

ENHANCING SPEAKING SKILLS AND CRITICAL THINKING SKILLS IN THE  
EFL UNDERGRADUATES LITERATURE CLASSROOM THROUGH  
CONTEMPLATIVE APPROACH



PREEYAPHA WANGMANEE

A Dissertation Submitted to University of Phayao  
in Partial Fulfillment of the Requirements  
for the Doctor of Philosophy Degree in English

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Dissertation

Title

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Classroom through Contemplative Approach

Submitted by PREEYAPHA WANGMANEE

Approved in partial fulfillment of the requirements for the  
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### ABSTRACT

The purposes of this study were aimed to 1) investigate English speaking skills by implementing a contemplative approach, 2) investigate students' critical thinking skills by implementing contemplative approach, and 3) investigate students' attitudes toward the implementation of a contemplative approach in the EFL literature classroom.

This research study applied a mixed–method research design. The population of the study consisted of eleven second–year English major student who enrolled in a literature course in the second semester of the academic year 2022 at Chiang Rai Rajabhat University. A sample was selected through purposive sampling method with one sampling unit. The instruments used were an English–speaking test, a critical thinking test, classroom observations, semi–structured interviews, and reflective journal. The quantitative data was analyzed by descriptive statistics with Mean ( $\bar{x}$ ) and Standard Deviation (S.D.) while the qualitative data was classified, analyzed, and reported by the objective items.

The findings indicated that contemplative approaches can significantly enhance students' English–speaking skills. Although the results suggest that participating in contemplative activities did not have a statistically significant impact on the participants' critical thinking abilities, a slight improvement was observed in their critical thinking skills. Also, the results showed that students' attitudes towards the implementation of contemplative approach are generally positive and proactive. Additionally, the study found that contemplative approaches can reduce anxiety, improve motivation to speak English, and have a positive effect on students' potential to share experiences and express their opinions.

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Preeyapha Wangmanee

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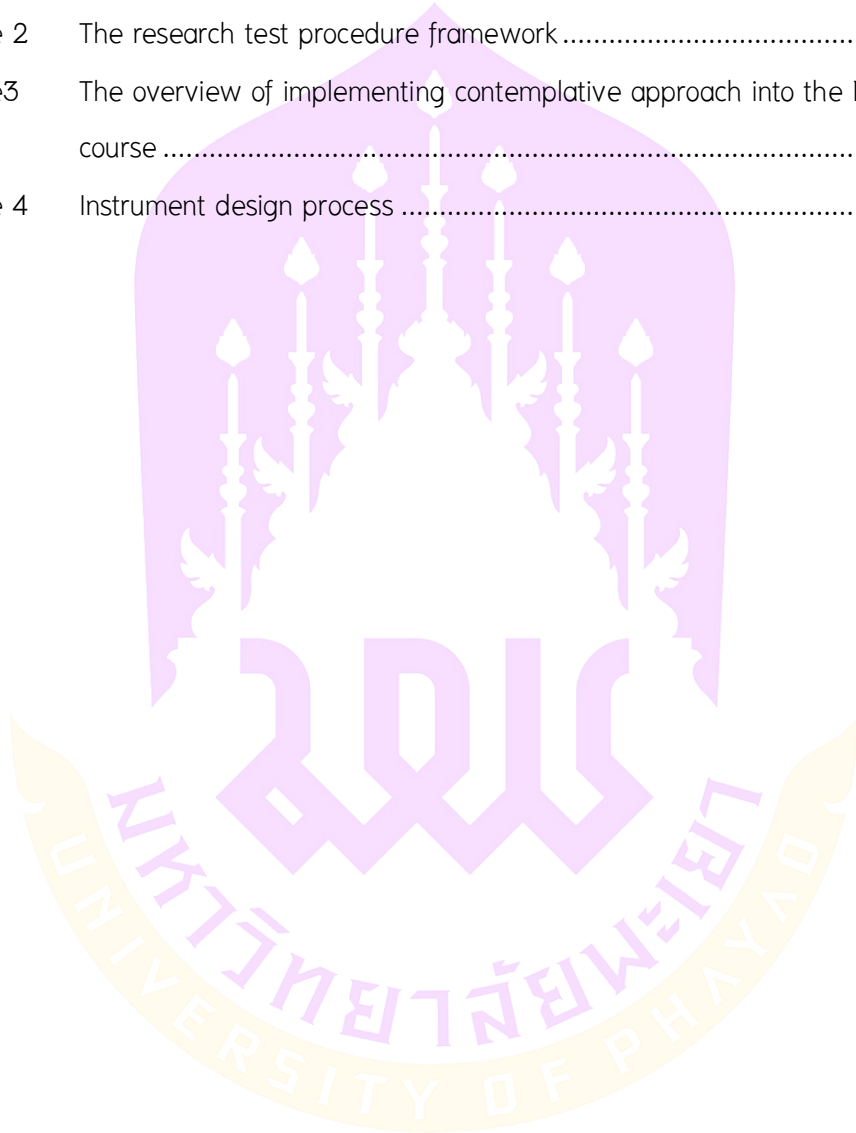
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## CHAPTER I

### INTRODUCTION

#### **Rational and Background of the Study**

Over the past decade, particularly since the country joined the Association of Southeast Asian Nations (ASEAN) in 2015 and with the growth of the tourism, foreign investment, and logistics sectors, English has grown in importance in Thailand. As we also enter the twenty-first century, we live in an era that is being impacted by technology and information brought in from all over the world. English is a widespread language spoken worldwide, and it is necessary to learn to communicate in this language (Boonsuk, 2021). In 1999, Thailand's education minister mandated that English be taught as one of the foreign languages, and it is taught as a compulsory subject in all public schools in Thailand beyond primary four. Continuingly, Thailand's education minister have consistently recognized the importance of using English since Thailand became more connected with other countries due to globalization and as a member of ASEAN (Ministry of Education, 2014). Newly graduated students are expected to use English effectively in domestic and international workplaces. Accordingly, producing graduates with high English proficiency for the workplace is the primary responsibility of higher education institutes. Consequently, the Thai government launched a campaign to increase English language proficiency, linked with the Common European Framework of Reference for Languages, or CEFR 2018 (Kaowiwattanakul, 2021). The institute increasingly face pressure to improve pedagogical approaches to accommodate an increasing number of students and improve student learning outcomes (Bae, 2018)

As a result, educational institutions and stakeholders have been made aware of the current situation and have focused on fulfilling contemporary requirements by producing globally competent citizens. Upon realizing that English plays a critical role not only as a global language for communication but also as a means for instruction in the classroom and as a worldwide language of business and trade, potential graduates must

also demonstrate English literacy when entering the professional world since it is a globally recognized language that opens opportunities to those who can produce it fluently.

However, many factors influence how competent someone is at speaking English, including grammar, pronunciation, fluency, and vocabulary. Speaking is an important skill to learn when learning a new language because it involves verbal and nonverbal communication. Thus, it is critical to develop speaking skills in order to communicate effectively. Thus, it implies that students must be able to speak with foreigners to get or exchange information and convey their feelings.

Thai students need help with language acquisition. Even after reconsidering Thailand's English education (Soonsinpai, 2020), it was revealed that Thai students' English competencies in reading, listening, and speaking are moderate, even though the government has supported English development, but not so many practical actions. Speaking ability is affected by students' lack of practice in class and the Thai-speaking environment. Dorome (2018) distinguishes two types of issues: linguistic and non-linguistic. Some Thai students needed help with their language skills, including a lack of vocabulary, grammar, and pronunciation. Wongwan, Oupra and Liangprayon (2019) point out that the students are shy about speaking English because they are worried about grammar, thinking in Thai, and translating it into English when they speak. It revealed that the significant obstacles that caused students' English-speaking problems were grammar-based practice in English class, a low level of English skill, the size of the classroom, and exposure to English.

Given the challenges Thai students face in English language acquisition, including issues related to linguistic competencies and classroom environments, it becomes increasingly clear that traditional educational methodologies need to be revised. This realization underscores the importance of adopting innovative educational approaches that align with the rapid changes in our global landscape, including the integration of technology and the necessity for skills that extend beyond conventional language learning.

