature circles, such as skits, provided more opportunities for practising the language. Her perception was that skits also reinforced interpretations, as well as providing opportunities for language practice, because students had to design their own dialogue for the skit.

***Changes in teacher's teaching practice***

Kitima found that using literature circles changed the way she conducted the class. She found that students paid more attention to their classmates' presentations when she highlighted the ideas on the whiteboard. and later used those notes to guide the whole class discussion than they did when she used slides. She then relied less on lecture and PowerPoint slides but more on student presentations to guide the whole class discussion. She adopted this practice from Tavee after he mentioned it in one of the group interviews, and she continued to use it until the end of the semester. She mentioned that while the slides gave more control to the teachers, she agreed with Tavee's observation that students seemed to respond better in the whole class discussion, based on the presentation.

**6.2.2.4 Perceptions of practical issues in implementation**

It is important to note that Kitima taught the same group of students in the semester prior to the study and in the semester of the data collection, and she was

familiar with their relationships, learning styles and performance. She reported marked changes in student participation and performance and attributed these changes to literature circles. However, she pointed out some issues in the implementation that should be addressed and suggested possible solutions to improve the implementation of this pedagogy in Thai EFL classrooms.

The first problem Kitima identified was that some students did not read before class. Although she believed that students who did not read before class would benefit from literature circles by listening to other students' discussion, she felt that this behaviour had a negative effect on the group's performance. She believed peer pressure to be one way of making students more responsible for their roles in the group and that students sometimes needed to be reminded of self-discipline awareness and the effect of self-discipline on group performance.

The second problem in Kitima's opinion was the quality of the reading log, which affected the quality of small group discussion and presentation, making the discussion dull and boring. She emphasised the importance of reminding students how to read and write the reading log during the semester. In addition, she felt that teachers should remind students about how to participate in discussion so that all students had opportunities to speak. She suggested the need for group management training for students, or a revision of group process, after the midterm examination.

Another issue raised by Kitima was that the literature circles could be repetitive and boring. She recognised that literature circles were effective in engaging students to participate and in improving student comprehension and interpretation. Nevertheless, she found it helpful to be able to rearrange and adjust the activity sequence in literature circles to make the classes more interesting. For example, putting the skit up first to present the students' initial interpretation before examining their interpretation in detail in small group and whole class discussion.

In conclusion, Kitima's perceptions showed a positive disposition towards literature circles. Her responses also showed that she was an active participant in this project in observing student performance, reflecting on the issues that arose in

class, and taking initiative to improve teaching and learning. She felt that literature circles were beneficial in deepening students' interpretive skills and providing opportunities for language skill practice. She acknowledged the problematic areas that should be improved to maximise the potential of literature circles, and she stated that she would continue to use them in literature classes in the future.

### **6.2.3 Tavee**

Tavee is a male teacher in his early thirties with a master's degree in English linguistics and had four years' teaching experience at the time he participated in the study. He works at a provincial university and is responsible for general English classes and cultural studies through cinema. He was approached to teach literature classes when one of the literature teachers left to undertake further study. He believes he is capable of teaching literature because of similarities with cinema studies, although they are different mediums. He eagerly agreed to participate in the study when approached, although he admitted to feeling intimidated by the prospect of participating in research and being observed while teaching the class for the first time. He added that knowing the researcher helped him to be more relaxed and that participating in the research had provided insight into teaching and improving his teaching practices.

Tavee grew up in a small province and went to university in Bangkok. He noted that he had enjoyed reading Thai literature and watching Hollywood movies since he was young. He believed that his interest in cinema made him interested in the English language and guided his decision to study an English major. His English education at primary and secondary levels was based on grammar and reading, with very little opportunity for conversation practice. It was at university that he started to use English for conversation with native speaker teachers. At university, he studied 12 credits of English literature, or four literature courses as core courses, and found literature interesting. He recognised that language difficulty could discourage students and cause them to find literature boring when they could not understand the text by themselves. However, he pointed out from his learning experience that classroom discussion enhanced comprehension. He particularly liked classes in which the teacher was open for discussion and

students could share their opinions. Although he enjoyed literature classes, he decided to focus on a linguistic stream of study because he believed linguistics would be more useful for him. Directly after graduating from his bachelor's degree course, he studied a master's degree in linguistics. He then worked on a volunteer project with an Italian charity group before joining the university where he now works. After two years in service, he was awarded a Fulbright Scholarship for Foreign Language Teaching Assistant. The award allowed him to spend one year teaching Thai at a university in the US and learning about American culture.

As a teacher, Tavee believes that the purpose of English education is to develop the ability to communicate in English, and he views communicative language teaching as a methodology that focuses on the communicative demands of real life instead of abstract grammatical knowledge and the ability to pass examinations. However, he expressed the view that it was necessary to teach some grammar to enhance effective communication and provide corrective feedback after encouraging students to talk. He pointed out the different roles a teacher can play with students who have different levels of competency. For example, he implemented a teacher-centred approach with lower ability students to build their competency and a more student-centred approach with higher ability students to provide more practice. Tavee expressed a positive attitude towards the role of L1 (Thai) in English education. Although the university's policy was to use English as a medium of instruction, he personally believed it was acceptable to use Thai in English classes, particularly to enhance the classroom atmosphere and explain complicated concepts and tasks.

Tavee viewed reading literature as a higher level of language learning goal where the purpose of language learning moved beyond basic communication to an appreciation of the culture. He indicated that reading literature in the target language helped learners to familiarise themselves with different models of language expression and as a result improve their reading and writing skills. Moreover, he expressed the view that literature encourages critical thinking ability through the expression of interpretations of the text.

### **6.2.3.1 Tavee's implementation of literature circles**

Tavee's implementation was the same as Kitima's in terms of lesson sequences. However, in terms of classroom management, he placed less control on class activities and students' choices. He let students select their own discussion topics in each round. The semester in which the data collection took place was the first time Tavee had taught a literature class. Nevertheless, the implementation went well and students actively participated in literature circles. One of the factors that might have contributed to the students' participation might be prior experience. The reconnaissance period with the teacher who had previously taught this group of students showed that students had been exposed to various activities in literature class such as group discussion, group presentation, role play, readers' theatre and reading journal.

### **6.2.3.2 Changes observed in classes using literature circles**

#### ***Changes in participation structure***

After implementing literature circles, Tavee noticed changes in student participation, particularly in small group discussion. At the beginning of the semester, he noticed that students were reluctant to start a discussion without the teacher's encouragement. In addition, some group members were passive participants who allowed the stronger members to dominate the discussion. About two months after the implementation, however, he noticed that students had become more comfortable with the discussion and most students contributed more in the small group discussions. He also reported increased student-student interaction during the presentation phase. For example, the audience would sometimes ask the presenter directly about the things they were curious about after the presentation.

Changes in student performance During the intervention, Tavee became conscious of how students progressed in terms of reading comprehension and literary knowledge. In his early interviews, he pointed out how students struggled to identify the plot structure, and while they were able to identify some figurative language use, they could not relate the effects of figurative language to an interpretation of the text. He also acknowledged that students might have many

interesting topics to discuss. However, he raised the issue that, due to inadequate L2 proficiency, students were not able to engage in serious discussions in English during the whole class discussion in the way that they would if L1 were used. In his later interviews, he described how the students' comprehension improved and how presentations by different groups helped to enhance students' interpretations. He concluded in his final interview that literature circles had resulted in changes in student performance:

You can see that they can bring up something from the novel that they read – it's like 200 pages long – but not only did they finished reading it but they still brought up a lot of perspective, you know, interesting perspective of the novel also. This kind of thing they can only get it from, you know, from discussion all through the semester of this course.

Overall, Tavee's perception showed that engaging in discussion in literature circles was beneficial in enhancing students' critical thinking and creativity as well as providing opportunities for language practice.

### ***Changes in teacher perceptions***

Tavee expressed a very positive attitude towards literature and literature circles. The interviews also showed that participating in this research had changed his attitude to the teaching and learning of literature. At the beginning of the semester, he viewed studying literature as comprising the appreciation and understanding of the culture of the target language. However, after implementing literature circles, he identified the main purpose of studying literature as the improvement of creativity and critical thinking, because students were required to discuss and argue for their interpretation, which might differ from that of their classmates or teacher. He also noted the different demands placed on the teachers by literature circle activities compared with the demands of lecture-based classes. He explained that for a lecture-based class teachers need to undertake more preparation before the class. In a class using literature circles, however, teachers should be active listeners during the class and should be prepared to incorporate students' viewpoints into whole class discussion, while also ensuring that the discussions relate to the themes of the reading texts. Participating in this study thus changed Tavee's perspective of literature and teachers' roles based on class activity.



***Changes in teacher's teaching practice***

Participating in the study has greatly impacted on Tavee's perception and practices in teaching. At the beginning of the semester, he admitted the desire to be "the teacher who encourages the student-centred kind of support". Nevertheless, with limited knowledge of teaching pedagogy, he always resorted to giving lectures. He acknowledged the changes he made in his teaching practice as a result of using literature circles and concluded in his final interview that,

having known this literature circles can help me improve myself as a teacher who instead of being a centre to only being a scaffold and it's not just a theory. It can be practical like I have already done in this semester.

The key change in his practice originated from his experience of a critical moment in one of the literature classes using literature circles. Although this event happened in a class that was not directly observed by the researcher, its effects were profound, as it changed the way Tavee conducted whole class discussions. The event was an LCD projector failure. Typically, Tavee would use prepared PowerPoint slides during whole class activities. The slides generally included a summary of the text and issues that he would like to discuss with the class. As a result of the problem with the LCD projector, however, he wrote the key words from each presentation on the board in that class. At the end all of the presentations, he connected the key words to form a diagram that linked all the concepts mentioned in the presentations and constructed the whole class discussion and the lecture based on those concepts. He sensed that this practice had a positive effect on the students as they seemed to be happy when the points they raised were mentioned by the teacher. In this way, students recognised the importance of their presentations compared to the use of PowerPoint slides, which forced students to ignore what they had discussed and pay attention to what the teacher had to say. Tavee believed that this practice would encourage students to put more effort into future group discussions and presentations. He shared this idea with Kitima during one of the group interviews and she adopted the idea in her classes.

### **6.2.3.3 Perception of practical issues in implementation**

Tavee's perception was that literature circles include useful activities in terms of enhancing students' comprehension, interpretive skills and critical thinking. However, he acknowledged some practical issues in their implementation, and shared some of the solutions he had tried in his classes.

The first problem, which had a major effect on class activity, occurred when every student in a small discussion group had failed to read before class and could not engage in the discussion. During the intervention, he experienced this issue in a class which was not observed by the researcher and described the result as "a drag". He conceded that the 20 per cent of assessment based on the reading log and participation in discussion might not provide enough motivation for students with low motivation to read. He also pointed out that finding different means to motivate students to read before class, such as stressing the importance of this activity on interpretation and classroom progress, was essential.

The second problem was the quality of the reading log and its effect on small group discussion. Tavee stated that students often discussed at a superficial level and he believed that improving the quality of the reading log should improve the outcomes. He raised the issue that, despite using the guided questions and the assessment based on the reading log, a few students did not write a reading log or prepare for discussion. Several students wrote something in their books, but it was difficult for the teacher to read them all in the limited time that they had in class. After the midterm examination, Tavee suggested that the reading log should be written on a separate sheet of paper, or in a separate notebook. In addition to their interpretation of the texts, students should include at least one question that they would like to ask or discuss with their groups in order to initiate further discussion. The teachers would then encourage and guide the students to a higher level of interpretation during the monitoring of small group discussions and the whole class discussion.

The third problem Tavee identified was the dilemma of control issues during small group discussion, presentation and whole class discussion. At the beginning of the intervention, Tavee let students choose their own topics to discuss in small groups, but he found that it was difficult to control the direction of the whole class

discussion. He introduced guided questions to provide some control over the discussion, but he found that students were too concerned about answering all the questions during the presentation; that is, they provided superficial answers to all the questions instead of engaging in a detailed discussion of selected topics. The observational data showed that on some occasions, when guided questions were provided and one group was able to present a very good summary and interpretation during the presentation, the groups awaiting their turn were discouraged and reluctant to present their ideas. Furthermore, other groups who were waiting for their turn often lost attention because they were concerned about their presentations and tried to discuss new ideas before they had to present. Therefore, Tavee expressed the view that teachers should allow students to identify what they want to discuss even though teachers might not be able to control the direction of the discussion, because the students would pay more attention when the points being presented were different from their own.

Another issue Tavee cited as problematic was the teacher workload. Although teachers using literature circles would not spend the majority of class time lecturing, Tavee stated that they still needed time before class to research and prepare for discussion. After class, many hours were also required for marking the reading response writing. At this university, there are six sections of literature classes with approximately 30-35 students in each class. With two teachers teaching three sections each, Tavee emphasised that marking in particular was very demanding, considering other teaching and administration obligations. Tavee presented the view that the department should find one more teacher to decrease the workload. He thought it would be reasonable for a teacher to be responsible for two literature classes in addition to teaching a general English course.

Tavee's perceptions show that literature circles have high potential for developing students' reading and interpreting skills. The problems in implementation that he pointed out signal the significance of teachers' commitment to teaching and the fact that reflective discussion after class helps to identify the problems in class, which leads to practical improvement. During the study, Tavee reported that he also implemented literature circles activity in his cultural studies courses and

planned to continue using them in the future. The following section summarises the views of the three teachers.

## **6.3 Teachers' attitudes towards literature circles**

### **6.3.1 Positive aspects of literature circles**

Many positive aspects of literature circles were mentioned in the interviews. These included structured activities, positive students' progress, and opportunities for students to practise the target language. First, all teachers appreciated the guided lessons plan and classroom sequences provided by literature circles. They felt that it provided a necessary structure for the classes and helped teachers to plan their lessons. The shift of the workload from the teachers to the students also relieved the teachers of a large amount of pressure, especially when the classes were three hours long. Two teachers admitted that exercising control over the direction of the discussion and student-selected topics was challenging.

All teachers were satisfied with the students' progress in the classes using literature circles. They were pleased with the way students engaged in the classes and in the discussions. The aspect of outstanding student progress mentioned by all teachers touched on the students' ability to think and discuss the themes arising from the texts, as well as other relevant topics, and their ability to relate the reading to their lives. For example, in Week 16, Tavee particularly mentioned the improvement in students' ability to identify plot elements, while Kitima commented on students' increased confidence in participating in discussion. The teachers attributed this improvement to the reading log element of literature circles which scaffolded student participation by requiring students to read and prepare for the discussions, thereby providing them with a tool and evidence to rely on during the discussions.

Lastly, all teachers agreed that literature circles provided more opportunities for students to speak in English in class. They acknowledged that although they had previously believed that, based on previous practices, literature classes might help with reading and writing, or even listening practice. They also found that when the classes were conducted in English, few speaking opportunities were taken up by

students. However, with the introduction of presentation and discussion in literature circles, students were required to present their discussion and therefore required to use the target language in speaking more frequently. For example, Kitima firmly believed that group projects, such as skit at the end of the lesson, also provided good opportunities for language practice as well as reinforcing interpretation.

In conclusion, all teachers expressed the view that literature circles had high potential for developing reading and interpreting skills compared to traditional literature classes. They also recognised that literature circles offer additional marked benefits in their potential to develop language skills, and provide an engaging classroom environment in which students take more responsibility for their learning.

### **6.3.2 Negative aspects of literature circles**

Despite the positive aspects mentioned earlier, teachers did point out some drawbacks to literature circles. One such drawback, with which all teachers agreed, was that literature circles could be a long and frustrating process, particularly when students failed to read or prepare a reading log before class. This required students to do all the reading in class, which reduced precious class discussion time. This also left students with too little time to discuss the content in depth. Another drawback mentioned by one teacher, Kitima, was that although the structured activities of literature circles were helpful, the repetitiveness and predictability of literature circles which aimed to scaffold learning could at times be boring. Therefore, she suggested that occasional changes and deviations to these circles might make the classes more interesting.

### **6.3.3 Suggestions for implementation**

With due consideration to the judgements of the teachers directly involved in this project, it is clear that they have identified important issues that should be taken into account when implementing literature circles. The first issue is that teachers need to stress the importance of good quality reading logs as a means of contributing to class discussions and the success of the class as a whole. All three

teachers mentioned problems with presentations and discussions caused by students failing to read before class and by the reading log containing too few ideas or evidence to sustain long discussions. Another issue was the balance of guided questions and open student-selected discussion topics. Kedsinee and Tavee raised this issue and suggested that teachers need to find an appropriate balance when using guided questions to scaffold or control the direction of the class discussion. This is because guided questions might also limit participation to simply answering the given questions. However, the open discussion, when students choose their own discussion topics, could place an excessive demand on time. Another suggestion raised by Kedsinee and Kitima was related to the issue of role distribution in small group discussions. Teachers found that in some groups, one student would frequently take the same role, such as note taker or presenter, which therefore limited their opportunities to practise different skills. On the other hand, Tavee found that using a role register to keep track of the role each student took during each class helped with role distribution, and he suggested that teachers should monitor the roles that students took and follow the role register for the distribution of roles. Overall, the teachers' suggestions point to the significance of training students to take an active role in pre-class reading, preparation for discussion and small group management.