If examining the quick changes that have happened in recent years, we cannot deny that technology, the COVID-19 epidemic, and the transition to a more normal lifestyle have all impacted our lives. All obtained information, including news,

communications, and knowledge, is constantly linked to new technology. Consequently, people must be given more attention when deciding whether something is real or false. Considering this, the Thai Ministry of Higher Education requires all universities to incorporate 21st-century skills, also known as "The four C's," into the curriculum and core academic subjects in order to promote and equip students with the skills and expertise necessary to succeed in their lives and careers in the future (Rajabhat Universities Strategic Plan for Local Development of 20 Years; 2017–2036, P.39). Critical thinking, creativity, communication, and cooperation are the four C's of 21st-century abilities. These four abilities are necessary for twenty-first-century students to excel academically and in their professions. This 21<sup>st</sup> century skills have the most significant influence on how students are perceived while they are searching for employment and starting their careers. Among other characteristics, critical thinking is the practice of problem-solving. Creativity is the act of thinking creatively. Collaboration is the act of cooperating to accomplish a common goal. Communication is the art of effectively delivering ideas. As a result, educational and technological systems are being created to equip students with these competencies to meet the demands of global completion and enhance student talents (Ya-Ting,2013), which leads to an enhancement in the quality of both learning and instruction.

Bloom's Taxonomy, a framework developed by Benjamin Bloom and his colleagues, plays a crucial role in structuring these educational outcomes. It categorizes cognitive skills and learning objectives into hierarchical levels from basic to complex: remembering, understanding, applying, analyzing, evaluating, and creating. By integrating Bloom's Taxonomy within Outcome-based education (OBE), Thai higher education institutions aim to foster a more analytical, reflective, and creative thinking process among students rather than focusing solely on rote memorization or the passive receipt of information. Critical thinking is a key component of Bloom's Taxonomy, a framework that categorizes educational goals. It encourages higher forms of thinking in education, such as analyzing, evaluating, and creating, rather than just remembering facts.

Critical thinking skills are in great demand, have been provided at every educational level, and are prioritized as a critical skill. Expecting the younger generation to be citizens with the ability to think critically is one of the main goals of education (Rajprasit, 2015). People in this generation need to be equipped with thinking skills to survive in society. Therefore, a well-thought person has the advantage of being able to live a quality life in society and be successful in both personal and professional life. It revolves around logical thinking, reasoning, judgment, and problem-solving. The three main categories of thinking skills are essential, core, general, and higher-order or complex thinking skills. Among such abilities, higher-order thinking is the most crucial talent for students to comprehend the process of thought, mindset modification, and attitude toward knowledge. It is a mental process of activity and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach the answer to questions or the conclusion of the answer, including problem-solving.

Moreover, it has not been apart from discussions on the need for cooperative critical thinking in the English language teaching area that it has become an educational and social idea carried out broadly in other fields of knowledge rather than in EFL (Marin and De la Pava, 2017). The idea of incorporating critical thinking skills into language teaching has been developed since the late 1980s and early 1990s. Nowadays, learners must use critical thinking skills to evaluate information, including text, video, and media. In terms of literature studies, they must be able to make critical judgments about the text they read and have the capacity to identify hidden meanings within the texts. It is hard to acquire, particularly among university students who need to develop their academic and social success skills that enhance their English language skills and be able to engage in reflective and independent thinking to solve problems in learning by using critical thinking (Asgharheidari and Tahriri, 2015; Gandimathi and Zarei, 2018; Zin, Wong and Rafik – Galea, 2014). Its reflection activities did impact students' tendencies to be curious in a classroom setting, which is stimulated and enhanced when students can understand how the content is relevant to their learning and how they can apply and make meaning of it in their lives, Bae (2018). Developing students' academic potential depends on their practical critical thinking abilities through a qualified educational system since it predicts student



consciousness (Demirdag, 2019). Strengthening their capacity to think critically is challenging, particularly for non-native teachers, due to a variety of circumstances (Wang, 2017).

Students in Asia, such as Thailand, are sometimes stereotyped as passive and uncritical learners. The characteristics of student effect language learning at a Thai University (Quieti and Nanna, 2022). Many educators in English-speaking universities have also shown concern and claim that Asian students lack critical thinking skills for academic tasks such as essay writing and debates due to their cultural and educational backgrounds (Rear, 2017). However, there are many difficulties in encouraging Thai students to become critical thinkers according to their cultural background, educational system, and religion (Kaowiwattanakul, 2009). Even though encouraging a student-centered approach has been promoted to increase public awareness, there has been an issue in Thailand as it remains limited due to students' incapacity to use critical thinking skills in classroom activities (Sirisitthimahachon, 2018). Leungratanamart and Sukrapat (2016) show that 11.10% of Thai students exhibit critical thinking abilities, confirming the low scales that must be considered. However, Namsaeng and Sukying (2020) found that Thai culture, teaching and learning contexts, and childhood background influence critical thinking skills in Thai EFL university students. They also indicated that Thai EFL university learners have an intermediate level of critical thinking skills (74%), which are truth-seeking, open-minded, and inquisitive, respectively. Also, when comparing the critical thinking skills of science and technology students to those of humanities and social science students, Rojapoj, Tairuekam and Chomya (2018) discovered that humanities and social science students scored significantly lower. To this point, it seems interesting, particularly for liberal arts majors who come into the same category as the study's participants.

The corpus of knowledge has been incorporated into analytical thinking in various university teaching and learning areas, including curriculum development. Moreover, one of them is literature, which can assist students in improving their analytical and speaking abilities. Concerning learning English at Chiang Rai Rajabhat University (hereinafter CRRU), all English major students are required to complete a 12-credit course in literature as specified in the Program Specification to meet the requirements of the Thai Qualifications



Frameworks for Higher Education. Scholars emphasize the importance of literature in acquainting students with higher-order thinking skills and can be linked to student language attitude (Khatib and Askari, 2012). It has a variety of interpretation processes (i.e., interfering, developing personal thoughts, sorting out supportive evidence, etc.). Learning literature in an English-language classroom has been shown to have significant benefits in developing both students' speaking and critical thinking abilities. Engaging in discussion of the themes and topics of the subject matter encourages students to communicate their thoughts and feelings in English. Therefore, it can potentially support students (Kaowiwattanakul, 2021).

However, regarding Chiang Rai Rajabhat University, the university's mission aims to serve the local communities and welcome students from remote areas with diverse educational and cultural backgrounds, including different English language proficiency levels. As a result, students are confronted with several difficulties while studying the literature of English-speaking countries. In addition, because English is considered a foreign language alongside their mother tongue (i.e., local northern languages and distinctive ethnic languages) and the standard Thai language, it limits the ability of students to practice English in real-world situations outside the classroom, which refers to speaking practice. Furthermore, English literature courses are not very popular among students because of the boredom of reading books with extensive substances that do not engage learners (Anurit, 2016). However, various approaches can implement critical thinking, and many scholars have done studies on critical thinking skills in the field of literature studied in the past. They attempt to improve student critical thinking with different types of approaches that are used, such as instructional-based approaches, inquiry-based approaches, reading-response approaches, literature circle approaches, CEFR-based approaches, online discussion approaches, functional approaches, etc., which have been studied if we go back to about 5-10 years earlier.

In response to the social issues of the modern era, a trend of self-awareness and mindfulness development emerged in the 1980s. This trend was referred to as "Contemplative Education" in the United States, which aimed to tackle contemporary social problems through the learning process of using contemplation of the reconstruction ideal. Contemplation has a long history in the main wisdom traditions, with Hindus, Buddhists, and Christians practicing it in various forms. For thousands of years, Buddhist wisdom traditions have investigated how contemplative practices can transform a person's mind, thoughts, emotions, and behavior. They claim that meditation can increase awareness and attention and promote ethical development.