#### **6.4 Teacher changes through action research**

The significance of action research in teacher professional development has been discussed in Chapter 3, and highlights that involvement in an action research project encourages teachers to reflect on their own beliefs and practices in order to improve the current situation (Schön, 1983/1995, 1987). First, teachers need to reflect on their current beliefs and practice to identify suitable approaches to implement in the context. During and after the implementation, teachers are required to reflect on the success of the intervention. The process of constant reflection in action research can therefore lead to long-term changes in the way teachers view their teaching practices. This section will describe how involvement in this project has affected the beliefs and practices of the participating teachers.

### **6.4.1 Teachers' beliefs at the beginning of the project**

Data from the interviews shows that the teachers shared similar beliefs about language teaching and learning. For example, all the teachers believed that students should have the opportunity to practise different skills, particularly listening and speaking. They also expressed the view that topics should be relevant to real world experiences. One of the teachers emphasised the importance of using English as a medium of instruction, while all of them acknowledged the benefits of using L1 (Thai) in class. These beliefs seemed to be congruent with a communicative language teaching approach and learner-centred pedagogy. All of them viewed literature classes as a method of providing cultural knowledge of the target language. Some of them also acknowledged other positive benefits of literature, such as encouraging critical thinking. Nevertheless, all the teachers recognised that literary texts are challenging for Thai students and acknowledged that preparation such as building the field and vocabulary teaching might be necessary to enhance literary understanding and empower students to participate. In addition to this kind of scaffolding, the teachers identified rapport and a positive affective classroom climate as being extremely important, particularly in the Thai cultural context. Thai students are often reluctant to offer opinions that might contradict the opinions of others.

In the interview data at the beginning of the research project, all the teachers expressed their expectations from participating in the research project. Two teachers acknowledged the need to change and commented on how literature circles would be beneficial in the context of their classes. For example, Kedsinee believed the activity would help to engage learners more effectively, while Kitima believed it would be a suitable practice for the new class time allocation (one session of three hours). All of them voiced the positive opinion that participating in the project would equip them with a new teaching methodology that would improve their efficacy. Their beliefs and expectations will be described in detail in Section 6.4.3.

#### **6.4.2 Teachers' practices at the beginning of the project**

The teachers' practices were revealed from classroom observation for the purpose of confirming what the teachers had described in their interviews. Data from classroom observations also confirmed that students perceived the teachers as being open and approachable as reported in student questionnaires and diary entries. The teachers use different strategies to provide feedback and encourage student talk. For example, they use open-ended questions to confirm or clarify meaning. They also encourage questions and counter arguments. For example, in one class, Tavee thanked a student for pointing out a number of different opinions. Nevertheless, there were differences among the teachers in the degree of acceptance of student voices. All the teachers encouraged students to support their opinions with textual evidence. Kitima and Tavee acknowledged that it might seem with this practice that teachers tried to guide students to the established interpretation, but said that it encouraged students to be aware of differences in interpretation based on personal opinions and interpretation based on information from the text. The observational data also showed that all teachers used L1 (Thai) in classes more often and for a variety of purposes than they acknowledged in the interviews, in which they viewed themselves as using Thai only occasionally for short explanations or for relating humorous points. For example, Kedsinee used L1 for class administration and Tavee used L1 for a lengthy background explanation. In general, some of the observed practices confirmed the teachers' beliefs mentioned in the interviews, while other practices differed slightly from the teachers' beliefs.

#### **6.4.3 Teachers' beliefs at the end of the project**

The interview data at the end of the project showed that all the teachers placed high importance on encouraging students to think critically in literature classes. This was apparently reflected in the way that Tavee's perception of literature was changed during the course of the semester. At the end of the project, he acknowledged that literature classes not only provide background to the culture of the target language but that they also provide opportunities to engage in critical thinking and develop creative thinking skills. In addition, teachers reported that



some of their expectations in relation to the implementation of literature circles had been met. For example, Kedsinee observed increased student engagement and increased L2 language use in both of her classes. Kitima's perception was that structured activities in literature circles were effective in facilitating classroom learning, and placed less demand on teachers. Kitima and Tavee expressed the view that students took more responsibility for their learning. In particular, they noticed that students pre-viewed the reading and were better prepared to participate in the small group discussion. Moreover, all the teachers were appreciative of the opportunity to share their reflections with other teachers as part of the project and believed that this activity helped to improve their understanding of teaching and learning pedagogy.

#### **6.4.4 Teachers' practices at the end of the project**

From the observational data, all the teachers continued to create positive interpersonal relationship with students and encouraged them to think critically. However, there were changes in the way they reacted to students' responses. Tavee had become more positive in accepting students' voices while trying to challenge their ideas. In addition, Kitima and Tavee paid more attention to incorporating students' voices into discussion instead of relying on a pre-designed presentation. For example, they engaged students in listening to class presentations by writing notes from the presentations on the whiteboard instead of using pre-prepared slides to lead the discussion. In terms of language use, students were encouraged to use the target language more often in class, but teachers still used L1 in class in similar ways to their practice at the beginning of the semester, although to a lesser degree. However, Kedsinee reported in the interview data that she became more conscious of her use of L1 in class and tried to use more English. With regard to the issue of using student-selected and guided questions for discussion, Kitima and Tavee tended to allow students to select their own discussion topics in the late phase of the semester. Kedsinee, on the other hand, provided guided questions for students to choose from as well as offering opportunities for students to select their own discussion topics. On these occasions, students in her classes often decided to discuss topics from the guided questions, because they believed that the guided questions were set up for significant reasons.

#### **6.4.5 Changes brought about through participating in the research**

At the end of the project, all the teachers indicated that they appreciated the opportunity to participate in the project and to implement literature circles in their classes. They were impressed with what happened in class and as a result, indicated that they would incorporate literature circles in their future teaching. All of them also acknowledged how participating in this project helped them reflect on their teaching practices and on how they could improve the way they teach. For example, Kitima described how she asked plenty of questions during reading aloud to encourage thinking and discussion; at the same time, both Kitima and Tavee tried to engage students in listening to presentations by taking notes from the presentations on the whiteboard and using these notes to lead whole class discussion. Kedsinee became more conscious of monitoring her language use in class and tried to use more English; she also recognised the importance of organising pre-reading activities to prepare learners before reading and discussion. Moreover, participating in this project has resulted in changes in teachers' perceptions. For instance, Tavee's perception on literature was changed from the view he held at the beginning of the semester, when he held that literature classes were beneficial in providing cultural background to the target language. At the end of the semester, he believed that literature classes also provide opportunities to engage in critical thinking and to develop creative thinking skills.

In the interviews, teachers outlined some of the changes they noticed in their own beliefs and behaviours as the result of participating in this project. However, the observational data highlighted further changes that were not touched on by the teachers in the interviews. The observational data clearly detected a number of practical changes, as outlined in previous sections. These changes were made possible because the teachers were equipped with a learner-centred methodology that changed the roles and responsibility of learners and teachers by, for example, placing greater demands on students to participate in class activity, and allocating more class time for student talk, which allowed students to contribute their opinions. As a result, students had more control over the class content and activities, and teachers incorporated more of the learners' opinions into class discussions. In addition, the increased opportunities for more student talk resulted

in an increase in the amount of target language used in class by students. Overall, the teachers found that participating in the research helped to improve their teaching skills as well as improving students' learning skills such as active listening skills and discussion skills. They were positive about the whole experience and were looking forward to incorporating small group discussion and literature circles into their classes in the future.

## **6.5 Summary and discussion**

This chapter has explored the teachers' beliefs and practices before, during and after the implementation of literature circles. The chapter provides contextual information regarding the teachers' backgrounds and teaching contexts. It highlights how literature circles can be modified to meet the different pedagogical demands and teacher variables with a satisfactory level of student outcomes. The chapter also includes teachers' ideas and suggestions on issues to be considered for future implementation. In addition to the changes observed in students, the teachers reflected on how participating in an action research project had engaged them to carefully reflect on their teaching and what they could do to achieve desirable outcomes. The results show that the teachers have a positive disposition towards literature circles and plan to implement them in class in the future.

It is important to note the effects of teacher variables and different teaching styles on the implementation of the model, student outcomes and data collection. In terms of control, Kedsinee and Kitima are examples of teachers who exert more control over the class through various classroom management strategies. They often gave lectures to cover important issues in the reading texts. Tavee is an example of a more westernised teacher who is more open and takes less direct control over the class. He tends to allow students to decide on their topics, and bases the discussion on students' ideas. This could be the result of his experience of teaching in the US. In general, the amount of teacher control does not seem to significantly affect the realisation of literature circles or student outcomes. This is because students have been allocated a specific amount of time to discuss and participate in L2. Rather, teaching goals such as those that focus on content or literary criticism tend to have a more significant impact on the realisation of the

model, as has been described in relation to the different ways in which literature circles were implemented in class.

In terms of expectations, Kedsinee did not put much emphasis on preparation before class for the discussions and had low expectations of her students. She allowed students to spend a significant amount of class time reading what they were supposed to have read as homework. This meant that class time was used to prepare for the discussion (ultimately, Kedsinee had to leave out one drama). The other two teachers, Kitima and Tavee, were more demanding and emphasised that students must come to class ready to discuss what they had read. For example, Kitima demanded high levels of responsibility from students and pushed them to read before class and participate in discussion. It is apparent from the discussion in the later part of this chapter that teacher expectations had a significant impact on the implementation of the framework and student outcomes. High teacher expectation encouraged the students to come to class prepared and positively affected the subsequent activity in class and the quality of input students brought to the discussion.

Teachers' approaches to assessment also played a significant role in influencing students to participate. The explicit assessment of participation practised in Kitima and Tavee's classes seemed to provide an extrinsic motivation for students to actively engage in whole class discussion. As shown by some of the student comments in Chapter 5, students in Classes 1 and 2 participated in discussion because they were aware of participation points. Nevertheless, it can also be argued that students were able to engage in whole class discussion because they had a better understanding of the literary text as a result of participating in small group discussion. This argument is more salient when what happened in Kedsinee's Classes 3 and 4 is considered. In these classes, Kedsinee discreetly evaluated student participation and students felt no pressure to participate in whole class discussion. The students' responses to questionnaires and diary prompts revealed that students engaged more in whole class discussions because they felt that they could understand the reading better and had something to share. It might be concluded that participating in small group discussion increased students' intrinsic motivation to participate. Student participation in the whole

class discussion did not seem to be affected by the range of assessment practices employed by the teacher. The impact of explicit assessment of student participation was therefore negligible.

One factor in teacher variables that affected data collection was the amount of time each teacher allocated for small group work. Kedsinee allocated a significant amount of class time to small group discussion to allow students the opportunity to prepare a written script for their presentation. Although this action might facilitate student presentation, it also meant that most of the student presentations in Class 3 were more like reading aloud exercises than the presentations in other classes. Thus, the analysis of student *spoken* language production was mostly based on the data gathered from the other three classes.

It is clear that teachers are influential in ensuring the successful implementation of a new way of teaching. Despite the teacher variables and different approaches to the implementation of literature circles, all the teachers in this project expressed satisfaction with the outcome of the intervention and made suggestions to improve future implementation. The implication of teacher variables on the implication of teacher training and professional development will be discussed in further detail in Chapter 7.

## Chapter 7 Conclusion

This research set out to answer three key research questions about the teaching and learning of English literature in an EFL context in Thailand.

1. How can the potential of literature courses in an EFL context be maximised?

1.1 How can the collaborative reader-response approach improve the traditional patterns of interaction in intermediate level classroom contexts?

1.2 How can the reader-response approach increase the quantity and quality of target language production?

2. What are learners' attitudes towards their learning experiences in the collaborative reader-response literature classroom?

3. What are the dispositions of participating teachers towards their own learning experiences and those of their students in the collaborative reader-response literature classroom?

The assumption of this thesis was that literature circles have the potential to enhance reading comprehension and increase the quantity and quality of student talk in L2. One of the key challenges of the research was to identify the meanings of the terms *quantity* and *quality*. In this research, it has been shown that deeper understanding of these terms needs to be articulated if real progress is to be made in enhancing the quantity and quality of learner (L2) talk in the classroom. Traditionally, quantity has been defined using a variety of measures to quantify student talk such as amount of time, number of clauses, and number of words. Similarly, quality has often previously been established by calculating the ratios of L2 complexity, accuracy and fluency based on the identified quantity (Foster & Skehan, 1996, 1999). This project, however, proposed a different view and definition of quality. Instead of using the quantity of student L2 production as a basis for determining quality, the project viewed quality as the levels of meaning and tasks achieved in the student spoken language as well as the organisation and coherence of student talk. As discussed in the Literature Review, this kind of research in EFL contexts, particularly those such as exist in Thailand, is somewhat

sparse. This makes the findings of this research all the more significant for practitioners in Thailand and similar countries.

In the quest to find a more meaningful way of talking about both the quantity and quality of learner L2 talk, Systemic-Functional Linguistics (SFL) proved to be a valuable framework for data analysis in this project. The framework that was developed, as described in Chapter 3, though used at a basic level in this project, did provide significant insights into the quantity and quality of student L2 production. It also provided a new way of evidencing how to lead students to higher levels of performance. SFL enabled the measurement of quantity based on the number of clauses produced, but most importantly, it also provided insight into the functional relationships between those clauses. It revealed the relationship between the cognitive processes and the language that students use to articulate their ideas by illustrating how students organised and presented these complex ideas in a foreign language. The student L2 production presented in Chapter 4 portrayed foreign language classrooms that were clearly different from traditional intermediate classrooms. The linguistic complexity and high level of interpretive skills achieved by students also reflected students' active response to the linguistic and conceptual challenge provided by literary texts.

Action research cycles deployed in this project facilitated the introduction of literature circles as well as the professional development of participating teachers. The empowerment of the participating teachers (discussed in Chapter 3) was a key concept that guided the design of this project. It allowed participants to critically examine the concept of CLT and its implementation in their classrooms. By being encouraged to reflect on their practice, participants consciously became more aware of their practices and the changes they would like to see in their classrooms. With minimum guidance from the researcher, these teachers altered their practices to facilitate the desired changes, with the result that classes became more communicative, more participatory and more challenging for their students. As the data has shown, participating in this research project was considered a great learning experience by all teachers.

The findings described in Chapters 4-6 demonstrate that there were increases in both the quantity and quality of students' L2 production, and indications of a

positive disposition on the part of both students and teachers participating in the project towards the learning circles initiative. The research involved 53 students and three teachers at two different research sites, and great care was taken with the research design to use a range of data collection tools to collect rich data and represent what took place in the classroom as accurately as possible. As the analysis of student L2 production during their presentations clearly shows, the high level of quantity was represented in terms of talk time, number of clauses and meaningful word count, while the high level of quality was represented in terms of level of interpretation and organisation of the talk. From the analysis of whole class discussion, the high level of quantity was described in terms of number of student turns and length of turn, while the quality was described in terms of active student participation in the discussion. The following sections will discuss the findings in relation to the specific research questions that guided this project and place these against some of the literature discussed in Chapter 2 in an effort to establish the contribution the current research makes to the field.

### **7.1 Research question 1**

In relation to research question 1, the clear message drawn from the existing studies is that a reader-response based literature class has the potential to maximise students' language learning opportunities because it provides more opportunities for students to engage in authentic meaningful discussion than might be the case in many traditional language classes. The results of the research canvassed in Chapter 2 indicate that literature-focused discussions can lead to changes in classroom interactivity and enhance communicative competency, as well as literary analysis and interpretation skills. The findings from this research show that this potential can be realised in Thai contexts. In Thai classrooms consisting of students with different levels of proficiency, all students have benefited from opportunities to use target language in order to communicate meaningful ideas. The findings confirm the views discussed in the Literature Review and highlight the changes in patterns of interaction and changes in the quantity and quality of student L2 production in Thai EFL classrooms. These findings also confirm that careful and collaborative adaptation enabled the initiative to succeed and confirm its usefulness in Thai EFL contexts. It is evident



from the findings that there was an increase in student interactivity and opportunities to apply different communicative strategies in the different phases of the lessons, as well as opportunity to further develop literary competency.

### **7.1.1 Increased interactivity**

As shown in Table 4.1 (see page 116), the increase in student interactivity is evident in the increased amount of student talk time. This is the direct result of the literature circles pedagogic approach which is structured to allocate two phases of the lesson to student talk in which students can exchange opinions: one phase during the small group discussion, and the other during the report back presentation. For example, approximately 20-30% of a three-hour lesson was allocated for small group discussions and approximately 20-35% was allocated for presentations. In addition to increased talk time, the students' turns were also longer. Unlike the typical one word or short phrase responses during whole class discussion found in previous research (Kaowiwattanakul, 2008), a high number of students' extended turns consisted of two or more clauses.

Many of the students' extended responses also reflected an increase in the quality of student talk, indicating a higher level of thinking and interpretation; that is, their responses were elaborated with the use of reasoning and exemplification from texts. These features of students' extended responses were more noticeable during the review of the previous class or when discussion was based on familiar content such as personal experiences, as seen in excerpt 4.5. The features could be the result of a dialogic approach where teachers asked questions to encourage students to clarify and extend their responses. Therefore, towards the end of the semester, students tended to provide more elaborate responses with complex reasoning in extended turns or multiple turns. Nevertheless, it is important to bear in mind that teachers in this project consciously used the dialogic approach even before the introduction of literature circles, but gained little participation by students. Thus, one factor facilitating students' ability to generate extensive responses must be the deeper understanding of the reading text reached after participating in scaffolded small group discussions and listening to presentations from other groups.