Contemplative practices are not only an international phenomenon that has expanded across higher education in the last decade but are also becoming more popular in Thailand. The approach has been practiced in Thailand for over 20 years under "Alternative Education." Later, the founding of the Contemplative Education Center at Mahidol University in Bangkok, established in 2006, is an acknowledgment of the public advancement of contemplative pedagogy and its integration into mainstream education. Amornniwat (2005) translated "contemplative education" into a Thai version called "Jittapanyasuksa" and defined "it as learning from the heart, reflecting the process of being dynamic, creative, and imaginative, leading to rooted questions about formal education. The focus is on cultivating awareness, compassion, and a sense of collective consciousness and bringing it to the philosophy of Buddhism to help people grow their minds and practice until they become wise and can connect different sciences to use in real life. "

As evidenced by recent academic articles from numerous scholars, the study of contemplative education has developed and is employed in higher education. There has been a growing interest in applying contemplative principles to teaching and learning in Thailand since 2015, particularly in the educational fields, in psychology, pre-teacher studies, for example, the Integrating Learning of Problem-based Learning and Contemplative Study in the Course of Humanity Life and Self Development (Somboonbuurana, 2016), the Place of Practice in Contemplative Pedagogy and Writing Across the Disciplines (Kinane, 2019), the study on a Contemplative Approach to Graduate Writing Development; Reflections from Thai Writing Classrooms (Burford, Juntrasook,

Sriprachya-anunt and Yeh, 2018); the impact of contemplative practices on foreign language anxiety and learning (Scida and Jone, 2017); the effectiveness of a non-formal education process with a contemplative learning approach to enhance purpose in life for Thai bachelor's degree students (Sumamal, Prathemchareonwattana and Raktaengam, 2021); the use of contemplative increases learning motivation (Wetzel, 2017).

However, there is a lot more emphasis on producing an educated person with the necessary social, human, life, and soft skills focusing on practical activities. The results reveal that students gain self-awareness with higher consciousness, concentration, a higher level of critical thinking, and a deeper understanding of the subject area from cooperative contemplative learning activities.

It is not just little in English as a foreign language (EFL) that contemplative principles are used. In the classroom, there are some signs that the principles are used, but with a stronger focus on reading comprehension and writing development. This principle encourages students to improve their academic achievement and interpersonal skills.

Considering theoretical theory, documentation, books, and all related articles on contemplative principals, it seemed to the researcher that these contemplative practices might improve students' English speaking and critical skills. At the same time, it allows students to practice their speaking skills in two dimensions: speaking through discussion and reflective writing. Consequently, to design an appropriate activity, one must consider the learner's self-awareness and proficiency level in English. Therefore, this study demonstrates how to incorporate literature into an EFL course using contemplative activities to help students enhance their critical thinking and English-speaking skills.

For the reasons stated above, the study "Enhancing Speaking Skills and Critical Thinking Skills in the EFL Undergraduates Literature Classroom through Contemplative Approach" will benefit teachers in revising and developing appropriate English literature courses for English major students. This approach can assist English lecturers at the tertiary level in providing a proportion of content and skills in each course that helps strengthen students' ability in practical practice.

Most previous studies have focused on reading comprehension or analyzing the level of language proficiency, learning attitudes, and motivation. Despite the benefits of a contemplative approach for self-development through language expression, EFL instructors hesitate to implement contemplative principles into the activities provided in EFL courses, and contemplative approaches with speaking ability must be apparent. Nevertheless, while contemplative practices have been integrated into educational contexts to support well-being, reduce stress, and negative emotions, foster resilience, and emotion regulation, and enhance learning, integrating contemplative approaches into literature EFL courses is rare as well. Thus, this study aims to fill in the gaps and point out other options for educators to develop and strengthen lesson plans consistent with the needs of students in this 21st century.

In summary, Thailand's integration into the ASEAN community and the increasing influence of globalization have made the English language an essential tool for communication, education, and business. This has marked the importance of English in the country's developmental trajectory. This study highlights the evolving landscape of English language education in Thailand, showcasing the efforts made by educational institutions and governmental bodies to elevate English proficiency to meet the demands of an interconnected world. The research emphasizes Thai students' challenges in mastering English, attributed to linguistic and pedagogical factors. It also highlights the need for innovative approaches to language teaching. The study suggests that contemplative practices can be a transformative strategy to enhance English speaking and critical thinking skills, enabling students to become more effective communicators and critical thinkers. This exploration is timely and crucial, as it addresses the pressing need to align Thailand's educational strategies with the exigencies of global competence, thereby contributing to the broader discourse on language acquisition and critical thinking in the EFL context.

## Objectives

The objective of this study will focus on the following aims;

1. to investigate English speaking skills by implementing a contemplative approach in the EFL literature classroom.
2. to investigate student critical thinking skills by implementing a contemplative approach in EFL literature classroom
3. to investigate student's attitude toward the implementing contemplative approach in EFL literature classroom

## Research questions

1. To what extent does implementing the contemplative approach affect students' English-speaking skills?
2. To what extent does implementing the contemplative approach affect the student's critical thinking skills?
3. What are students' attitudes towards learning with the implementation of the contemplative approach?

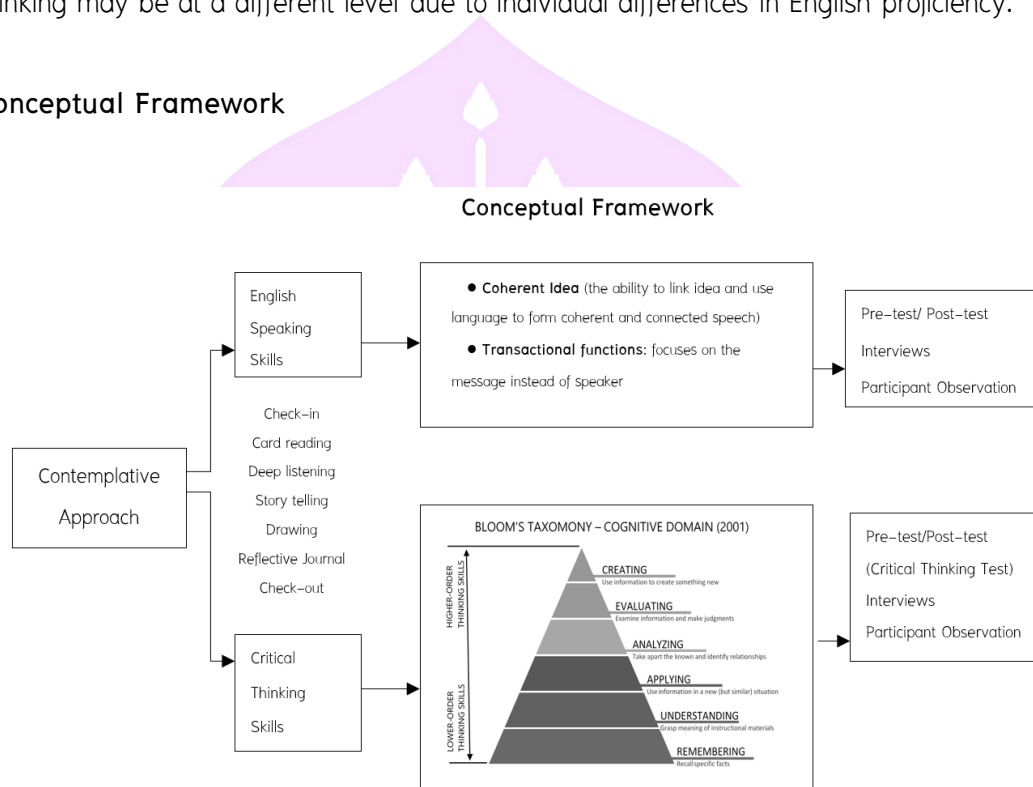
## Scope of the Study

The scopes of this research are as follows:

1. The primary content in the literary adaptation course, as directed in the course description, involves the lessons. Within each lesson, the technique relates to the lesson shall be imparted to the student, implementing a contemplative approach. The course focused on literary text from the past to the present, folktales, fairy tales, short stories, and poetry for children, as well as the world's literary masterpieces that have been published. It focused on investigating English speaking skills and critical thinking skills through the implementation.
2. This research aims to investigate student English speaking skills using the design speaking test and examine student critical thinking using a design writing test based on Bloom's critical thinking taxonomy to measure the effect of a contemplative approach in the EFL literature classroom.

3. In terms of the participant, the researcher shall study eleven of the third-year students enrolled in a literary adaptation course in semester 1 of the academic year 2022 (from June to October 2022) at the Faculty of Humanities and Social Sciences, Chiang Rai Rajabhat University to assess individual student improvement. The improvement in critical thinking may be at a different level due to individual differences in English proficiency.

### Conceptual Framework



**Figure 1 Conceptual Framework**

The above figure presents a conceptual framework outlining the implementation of a contemplative approach to improving the English speaking and critical thinking skills of this research study. The approach includes practices such as check-in, card-reading, deep listening, storytelling, drawing, reflective journal, and check-out, aimed at enhancing students' English-speaking ability through coherent idea formation and transactional functions prioritizing the message over the speaker.

At the framework's core is Bloom's Taxonomy within the cognitive domain, depicting a hierarchical model with six levels of cognitive skills: remembering, understanding, applying, analyzing, evaluating, and creating. This model suggests that

higher-order thinking skills (analyzing, evaluating, creating) are built upon lower-order skills (remembering, understanding, applying).

The effectiveness of this implemented approach is measured using a combination of pre-tests and post-tests, participant observations, critical thinking tests, interviews, and participant observation. These research instruments aim to get qualitative and quantitative data on students' language and critical thinking skills, thereby providing a comprehensive view of the educational impact of the contemplative approach within this framework.

### **Definitions of Terms**

This research has used its own terms and definitions, which may differ from those generally used. Thus, the researcher would like to clarify the terms used in this research.

**The contemplative approach** refers to the teaching method implementing contemplative practices (based on Rumpagaporn (2019) that allow students to comprehend knowledge through the first person. The activities included seven steps: check-in, card-reading, deep listening, drawing, storytelling, reflection, and check-out. The Teacher facilitates and provides a topic for students so they can go through that situation with their directed experiences while practicing critical thinking and expressing their ideas through speaking ability. This approach creates a contemplated learning environment focused on practice, not religion aspect.

**Critical thinking skills** refer to the student's ability to think critically according to six levels of Bloom's Taxonomy (1956): remembering, understanding, applying, analyzing, evaluating, and creating, which are enhanced through a contemplative approach, and measured by the adapted critical thinking test that researcher create.

**English speaking skills** refer to students' oral communication abilities in English in which they transfer their thoughts, ideas, facts, and attitudes via the use of words, phrases, and expressions that are strengthened by a contemplative approach.

**A literature classroom** refers to a literature classroom in which the teacher imparts knowledge and engages students in the study of literary works to motivate them to express their ideas, practice their English-speaking skills, and expose them to their



creativity, imagination, particular dilemmas, and powerful emotional responses at the tertiary level. The contemplative approach is used in the activities and environment of the classroom.

**EFL undergraduates** refer to students studying English as a Foreign Language at the undergraduate level. These students are enrolled in a bachelor's degree program where English is not the native language of the country in which they are studying.

### **Significance of the Study**

This research study has some useful implications and suggestions, which are as follows:

1. The study can help students develop self-awareness and enhance their English-speaking and critical-thinking skills.
2. The results of this research can provide insight into teaching morality, ethnicity, and language learning to undergraduates.
3. Teachers can integrate the contemplative approach into their language teaching lessons by using the results of this study.
4. The research outcomes can provide a general idea of the students' level of critical thinking. This information can be used to create a curriculum and workshops for students and teachers on critical thinking about life.
5. The results can be beneficial for curriculum developers, material writers, researchers, and the Ministry of Education in implementing effective teaching strategies.

This dissertation aims to comprehensively investigate the implementation of contemplative practices in the EFL (English as a Foreign Language) literature classroom. The study examines how these practices can have a significant impact on students' English speaking, critical thinking skills, and attitudes towards learning. The dissertation is divided into five chapters.

Chapter 1 provides an introduction, outlining the rationale, objectives, research questions, and scope of the study. Chapter 2 provides a literature review, delving into the conceptualization of contemplative education, the contextualization of critical thinking, English speaking skills, literature in the EFL context, and related research, providing a solid



theoretical foundation for the study. Chapter 3 details the research methodology, offering insight into the mixed-method research design, sample and population, instruments used for data collection (including English-speaking tests, critical thinking tests, classroom observations, semi-structured interviews, and reflective journals), and the ethical considerations undertaken. Chapter 4 is the heart of the dissertation, presenting the research results. This chapter examines the effects of the contemplative approach on students' English-speaking skills, critical thinking skills, and attitudes towards learning, offering a detailed analysis supported by quantitative and qualitative data. Chapter 5 concludes the dissertation with a discussion of the findings, suggestions for future research, and recommendations based on the study's results.

Overall, this dissertation explores the impact of contemplative approaches on enhancing EFL undergraduates' speaking and critical thinking skills in a literature classroom. It presents an alternative pedagogical approach that combines traditional and contemplative methods to improve students' language proficiency and cognitive skills. By doing this, it prepares students for the complexities of global communication and critical engagement with texts, making a significant contribution to the field of EFL education.



## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH

The purpose of this research, entitled "Enhancing Speaking Skills and Critical Thinking Skills in the EFL Undergraduates Literature Classroom through Contemplative Approach," is to examine the effect of a contemplative approach on students' English speaking and critical thinking skills at the tertiary level of education. The researcher examines the following documents, theories, and related studies and categorizes them into four main categories.

First, researchers conceptualize contemplative education that introduces some background and history in various disciplines, including the core philosophy, the definition of the term, and the positioning of the contemplative approach in Thailand's higher education and its practice.

Second, this section will address issues of English speaking in an ELF context, such as English–language ideology in Thailand, English speaking anxiety, obstacles to English–speaking skills of Thai undergraduates, and contemplative practice for speaking skills in EFL learning.

Third, contextualization of critical thinking will be addressed with a review of history and background, the definition of terms, Bloom's taxonomy, critical thinking among Thai undergraduates, teaching and learning critical thinking, the concept of using critical thinking in the literature classroom, the significance of helping students be critical thinkers, and the relationship between critical thinking and contemplative practice.

The fourth part will be devoted to studying literature in an EFL context that will review the benefits, the literature in Thai universities, critical thinking skills in literature, English speaking skill development through literature study, and implementing contemplative practice into the literature course.

Then, it will review attitudes to provide a comprehensive view of language learning attitudes, factors influencing attitudes toward English learning, and measurement of attitudes.

The last section reviews related research that addresses implementing a contemplative approach in the language learning context. The topics are listed below.

1. Conceptualization of Contemplative Education
  - 1.1 Defining Contemplative Education
  - 1.2 History and Background of Contemplative Education
  - 1.3 Contemplative Education Philosophy
  - 1.4 Positioning of Contemplative Practice in Thailand's Higher Education
  - 1.5 Contemplative Approaches
  - 1.6 Contemplative Practices
  - 1.7 Benefits to student who engage with contemplative practice
2. English Speaking Skills
  - 2.1 English-language Ideology in Thailand
  - 2.2 Obstacles to English-speaking skills of Thai Undergraduates
  - 2.3 Contemplative practice for speaking skills in EFL learning
3. Contextualization of Critical Thinking
  - 3.1 Defining Critical Thinking
  - 3.2 Bloom's Critical Taxonomy
  - 3.3 Critical Thinking in EFL Context
  - 3.4 The Conception of Critical Thinking in Literary Study
  - 3.5 The Relationship of Critical Thinking and Contemplative Practice
4. Literature in the EFL context
  - 4.1 The Benefit of literature Studies in language learning
  - 4.2 Implementing English Literature in Thai Universities
  - 4.3 Thai EFL learners' difficulties in learning English literature
  - 4.4 Critical thinking skills in literature
  - 4.5 English language skill development through literature study
5. Language Learning Attitudes
6. Related Research

## Conceptualization of Contemplative Education

### 1. Defining Contemplative Approach

In reviewing the current literature on contemplative education and gaining an understanding of its historical and theoretical context, we should begin to look at the definition of the term as well.