Increased interactivity can also be seen in the greater number of students who participated in the whole class discussion compared to classes not using literature circles as reported by participating teachers. Unlike the study by Howard and Henney (1998) which found that a small number of students contributed to 90% of classroom interactions and only around one third were regular contributors, the findings in the current study make clear that many students took up the opportunities provided to express their opinions or ask questions. Moreover, examples of excerpts in which students initiated the exchanges, as shown in Chapter 4, reflect a high degree of student engagement. This is a strong indication that students in this project were more active in their learning than might have been the case in classrooms where more traditional approaches were employed. They actively participated and were involved in all stages of classroom activities such as reading, discussing, presenting and asking questions.

There were two main reasons for student initiation of student-teacher exchanges. One was to confirm or clarify the teacher's questions before providing answers and the other was to ask for information about the text or the instruction. It is important to note that student initiations were sometimes done in L1 or in a small group environment, in order to clarify the teacher's instructions or the reading content. With regard to student-student exchanges, the two main reasons for student initiation were to ask for clarification and to offer alternative or opposing opinions. The increased student initiation also highlighted the students' level of comfort and enthusiasm for engaging in class activities.

### **7.1.2 Opportunity to apply communicative competence**

The discussion of the Output Hypothesis presented in the Literature Review (Chapter 2) related language growth to meaningful opportunities to use the language. It is clear from this research that the structured literature circle activities provided a rich array of opportunities for students to use their English and apply a different kind of communicative competence than might be possible in language-focused classes. Firstly, the presentation phase offered opportunities for students to practise formal public speaking in L2 (Canale & Swain, 1980). Students applied their L2 knowledge and skills to structuring and presenting their

reasoning and argument for their interpretation. Then, the whole class discussion offered the students an opportunity to engage in extended dialogue. The findings from student presentations in Chapter 4 reveal that students monitored their talks and used different strategies to cope with communication breakdowns. The findings were in agreement with those of Mantero (2002) and Kim (2004) that literature discussion encourages students to produce more extended discourse through the negotiation for meaning, such as clarification questions, but it is clear that the right conditions need to be in place to facilitate student talk. The implications for classroom practice of the need for successful implementation of this approach will be discussed in Section 7.3.

In this study there was little evidence of student self-monitoring during whole class discussion although a high level of self-monitoring was found during the presentation phases. This may be due to the fact that students placed more emphasis on meaning than form during the whole class discussion. Although there was no time limit for the whole class discussion, it was also possible that the faster pace of the interaction in whole class discussion led students to react more quickly. This may also be further evidence supporting the contention that classroom discussions of literature provide for more authenticity in student-student and teacher-student communication (Kim, 2004; Mantero, 2002). In contrast, the high level of self-monitoring during the presentation phases may be attributed to the fact that students were under much less time pressure than that presented for spontaneous communication. They were therefore able to concentrate on form as well as meaning.

These findings of the current study may be seen as slightly different from the outcomes of the study by Kim (2004) and Mantero (2002) discussed in the Literature Review. These authors found that whole class discussion in literature classes encourage learners to be more self-conscious of their speaking. However, these authors did not explicitly consider differences between spontaneous discussions and planned presentations in their data. It was also evident that several episodes of student initiation of exchanges in whole class discussion took place. That is, students felt confident enough and were engaged enough to initiate discussions that aligned with their focus of interest. Given the usual

communication norms in Thai classrooms, these findings are particularly significant, particularly when placed against those reported by Leal (1993) and Soter et al. (2008), which showed that student initiation helps promote processes of negotiation for meaning and enhanced learning outcomes.

Concomitant with the high levels of self-monitoring observed during the presentation phase, it was also found that the strategies that students used to maintain the flow of communication included repetition, elaboration, example, L1 and gestures. The value of the opportunities to develop these discourse strategies provided by this environment should not be undervalued, particularly in the context of EFL in Thailand. In fact, the findings of this study confirm and considerably extend the ideas presented in the Literature Review around the notion that participating in literature discussion provides students with opportunities to engage in authentic, meaningful and purposeful discussion which develop both oral communication skills and content learning (Kim, 2004).

Nevertheless, the findings did show that students needed more help with attaining a deeper understanding of aspects of the genres of sustained argument and presentation. Further language instruction was necessary to improve their ability to present, and for them to argue logically for and against ideas. Improved understandings in these areas would promote even greater participation and would further maximise the opportunities provided by the literature discussion.

### **7.1.3 Developed literary competence**

As mentioned in the Literature Review, discussions about literature (whether in L1 or L2) are believed to help develop literary competence. This may be defined as the ability to construct, interpret and evaluate meaning from literary texts, and the ability to connect one text to others, or to the world in general (Blau, 2003; Carter and Long 1991). The results from the classroom presentations of the current study indicate that students have the ability to construct, interpret and evaluate meaning from the text. The majority of interpretations were based on textual references and ranged from lower level literal interpretation to higher level inferential interpretations (Hillocks & Ludlow, 1984). The results also show that the ability of the students to connect a text to other texts, or to the world, was sometimes

influenced by their personal experience and cultural background (Christie & Derewianka, 2008). These results from Thai classrooms augment findings in the literature which show that students can provide more analytical and evaluative responses based on their experiences (Hanauer, 2001; Kim, 2004; Mantero, 2002) when reader-response is successfully implemented.

This development of the students' interpretive skills may be explained by the fact that engaging in small group discussion enhanced students' level of comprehension through the process of hypothesis formation, and negotiating and confirming their own interpretations with other group members, leading to the enhancement of their ability to interpret the text. The students' ability to make connections between textual references and aspects of their personal experience and cultural background could be the direct result of their teacher's instruction which encouraged the students to relate the reading to their experiences. Classroom teaching also encouraged students to refer to textual evidence to justify their interpretation during whole class discussion. The evidence of the research that forms the basis of this thesis supports the view that this way of teaching encourages students to read more critically, as suggested by Rosenblatt (1995) in respect of the need to analytically refer their personal interpretation back to the text. In addition, the practice trains students not to base all their interpretations on personal response, as criticised by Stotsky (2012). Furthermore, students benefited from the targeted lectures on literary elements and learned to analyse literary texts accordingly. It is important to bear in mind that the small group discussions leading to the presentation and whole class discussions in this study were mostly done in L1. This raises the question of the importance of L1 in enhancing the use of L2 in an EFL context. The important function of L1 as a tool of mediation in this context will be taken up in Section 7.3.4.

## **7.2 Research questions 2 and 3**

The second research question focused on learners' attitudes towards their learning experiences in the collaborative reader-response literature classrooms and the third research question focused on the dispositions of participating teachers towards their own learning experiences and those of their students in the

collaborative reader-response literature classrooms. In the review of the literature presented in Chapter 2, a number of criticisms emerged regarding the teaching of literature in EFL contexts. It was seen that some educators are concerned with the imbalance resulting from an approach that places more emphasis on reading and writing skills to the detriment of listening and speaking. Concerns have also been expressed that the level of difficulty of the text can demotivate learners. The results of this study indicate that a reader response approach could fill the gaps in the pedagogical practices of teaching English literature, such as the problem of imbalance between the four skills, how to deploy communicative methodologies to teach literature, the teachers' ability to explain texts in full detail, and the fact that difficult texts may discourage students from learning. This provides support for the view that literature is an important means of exposing students to culturally authentic texts.

The study found that a reader response approach, which forms the basis of literature circles, encouraged a balanced focus on all four skills in literature classes. Data from students' questionnaires and teachers' interviews at the end of the semester confirmed that classes using literature circles do focus on reading and writing skills but they also unquestionably provide more opportunities to practise listening and speaking skills than traditional literature classes. It seems possible that the increased opportunities for spoken language practice resulted from the structured activities in literature circles which allocated substantial class time for L2 production in, for example, presentation and whole class discussion. Teachers' use of L2 during whole class activities also provided students with opportunities to apply listening skills. Literature circles thus show clear potential for reducing the imbalance of skills practice in class. Moreover, by assigning a reading activity as individual work to be completed before class and assigning a writing response activity as individual work to do after class, the majority of class time could be allocated to activities requiring students to speak and listen to the target language. These activity assignments positively freed up class time for the development of oral and aural skills in contrast to the more conventional literature classes. This was confirmed by the results showing students' and teachers' altered attitudes. An important implication in developing pedagogical practices is that the success of the

class is based on the need for students to complete the individual reading before class.

Another important finding is that literature circles can reduce the demand on teachers' to continually provide explanations, which can tend to dominate the classroom discourse. As indicated in the literature (Paran, 2006) language teachers are often not confident of their own competence in literary analysis and their ability to explain a literary text in detail. This is also evident from the reluctance of many teachers to teach literature classes. One interesting issue arising from the findings is that teachers were shown to be involving students in the interpretation of textual meaning through the small group discussions, which tended to shift the focus away from the teacher as "sole expert". Student-led discussions also focused on the topics of interest to students; therefore it was not necessary for the teacher to cover the texts in full detail. For example, it could be seen from the classroom observations that there was always a lively and engaging discussion when teachers based whole class discussion on the content of students' presentations, which covered selected topics from small group discussions.

One interesting aspect of teaching style to arise from the data is presented in the findings. Two different teaching styles emerged, one reflecting a more controlled approach in which the teacher preferred to lead the discussion of the literary text in detail, and the other demonstrating a less controlled approach in which the teacher exploited the content of student presentations to guide the discussion. What this shows is that a less teacher-centred approach is actually very productive in this context because it gives students greater ownership to present their opinions. The students did not feel that anything was left out. They were happy with the discussion and felt that they had learned something about the points they were interested in and had wanted to discuss.

The students' diaries showed that students felt that participating in discussion helped them to comprehend the reading texts. These results are consistent with those of other studies (Kim, 2004; Liaw, 2001). It is suggested that the possible explanation for this is that literature circles help learners to understand the text more clearly based on various activities that recycle the readers' responses to the texts. Firstly, the reading log activity can enhance comprehension by means of

reflective writing after reading (Carlisle, 2000; Dunkelblau, 2007; Kim, 2004; Liaw, 2001). Subsequently sharing their comprehension and interpretation of the text with other students in small group discussion helped students to confirm or change their interpretation through exploratory talk (Hanauer, 2001; Kim 2004; Leal, 1993). In addition, students also listened to the results of other groups' presentations and had further opportunity to discuss and ask for the teacher's explanation during the whole class discussion. Overall, group engagement in the different modes of communication provided by literature circles helped students to better comprehend the reading as well as reducing the demand on teachers' ability to explain the text in detail.

The study also found from students' questionnaires and diaries that students recognised the cognitive and affective values that accrued from the study of literature. In their own terms, students used words such as "useful", "fun" and "enjoyable" to describe the literature classes (see Chapter 5). It is also clear from this data that for the majority of students, reading literature in L2 was not an impediment to motivation. These findings support previous research into students' perceptions that when students realise the importance of a reader in interpreting a text, they develop a positive attitude to literature and reading (Davis et al., 1992). The results also support the previous research findings that students enjoy reading literature in English after participating in reader-response activities (Dunkelblau, 2007; Elliott, 1990; Kim, 2004; Liew, 2001); and that most students become more motivated to read English literature in the future (Chiang & Huang, 2005; Kim, 2004; Liaw, 2001). It is possible that these positive attitudes are enabled by a reader-response approach which empowers students to discuss complex ideas, and requires them to read and interpret independently.

Table 4.2 (see page 121) shows that there were great changes in student L2 production over the period of the study, and this could be an indication of increased confidence with speaking. However, in terms of presenting their own opinions, there was not the same growth of confidence reported in other studies. In contrast to earlier findings (Elliott, 1990; Kim, 2004; Liaw, 2001), which reported that personally responding to a text makes students feel more confident about reading comprehension and interpretation. The findings for this study



showed that although the teachers reported students' increased confidence in participating in discussion, the students themselves were not always confident about giving voice to their own interpretations of the literary texts. The students did acknowledge, however, that they had more opportunities to talk and present their opinions in class using literature circles, and that this enhanced their comprehension. They felt positive about knowing that others shared similar ideas and about having their ideas confirmed by the teacher's explanation. It is possible that one explanation for this lack of confidence could be found in the Thai culture which placing value on modesty.

During the first phase of classroom treatment of the text where the focus is on the students' understanding of what happens, students are allowed to bring in their personal experiences in order to enhance their interpretation. In this phase, it is possible that the lack of confidence may be the result of students' inability to relate the reading to their direct personal experiences. It was observed that the ability to refer to a text can be used to compensate for this lack of real life experience. Being able to reference from the text seemed to enhance the confidence of the students. These findings underscore the value of the teachers highlighting the need for students to refer from the text when giving their interpretations.

During the second phase of classroom where the focus is on literary analysis, it is possible that students are not confident in their application of their knowledge of literary devices to their interpretations because they have limited experience in doing so. Further exposure to discussions of literature and literary analysis should be able to enhance student competences and confidence in the interpretation of literary devices.

### **7.3 Classroom implications**

This study is the first collaborative action research to qualitatively investigate the implementation of literature circles, a reader-response approach, in real EFL literature classes in Thailand. On the one hand, the literature circle approach is an intervention at curriculum level. It brings together two intersecting curriculum genres: EAP and literature. On the other hand, it is an intervention at the teaching level around the issues of how to read and respond to a literary text. The findings

from all data sources in this study suggest a number of practical implications that would be beneficial for future implementation. This section will discuss the practical implications to be considered when literature circles are implemented in an EFL context.

There are two principal expectations of the student's roles that must be fulfilled if this approach is to reach its full potential. However, these expectations place an onus on the teachers to create an environment where the fulfillment is possible. Firstly, students are expected to participate in whole class activities in the target language. In this study, the leap from L2 reading to L2 presentation was enabled through the support of L1 discussion in the small groups and strong ability in both languages. Additionally, students sometimes deployed code shifting to facilitate thinking and to articulate complex ideas in L2 during the whole class activities. Secondly, students were expected to work within and develop from their current language ability. That is, there was only incidental explicit language teaching. Nevertheless, according to the Output Hypothesis discussed in the Literature Review and the findings presented in Chapter 4, students were able to develop their linguistic resources by planning, producing and monitoring their L2 output during the presentations and discussion opportunities provided by literature circles. Overall, these classroom expectations of literature circles are realistic and achievable under certain conditions created by the teachers. The conditions that will facilitate the successful implementation of literature circles can be met despite the teacher variables discussed in Chapter 6.

### **7.3.1 Scaffolding and student training**

The findings show the development of students in terms of the mastery of the genres, their understanding of the structure of the lesson and their L2 language usage. These competencies were developed through practice over several cycles which enabled students to become familiar with the structure of the lesson and to feel comfortable with what and how to discuss. Different types of support were provided to prepare students for participating in literature circles activities. These included providing students with theoretical knowledge of the reader-response approach and procedural knowledge about participating in literature circles. It is

important that teachers use the first class meeting to introduce students to these concepts because they contribute to the success of the subsequent classes. With regard to theoretical support, students need a basic explanation of how to use the reader-response approach and to be made aware of the possibility of multiple interpretations based on textual evidence. In terms of procedural support, students need to understand the structure of the lesson, such as the sequence of literature circles activities and sub-activities as well as their own roles and what is expected of them in each phase of the activities. Students also require procedural knowledge such as how to write a reading log, or how to respond to role sheets and how to assume different roles in small group discussion. The findings described in Chapter 6 reveal that it is essential for teachers to set high expectations and emphasise the importance of individual reading and preparation for discussion before class, as well as clearly communicating these expectations to the students. Furthermore, teachers may occasionally provide language support where needed to assist with linguistic development, such as how to show agreement or disagreement in discussions, how to present small group results and how to organise talks. The three-hour session spent on student training at the beginning of this project to communicate these concepts and negotiate student understanding was essential to the success of the project.

### **7.3.2 Text selection**

The findings demonstrate that authentic literary texts can be made accessible to students at lower level of proficiency. Nevertheless, it is crucial that teachers select texts that will motivate students and are suitable for their language level. The criteria for text selection discussed in Section 2.2.4.5 provide a useful guideline for text selection. Students' responses in questionnaires and diary entries show that the students had a wide range of interests in terms of genre. Some students showed a preference for poetry, while others did not like it. It was observed that students seem to handle a short and simple poem better than a longer and more complex one. As most of the texts used in this study were texts from the university canon, apart from *Speak* by Laurie Halse Anderson, students did request more modern texts because they felt these would be easier to read. Nevertheless, students expressed the view that exposure to traditional texts was useful for

expanding cultural and historical knowledge. It is important that teachers observe student feedback and students' reaction to a reading to decide whether it should be included in future lessons. In this study, teachers in Class 1 and Class 2 decided at the end of the semester that they would use *The Gift of the Magi* by O. Henry as the first reading text in the next semester, because students reacted to it very positively. Students said it was easy to read and said they could relate to the situation presented in the story.

### **7.3.3 Supportive atmosphere**

Creating a classroom atmosphere that encourages open discussion is one factor in this study that seemed to be critical to promoting interaction in the classroom. The implementation of a western pedagogical approach, which makes different assumptions about learner behaviours and cultural contexts than the traditional Thai approach, should be carefully and critically considered, as discussed in the Introduction (Section 1.6.2). While students may engage actively in small group discussion, teachers cannot assume that students will actively engage in whole class discussion when literature circles are introduced. In a hierarchical social structure such as is found in Thailand, where teachers are viewed as authoritative figures in class, the scaffolding of technical knowledge of the reader-response approach and discussion management should be accompanied by an open, friendly atmosphere in order to encourage discussion and participation. The strategies successfully applied by teachers in this project to encourage student participation in whole class discussion included allowing long wait time, accepting student responses, asking clarification questions, and the sharing of personal experiences by teachers.