The word "contemplate" is from Latin word "contemplo" means "observe/note/notice, gaze/look hard at, regard, contemplate/consider carefully. It is a verb from that means to consider or think about whether we should do something, or how we should do something. It can also mean to think carefully about and accept the possibility of something happening, and to think about something for a long time. Additionally, "contemplate" can mean to look at someone or something in a careful way for a long time. The adjective form of this word is "contemplative", which means thoughtful, meditative, and characterized by contemplation.

Amornniwat (2005), who translated "contemplative education" into a Thai version called "Jittapanyasuksa," defined "it is learning from the heart reflecting the process of being dynamic, creative, and imaginative, leading to rooted questions about formal education. The focus is on cultivating awareness, compassion, and a sense of collective consciousness and bringing it to the philosophy of Buddhism to help people grow their minds and practice until they become wise and can connect different sciences to use in real life. " It is called "humanized educare", focusing on developing emotional intelligence.

Onsri (2014) defined "Contemplative Education" as "the process of learning with a thoughtful education that truly focuses on inner development to raise awareness of the value of things without prejudice, love, and kindness that are linked to nature, have a collective consciousness, and can connect various sciences to apply to life in harmony and balance."

Vasi (2007) defined contemplative education as "education that leads to self-understanding, self-awareness, and access to the truth. In other words, to be born and to be completed as a human being in terms of independence, happiness, wisdom, and vast love for human beings and all things.

Poolpatarachewin (2012) explained that contemplative education is both a concept and a practice that is called spiritual wisdom as well as the overall practice of mind focusing on developing awareness. Learning and being aware of one's own dimensions/internal worlds (emotions, feelings, thoughts, beliefs, views and perspectives on life, the world, and all things) is valued in one's mindful learning. This means consciously observing the changes within one's self that arise from encounters with others and the outside world through a variety of processes, methods, and activities. It aims to change people's thoughts, beliefs, and how they think about themselves, the world, and things, so that they act in a more conscious way and live with wisdom, love, and compassion for themselves and other people.

Nilchaikovit (2008) stated that contemplative education is a learning process for which the final outcome is the development of self-transformative learning so that students can deeply understand themselves, others, and the world around them. Because of this, they will become more compassionate, humble, and altruistic.

Rumpagaporn (2019) summarized that contemplative education is a form of educational management that focuses on new paradigms in recognizing the importance of cultivating awareness of both the internal and holistic nature of the things of the outside world, bringing wisdom, which is the main goal of this educational management.

In conclusion, the contemplative approach is a teaching and learning method that aims for learners to understand themselves. It focuses on the importance of developing self-awareness with the goal of making fundamental changes to profound new ideas and consciousness and creating a perfect human being.

## **2. History and Background of Contemplative Education**

Contemplative education has a rich history consisting of three significant stages. The first stage began with the arrival of Chinese immigrants to the United States in 1840, bringing with them the teachings of Buddhism. Later, in the late 1960s and early 1970s, the second stage began with the founding of three major academic institutions dedicated to the study of contemplative practice and theory in tertiary education. The third stage was introduced in 1995 through the establishment of the Center for Contemplative Mind in Society, which marked the beginning of five development forces. According to

Morgan (2015), it is essential to continuously promote and expand the connection between contemplative and transformational education.

Since 1974, Chögyam Trungpa has been teaching contemplative education at Naropa University in the United States, where he was influenced by Esoteric Buddhism (Vajrayana) (Rumpagaporn, 2019, p. 13). It has since spread to educators with power in education networks like Amherst College, Hampshire College, Mount Olynyk, Smith College, and the University of Massachusetts (Nakin, 2022, p. 7). Naropa University has stated in their mission statement, which is unique among American universities, that it is the only institute in the country grounded on the student experience in contemplative education principles. Moreover, there are several linked organizations that have driven contemplative approaches, such as the Center for Contemplative Mind in Society, since 1991 and officially established in 1997, and have chosen to use the term "Contemplation" instead of "Meditation" that is more commonly used in the religious context, avoiding the confusion arising from the terms. "Meditation" and "contemplation" are sometimes used interchangeably but are, at least according to Buddhism, slightly different. Meditation is a human mode of prayer and practice with breathing. It involves conditioning or shaping the mind, whereas contemplation is divinely infused through various activities which can be arts, dancing, etc., and involves watching or listening without trying to manipulate.

In the 1980s, a trend of self-awareness or mindfulness development emerged, which was stated as "Contemplative Education" in the United States to respond to the modern social crisis through the learning process of using contemplation with the reconstruction ideal. With regard to the evolution of history, there are two principles of contemplative education to consider: background, theory, and concept. The first principle is ritual and religion-based, such as ethnic superstition, Christianity, Islam, Hinduism, and other religions, as well as atheist beliefs (Buddhism and Taoism) and other religions. The second is the evolution of non-belief and non-religious ideals with scientific and logical concepts, which is called "Modernism," which is divided into Alternative Modernism, Postmodernism, and Post-Postmodernism (Rumpagaporn, 2019, p. 12-13).

Contemplative practices are not only an international phenomenon that has expanded across higher education in the last decade, but they are also becoming more popular in Thailand as well. The approach has been practiced in Thailand for over 20 years under the name "Alternative Education". The founding of the Contemplative Education Center at Mahidol University in Bangkok, established in 2006, is an acknowledgement of the public advancement of contemplative pedagogy and its integration into mainstream education. At present, there are several linked contemplative organizations in Thailand, for example, the Contemplative Education Network, Contemplative Research Dialogue (CoRdial), and some use different names, such as Education for the Development of a Complete Human Being, Holistic Education, Buddhist Oriented Education, New Conscious Education, and etc.

### **3. Contemplative Education Philosophy**

Considering "contemplative education" as a research subject; it seems easy, but it is not. It is not science, but a high-quality education that focuses the mind. This implication is inevitable in a psychological study. However, it varies from general education in that it emphasizes self-awareness, promoting self-awareness through activities that foster learning and demonstrate human connection. It is more of a holistic education, including all aspects of human experience. Feelings are as welcome as thoughts, ideas, and sensations. Simple rituals or meditation moments at the beginning help people to ground themselves in the environment and prepare for the lesson. This component deepens learners' education by making it relevant to their lives and the world they live in today; it is not as static as listening to a lecture. Instead, it is a reflection of who they are, which may have enormous implications.

Contemplative education is a philosophy of higher education that aims to integrate learning with the experience of awareness, insight, and compassion for oneself and others. This is achieved through the practice of meditation, which helps to cultivate the mind. It is a sub-category of transformational learning that focuses on developing one's wisdom, spirit, understanding, and attention to oneself. Contemplative learning relies on cognitive reflection, critical thinking, and greater thinking theory to address the challenges of the world. While humans are trained in critical thinking, writing, and



speaking, contemplative practices are necessary to cultivate the human heart. The contemplative method helps to rebalance the epistemological approach to knowledge, with the goal of developing contemplative knowledge. By focusing on one's thoughts, individuals can reach a more unconditioned consciousness, leading to a more precise, wiser, and loving source of knowledge. However, first-person techniques cannot adequately handle the intersubjective dimension of learning and knowing. According to Chitchanawanich (2019); Onsri (2014), this is where the contemplative method provides a solution to inquiries about the world's challenges.

According to Center for Contemplative Education (2009), there are two fundamental philosophies:

Humanistic value ideology believes all human beings have the potential for continuous learning and self-development with truth, goodness, and a good mentality. These things act like seeds that have the potential to grow under certain conditions. Thus, contemplative education is not to teach but to help internal potential grow and develop from the inside out.

The paradigm of seeing the truth in everything is a connection of seeing everything as one, treating things in-separately from life with a view that can be seen as part of both humans and things, and all things are a part of human beings. As a result, humans no longer regard themselves as the center of all things; instead, they regard all beings as being in a state of unity with one another. That is why these ideals balance learning inside and outside the classroom. It emphasizes the connection between self-improvement, changing the world, and seeing how different parts of the foundation for learning, such as the body, mind, and spirit, work together.

According to Srisuwan (2018), there are three fundamentals of contemplative education: religions, humanism (based on learner-center and experimental learning), and integral and holism (holism, sustainability, and deep ecology).

On the other hand, according to Rumpagaporn (2019, p. 23), there are four key elements of the basic principles of contemplative education as follows: humanistic value, individual and difference, holistic paradigm, and individual learning.