### **7.3.4 Roles of L1 in classes**

The Literature Review has pointed to the potential of L1 as a mediating tool for communication and language learning in L2. In this project, L1 was used as a mediating tool during small group discussions. Students typically used L1 to assign roles at the beginning of the discussion, to explore and discuss their ideas, confirm comprehension, and structure the content of the presentation. They also commented on other people's presentation in L1 and sometimes came up with

questions as a result of those comments. Using L1 in a structured way can have positive impact on students in relation to their presentation or what they are reading. This can result in a well-organised presentation in L2, as demonstrated by Aor's presentation 2 and Kong's presentation 1, in which the students planned what to present in L1 during small group discussion. Although students used L1 in their small groups, they accepted and followed the class rule that encouraged them to use L2 during the whole class discussion. Nevertheless, a few students used L1 in whole class discussion to confirm the ideas they had contributed in L2 by repeating or translating their L2 content into L1, and as a short cut, to keep the flow of their contribution in the form of code shifting from L2 to L1. These types of student use of L1 were well accepted by the teachers, although on some occasions teachers might ask students to repeat what they had said in L2, or might summarise it in L2 for the whole class.

Teachers occasionally used L1 to scaffold the learning when they explained theoretical concepts or mediated classroom administration. It was observed that when teachers used L1 unnecessarily at time when L2 was a feasible and valid option, it also had the negative effect of prompting students to respond in Thai, as seen in Excerpt 4.5 Turns 30 and 31.

In this project, students did not mention the effects of L1 in the questionnaires and diary entries. However, in informal conversation, students indicated that L1 was felt to facilitate discussion and helped them understand the text better. They did not feel that the opportunity to practise L2 was hampered by the use of L1 in small group discussion because they had opportunities to use L2 during the presentation and whole class discussion phases. With regard to student perspectives of teacher use of L1, opinions were diverse. On the one hand, students suggested that teachers' use of L1 facilitated their understanding of the lessons. On the other hand, students believed that teachers should use L2 in class to enhance opportunities for language practice. From the findings, it was suggested that teachers should show more tolerance towards student use of L1 and view it as a scaffolding tool as well as a fluency tool. Teachers themselves should monitor their use of L1 in class and ensure that they used it for scaffolding purposes only, to avoid triggering the unwanted use of L1 by students. This has enormous implications for non-native

speaker teachers and the judgements they need to make about the use of L2 in the classroom.

### **7.3.5 Other classroom variables**

Other classroom variables that could affect the results of the intervention are class size and presentation format. Small class size has been identified as a facilitating factor for classroom participation in a university (Rocca, 2010). Practitioners may argue that the discussion format works well in smaller classroom. Nevertheless, during the whole class discussion phase in this project, the students in larger classes (35 students) participated as actively as students in smaller classes. (12 students). This could be explained by the fact that empowering students with the content knowledge and discussion procedure encouraged them to participate more in whole class discussion. It is important that teachers monitor the classroom and ensure that students who wish to contribute have opportunities to do so in the given time.

Another factor affecting the length and content of student talk was the presentation format. Whether the presentation is formal or informal can affect L2 production by students. In this context, “formal presentation” refers to the situation in which students stand in front of the class to present, and “informal presentation” refers to the situation in which students present to the whole class not from the front but while sitting or standing at their desks. As can be seen from Table 4.2, the quantity of L2 produced by Nut in Week 7 was lower than in other weeks. This could be an effect of the presentation format decided on by the teacher. In this class, students typically gave formal presentations after the small group discussion. However, in Week 7 when the pressure of formal presentation was taken away, student talk in that class tended to be shorter with a few cases of co-construction during the presentation. It can be argued that informal presentations may limit the opportunity for students to produce L2 because they do not feel the pressure to perform. In addition, Excerpt 4.7 shows that co-construction, while helping to support the flow of the presentation, may restrict the students’ opportunities to take full ownership of the presentation and further develop in L2.

Thus, teachers should carefully consider the possible effects that presentation format might have on their classes.

### **7.3.6 Implications for teacher training**

The implications for classroom practice discussed above clearly point to the relevance of this research to the training and development of teachers of English in Thailand. It is recommended that both pre-service and in-service teachers should be exposed to different types of literary texts using a reader-response approach so that they become familiar with the activities and their structure. Emphasis should be placed on teaching strategies which create a classroom atmosphere that encourages student participation by means of various scaffolding activities and discussion strategies. Lastly, teachers should be trained to raise their awareness of the roles of L1 in the language classroom and to monitor its appropriate use.

## **7.4 Conclusion**

The benefits of literature teaching to language learning in Thailand have been largely ignored, as discussed in the Introduction (Chapter 1), partly as a result of teachers' perspectives that literature only promotes reading and writing skills. In addition, a literary text is viewed as being too difficult for language learners, and teachers are worried that with limited literary knowledge, they will be unable to handle literary texts in language classrooms. Nevertheless, this study has shown that literature classes can be beneficial when they are taught using a reader-response based approach. Based on the analysis of classroom interaction, literature classes are shown to have high potential for enhancing comprehension and opportunities for practising integrated skills in English. Results demonstrate that structured literature discussions can benefit the production of students' language in terms of quality, quantity and interactivity. In providing such activities, teachers will assume different roles to those they may have fulfilled previously. With student-selected discussion topics, teachers are not required to explain all the content of a literary text. Instead, their role is to be an active listener and to facilitate discussions. This change in role should make teachers more positive about the prospect of incorporating literature into their classrooms as it removes

from them the burden to be an all-knowing expert in the area of literature. The model suggested in this project provides an effective way to incorporate communicative language teaching into the prevalent lecture-based and teacher-guided literature classrooms in which students have been reluctant to participate.

The scaffolding processes explicitly identified in this project make reading and discussing literature accessible to students with intermediate level of proficiency. The processes integral to the reading circles approach also empower students to take ownership of their interpretation and increases their desire to share their ideas. When the discussion is conducted in L2, the class serves to achieve the purpose of both the study of literature with the cultural enrichment that this entails as well as the aims of language teaching and learning. The achievement of both these goals is effected in a way that provides cognitive challenges for students that are often absent in “language for language sake” classrooms. This classroom context situates students in a learning context that requires the reconsideration and restructure of their linguistic resources. Students are expected to use their language resources “as a cognitive tool” (Swain, 2006 p.96) to “language about” complex ideas from conceptually and linguistically demanding literary texts in their L2. This then provides a context that is said to be a stepping-stone for advanced learners (Byrnes, 2006).

The Thai Ministry of Education consistently promotes the use of collaborative learning in compulsory education. The model of classroom activities presented in this study extends this approach into higher education in a structured way. This model of classroom activities additionally continues the implementation of collaborative learning approaches promoted by the Thai Ministry of Education in compulsory education into higher education classrooms in a structured way. It takes the advantages of previous student training into account and provides opportunities for students to continue to develop graduate characteristics as designated by the Ministry of Education, such as critical thinking skills, interpersonal skills and teamwork skills. Therefore, it is essential that the benefits of literature classes should be promoted, and that schools and universities should reconsider their decisions to exclude literary texts from language programs.



The research in this project was limited to groups of undergraduate students in bachelor of English programs. The participating teachers were also limited to a certain group of young and active practitioners. A future research direction could involve the implementation of a reader response approach with different groups of teachers, such as teachers with lower English proficiency, less teaching experience, or older teachers. The aim would be to identify the problematics in implementation in each group. Future research could also look at implementing literature in regular English reading classes, or using non-fiction material. Another type of research could involve the implementation of this model in a Thai classroom with different groups of students, such as primary level students, or secondary level students. Such research would enhance understanding of what and how the approach should be best implemented in different contexts in Thailand.

In conclusion, abandoning literature from language programs because of its linguistic or conceptual challenges is like throwing the baby out with the bathwater. It is evident from this project that literature provides challenging and stimulating content. This research has provided an alternative model of literature circles in EFL classrooms that will fill the pedagogical gap in using literature in a language classroom by enhancing both literary competence and communicative competence. Literature circles may not be a silver bullet that can solve all the problems relating to English literature teaching in EFL contexts; nevertheless, this research shows that with carefully planned and scaffolded activities, normally quiet Thai EFL classrooms become more communicative and more cognitively challenging. This enables students to generate a high level of conceptually and linguistically complex target language, which is a scenario worthy of recognition and prompts further investigation into other potential benefits the use of literary texts can bring to the EFL classroom.

## **Appendices**

### **Appendix 1 Examples of English language programs in Thailand**

1. Traditional literature or linguistics focus English program
2. ESP focus English program with literature classes
3. ESP focus English program without literature classes

**1.1 Bachelor of Arts Program in English**  
Faculty of Arts, Chulalongkorn University

**2009 Curriculum structure**

Required minimum 149 credits

- |   |            |             |
|---|------------|-------------|
| 1. General Education                    |            | 30 credits  |
| 2. Areas of Concentration               |            | 113 credits |
| 2.1. Basic Arts                         | 42 credits |             |
| 2.2. Major Areas                        | 51 credits |             |
| i. Required courses                     | 24 credits |             |
| ii. Elective courses                    | 27 credits |             |
| - linguistics courses                   | 9 credits  |             |
| - literature courses                    | 9 credits  |             |
| - linguistics and/or literature courses | 9 credits  |             |
| 2.3. Minor Areas                        | 20 credits |             |
| 3. Free elective                        |            | 6 credits   |

**Study plan**

<b>Year 1</b>		<b>Year 2</b>	
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>
-	-	Academic English Oral Skills	English Reading Skills
		Introduction to English Sound System and Structure	English Composition I
		<b>Introduction to the Study of English Literature</b>	<b>Reading and Analysis for the Study of English Literature</b>
		3 Subjects 9 Credits	3 Subjects 9 Credits
<b>Year 3</b>		<b>Year 4</b>	
<b>Semester 1</b>	<b>Semester 2</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>Background to British Literature</b>	<b>Background to American Literature</b>	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	(Elective)	(Elective)
3 Subjects 9 Credits	3 Subjects 9 Credits	2-3 Subjects 6- 9Credits	2-3 Subjects 6-9 Credits

**Literature related Major Electives (20 Courses)**

American Fiction from the Twentieth Century to the Present  
American Poetry from the Twentieth Century to the Present  
British Fiction from the Twentieth Century to the Present  
British Poetry from the Elizabethans to the Augustans  
British Poetry from the Twentieth Century to the Present  
Children's Literature  
Contemporary World Literature in English  
Drama from the Twentieth Century to the Present  
Environmental Literature  
Fiction and Fact in English Prose  
Independent Study: English  
Introduction to Modern Critical Theory  
Literature and Film  
Literature in English Translation  
Mythological and Biblical Background to English Literature  
Nineteenth-Century American Literature  
Nineteenth-Century British Fiction  
Selected Topics in English Literature  
Shakespeare  
The Poetry of Rebellion: The Romantics to the Victorians

## 1.2 Bachelor of Arts Program in English

Faculty of Arts, Thammasart University

### 2013 Curriculum structure

Required minimum 138 credits

1. General Education		30 credits
2. Areas of Concentration		102 credits
2.1. Major Areas	78 credits	
i. Required courses	48 credits	
ii. Prescribed elective	3 credits	
iii. Elective courses	24 credits	
iv. Prescribed course outside the English department	3 credits	
2.2. Minor Areas	24 credits	
3. Free elective		6 credits

### Study plan

Year 1		Year 2	
Semester 1	Semester 2	Semester 1	Semester 2
General Education (Language related courses includes: Thai Usage English Course 1 English Course 2 English Course 3 Thai Report Writing)	General Education	Introduction to Linguistics  <b>English through Literature 1</b>  Reading for Information  Paragraph Writing  Listening-Speaking 1  Minor/ Elective	Significant Features of English  Reading for Opinions  Essay Writing  Listening-Speaking 2  Minor/ Elective  Minor/ Elective
15 Credits	15 Credits	6 Subjects 18 Credits	6 Subjects 18 Credits

Year 3		Year 4	
Semester 1	Semester 2	Semester 1	Semester 2
Reading for Academic Purposes	<b>English through Literature 2</b>	Intercultural Communication in English Speaking World	Major Elective 6
Expository Writing	Argumentative Writing		Major Elective 7
Listening-Speaking 3	Listening-Speaking 4	Major Elective 3	Major Elective 8
Principles of Translation	Major Elective 2	Major Elective 4	Major Elective 9
Major Elective 1	Minor/ Elective /Free elective	Major Elective 5	Minor/ Elective /Free elective
Minor/ Elective /Free elective	Minor/ Elective /Free elective	Minor/ Elective /Free elective	Minor/ Elective /Free elective
6 Subjects 18 Credits	6 Subjects 18 Credits	6 Subjects 18 Credits	6 Subjects 18 Credits

### List of Major Elective Courses

**1. Prescribed electives (select 1 of the following writing courses) 3 credits**

Journalistic Writing  
Creative Writing

Academic Report Writing

**2. Electives (select at least 8 courses from the list) 24 credits.**

Academic Report Writing

Business Writing

Conference Interpreting

Contemporary English Language, Culture and Media

Contrastive Studies of English and Thai

Creative Writing

Critical Discourse Analysis

Critical Reading

English for Business Organizations

English for Hotel Personnel

English for Public Relations

English for Secretaries

English for Tourism

English Structure

English Stylistics

**English through Young Adult Literature**

English to Thai Translation 1

English to Thai Translation 2

Journalistic Writing

Liaison Interpreting

Practicum 200 hours

Public Speaking

**Readings in Arts and Culture**

Seminar in Current Issues

Seminar in Reading

Thai to English Translation 1

Thai to English Translation 2

The Story of the English Language

### 1.3 Bachelor of Arts Program in English for Communication

Rajamangala University of Technology Thanyaburi

#### 2011 Curriculum structure

Required minimum 133 Credits

1. General Education	36 credits
2. Areas of Concentration	91 credits
a. Basic professional courses	24 credits
b. Required courses	30 credits
c. Elective courses	30 credits
i. English	15 credits
ii. Professional	15 credits
d. Professional experiences	7 credits
3. Free elective	6 credits

#### Study plan

Year 1		Year 2	
Semester 1	Semester 2	Semester 1	Semester 2
General Education 1	General Education 4	General Education 8	General Education 11
General Education 2	General Education 5	General Education 9	<b>English Language and Culture</b>
General Education 3	General Education 6	General Education 10	
Fundamental English	General Education 7	Comparative Studies of English and Thai	Critical and Analytical Reading
English Phonetics	Communicative English	Intermediate Listening and Speaking for Communication	Paragraph Writing
Free Elective 1	English Structures		Introduction to Reading
	Pre-Intermediate Listening and Speaking for Communication	Elective (ii) 1	Introduction to Translation
6 Subjects 18 Credits	8 Subjects 21 Credits	8 Subjects 20 Credits	7 Subjects 21 Credits



Year 3		Year 4	
Semester 1	Semester 2	Semester 1	Semester 2
Advanced Listening and Speaking for Communication Essay writing	Preparation for Cooperative Education English Report Writing	Professional Experience (Cooperative Education)	Presentation in English Independent Studies
Translation: English into Thai	Presentation in English		Elective (i) 5 Elective (ii) 5
English for Office Work	Elective (i) 2		
Elective (i) 1	Elective (i) 3		
Elective (ii) 3	Elective (i) 4 Elective (ii) 4		
7 Subjects 20 Credits	5 Subjects 15 Credits	1 Subject 6 Credits	4 Subjects 12 Credits

**Elective courses (16 courses, no literature)**

Academic Reading

Argumentative and Persuasive Essay Writing

Business Correspondence

Consecutive Interpretation

English for Advertising and Public Relations

English for Flight Attendants

English for Logistics

English for Seminar English for Tourism Industry

English Public Speaking

Fiction Translation

Reading for Pleasure

Screen Translation

Simultaneous Interpretation

Social English

Translation: Thai into English

## Appendix 2 Student questionnaire

## Questionnaire: Students' opinions on literature courses

แบบสอบถามความคิดเห็นของนักศึกษาต่อรายวิชาวรรณคดี

The purpose of this questionnaire is to collect information about your learning experiences and your opinions on literature classes. Please answer the questions frankly. Your answers will not affect the final grade result of the course but they will be helpful in improving the course in the future.

แบบสอบถามนี้มีวัตถุประสงค์เพื่อรวบรวมข้อมูลเกี่ยวกับประสบการณ์การเรียนรู้และความคิดเห็นของท่านเกี่ยวกับรายวิชาวรรณคดี กรุณาตอบคำถามตามความเป็นจริง คำตอบของท่านจะไม่มีผลต่อผลการเรียนปลายภาคของรายวิชา แต่จะช่วยในการพัฒนารายวิชาในอนาคต

**Part I Background information Please put the mark (✓) in front of the answers or write the answer in the space provided.**

ตอนที่ 1 ข้อมูลพื้นฐาน กรุณาทำเครื่องหมาย (✓) หน้าคำตอบที่ต้องการหรือเขียนคำตอบลงในช่องว่าง

1. Age อายุ: \_\_\_\_\_ 2. Sex เพศ:  Male ชาย  Female หญิง 3. Year ชั้นปี: \_\_\_\_\_

4. Have you studied English with a native speaker in secondary school?

ท่านเคยเรียนภาษาอังกฤษกับอาจารย์เจ้าของภาษาในระดับชั้นมัธยมหรือไม่  Yes ใช่  No ไม่ใช่

5. Have you studied Thai literature course in secondary school?

ท่านเคยศึกษารายวิชาวรรณคดีไทยในระดับชั้นมัธยมหรือไม่  Yes ใช่  No ไม่ใช่

6. Have you studied English literature in secondary school?

ท่านเคยศึกษาวรรณคดีภาษาอังกฤษในระดับชั้นมัธยมหรือไม่  Yes ใช่  No ไม่ใช่

7. Have you studied literature course in university?

ท่านเคยศึกษารายวิชาวรรณคดีในระดับมหาวิทยาลัยหรือไม่  Yes ใช่  No ไม่ใช่

If yes, how many literature courses have you studied? Please specify.

หากใช่ ท่านได้ศึกษารายวิชาวรรณกรรมมาแล้วกี่วิชา โปรดระบุรายวิชาที่ท่านได้เรียนมา

8. Do you read anything in English outside classroom?

ท่านอ่านเอกสารภาษาอังกฤษอื่น ๆ นอกชั้นเรียนหรือไม่  Yes ใช่  No ไม่ใช่

9. Please put a mark (✓) in front of the English media you read outside classroom.

กรุณาทำเครื่องหมาย (✓) หน้าสื่อภาษาอังกฤษที่ท่านอ่านนอกชั้นเรียน (ตอบได้มากกว่า 1 รายการ)

magazines นิตยสาร  textbooks ตำรา  newspaper

หนังสือพิมพ์

poems บทกวี  short stories เรื่องสั้น  novels นวนิยาย

brochure/leaflet แผ่นพับ/ใบปลิว  online news and magazines ข่าวหรือนิตยสารออนไลน์

social media สังคมออนไลน์  other อื่น ๆ (Please specify โปรดระบุ) \_\_\_\_\_

10. Please put a mark (✓) in front of the activities you like to see more in literature class.

กรุณาทำเครื่องหมาย (✓) หน้ากิจกรรมที่ท่านอยากให้มีมากยิ่งขึ้นในวิชาวรรณคดี (ตอบได้มากกว่า 1 รายการ)

- read aloud อ่านออกเสียง       silence reading การอ่านในใจ       small group discussion  
อภิปรายกลุ่มย่อย
- lecture บรรยาย       role play บทบาทสมมุติ       whole class discussion
- group work งานกลุ่ม       individual work งานเดี่ยว       presentation การนำเสนอ
- other อื่น ๆ (Please specify โปรดระบุ) \_\_\_\_\_

**Part II Opinions rating** ตอนที่ 2 ข้อมูลระดับความคิดเห็น

1. Please rate your level of English proficiency by putting a mark (✓) on the position indicating how you feel between each two concepts.

กรุณาประเมินระดับความสามารถการใช้ภาษาอังกฤษของท่าน โดยทำเครื่องหมาย (✓)

บนตำแหน่งที่ตรงกับความรู้สึของท่านระหว่างระดับต่ำกับดีมาก

Skill ทักษะ	Weak อ่อน	Fair พอใช้	Ok น่าพอใจ	Good ดี	Excellent ดีมาก
1.1 Listening การฟัง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Speaking การพูด	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Reading การอ่าน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Writing การเขียน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please rate your ideas and impressions about literatuer class by putting a mark (✓) on the position indicating how you feel.

กรุณาประเมินระดับความคิดเห็นและความรู้สึของท่านเกี่ยวกับรายวิชาวรรณคดี โดยทำเครื่องหมาย (✓)

บนตำแหน่งที่ตรงกับความรู้สึของท่าน

Literature courses are..... รายวิชาวรรณคดี.....	Strongly disagree ไม่เห็นด้วยอย่างยิ่ง	Disagree ไม่เห็นด้วย	Neutral ปานกลาง	Agree เห็นด้วย	Strongly agree เห็นด้วยอย่างยิ่ง
2.1 difficult. ยาก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 useless. ไร้ประโยชน์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 boring. น่าเบื่อ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 not important. ไม่สำคัญ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 old fashion. ไม่ทันสมัย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 frustrating. น่าปวดหัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 easy. ง่าย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 useful. เป็นประโยชน์	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 interesting. น่าสนใจ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 relevent to now. เกี่ยวข้องกับปัจจุบัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 necessary. จำเป็น	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 enjoyable. สนุก	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part III Short answer about literature courses** ตอนที่ 3 ความคิดเห็นเกี่ยวกับรายวิชาวรรณคดี

1. Why do you think literature courses are included in the curriculum?

ท่านคิดว่าเพราะเหตุใดจึงมีรายวิชาวรรณคดีในหลักสูตร

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2. The thing I like best about literature class is

สิ่งที่ท่านชอบมากที่สุดในรายวิชาวรรณคดีคือ

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3. The thing I do not like about literature class is

สิ่งที่ท่านไม่ชอบในรายวิชาวรรณคดีคือ

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4. My most difficult challenge in studying literature is

สำหรับท่านสิ่งที่ยากที่สุดในการเรียนวิชาวรรณคดีคือ

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5. One thing the teacher could do to help me learn better in literature class is

สิ่งที่อาจารย์ผู้สอนสามารถช่วยให้ท่านเรียนรายวิชาวรรณคดีได้ดียิ่งขึ้นคือ

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6. Do you think literature class helps you to appreciate literature better? Why or why not?

ท่านคิดว่ารายวิชาวรรณคดีช่วยให้ท่านรู้สึกซาบซึ้งกับวรรณคดีมากยิ่งขึ้นหรือไม่ เพราะเหตุใด

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7. Do you think literature class gives a chance for you to discuss the things that you are interested in? Why or why not?

ท่านคิดว่ารายวิชาการวรรณคดีเปิดโอกาสให้ท่านได้อภิปรายในสิ่งที่ท่านรู้สึกสนใจจริง ๆ หรือไม่ เพราะเหตุใด

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8. Do you think literature class encourages you to read more English literature in the future? Why or why not?

ท่านคิดว่ารายวิชาการวรรณคดีกระตุ้นให้ท่านอ่านวรรณคดีภาษาอังกฤษมากยิ่งขึ้นในอนาคตหรือไม่ เพราะเหตุใด

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9. Do you think literature class helps you develop English reading and writing skills? Why or why not?

ท่านคิดว่ารายวิชาการวรรณคดีช่วยให้ท่านพัฒนาทักษะการอ่านและการเขียนภาษาอังกฤษหรือไม่ เพราะเหตุใด

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10. Do you think literature helps you develop English listening and speaking skills? Why or why not?

รายวิชาการวรรณคดีช่วยให้ท่านพัฒนาทักษะการฟังและการพูดภาษาอังกฤษหรือไม่ เพราะเหตุใด

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11. Other comment or suggestion in improving literature class.

ข้อคิดเห็นอื่น ๆ หรือข้อเสนอแนะในการพัฒนาการเรียนการสอนรายวิชาการวรรณคดี

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**End of questionnaire. Please check that you have answered all questions. Thank you for your cooperation.**

สิ้นสุดแบบสอบถาม กรุณาตรวจสอบว่าท่านได้ตอบคำถามครบถ้วนทุกข้อ ขอขอบคุณที่ท่านให้ความร่วมมือตอบแบบสอบถาม

**Appendix 3 Diary prompts**

1. Student diary prompt 1
2. Student diary prompt 2

### 3.1 Student diary prompts 1

1. What is your feeling the night or the morning before coming to English Literature II classes? How is it similar or different to the feeling you had before going study English Literature I classes?

ท่านรู้สึกอย่างไรในคืนก่อนวันที่จะเรียนวิชาวรรณกรรมภาษาอังกฤษ 2

หรือในตอนเช้าก่อนที่จะเรียนวิชาวรรณกรรมภาษาอังกฤษ 2

ความรู้สึกนี้เหมือนหรือต่างกับความรู้สึกที่ท่านมีก่อนการเข้าเรียนรายวิชาวรรณกรรมภาษาอังกฤษ 1 อย่างไร

2. How do you prepare yourself before coming to English Literature II classes? How is it similar or different to the way you prepared yourself before coming to English Literature I classes?

ท่านเตรียมตัวก่อนมาเรียนวิชาวรรณกรรมภาษาอังกฤษ 2 อย่างไร

วิธีการเตรียมตัวก่อนเรียนวิชานี้ของท่านเหมือนหรือต่างกับการเตรียมตัวเรียนรายวิชาวรรณกรรมภาษาอังกฤษ 1 อย่างไร

3. How do you feel when you are studying in English Literature II classes? How is it similar or different to the feeling you had when you were studying in English Literature I classes?

ท่านรู้สึกอย่างไรในขณะที่ท่านกำลังเรียนรายวิชาวรรณกรรมภาษาอังกฤษ 2

ความรู้สึกนี้เหมือนหรือต่างกับความรู้สึกที่ท่านมีขณะที่กำลังเรียนรายวิชาวรรณกรรมภาษาอังกฤษ 1 อย่างไร

4. Is the way you behave in English Literature II classes similar or different to the way you behaved in English Literature I classes? How (more or less) and why?

พฤติกรรมของท่านในรายวิชาวรรณกรรมภาษาอังกฤษ 2

เหมือนหรือต่างกับพฤติกรรมของท่านในรายวิชาวรรณกรรมภาษาอังกฤษ 1 อย่างไร (มากกว่าหรือน้อยกว่า) เพราะเหตุใด

4.1 Asking questions to teacher การถามคำถามกับอาจารย์ผู้สอน

4.2 Making comments to the teacher การแสดงความคิดเห็นต่ออาจารย์ผู้สอน

4.3 Talking to classmates about literature การพูดคุยกับเพื่อนร่วมชั้นเกี่ยวกับวรรณคดี

4.4 Other behaviours that you have noticed. พฤติกรรมอื่น ๆ ที่นักศึกษาสังเกตเห็น

5. What do you do after English Literature II classes? How is it similar or different to what you do after English Literature I classes?

ท่านทำอะไรหลังจากชั้นเรียนรายวิชาวรรณกรรมภาษาอังกฤษ 2

สิ่งที่ท่านทำเหมือนหรือต่างกับสิ่งที่ท่านทำหลังเรียนรายวิชาวรรณกรรมภาษาอังกฤษ 1 อย่างไร

6. Do you prepare for or follow up the class by searching literature on-line to help you understand the lesson better? How? Do you think it is helpful? Why?

ท่านค้นคว้าข้อมูลวรรณคดีจากสื่อออนไลน์เพื่อเตรียมตัวก่อนเรียนหรือเพื่อทบทวนหลังการเรียนเพื่อให้ท่านเข้าใจบทเรียนมากขึ้นหรือไม่ อย่างไร ท่านคิดว่าสื่อออนไลน์มีประโยชน์หรือไม่ เพราะเหตุใด

7. Do you think the style of teaching in English Literature II classes improve your understanding of literature? Why?

ท่านคิดว่ารูปแบบการสอนในรายวิชาวรรณกรรมภาษาอังกฤษ 2 ช่วยพัฒนาความรู้ความเข้าใจเกี่ยวกับวรรณคดีหรือไม่ เพราะเหตุใด

8. Comparing to the style of teaching in English Literature II classes with English Literature I classes, which do you feel makes you understand the lesson content better? Why?

เปรียบเทียบรูปแบบการเรียนการสอนในรายวิชาวรรณกรรมภาษาอังกฤษ 2

กับรูปแบบการเรียนการสอนในรายวิชาวรรณกรรมภาษาอังกฤษ 1 รูปแบบใดช่วยให้ท่านเข้าใจเนื้อหามากยิ่งขึ้น เพราะเหตุใด

9. Comparing to the style of teaching in English Literature II classes with English Literature I classes, which do you feel makes you improve your English language skills better? Why?

เปรียบเทียบรูปแบบการเรียนการสอนในรายวิชาวรรณกรรมภาษาอังกฤษ 2

กับรูปแบบการเรียนการสอนในรายวิชาวรรณกรรมภาษาอังกฤษ 1

รูปแบบใดช่วยให้ท่านพัฒนาทักษะภาษาอังกฤษมากยิ่งขึ้น เพราะเหตุใด

10. Which style of teaching do you prefer; the one for English Literature I classes or the one for English Literature II classes? Why?

ท่านชอบรูปแบบการเรียนการสอนแบบใดมากกว่าระหว่างรูปแบบที่ใช้ในรายวิชาวรรณกรรมภาษาอังกฤษ

1

และรูปแบบที่ใช้ในรายวิชาวรรณกรรมภาษาอังกฤษ 2 เพราะเหตุใด



### 3.2 Student diary prompts 2

1. Do you enjoy taking part in the group work? Why? How do you help the group reach the discussion goal?  
 ท่านชอบร่วมทำงานกลุ่มหรือไม่ เพราะเหตุใด ท่านช่วยส่งเสริมความสำเร็จของกลุ่มอย่างไรบ้าง
2. What are three things you like about small group discussion in literature course? Why?  
 อะไรคือสิ่งที่ท่านชอบมากที่สุดสามอย่าง เกี่ยวกับการอภิปรายกลุ่มย่อยในวิชาวรรณคดี เพราะเหตุใด
3. What are three things you do not like about small group discussion in literature course? Why?  
 อะไรคือสิ่งที่ท่านไม่ชอบมากที่สุดสามอย่าง เกี่ยวกับการอภิปรายกลุ่มย่อยในวิชาวรรณคดี เพราะเหตุใด
4. What are the factors that encourage you to participate in small group discussion? Why?  
 อะไรคือปัจจัยที่กระตุ้นให้ท่านมีส่วนร่วมในการอภิปรายกลุ่มย่อย เพราะเหตุใด
5. What are the factors that discourage you to participate in small group discussion? Why?  
 อะไรคือปัจจัยที่ทำให้ท่านไม่อยากมีส่วนร่วมในการอภิปรายกลุ่มย่อย เพราะเหตุใด
6. Do you think the assigned time is enough for your group to finish the discussion? What do you think is the suitable time for each round of discussion? Why?  
 ท่านคิดว่าเวลาที่อาจารย์มอบหมายให้เพียงพอสำหรับให้กลุ่มของท่านอภิปรายจนสิ้นสุดหรือไม่  
 ท่านคิดว่าเวลาที่เหมาะสมสำหรับการอภิปรายในแต่ละรอบควรเป็นระยะเวลาประมาณเท่าไร เพราะเหตุใด
7. What are the conflicts found in your group? How does your group solve these conflicts? Do you think they are effective?  
 ข้อขัดแย้งในกลุ่มของท่านมีอะไรบ้าง กลุ่มของท่านแก้ไขปัญหาข้อขัดแย้งเหล่านี้ด้วยวิธีใด ท่านคิดว่าวิธีนั้นได้ผลหรือไม่
8. Do you participate more in the small group discussion comparing to the beginning of the semester? Why?  
 ท่านมีส่วนร่วมในการอภิปรายกลุ่มย่อยมากขึ้นหรือไม่เมื่อเปรียบเทียบกับตอนเริ่มต้นภาคการศึกษา เพราะเหตุใด
9. What do you think about the reading-log task?  
 ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการเขียน reading log.
10. What do you think about the reading response task?  
 ท่านมีความคิดเห็นอย่างไรเกี่ยวกับการเขียน reading response

11. What do you think about the amount of workload in this course?

ท่านมีความคิดเห็นอย่างไรเกี่ยวกับปริมาณงานในวิชานี้

12. Which activities in this course (reading log, small group discussion, whole class discussion, lecture, role play, reading response) do you find is the most useful for you? Why?

ท่านคิดว่ากิจกรรมใดในวิชานี้มีประโยชน์มากที่สุดต่อท่าน เพราะเหตุใด

13. Please describe your English learning experience. For example, when you started learning English, your experience with non-Thai teacher (at which level, how long), why you choose English major, what you can do in English, etc.

กรุณาบรรยายประสบการณ์การเรียนรู้ภาษาอังกฤษของท่าน เช่น การเริ่มเรียนภาษาอังกฤษ

ประสบการณ์เรียนภาษาอังกฤษกับชาวต่างชาติ (ระดับชั้นไหน เป็นระยะเวลาเท่าไร)

และทำไมท่านถึงเลือกเรียนวิชาเอกภาษาอังกฤษ ระดับความสามารถในการสื่อสารด้วยภาษาอังกฤษในปัจจุบัน และอื่น ๆ

14. Please describe how you use English outside classrooms and how often you do it. For example, watch English soundtrack movies, listen to English songs, read English novel for fun, chat with friends in English (including on-line chat), etc.

กรุณาบรรยายการใช้ภาษาอังกฤษนอกชั้นเรียนอย่างไรบ้างและบ่อยแค่ไหน เช่น ดูหนังเป็นภาษาอังกฤษ

ฟังเพลงภาษาอังกฤษ อ่านนวนิยายภาษาอังกฤษเพื่อความเพลิดเพลิน สนทนากับเพื่อนเป็นภาษาอังกฤษ (รวมทั้งคุยออนไลน์) และอื่น ๆ

15. Please describe if you have overseas experience. For example, the country you have been to, for how long, for what purpose and your experience of using English in overseas situations.