Besides the above-mentioned principle, many scholars in Thailand have synthesized the basic principles of organizing the learning process in the concept of contemplative education, which are synthesized into the "Principles of Jittapanya 7", or known in English abbreviations as the 7 C's (Rumpagaporn, 2019; Vasi, 2007) as follows:

1. Contemplation

It is entering into a state of mind suitable for learning and being able to use the mind to work sensibly in cognitive, interpersonal, and intrapersonal contexts with a holistic paradigm through body, mind, and spirit.

2. Compassion

It creates an atmosphere of love, compassion, trust, understanding, and acceptance that supports each other based on the belief that humans have potential, allowing them to think, express themselves and their ideas.

3. Connection

It is the integration of learning in different aspects to achieve holistic learning connected to life and all things in nature. They are divided into 4 aspects as follows:

4. Confronting Reality

It is to open up and create conditions for participants in the process to experience two truths: 1) their own reality, such as thoughts and feelings that are unconscious, avoided, or suppressed; and by promoting discovery and touching on various aspects of self through activities that deep contemplation without escaping under a safety environment, openness, acceptance, and compassion for oneself and others. 2) confront with realities and problems that are different from their own familiarity, such as people of different backgrounds, the reality of the community, and a society that encourages learning in new ways, and have encountered conflicts caused by differences.

#### 5. Continuingly

It is the continuity of the learning process that is essential to learning. There is a need for change because transformative are often due to accumulated experience.

#### 6. Commitment

It is the determination to change oneself through the whole process and bring the process back into life for continuous self–development and transformation that aims for fundamental change.

#### 7. Community

It is the sense of community that fosters individual learning and internal transformation. Continuous learning includes building a network of relationships and learning exchanges in the community to create a learning community.

In summary, the core value and philosophy of contemplative education is to cultivate the mind, wisdom, spirit, understanding, and attention to oneself through greater thinking theory, cognitive reflection, and critical reflection. Human beings have the potential for learning and self–development continuously with truth, goodness, and a good mentality in themselves. Humans can perceive truth in everything; there's a connection between perception and insight.

### **4. Positioning of Contemplative Education in Thailand's Higher Education**

Higher education constantly shifts and adapts to the new trends in student demographics, educational needs, and approaches to management. In recent years, a movement towards contemplative education, also known as mindfulness education, has occurred (Rumpagaporn, 2014). The increasing trendiness of contemplation in the field of education has not only motivated by efforts toward a more socially just and caring society, it is also driven by research that suggest benefits for university teaching, learning and scholarship (Barbezat and Bush, 2014). Contemplative practices in higher education were developed through the integration of integrative education, the Satipatthana (mindfulness) framework, introspection, connectedness, inclusion, self–awareness, and self–examination theory. Such practices value interdisciplinary approaches to teaching and see learning

processes as important as learning outcomes. However, simply investigating the conceptual underpinnings of contemplative practices is insufficient. Pizzuto (2018) has highlighted the importance of establishing a contemplative approach in higher education and discovered that higher education faculty perceive contemplative instructional-based as an integral part of their academic identity and value teaching life skills over subject matter after implementing contemplative practice into their classroom as a response to student needs. There are multiple approaches to integrating contemplative practice into higher education. For example, Kinane (2019) developed and shared techniques used for teaching writing with contemplative pedagogy as they emerged.

In Thailand, contemplative education approaches have been identified as possible routes to revisualize humanistic values in education in the face of creeping capitalism and commercialism (Vasi, 2017). While contemplative techniques are rooted in Buddhism, which has a long history in Thailand, they also include elements of other western and indigenous teachings. This method has grown in popularity in Thailand, as well as worldwide, and has expanded across the area of education in the early 1990s. In terms of humanities education, like other liberal arts disciplines, it is competing for a position at the university table. As Thailand's higher education slowly comes out of the 2021 recession and the effect of the COVID-19 Pandemic, humanities disciplines struggle for a place in the curricular, which is heavy with courses in the new age of digitization studying. With regards to today's educational market, where the prospect of employment is more intriguing than the promise of self-awareness, the proponents of self-knowledge as the true value of an education have a newly found ally in a growing pedagogical movement known as contemplative inquiry (Fisher, 2017).

In Thailand's higher education, educators conducted research to reveal how contemplative practice works in educational areas. For example, Somboonbuurana (2016) presented her view integrating the learning process of problem-based learning and contemplative study in the course of humanity's life and self-development in the general course. She argued that adaptation of contemplative instruction using 'real-world' and 'students' experience' helps them to learn critical thinking, problem-solving, and public awareness; some educational researchers recognize these qualities as critical to

conducting research that is directly meaningful and applicable to faculty and student lives. Beer (2010) notes that applying these practices in the classroom and research is not yet attractive to administrative roles and policies.

Despite its benefits in enhancing learning, contemplative pedagogy is not widely used in Thailand, particularly in EFL. Its limited adoption reflects systemic and cultural hesitations towards integrating such methodologies into mainstream education. This limits the use of teaching strategies and hinders personal growth among students. Increased research, advocacy, and training are necessary to unlock the full potential of contemplative approaches in enriching EFL education and beyond.

In summary, a movement towards contemplative education, also known as mindfulness education, has occurred in Thai education. Contemplative practices in higher education were developed through the integration of integrative education, the Satipatthana (mindfulness) framework, introspection, connectedness, inclusion, and self-awareness theory. Such practices value interdisciplinary approaches to teaching and see learning processes as important as learning outcomes. There are multiple approaches to integrating contemplative practice into higher education. In Thailand, contemplative education approaches have been identified as possible routes to redefining humanistic values in education.

## **5. Contemplative Approaches**

Regarding contemplative practice, it is different from contemplative pedagogy. Repetti (2010) explained that contemplative practices are metacognitive exercises in which attention is focused on any element of conscious experience. Mindfulness, gazing at an object, studying a single sound, contemplating a word, beholding an image, and free writing (writing one's stream of consciousness) are some of the examples of the practice. These practices are used to relieve stress, examine oneself, develop oneself, be creative, and for other similar purposes. Other than that, contemplative pedagogy is a way to teach about contemplative practice or a teaching approach (Pizzuto, 2018).

Weare (2021) stated that the contemplative approach is basically the holistic approach, which recognizes that people with far more intellect and education fare more than facts and knowledge. It is about the whole person, their spirit, and their mind. It is

about far more than just the individuals in the classroom. Thus, mindfulness is the core part of the contemplative ideal and is a kind of practice that people do. It brings mindfulness and self-reflection into the classroom at the moment of teaching and learning and applies that to what we mean by education.

Cherdchomchan (2014) described the contemplative approach as a concept of learning management process that allows a person to be able to comprehend knowledge by one's self, which is not a religion matter. The teacher facilitates and provides learning situations for students, so they can go through that situation with their directed experiences, which can be related to the real-life situation. It creates wisdom with knowledge according to the course objective.

Contemplative practices, according to Repetti (2010, p. 7), are metacognitive exercises in which attention is focused on any aspect of conscious experiences. Mindfulness, gazing at an object, studying a single sound, contemplating a word, beholding an image, and free writing (writing one's stream of consciousness) are some of the examples of the practice. On the other hand, contemplative pedagogies are educational philosophies that advocate the use of contemplative practices as valid modes not only of teaching and learning but also of knowledge construction and inquiry. Some concrete examples may help to clarify what contemplative pedagogy entails.

The contemplative learning approach cultivates learners' calmness and awareness for first-person investigation in order to reconnect learners to what they find most meaningful with the use of contemplative practices such as meditation, compassion practices, deep listening, mindfulness, yoga, calligraphy, etc. (Grace n.d. as cited in Sumamal et al., 2021).

In order to avoid any confusion in this dissertation, the researcher would like to clarify the term used in this study. Although the term "contemplative education" is widely used and understood in the education field, the researcher prefers to use the term "contemplative approach" based on liberal arts education for this dissertation. Nonetheless, as a core, the study is guided by the contemplative philosophy of education. Also, the researcher uses the term "contemplative practice" in the broad sense defined by the Center for Contemplative Mind in Society (2004).

## 6. Contemplative Practices

Contemplative practices are approaches, disciplines, and strategies for cultivating attention, awareness, compassion, concentration, presence, and wisdom (Louis, 2015). That is, building attentive awareness of relevant experience with a loving, nonjudgmental perspective through activities such as sitting meditations, writing, contemplative arts, and deep listening (Scida and Jones, 2017). In a modern context, it has become embraced by people of every persuasion and society. There are many different contemplative practices and contemplative experiences. Komjathy, n.d. as cite in Kinane (2019) added that it is a method for developing attentiveness, compassion, concentration, presence, wisdom, and the like. Possible connective strands or family resemblances include attentiveness, awareness, interiority, presence, silence, transformation, and a deepened science of meaning and purpose. Contemplative practice is cultivating compassionate, non-judgmental openness to and awareness of present experience. It may be learnt through formal or informal practice in normal life and relationships. To learn from our own particular experiences. We can call them "practice" because, over time, with repetition, our learning grows as our experiences change. Thus, the term "contemplative practice" refers to a collection of activities, such as mediation, reflective inquiry, and dialogue, that together promote individual and collaborative examination of assumptions and the metacognitive abilities (thinking about one's own thinking) that critical thinking experts believe are necessary for critical thinking.

Duerr (2019) defined "practice" as an activity that people do regularly (ideally every day) that helps them to cultivate a sense of self-awareness, joy, equanimity, resilience, and compassion for themselves and others. However, she has created the Tree of Contemplative Practice, which consists of two roots, basically: 1) communication and connection (with something greater than ourselves) and 2) awareness (of wisdom that lives inside of human beings; also, habits, choices, patterns), and seven branches on the tree, which are called the activated branches. There is stillness, generative, creative, active, relational, movement, and ritual/cyclical. The contemplative approach can be visualized compared to a tree with its trunk, branches, and living leaves. Even if the



leaves are from the branches and the branches from the trunk, all three of these things are essential to the tree, which can be categorized and practiced as follows:

1. Stillness Practice: A practice focuses on calm and the determination of the body and mind. It can be practiced through processes such as experiencing silence, meditation, or peace of mind.

2. Generative Practice: A practice to create love and compassion or have a pure mind. It can be practiced through processes such as pray, practice of love and mercy.

3. Creation process practices: Inner or self-observation and the development of intuition and subtlety, which can be practiced through processes such as painting, flower arrangement, and singing.

4. Activist Practice: It is touching, learning, and contemplation of the connection between the causes and factors of happiness and suffering in real life. This can be practiced through processes such as volunteer activities, work, etc.

5. Relational Practice: It is a kind of mindfulness in which one considers one's inner state of mind, reflects on oneself, and relies on and reflects on connections or friendships with others. It may be performed through a variety of procedures, including conversational aesthetics, deep listening, consulting, and voice dialogue storytelling.

6. Movement Practice: It is a way of being aware of and attentive to movement. It can be done through yoga, zi kong, tai chi, meditation, dance, and more.

7. Ritual or Cyclical Practice: It is a touch of nature's power, or spirit, and a self-learning experience with the purpose of developing a calm and refined inner self. This can be practiced through processes such as praying, vision quest, touching nature or retreat, and etc.

However, there are also other activities besides those mentioned above. It does not mean that those activities and practice do not contribute to the understanding of the contemplative approach in education. Nevertheless, those activities, processes, or practices that cultivate the seeds of wisdom and awareness can be practical processes of the mind as well.

With the Tree of Contemplative Practice, (Nakin, 2022, pp. 36–37) adapted and summarized into the practice guideline as follows.

**Table 1 Contemplative Practice guideline**

Practices	Objective /Goals	Practices/Activities
1. Stillness Practices	Focusing on calming the body and mind	Meditation
2. Movement Practices	Observing and being mindful of the body's movement	<ul style="list-style-type: none"> <li>● Yoga</li> <li>● Chikong</li> <li>● Tigek</li> <li>● Walking</li> </ul>
3. Creation Process Practices	Observing inner reflection, intuition, and delicacy	<ul style="list-style-type: none"> <li>● Drawing</li> <li>● Flower Arrangement</li> <li>● Mandala Art</li> </ul>
4. Activist Practices	Observing inner contemplation, touching, learning, and reflecting on the relationship between happiness and suffering in real life situations.	<ul style="list-style-type: none"> <li>● Mindfulness</li> <li>● Volunteering activities</li> </ul>
5. Relational Practices	Practicing mindfulness, observing inner contemplation, and relying on friendship's reflecting on each other	<ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Contemplation</li> <li>● Voice Dialogue</li> </ul>
6. Ritual Practices	Touching the power, the natural spiritual, intuition, self-observation in order to create peace and oneself refinement.	<ul style="list-style-type: none"> <li>● Prey</li> <li>● Vision quest</li> <li>● Retreat</li> </ul>
7. Generative Practice	Remembrance of God, the holy spirit, and pure mind	<ul style="list-style-type: none"> <li>● Prey</li> <li>● Reading Bible</li> <li>● Ton glen medication</li> </ul>

**Source:** Nakin; 2021



Table 1, derived from the work of Nakin (2022), presents a comprehensive guideline on Contemplative Practices, categorizing them into seven distinct types, each with its own objectives and associated practices. Stillness Practices, such as Meditation, aim to calm the body and mind, focusing on the internal state of being. Movement practices, including yoga, chi kung, tai chi (referred to here as 'Tigek'), and walking, encourage mindfulness through bodily motion, allowing for the observation of the body's movements. Creation Process Practices, such as Drawing, Flower Arrangement, and Mandala Art, focus on nurturing inner reflection, intuition, and delicacy. Activist Practices involve Mindfulness and Volunteering activities, emphasizing learning and reflection on the relationship between happiness and suffering in real-life situations. Relational Practices, including Dialogue and Contemplation, promote mindfulness and reflection through interpersonal interactions. Ritual Practices, such as Prayer (erroneously noted as 'Prey'), Vision Quests, and Retreats, delve into the spiritual aspects, fostering peace and self-refinement through ritualistic engagement. Last, Generative Practice involves spiritual connection and remembrance through activities such as prayer, Bible reading, and Tonglen Meditation (known as "Ton glen medication"). This structured outline of contemplative practices highlights the diversity and depth of activities aimed at enhancing personal and spiritual growth. It underscores the multifaceted approach to achieving mindfulness, inner peace, and a deeper understanding of oneself and one's relationship with the world.

Next is another set of contemplative practices by Rumpagaporn, who stated that teaching and learning by contemplative practice can be done in a variety of ways (Rumpagaporn, 2019, p. 45);

1. Check in

This activity is a preparation for study. It may begin with calming and meditation.

## 2. Dialogue conversation

It is communication between teachers in the dimension of listening and speaking. This includes talking about thoughts, feelings, impulses, and knowledge in a safe environment with other people.

## 3. Deep listening

It involves attending closely to the information present. The student must remain open to what is presented. Students need to keep this in mind by avoiding quick judgment and criticism and paying attention to the environment and the personal experience of reactions and bodily sensations.

## 4. Learning Reflection

This activity results in the production of knowledge through experience. Students will be asked to write about their learning, and they will discover that they are contemplating and examining the literary work, what they know from experience, evaluating the implications, calming their internal excitement to examine the subject in practice, and in a variety of ways, asking questions from the heart and from personal experience. Students will submit their journals to the instructor at the end of every two weeks. The teacher will give students positive feedback, which will allow them to think more about and pay attention to what they see and do every day.

## 5. Activist Practice

This activity aims to give students the opportunity to do or participate in activities outside the classroom. Enabling students to gain direct experience through volunteer activities or service activities helps develop the subconscious for public mind learners.

## 6. Meditation

This activity is a practice of dharma, or prayer, considering the state of mind, the true nature of surrounding nature, the transformation, and the state of motion.

## 7. Check-out

This activity is a self-review, self-reflective, self-evaluative of the lesson learned. What did they learn from the activity in order to be able to draw conclusions on their own, and what is useful for their self-development?