กรุณาบรรยายหากท่านเคยมีประสบการณ์ในต่างประเทศ เช่น ประเทศที่ท่านเคยไป ระยะเวลาที่ท่านอยู่ในประเทศนั้น วัตถุประสงค์ในการเดินทาง และการประสบการณ์การใช้ภาษาอังกฤษระหว่างที่อยู่ในประเทศนั้น

## **Appendix 4 A sample of student work**

### 4.1 Reading log

- a. Rapee's Week 2
- b. Aor's Week 6
- c. Nee's Week 12
- d. Bim's Week 13

### 4.2 Reading responses

- a. Kong's Week 4
- b. Kong's Week 6
- c. Kong's Week 8

### 4.1 Reading logs from different students

#### a. Rapee's Week2 reading log

There Will Come Soft Rains

• Reading log

- Technology is working on but nobody stay in the house.
- Why the author choose the day August 24, 2026 in this story?
- Who are Mr. Featherstone and Tilita?
- Eight-one, time to school, time to work, but why no one go outside?
- "An aluminum wedge scraped them into the sink, where hot water whirled them down a metal throat which digested and flushed them away to the distant sea." I think this sentence is mean dishwashing machine.
- Nine-fifteen is time to clean the house. I think "tiny robot mice" is a vacuum cleaner.
- Ten o'clock, after raining the high-tech house still have nobody.
- "No answer from lonely foxes and whining cats" is an interesting words.
- What is Baal mean?
- "At last realizing, as the house realized" is an interesting words.
- I love when a dog run in circles and biting at its tail.
- "warm endless sky" is an interesting words.
- Five o'clock, time to take a bath.
- Nine o'clock time to go to bed.
- I think Mrs. McClellan is the owner of this high-tech house.
- What about "Picassos and Matisse's"?

#### b. Aor's Week 6 reading log

- don't try to be the others, just the way you are.
- trying to be the others is the way to be suffering.

\* Find: Symbolism, Capitalism, Marxism



...have no caste or class, their beauty, grace, and of their natural delicacy, their instinctive elegance, their n...

Symbolism

- Flower

- Jewels

middle class  
high class

34  
Neckla  
Maupas  
Her husband would like to send her to party for make friend with people in high class / want to give a change to her.  
Capitalism = if work hard, will get more. \*you get what you did.  
highest lady in the land.  
for every delicacy and luxury. She suffered from worn chairs, and ugly curtains. All these things, ven have been aware, tormented and insulted her. to the work in her little house aroused heart- She imagined silent antechambers, heavy with sockets, with two tall footmen in knee-breeches

c. Nee's Week 12 reading log

Melinda is riding the bus to her 1<sup>st</sup> day of high school. No one talks to her, or sit with her. Melinda reads Rachel's lips saying "I hate you". She missed biology class because she can't find it. At lunch time she has nobody to sit with and the a guy hits Melinda with mashed potatoes. Mr. Neck try to stop her, but she can't tell him why she's leaving, she gets in trouble. At the art class Mr. Free Man, the art teacher, ask everyone in the class to take a paper from a broken globe. Whatever is ~~on~~ on the paper is what they'll be working on for the year. Melinda paper says "tree". 2 weeks after Melinda & ~~she~~ have lunch w/ a girl named Heather. Heather talks alot, Melinda says little. One day Melinda is running from Mr. Neck, and she found a janitor's closet that hasn't been used for a long time. Perfect hiding place.

Melinda ~~was~~ is recognized as Melinda Sordino, the girl who called the cops @ Kyle Rodger end of the summer party. she is treated so bad, many students tease her. At dinner one night, ~~her~~ her parent have an argument because of the progress report. Melinda decides to try. She's ~~was~~ focusing in science class. Heather join Mathas, a group dedicated to charity and decorating. But Mathas & her friends don't like Melinda. Siobhan says "she is creepy" what's wrong w/ her lips?

Sometime, Melinda sees a guy she calls "IT". IT giving melinda smile and the wink. She would throw up.

Melinda = Narrator

d. Bim's Week 13 reading log

The Second period Go... (fill in the blank)

The Ecology Club's campaign against having a tiger as the school mascot succeeds, and the school holds an assembly to come up with new suggestions. \*The students vote on one of four options.

⊗ According to Melinda's grade: her grade is quit bad ⇒ So, her parents are making her stay after school to get extra help from teachers.

⊗ She also use the time after school to tidy up & decorate her janitor's closet with a poster of Maya Angelou.

⊗ Seem like melinda wants to confess everything but she has sore & bitten lips, her throat constantly hurts.

"ALL TO GETHER MEET" It's also show her though on the spanish ~~things~~

▶ Spanish class, spanish teacher assigned her to translate 5 verbs

- ① Traducir = translate
  - ② Fracasar = think - success
  - ③ Escander = hide - include
  - ④ Escapar = escape - run
  - ⑤ Olvidar = forget - for
- Coming from the librarian because the school board want her book
- The greatest American writer

"JOB DAY"

▶ M. & her classmates take a test to see what field they should go into. Manifest indicates she should go into forestry, firefighting, communications or tertiary science.

▶ Heather's test indicates → be a nurse → she plan her first step towards explicit the goal

But M. cannot fathom planning a her next 10 year of her life. She plan be jani 5<sup>th</sup> 9 grade.

\* The comparison of M & Heather

M } sore throat } usually she ~~usually~~ biting her lip because she stress!

⊗ Silence is not the good way to resolve the problem

## 4.2 Reading responses

### a. Kong's Week 4

#### Reading response

I finished reading and discussing 'The Gift of the Magi' by O. Henry. I am truly fond of this short story. This short story is full of interesting steps of describing its story. Also, other literary elements are used to create such a wonderful short story. There are, of course, many things in this story that make me interested in, especially plot and figurative languages.

For the plot of the story, it begins with the picture that Della has only \$1.87 while she wants to buy Jim, her husband, a platinum chain which costs \$21, so she cries and howls actually. Then she suddenly gets an idea that she has her hair cut and sold for \$20. Then she gets the chain for Jim. The conflict of Della and herself begins because she is worried that Jim will be displeased for her new look. Then the rising action comes when Jim opens the door and gets inside the rooms while Della tries to tell Jim how she gets the chain for Jim. Here comes the climax when both of them give each other their gift for Christmas day. The falling action is that Jim tells his wife to take the present for awhile. Finally, the resolution pictures that the things that the couple got are more worth than their gifts. Besides, many

figurative languages were used: alliteration, simile and imagery. In the second paragraph, "sobs, sniffles, and smiles" is an example of alliteration. Also, "Della's beautiful hair fell about rippling and shining like a cascade of brown water" in the paragraph 10 is an obvious example of simile. In addition, "there was clearly nothing to do but flop down on the shabby little couch and howl." in the second paragraph is a noticeable example of imagery.

To conclude, the short story interests me in terms of plot and figurative languages. The plot make readers as me want to know what will take place from the opening to the resolution. I would like to say the plot is organized well. Furthermore, many figurative languages were used to make the story interesting as mentioned above.

*Why did she get their start-story with the scene? It happened earlier than the. How is it climax? why do you think this is resolution?*

*How does it affect reader or the story? So what?*

*and they all mean something.*

*and they all mean something.*

*B*

## b. Kong's Week 6

## Reading response: The Tell-Tale Heart

"The Tell-Tale Heart" is a horror and mysterious short story which was created by Edgar Allen Poe, a famous horror author, who was 18 months old when his father disappeared. After I already read the whole story, I was interested in the short story because <sup>of</sup> the way Edgar created it. I felt more interested after I have known his life in the past. Therefore, the point that interests me in "The Tell-Tale Heart" is characters, especially the narrator.

I cannot really say that the narrator is mad or sane. In the story, characters are the narrator, the old man, the neighbor and the 3 policemen. All of the characters, the narrator is the most interesting character for me and known as the protagonist. I still did not know the name of the narrator or any characters at the end of the story. He could make the readers read the whole story without knowing his name or other names; this shows how interesting the protagonist is. The narrator can be both sane and insane depending on the way we judge him. First, he is normal. I can say how he is sane in the sentence "I undid the lantern cautiously-oh, so cautiously – cautiously" in order to show that he know how to kill the old man cautiously, he can wait for more than 7 nights and he had the body of the old man hidden. Next, he is, however, not completely sane. "Nervous – very, very dreadfully nervous" and "I heard many things in hell" are evident to show that he is insane. It is impossible to hear all things in the earth, especially in the heaven and hell. The one who cannot judge what is real or unreal can say the above sentences to show that he is sane. This is what insane people always do.

To conclude, to judge that the narrator is sane or insane depends on the way that we judge and the reliable evidence we support our idea. Moreover, some may think that Poe had created this story based on his life in the past while others say that this is just a short story which has nothing in deep meaning. Also, both thoughts are possible depending on their credit evidence.


## c. Kong's Week 8

## Reading response (The Necklace)

"The Necklace" is such an interesting short story. This is because many things in the story make it interesting: clear plot, characters and figurative devices. Also, the time when this short story was created makes readers understand the story more. More importantly, one of the best interesting points in the story is symbol which is the title of the story: The Necklace.

The necklace symbolizes both the power of perception and the differences between appearance and reality. For the power of perception, Mathilde thought that the necklace is real in the sentence "suddenly she discovered, in a black satin case, a superb diamond necklace; her heart began to beat covetously." This shows how she perceived the necklace real. Moreover, when she thought it's real, she can do everything for it such as her hard-working ten years. This is to show how powerful perception is. This example can be applied everyone at the present in order to perceive anything carefully because the result of perception will affect everyone back as Madame Loisel's perception. In the differences between appearance and reality, the appearance of the necklace interested many men like in the sentence "all the men stared at her." The appearance is very important because the men could see the necklace exactly, and they were drawn by the appearance of the necklace. It shows that they judged what they saw not what it is. However, reality is more important than appearance. If one cannot judge the appearance like Madame Loisel cannot judge the fake necklace, then the one might pay back for ten years also.

To conclude, perception is very powerful. Therefore, it is good to be very careful and cautious before perceiving in anything because it might result badly as Madame Loisel's perception of the unworthy necklace. Besides, the reality of a thing is more important than the appearance of the thing; therefore, proving it by asking or anyway to know the reality is inevitable for everyone.

Bravo! 



## Appendix 5 Teacher interview schedules

### Interview questions for teachers (To be conducted before and after the class.)

คำถามสำหรับอาจารย์ (ใช้ในการสัมภาษณ์ก่อนและหลังการสอน)

1. What do you think is the main purpose of literature class?  
ท่านคิดว่าจุดประสงค์หลักของรายวิชาวรรณคดีคืออะไร
2. Do you think literature help develop students' English skills and cultural understanding? Why?  
ท่านคิดว่าวรรณคดีช่วยพัฒนาทักษะภาษาอังกฤษและความเข้าใจด้านวัฒนธรรมหรือไม่ เพราะเหตุใด
3. What do you think about the literature class in general?  
ท่านคิดอย่างไรเกี่ยวกับชั้นเรียนวรรณคดีโดยทั่วไป
4. What do you think about students' performance in class?  
ท่านคิดอย่างไรกับพฤติกรรมในชั้นเรียนของนักศึกษา
  - a. Literary knowledge e.g. use of literary metalanguage, critical response  
ความรู้ด้านวรรณคดี เช่น คำศัพท์ทางวรรณคดี การตอบสนองเชิงคิดวิเคราะห์
  - b. Engaged e.g. interested, working continuously  
ความจดจ่อ เช่น ความสนใจ การทำงานอย่างต่อเนื่อง
  - c. Productive e.g. practising language, completing the task  
ผลการเรียน เช่น ฝึกฝนการใช้ภาษา ทำงานบรรลุเป้าหมาย
5. Do you think students have enough opportunity to speak in class?  
ท่านคิดว่านักศึกษามีโอกาสพูดในชั้นเพียงพอหรือไม่
6. How do you enhance their opportunities to speak?  
ท่านส่งเสริมให้นักศึกษามีโอกาสในการพูดอย่างไรบ้าง
7. Do you use Thai in class? Are you conscious when you use Thai or English?  
For what purpose do you use them?  
ท่านใช้ภาษาไทยในชั้นเรียนหรือไม่ ท่านตระหนักรู้หรือไม่ว่าท่านกำลังใช้ภาษาไทยหรือภาษาอังกฤษ และท่านใช้แต่ละภาษาเพื่อจุดประสงค์ใด
8. What suggestion do you have to improve the teaching and learning quality?  
ท่านมีข้อเสนอแนะใดที่จะช่วยพัฒนาคุณภาพการเรียนการสอน

**Appendix 6 A sample of analysis of questionnaires and complete list of themes from questionnaires**

Themes from the first questionnaires				Themes from the second questionnaires			
Q1 Why do you think literature courses are included in the curriculum?	N = 51	% By N	% By themes	Post Q1 Why do you think literature courses are included in the curriculum?	N = 28	% By N	% By themes
<b>Knowledge improvement 36 comments</b>	27	53%		<b>Knowledge improvement 31 comments</b>	22	79%	
Cultural knowledge 9/36	9	18%	25%	Cultural knowledge	8	29%	26%
Encourage literary appreciation	4	8%	11%	Diversify your study	1	4%	3%
History and social background of the country	10	20%	28%	Historical and social background of the country	8	29%	26%
New world views	4	8%	11%	New world views	1	4%	3%
To know about the principles of literature.	4	8%	11%	To know about the principles of literature	6	21%	19%
To know famous author	2	4%	6%	To understand things	2	7%	6%
To understand things	3	6%	8%				
				<b>Skill improvement 12</b>	9	32%	
<b>Other educational benefits 4</b>	4	8%		Encourage imagination and creative thinking	2	7%	17%
Can be beneficial for other courses.	1	2%	25%	Improve or learn about language	5	18%	42%
Encourage reading	1	2%	25%	It helps with critical thinking and interpretation	5	18%	42%
For overseas education or post graduate course	2	4%	50%				
				<b>Usefulness for daily life 8</b>	7	25%	
<b>Skill improvement 32</b>	21	41%		Moral teaching	1	4%	13%
Encourage imagination and creative thinking 4/32	4	8%	0%	To understand about self and people and human behavior	2	7%	25%

Improve communication	1	2%	3%	Useful for daily life	5	18%	63%
Improve or learn about language	15	29%	47%	<b>It's interesting subject 1</b>	1	4%	100%
It helps with critical thinking.	12	24%	38%				
<b>Usefulness for daily life 26</b>	19	37%					
Elevate the mind 5/26	5	10%	19%				
For enjoyment	3	6%	12%				
Moral teaching	4	8%	15%				
Restore faith in humanity	1	2%	4%				
To understand about self and people and human behavior	6	12%	23%				
Useful for daily life	7	14%	27%				
<b>Q2. The thing I like about literature class is...</b>				<b>Post Q2 The thing I like best about literature class is...</b>			
<b>Affectivity 45</b>	35	69%					
Ability to understand the language	3	6%	7%	<b>Affectivity 21</b>	20	71%	
Discussion	5	10%	11%	Discussion and sharing ideas	6	21%	29%
Easy to study	1	2%	2%	Group work	1	4%	5%
Enjoyment	4	8%	9%	Reading	2	7%	10%
Reading a certain type of genre	20	39%	44%	Reading a certain type of genre	9	32%	43%
Teaching method and teachers	3	6%	7%	Teaching method and teachers	3	11%	14%
Variation of contents	3	6%	7%				
Reading	6	12%	13%	<b>Cognitive challenge</b>	7	25%	
				Challenge thinking and imagination	2	7%	29%
<b>Cognitive challenge 30</b>	22	43%		Open minded and awareness of new things	3	11%	43%
Analysis	5	10%	17%	Social reflection and human nature	1	4%	14%
Challenge thinking and imagination	3	6%	10%	Thematic meaning	1	4%	14%
Interpretation	2	4%	7%			0%	

Open minded and awareness of new things	7	14%	23%	<b>Others</b>	4	14%	
Social reflection and human nature	4	8%	13%	Historical knowledge	1	4%	25%
Symbolism	2	4%	7%	Relevancy to daily life	1	4%	25%
Thematic meaning	7	14%	23%	Vocabulary learning	1	4%	25%
				When the content is easy to understand	1	4%	25%
<b>Other 8</b>	7	14%					
Historical knowledge 1/8	1	2%	13%				
Motto, phrases, sentences	2	4%	25%				
Not focus on grammar in response writing	1	2%	13%				
Relevancy to daily life	4	8%	50%				
<b>Q3. The thing I do not like about literature class is...</b>				<b>Post Q3 The thing I do not like about literature class is...</b>			
<b>Class structure 21 comments from 20 sts</b>	20	39%					
Class time is too long.	1	2%	5%	<b>Class structure</b>	12	43%	
Homework	3	6%	14%	Homework	2	7%	17%
Love point	4	8%	19%	Love point	4	14%	33%
Openness and no limit of the ideas	1	2%	5%	Openness and no limit of the ideas	1	4%	8%
Reading a certain type of genres 9	9	18%	43%	Reading a certain type of genres	5	18%	42%
Reading log and class preparation	2	4%	10%				
Response writing	1	2%	5%	<b>Cognitive challenge</b>	6	21%	
				Complexity of the work	3	11%	50%
<b>Cognitive challenge 20 comments from 18 sts</b>	18	35%		Figurative language	1	4%	17%
Analysing 4/20	4	8%	20%	Interpretation	1	4%	17%
Complexity of the work	5	10%	25%	Thematic meaning	1	4%	17%
Struggle to understand the thematic meaning 8	8	16%	40%				

Symbolism	1	2%	5%	<b>Content 15</b>	13	46%	
Translation of the work	2	4%	10%	No background knowledge about the things in the reading	2	7%	15%
				Old language vocab and sentence structure	11	39%	85%
<b>Content 18</b>	17	33%		Too long	2	7%	15%
Boring content 1/18	1	2%	6%				
No background knowledge about the things in the reading	1	2%	6%				
Nonsense and useless story	1	2%	6%				
Struggle to understand the cultural difference	2	4%	11%				
Old language vocab and sentence structure 13	13	25%	72%				
<b>None</b>	<b>6</b>	<b>12%</b>					
<b>Q4. My most difficult challenge in studying literature is ...</b>				<b>Post Q4 My most difficult challenge in studying literature is</b>			
<b>Abstract task 47</b>	25	49%		<b>Abstract task 24</b>	21	75%	
Analyzing 10/47	10	20%	21%	Analyzing	4	14%	17%
Character analysis	3	6%	6%	Comprehension	4	14%	17%
Identifying and understanding the theme	7	14%	15%	Identifying and understanding the theme	1	4%	4%
Interpretation	25	49%	53%	Interpretation	11	39%	46%
Response writing	2	4%	4%	Symbolism	3	11%	13%
				Translation	1	4%	4%
<b>The reading text 30</b>	<b>25</b>	<b>49%</b>		<b>The reading text</b>	<b>11</b>	<b>39%</b>	
A certain types of genres 10/30	10	20%	33%	A certain types of genres	1	4%	9%
Complex story	2	4%	7%	Complex story	1	4%	9%
Old language	8	16%	27%	Old language	1	4%	9%

Vocabulary	10	20%	33%	Vocabulary	8	29%	73%
<b>Others activity 3</b>	3	6%		<b>Others activity</b>	2	7%	
Reading by themselves 1/3	1	2%	33%				
Researching background knowledge as homework before class	1	2%	33%				
Small group discussion	1	2%	33%				
<b>Q5 One thing the teacher could do to help me learn better in literature class is...</b>				<b>Post Q5 One thing the teacher could do to help me learn better in literature class is...</b>			
<b>Affect 5 (5/51)</b>	5	10%		<b>Affect (1/28)</b>	1	4%	100%
Create good attitude in reading 3/5	3	6%	60%	<b>General Teaching methods 6</b>	5	18%	
Creating a relaxing atmosphere	1	2%	20%	Assign homework	1	4%	17%
Emotional support	1	2%	20%	Discuss	2	7%	33%
				Read aloud	1	4%	17%
<b>General Teaching methods 10 (10/51)</b>	<b>10</b>	20%		Role-play	1	4%	17%
Assign homework 1/10	1	2%	10%	Use multimedia to show about literature	1	4%	17%
Discuss	1	2%	10%				
Read aloud	1	2%	10%	<b>Text related teaching methods26</b>	22	79%	
Role-play	1	2%	10%	Scaffolding by explanation 19/25 (+1 sts only say explanation = 20)	19	68%	76%
Teach slowly	1	2%	10%	1/19 Add the technique or literary devices	1	4%	5%
Use multimedia to show about literature	5	10%	50%	Explain the content (lecture)	8	29%	42%
				Explaining old vocabulary	1	4%	5%
				Explaining the background of the work	4	14%	21%
<b>No comment 3</b>	3	6%		Explaining the cultural and social background	1	4%	5%

				Explaining the difficult parts	2	7%	11%
<b>Text related teaching methods 47 (47 comments from 41 sts))</b>	<b>41</b>	80%		Give examples that relevant to now and daily life	2	7%	11%
<b>Explanation (30 total comments with 1 only said 'explanation without giving more info.) 29/47 (29 comments from total 26 sts-25 sts gave comments)</b>	<b>26</b>	51%	<b>64%</b>				
Explaining old vocabulary 1/29	1	2%	3%			0%	
Explaining the background of the work	2	4%	7%	Other scaffolding 6/25	5	18%	24%
Explaining the cultural and social background	1	2%	3%	Encourage thinking 1/6	1	4%	17%
Explaining the difficult parts	17	33%	59%	Provide additional viewpoints and thematic meanings	2	7%	33%
Give examples that relevant to now and daily life	8	16%	28%	Provide clue to make students understand	1	4%	17%
<b>Other scaffolding (17 comments from 15 sts)</b>	<b>15</b>	29%	<b>36%</b>	Provide summary or preview and review	1	4%	17%
Encourage thinking 4/17	4	8%	24%	Translation	1	4%	17%
Provide additional viewpoints and thematic meanings	4	8%	24%				
Provide clue to make students understand	2	4%	12%				
Provide summary or review	3	6%	18%				
Read and analyse the text	2	4%	12%				
Show the main character	1	2%	6%				
Translation	1	2%	6%				

<b>Q6 Do you think literature class help you to appreciate literature better</b>				<b>Post Q6 Do you think literature class help you to appreciate literature better...</b>			
Neutral	3	6%					
No	7	14%		Neutral	1	4%	
No comment	1	2%		No	2	7%	
Yes 54 comments from 40 sts.	40	78%		Yes 28	25	89%	
<b>Appreciation by means of affect 17/54</b>	<b>14</b>	27%	<b>31%</b>	Appreciation come from affect 12/28	12	43%	43%
Beautiful language reflects the tone and mood. 5/17	5	10%	29%	Beautiful language reflects the tone and mood	4	14%	33%
Become more sensitive.	3	6%	18%	Enjoyment	3	11%	25%
Encourage love in nature.	1	2%	6%	Make you appreciate the value of literature	3	11%	25%
Enjoyment	2	4%	12%	Make you creative	1	4%	8%
It's interesting	1	2%	6%	Make you love it	1	4%	8%
Make you appreciate the value of literature	2	4%	12%	Appreciation come from cognition 12/28	12	43%	43%
Make you creative	1	2%	6%	Help you know the meaning better - deep meaning	4	14%	33%
Make you love it	1	2%	6%	Help you understand concept and knowledge	3	11%	25%
When it reflects your life experience at that time	1	2%	6%	To have broader worldview	2	7%	17%
				To understand society	3	11%	25%
<b>Appreciation by means of cognition 31/54</b>	<b>24</b>	47%	<b>57%</b>	Appreciation from interaction 4/28	4	14%	14%
Help you know the meaning better 9/31	9	18%	29%	Give you chance to practise reading English text	1	4%	25%



Help you understand concepts and knowledge	6	12%	19%	Help you get in touch and be familiar with it	3	11%	75%
Impressive characterisation	1	2%	3%				
It makes you become more critical and more reasonable	2	4%	6%				
Make you know more about the author and background	1	2%	3%				
To have broader world view	7	14%	23%				
To understand society	5	10%	16%				
<b>Interaction 6/54</b>			<b>11%</b>				
Help you get in touch and be familiar with it 5/6	5	10%	83%				
We can share idea	1	2%	17%				
<b>Q7 Do you think literature class give a chance for you to discuss the things that you are interested in</b>				<b>Post Q7 Do you think literature class give a chance for you to discuss the things that you are interested in</b>			
Neutral 4/51	4	8%					
No	4	8%		Mixed feeling	5	18%	
Yes 70 (9 sts only yes, Calculate percentage from 61 comments from 34 sts.)	43	84%		No	2	7%	
Give you chance to ask questions when you don't understand 6/61	6	12%	10%	Yes 24 comments (1 st only said yes, 20 sts comments more. Total 23 comments. )	21	75%	

Give you chance to freely share your personal ideas and interests	27	53%	44%	Give you chance to ask questions when you don't understand	1	4%	4%
Give you chance to listen to other people's ideas and people listen to your ideas	9	18%	15%	Give you chance to freely share your personal ideas and interests - small group discussion make you do it (give the space to talk)	15	54%	65%
Some assignments ask you to find the things you are interested in	1	2%	2%	People always accept my opinions - factor that encourage discussion	1	4%	4%
Teacher gives time for small group discussion	7	14%	11%	The content encourage you to think	2	7%	9%
The content encourage you to think	2	4%	3%	There are different kinds of topics for different interest	2	7%	9%
There is no wrong answer	7	14%	11%	There is no wrong answer (with good reason and evidence)	1	4%	4%
When we have information about it	1	2%	2%	You can discuss it in writing	1	4%	4%
You can discuss it in writing	1	2%	2%				
* Teacher give time + give you chance to freely share = 34	34	67%	56%				
<b>Q8 Do you think literature class encourage you to read more English literature in the future</b>				<b>Post Q8 Do you think literature class encourage you to read more English literature in the future</b>			
Neutral	5	10%		Neutral	1	4%	
No	5	10%		No	4	14%	
Yes (20 only yes) (21 with comments) 45 total comments	41	80%		Yes 31 comments (2 sts only said yes and 21 sts comments more)	23	82%	
Affects 23/45	23	45%	51%	Affects 14/29	14	50%	48%
It's fun	5	10%	22%	It's fun and relaxing	2	7%	14%
It's interesting and makes you feel more interested	11	22%	48%	It's interesting and makes you feel more interested	7	25%	50%
Make you love reading	4	8%	17%	Make you love reading	2	7%	14%

Want to read more work of same authors	3	6%	13%	Want to read more work of same authors or same period	3	11%	21%
Cognitive 17/45	17	33%	38%	Cognitive 10/29	10	36%	34%
Improve your knowledge	10	20%	59%	better Help you understand the text	4	14%	40%
Make you think	6	12%	35%	Improve your knowledge	1	4%	10%
better Make you understand yourself	1	2%	6%	Make you think	4	14%	40%
				better Make you understand yourself	1	4%	10%
Improve language 5/45	5	10%	11%	Improve language 4/29	4	14%	14%
Give you skills to read more	1	2%	20%	texts Give you skills to read literary	3	11%	75%
Help improve language skills	4	8%	80%	Help improve language skills	1	4%	25%
				Useful for daily life 1/29	1	4%	3%
<b>Q9 Do you think literature class help you develop English reading and writing skills The first part = how many percent of yes think it improve reading only.</b>				<b>Post Q9 Do you think literature class help you develop English reading and writing skills</b>			
No	1	2%					
Yes 50	50	98%		Yes 40	28	100%	
Reading 12/50	12	24%	24%	Reading (3 comments from 3 sts)	3	11%	8%
Reading and writing (38 st/50 yes) 31 total comments given	38	75%	76%	Reading and writing (37 comments from 25 sts.)	25	89%	93%
Better comprehension 1/31	1	2%	3%	Better comprehension 3/37	3	11%	8%
styles Examples of different writing	7	14%	23%	styles Examples of different writing	3	11%	8%
writing Improve critical reading and	6	12%	19%	writing Improve critical reading and	3	11%	8%

Increased exposure to reading and writing	8	16%	26%	Increased exposure to reading and writing	14	50%	38%
Reading faster	1	2%	3%	Make you love reading	1	4%	3%
Vocabulary learning	2	4%	6%	Reading faster	1	4%	3%
Writing for assignment and exam	5	10%	16%	Vocabulary learning	3	11%	8%
Written accuracy	1	2%	3%	Writing for assignment and exam	8	29%	22%
				Written accuracy	1	4%	3%
<b>Q10 Do you think literature help you develop English listening and speaking skills</b>	53			<b>Post Q10 Do you think literature help you develop English listening and speaking skills</b>			
Mixed - may help but a little or the least	9	18%		Neutral	2	7%	
No	8	16%		No	4	14%	
Yes (1 yes only)	34	67%		Yes 30 (1: 21 sts gave comments and one only said yes, 2: 2 sts that comment only said yes to Listening and speaking.)	22	79%	
Listening 3/33	3	6%	9%	Listening 1/21	1	4%	5%
Speaking 6/33	6	12%	18%	Speaking 4/21	4	14%	19%
Listening and speaking 30 comments from 24 sts (24/33)	<b>24</b>	47%	73%	Listening and speaking 22 comments (16/21)	16	57%	76%
Discussion	14	27%	47%	Discussion in L2 6/2	6	21%	27%
Listen to lecture in L2	4	8%	13%	Listen to lecture in L2	6	21%	27%
Listen to teacher read aloud	4	8%	13%	Presentation to class in L2	7	25%	32%
Presentation	2	4%	7%	Student read aloud themselves	1	4%	5%
Read aloud	3	6%	10%	Watch multimedia	2	7%	9%
Watch multimedia	3	6%	10%				
<b>Q11 Other comment or suggestion in improving literature class</b>				<b>Post Q11 Other comments or suggestions in improving literature class (13 comments)</b>			
Course structure	8	16%		Add more media	2	7%	15%

Class activity 17	17	33%		Discussion is good	3	11%	23%
Add listening and speaking and discussion	6	12%	35%	Guided questions limit students' ideas.	1	4%	8%
Add more media	6	12%	35%	Include all four skills in a class.	1	4%	8%
Add role play	1	2%	6%	Know more vocabs will be helpful.	2	7%	15%
More review	2	4%	12%	Studying literature is enjoyable	1	4%	8%
Teacher check students' reading log before discussion	1	2%	6%	Take students to study outside classroom.	1	4%	8%
Use L2 in class	1	2%	6%	The circle is too repetitive and two circles is too much	2	7%	15%

## Appendix 7 A sample of analysis of diary entries

The screenshot displays the NVivo software interface for a project titled "Teaching literature in EFL context.nvp". The main window shows a hierarchical tree of nodes on the left and a data table on the right. The table lists various nodes, their source counts, reference counts, creation dates, and creators.

Name	Sources	References	Created On	Created By	Modified On	Modified By
Student data	0	0	3/3/2013 1:45 PM	SP	3/5/2013 3:12 PM	SP
All sources summary Diary 1, Diary 2, Questionnaire	0	0	4/4/2013 2:52 PM	SP	4/11/2013 3:10 PM	SP
Summary of Q1	0	0	4/10/2013 12:03 PM	SP	5/8/2015 1:54 PM	SP
Feeling	0	0	4/10/2013 12:03 PM	SP	4/10/2013 12:03 PM	SP
Mixed	0	0	4/10/2013 12:04 PM	SP	4/10/2013 12:04 PM	SP
Negative	1	69	4/10/2013 12:03 PM	SP	4/10/2013 1:41 PM	SP
Neutral	1	28	4/10/2013 12:04 PM	SP	4/10/2013 1:49 PM	SP
Positive	1	335	4/10/2013 12:03 PM	SP	4/10/2013 2:01 PM	SP
Student participants	0	0	4/11/2013 3:09 PM	SP	4/11/2013 3:09 PM	SP
Topics	0	0	4/10/2013 12:53 PM	SP	4/10/2013 12:53 PM	SP
Assessment	1	4	4/10/2013 1:44 PM	SP	4/10/2013 1:44 PM	SP
Literature	1	361	4/10/2013 1:25 PM	SP	4/10/2013 2:00 PM	SP
Literature Circles some elements are sim	1	12	4/10/2013 1:25 PM	SP	4/10/2013 1:46 PM	SP
Teachers	1	53	4/10/2013 1:26 PM	SP	4/10/2013 1:50 PM	SP
Use of L1 or L2	1	50	4/10/2013 1:26 PM	SP	4/10/2013 1:35 PM	SP
Change in behaviours with mixed feelings	1	2	4/13/2013 1:19 PM	SP	4/15/2013 1:15 PM	SP
Change in behaviours with negative feelings	2	18	4/13/2013 1:16 PM	SP	4/13/2013 1:16 PM	SP
Change in behaviours with neutral feelings	2	3	4/13/2013 1:20 PM	SP	4/15/2013 1:18 PM	SP
Change in behaviours with positive feelings	3	104	4/13/2013 1:15 PM	SP	4/15/2013 1:16 PM	SP
Changes	0	0	4/4/2013 3:22 PM	SP	4/4/2013 3:22 PM	SP
Different	3	154	4/4/2013 3:23 PM	SP	4/8/2013 11:15 AM	SP
Neutral	2	36	4/4/2013 3:23 PM	SP	4/6/2013 3:06 PM	SP
No comparison	1	28	4/4/2013 3:23 PM	SP	4/4/2013 3:23 PM	SP
Same	2	103	4/4/2013 3:23 PM	SP	4/6/2013 3:06 PM	SP
Feelings	0	0	4/4/2013 3:24 PM	SP	4/4/2013 3:24 PM	SP
Mixed	2	27	4/4/2013 3:25 PM	SP	4/8/2013 11:22 AM	SP
Negative	4	157	4/4/2013 3:24 PM	SP	4/12/2013 1:40 PM	SP
Neutral	4	92	4/4/2013 3:24 PM	SP	4/12/2013 1:40 PM	SP
Positive	4	766	4/4/2013 3:24 PM	SP	4/12/2013 1:40 PM	SP
Preferences	0	0	4/5/2013 2:19 PM	SP	4/5/2013 2:19 PM	SP

### Appendix 8 A sample of analysis of teacher interviews

The screenshot shows the NVivo software interface for a project titled "Teaching literature in EFL context.nvp". The main window displays a table of nodes with the following columns: Name, Sources, References, Created On, Created By, Modified On, and Modified By. The 'Nodes' pane on the left shows a hierarchical tree structure of nodes.

Name	Sources	References	Created On	Created By	Modified On	Modified By
Teachers	0	0	11/7/2013 11:13 AM	SP	11/7/2013 11:13 AM	SP
A source	22	22	11/7/2013 11:13 AM	SP	5/8/2015 1:39 PM	SP
Critical events	3	4	1/20/2014 11:42 AM	SP	1/22/2014 1:43 PM	SP
Feelings	21	173	11/7/2013 11:13 AM	SP	5/8/2015 1:39 PM	SP
Mixed	10	19	11/7/2013 11:20 AM	SP	1/24/2014 2:37 PM	SP
Negative	12	25	11/7/2013 11:19 AM	SP	1/24/2014 2:35 PM	SP
Neutral - factual	10	41	11/7/2013 11:19 AM	SP	1/24/2014 3:16 PM	SP
Positive	19	88	11/7/2013 11:19 AM	SP	1/24/2014 3:17 PM	SP
Researcher pov	11	24	12/31/2013 1:48 PM	SP	1/24/2014 3:15 PM	SP
Teacher	5	23	1/20/2014 11:39 AM	SP	5/8/2015 1:43 PM	SP
Topics	21	111	11/7/2013 11:20 AM	SP	5/8/2015 1:44 PM	SP
Changes	0	0	11/7/2013 11:22 AM	SP	11/7/2013 11:24 AM	SP
Changes in behaviours	11	22	11/7/2013 11:25 AM	SP	1/22/2014 1:57 PM	SP
Changes in perceptions	6	13	11/7/2013 11:25 AM	SP	1/22/2014 2:03 PM	SP
CLT	0	0	1/16/2013 1:46 PM	SP	11/7/2013 11:19 AM	SP
CLT purpose	1	1	1/18/2013 2:56 PM	SP	1/21/2013 10:01 AM	SP
Definition	2	8	1/18/2013 2:56 PM	SP	5/8/2015 1:43 PM	SP
Limitation of implementa	2	9	1/18/2013 3:15 PM	SP	5/8/2015 1:43 PM	SP
Mixed	0	0	1/18/2013 2:57 PM	SP	11/7/2013 11:12 AM	SP
Suggestions	2	3	1/18/2013 2:58 PM	SP	11/7/2013 1:31 PM	SP
Teachers' strategies	1	1	1/18/2013 3:28 PM	SP	11/14/2013 3:49 PM	SP
Literature	1	2	11/7/2013 11:23 AM	SP	11/7/2013 1:50 PM	SP
Literature Circles	1	1	1/16/2013 1:47 PM	SP	1/22/2014 1:33 PM	SP
Comparison with previou	3	10	1/21/2013 10:25 AM	SP	11/14/2013 3:44 PM	SP
Problem in implementati	18	47	1/18/2013 2:59 PM	SP	5/8/2015 1:44 PM	SP
Reading log	2	5	1/21/2013 11:07 AM	SP	1/22/2014 2:04 PM	SP
Students' performance	20	98	1/18/2013 3:01 PM	SP	1/27/2014 12:56 PM	SP
Suggestion for further im	11	22	1/21/2013 10:47 AM	SP	1/24/2014 2:19 PM	SP
Teacher behaviours	4	6	11/27/2013 10:51 AM	SP	1/22/2014 1:34 PM	SP
Teacher facilitate activity	10	22	11/27/2013 10:55 AM	SP	1/24/2014 3:14 PM	SP
Teacher perceptions	11	44	11/27/2013 10:51 AM	SP	1/22/2014 2:03 PM	SP

### Appendix 9 A sample of whole class discussion transcription

Data recorded on 3 September 2012

File: M2U00188.MPG (29.20-30.18), M2U00189.MPG (0-1.00)

Class 1 Round 2 - open discussion with active student participation ranking from one word to long sentences. Tom a very quiet student in class also contributed. Teacher strategies included miming and eliciting.

Turn	Students		Teacher	
	English	Thai	English	Thai
1			Ok. Let's see the last unit of these chapter.	
2				หมดทุกคนแล้วใช่ไหมคะ จริง ๆ ครูตอนระหว่างที่ครูเดินฟังไปเรื่อย ๆ นะ มัวแต่เล่นอะไรกันเมื่อกี้ (a student was looking at iPad.) ครูรู้สึกว่ามันมีประเด็นที่น่าสนใจ แต่พอมาพรีเซนต์แล้วหายไปไหนก็ไม่รู้ล่ะ (Actually, while I was walking around listening to discussion...what are you playing Maggie?...I felt that there were some interesting points but when you presented they disappeared. Have you ever experienced this?)
3			For example, like biting her lips. (3) So after...	
4		SS: อ้อ (Ah!)		
5			after that. After being raped, she starts biting her lips. Why?	
6	SS: She is stress.			
7	Nut: anxious.			
8	Aor: disgust.			
9			Ok. Maybe she disgusts her own lips. Disgust herself that Andy Evan...	



10	SS: kiss her.			
11			kiss her. Ok. What else?	
12	Boat: Release her stress.			
13			Huh?	
14	Boat: Release her stress.			
15			Release her stress. Like somebody who...who are doing (biting her nail.)	
16	SS: Biting the nail			
17			Nail. Chew your own lips. Very good. What else?	
18	Ked: Maybe she is angry with her own mouth.			
19			Maybe she is angry with her own mouth. Why?	
20	Ked She want to speak but...but it not.			
21			If that night she shouted,	
22	SS: (nodded)			
23			Right? So may be she's just angry with her own mouth. If she just speak out, would it happen? Ok. What else?	
24	(Tom raised his hand.)			
25			Yes?	
26	Tom: She think something and she didn't speak but keep it in her mind.			

27		<p>Yes. Many times when we see that she's thinking. She's thinking something in her mind but she doesn't speak out so she's biting her lips instead of speaking out. Ok.</p>	
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**Appendix 10 Information letters and consent forms for students**

1. Information letter (English)
2. Information letter (Thai)
3. Consent form (English)
4. Consent form (Thai)

*INFORMATION LETTER  
(For student participants)*

**TEACHING ENGLISH LITERATURE TO ENGLISH AS A SECOND LANGUAGE LEARNERS**

Dear Students,

My name is Ms Suphinya Panyasi and I am a student at the University of Technology, Sydney.

I am conducting research into the teaching and learning in undergraduate English literature courses in Thailand and would welcome your assistance. I have asked you to participate because you are currently enrolling in an English literature course and you can give me information about students' discussion in literature classes and student's opinions on literature class teaching and learning. The research will involve twelve class observations with video and/or audio recording, two questionnaires (half hour each), weekly diary entry, and access to your homework and examination. The data collection will take place in the classrooms. The results of the study will be shared with you and your institution and may be published or presented at professional meetings, but participants' identity will not be revealed.

This research is for my studies in my PhD degree in Education. There are very few if any risks because the research has been carefully designed. However, it is possible that you will be experience some inconvenience. You might be embarrassed to act naturally with people observing you and the inconvenience of keeping regular diary.

If you are interested in participating, I would be glad if you would contact me in person or you can email me or my supervisor, A/Prof Liam Morgan. My email address is [Suphinya.Panyasi@student.uts.edu.au](mailto:Suphinya.Panyasi@student.uts.edu.au) and my supervisor's email contact is [Liam.Morgan@uts.edu.au](mailto:Liam.Morgan@uts.edu.au).

You are under no obligation to participate in this research although I have known the teachers before as a colleague or a research participant.

Yours sincerely,

Suphinya Panyasi

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**NOTE:**

This study has been approved by the University of Technology, Sydney Human Research Ethics Committee. If you have any complaints or reservations about any aspect of your participation in this research which you cannot resolve with the researcher, you may contact the Ethics Committee through the Research Ethics Officer (ph: +61 2 9514 9772 [Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au)), and quote the UTS HREC reference number. Any complaint you make will be treated in confidence and investigated fully and you will be informed of the outcome.

จดหมายแจ้งข้อมูล  
(สำหรับนักศึกษา)

การสอนวรรณคดีภาษาอังกฤษแก่ผู้เรียนภาษาอังกฤษเป็นภาษาที่สอง

เรียน นักศึกษา

ข้าพเจ้า นางสาวสุกัญญา ปัญญาสิทธิ์ นักศึกษาระดับคุณวุฒิปบัณฑิต แห่งมหาวิทยาลัยเทคโนโลยี ชิดนีย์

ข้าพเจ้ากำลังทำวิจัยเรื่องการเรียนการสอนรายวิชาวรรณคดีภาษาอังกฤษในระดับปริญญาตรีในประเทศไทย และอยากเชิญท่านร่วมให้ข้อมูล เพื่อเป็นประโยชน์ในงานวิจัยนี้

ข้าพเจ้าเชิญท่านให้เข้าร่วมในงานวิจัยนี้เนื่องจากท่านกำลังศึกษารายวิชาวรรณคดีภาษาอังกฤษและท่านสามารถให้ข้อมูลเกี่ยวกับพฤติกรรมของนักศึกษาในรายวิชาวรรณคดี

และความคิดเห็นของนักศึกษาเกี่ยวกับการเรียนการสอนรายวิชาวรรณคดี การเข้าร่วมในงานวิจัยนี้ จะใช้เวลา 12 สัปดาห์ และจะรวมถึง การเฝ้าสังเกตชั้นเรียน 12 ครั้งพร้อมบันทึกภาพและ/หรือเสียง การทำแบบสอบถาม 2 ครั้ง (ครั้งละครึ่งชั่วโมง) การจดบันทึกอนุทิน ประจำสัปดาห์ และการเก็บตัวอย่างงานเขียน จากที่บ้านและ ข้อสอบของท่าน โดยจะทำการเก็บข้อมูลในชั้นเรียน ข้อมูลที่ได้จากการวิจัยจะนำเสนอต่อท่านและสถาบันของท่านและอาจจะ ได้รับการตีพิมพ์หรือนำเสนอในการประชุมทางวิชาการ หรือวิชาชีพโดยไม่ระบุข้อมูลส่วนตัวของท่าน

งานวิจัยนี้เพื่อจุดประสงค์ในการทำวิทยานิพนธ์ระดับคุณวุฒิปบัณฑิต ด้านศึกษาศาสตร์

การเข้าร่วมงานวิจัยนี้มีความเสี่ยงน้อยมาก เนื่องจาก งานวิจัยนี้ได้รับการออกแบบมาอย่างรอบคอบ อย่างไรก็ตามท่านอาจจะรู้สึกเงินอายที่จะถูกเฝ้าสังเกตและไม่สะดวกที่จะจดบันทึกเป็นประจำ

หากท่านมีความประสงค์จะเข้าร่วมในงานวิจัย กรุณาแจ้งความจำนงค์ต่อข้าพเจ้าด้วยตนเองหรือส่งอีเมลถึงข้าพเจ้าหรือ รศ. เสียม มอร์แกน อาจารย์ที่ปรึกษาของข้าพเจ้า อีเมลล์ของข้าพเจ้าคือ [Suphinya.Panyasi@student.uts.edu.au](mailto:Suphinya.Panyasi@student.uts.edu.au) และ อีเมลล์ของอาจารย์ที่ปรึกษาของข้าพเจ้าคือ [Liam.Morgan@uts.edu.au](mailto:Liam.Morgan@uts.edu.au)

ท่านไม่จำเป็นต้องตอบรับเข้าร่วมการวิจัยครั้งนี้

แม้ว่าข้าพเจ้าจะรู้จักอาจารย์ผู้สอนมาก่อนในฐานะผู้ร่วมงานหรือผู้เข้าร่วมโครงการวิจัย

ขอแสดงความนับถือ,

สุกัญญา ปัญญาสิทธิ์

นักศึกษาระดับคุณวุฒิปบัณฑิต

ชั้น 9 อาคาร 10 คณะศิลปศาสตร์และสังคมศาสตร์

มหาวิทยาลัยเทคโนโลยี ชิดนีย์

บรอดเวย์ นิวเซาท์เวลส์ 2007 ออสเตรเลีย

โทร: + 61 2 9514 9023

อีเมลล์: [Suphinya.Panyasi@student.uts.edu.au](mailto:Suphinya.Panyasi@student.uts.edu.au)

หมายเหตุ:

งานวิจัยนี้ได้รับการอนุมัติจากคณะกรรมการตรวจสอบจริยธรรมในการวิจัย (Human Research Ethics Committee) แห่งมหาวิทยาลัย เทคโนโลยี ชิดนีย์แล้ว ถ้าหากท่านมีข้อร้องเรียน หรือมีความสงสัยใน ใดๆ เกี่ยวกับการเข้าร่วมงานวิจัยดังกล่าว ซึ่งท่านไม่สามารถตัดสินใจ ร่วมกับผู้วิจัย ท่านสามารถร้องเรียนต่อคณะกรรมการฯ ผ่านผู้ดูแลด้านจริยธรรม (โทร. +61 2 951 9772, [Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au))

คำร้องเรียนของท่านจะถูกปิดเป็นความลับและจะได้รับการดำเนินการสอบสวนโดยละเอียดและจะแจ้งให้ท่านทราบเมื่อผลของการสอบสวน สิ้นสุดลง



## ใบขออนุญาต - งานวิจัยของนักศึกษา (สำหรับนักศึกษา)

ข้าพเจ้า \_\_\_\_\_

ยินยอมที่จะเข้าร่วมในงานวิจัยเรื่อง “การสอนวรรณคดีภาษาอังกฤษแก่ผู้เรียนภาษาอังกฤษเป็นภาษาที่สอง” (เลขที่การอนุมัติ UTS HREC 2012-119A) ซึ่งผู้วิจัยคือ นางสาวสุภิญญา ปัญญาสิทธิ์ 805B, 503 Wattle Street, Ultimo, NSW 2007 Australia (โทร. +61 2 9514 9023) แห่งมหาวิทยาลัยเทคโนโลยี ซิดนีย์ เพื่อจุดประสงค์ในการทำวิทยานิพนธ์ระดับคุณวุฒิบัณฑิต งานวิจัยนี้อยู่ภายใต้การดูแล ของ รศ เลียม มอร์แกน (โทร. +61 2 9514 3871) คณะศิลปศาสตร์และสังคมศาสตร์ มหาวิทยาลัยเทคโนโลยี ซิดนีย์

ข้าพเจ้าทราบว่าจุดประสงค์ของการวิจัยนี้ เพื่อพัฒนาการเรียนการสอนรายวิชาวรรณคดีภาษาอังกฤษ ในระดับปริญญาตรี ในมหาวิทยาลัยในประเทศไทย

ข้าพเจ้าเข้าใจดีว่าข้าพเจ้าได้รับเชิญให้เข้าร่วมโครงการวิจัยนี้เนื่องจาก ข้าพเจ้ากำลังศึกษา รายวิชาวรรณคดีและการเข้าร่วมในงานวิจัยนี้ จะใช้เวลา 12 สัปดาห์ และจะรวมถึง การเฝ้าสังเกตชั้นเรียน 12 ครั้ง พร้อมบันทึกภาพและ/หรือเสียง การทำแบบสอบถาม 2 ครั้ง (ครั้งละครึ่งชั่วโมง) การจดบันทึกอนุทินประจำสัปดาห์ และการเก็บตัวอย่างงานเขียนจากการบ้านและข้อสอบของข้าพเจ้า

ข้าพเจ้าตระหนักดีว่า ข้าพเจ้าสามารถติดต่อกับนางสาวสุภิญญา ปัญญาสิทธิ์ หรือ รศ เลียม มอร์แกน ได้ในกรณีที่ ข้าพเจ้ามีความกังวลอันเกี่ยวกับงานวิจัยนี้ ทั้งยังทราบว่าข้าพเจ้าสามารถยกเลิกการมีส่วนร่วมในงานวิจัยนี้ ได้ตลอดเวลาโดยไม่จำเป็นต้องระบุเหตุผลและโดยไม่มีผลกระทบใด ๆ ต่อข้าพเจ้า

ข้าพเจ้ายืนยันว่า นางสาวสุภิญญา ปัญญาสิทธิ์ ได้ตอบคำถามของข้าพเจ้าครบทุกข้ออย่างชัดเจน

ข้าพเจ้ายอมรับให้ทำการเผยแพร่ข้อมูลต่าง ๆ ที่ได้รับรวบรวมจากงานวิจัยนี้โดยไม่ระบุข้อมูลส่วนตัว ของข้าพเจ้า

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ลายมือชื่อ

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ลายมือชื่อผู้วิจัย

หมายเหตุ:

งานวิจัยนี้ได้รับการอนุมัติจากคณะกรรมการการตรวจสอบจริยธรรมในการวิจัย (Human Research Ethics Committee) แห่งมหาวิทยาลัยเทคโนโลยี ซิดนีย์แล้ว ถ้าหากท่านมีข้อร้องเรียน หรือมีความสงสัยใน ใด ๆ เกี่ยวกับการเข้าร่วมงานวิจัย ดังกล่าว ซึ่งท่านไม่สามารถตัดสินใจร่วมกับผู้วิจัย ท่านสามารถร้องเรียนต่อคณะกรรมการฯ ผ่านผู้ดูแลด้านจริยธรรม (โทร. +61 2 951 9772, [Research.Ethics@uts.edu.au](mailto:Research.Ethics@uts.edu.au)) คำร้องเรียนของท่านจะถูกปิดเป็นความลับ และจะได้รับการ ดำเนินการสอบสวนโดยละเอียด และจะแจ้งให้ท่านทราบเมื่อผลของการสอบสวนสิ้นสุดลง

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