In summary, through the use of contemplative practice in teaching, teachers can integrate those processes both in the classroom and outside the classroom, i.e., check-in, dialogue conversation, deep listening, learning reflective, activist practice, meditation, and check-out activity. To provide learners with knowledge, understanding, experience, and the opportunity to exchange knowledge, as well as to have a perfect mental state in order to develop into a fully human being. There is a balance of body, mind, spirit, society, and community, which is the core of contemplative education.

### **7. Benefit to students engaging with contemplative practice**

Regarding Chess (2008), contemplative practice can benefit the student; it can enhance a person's feeling of well-being; result in increased academic and potential career success; assist in the development of deep concentration and empathy; improve communication skills; improve creativity and leadership abilities; assist in the relief of anxiety and depression, as well as the reduction of stress; and help foster a strong sense of community.

In addition, skills that can be cultivated from contemplative practice are directing and sustaining attention; developing emotional intelligence; gaining confidence; seeing things from multiple points of view; deep listening; accepting and/or settling for paradox and/or ambiguity; and shifting between active and receptive modes of inquiry.

Stable (2014) investigated whether a specific set of ten contemplative practices, including mindfulness practice extended into journal writing, listening, inquiry, and dialogue, improves the underlying disposition for critical thinking. These sets of practices become contemplative interaction. It can be summarized as 1) compassion for different worldviews; 2) caution in the suspension, formulation, or modification of decisions; 3) inquisitiveness about a wide range of topics; 4) the ability to face one's own preconceptions, stereotypes, and egocentric or sociocentric tendencies with humility, as well as the belief in reasonable inquiry processes ; 5) the willingness to think about and change one's views when honest thought shows that they should be changed ; 6) acceptance of other people's points of view and perspectives ; 7) ability to comprehend the perspectives of others; 8) caution in evaluating reasoning; 9) belief in one's own reasoning abilities; and 10) concerns about gaining and maintaining widespread attention.

According to Facione (2001), contemplative (reflective) practices help students become independent critical thinkers. It was pointed out that a particular set of contemplative practices enabled undergraduates to reflect on their thinking processes to become more aware of their own mental habits and how they form; inquire with open-minded curiosity, including the suspension of assumptions long enough for them to be challenged; and generate justifiable, contextual understandings and judgments, individually and in collaboration. Also, it helps many students feel more connected and empathetic toward people with whom they disagree than toward people with whom they agree on the surface. The contemplative practices include mindfulness meditation practice extended into journal writing, listening inquiry, and dialogue.

In summary, students who engage in contemplative practice can: increase their sense of well-being, which results in greater academic and professional success; contribute to the development of deep concentration and empathy; improve communication skills; enhance creativity and leadership abilities; enable the relief of anxiety and depression, as well as stress reduction; and assist in the development of a strong sense of community. Additionally, it assists students in developing into self-sufficient critical thinkers.

After considering the contemplative practices of the scholars mentioned, such as Duerr (2019); Nakin (2022); Rumpagaporn (2019), this dissertation will adopt the seven practices from Rumpagaporn. However, the researcher will replace the journal reflection with meditation practice and add the card reading activity.

## **English Speaking Skills**

### **1. English language ideology in Thailand**

With the role of English as the foreign language in Thailand, English has been hugely significant and impactful. The Thai government's way of handling Thai education policies also influences the Thai people's English language ideologies through the Offices of Basic Education and Higher Education, which are in charge of primary, secondary, and tertiary levels, respectively. They are the country's main offices that oversee and regulate the course of Thai education (Burapakdi, 2012). Currently, in reference to the Ministry of

Education Policy, at least nine credits of English must be taught at the tertiary level; six credits go to the foundation course and the other three (or six) go to the English for specific purposes (ESP) or English for Academic Purposes (EAP) (Darasaweang cited in Thanit et al., 2022).

**Table 2 List of English in the foundation course by different university in Thailand**

Universities	Credit required for English	Credits for compulsory foundation course	Foundation course titles	Credit for compulsory ESP courses	Example of ESP/EAP course
University of Phayao	9	9	Ready English Explorative English Step Up English	–	Not available
Chulalongkorn University	12	6	Experiential English I & II	6	English for medical profession I&II Technical Writing for engineer English for sport & Science I&II
Mae Fah Luang University	15	6	Foreign Language 1 & 2	–	Not available
Chiang Rai Rajabhat University	12	9	Communicative English I & II *Thai for communication in the 21 <sup>st</sup> century	3	English for Academic Purposes Or English for Careers
Rajamangala University of Technology Lanna, Chiang Rai	12	6	English for Everyday Communication English for Life Skills	3	Academic English

In Thailand, English language education tends to be focused on EFL-orientated pedagogy, which usually encourages students to comply with native language requirements. Thai teachers, therefore, expect to adopt a basic collection of theoretical and pedagogical concepts and techniques that Western scholars have conceptualized,

materialized, and regarded as adequate for ELT. However, the realistic manner in which Thais use the Thai language in their communities could contradict some of the language structures of models, as most Thai people do not always interact using standard Thai; most of the time, they use local dialect (Boonsuk, 2021, p. 37).

At the beginning of the 20th century, the English had moved into the middle class, and they've been there ever since. In the early 19th century, English was taught in all public schools in Thailand beyond primary four as a compulsory subject. However, English has acquired more in the last decade since Thailand became a member of the ASEAN community in 2015 and with the increase of tourism industries, foreign investment, and logistics in Thailand. For a job market that expands more to the neighboring ASEAN countries, the need for more foreign language abilities in English is essential. This has also taken an expanding role in the education of the country's 21st century skills and has become an educational priority impacting education policy throughout the region (Boonsuk, 2021).

Throughout recent years, the Thai government has wanted to improve the ability of Thai citizens to use English for career opportunities in universities, alongside with the development of technology, the internet, and online social networking, which allow them to easily get information through many channels.

As mentioned previously, English has long been taught as a foreign language in Thailand as part of the nation's education system. In reference to the Ministry of Education Policy, at least nine credits of English must be taught at the tertiary level; six credits go to the foundation course and the other three (or six) go to the English for specific purposes (ESP) or English for Academic Purposes (EAP) (Darasaweang cited in Thanit et al., 2022).

For the English language in the Thai classroom, it is employed as EFL and it has been the most taught and compulsory language subject in the curriculum at every education level from primary to higher education (Office of Education Council, 2006).

Later, the 2008 revision focuses more on preparing students to be productive 21st century citizens with the 4Cs, which include communication, culture, connective, and community. However, English still plays an essential role in terms of communication. The



Thai government, therefore, is committed to strengthening the English language skills of the Thai people, but the sense of direction may seem to be loose and needs more focus. As in the reality of the EFL context, it appears to have more complex issues dealing with cultural background, the learning environment, and English-speaking ideology.

Since the country employs EFL, Boonsuk (2021) suggested that educational stakeholders should meticulously consider EFL factors in selecting pedagogical options for their English language course. Thus, this research selected "contemplative approaches" that can exemplify the EFL literature instructional strategies and activities that the researcher can employ for a "literature" course designed to enhance student English speaking and, at the same time, critical thinking skills as well.

According to Horwitz, Horwitz and Cope (1986), the speaking skill is an anxiety-provoking skill that occurs when individuals speak in the target language. They often experience a high level of anxiety and become unwilling to take part in conversation activities. In terms of language study, students did not want to speak for a variety of reasons, including fear of making a mistake, fear of their teacher, feeling embarrassed if their classmates laughed at their mistakes, being uncomfortable speaking among friends, speaking without preparation, an unfamiliar situation, low self-esteem and confidence, a lack of vocabulary and fluency, and worrying about grammar errors (Kongsamruay and Srisawas, 2012). Getting students to do oral tasks well isn't always easy, no matter how hard teachers try to make them more appealing (Claudia, 2013).

Even after decades of attention, foreign language anxiety (FLA) continues to occupy a prominent place in the research on the English as a Foreign Language field and has a significant impact on learners' learning, performance, skill development, and also their experience. Horwitz et al. (1986, p. 128) defined foreign language anxiety as "a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." Thus, foreign language anxiety is understood to be a situation-specification anxiety. In addition, there were three related anxieties: 1) communicative apprehension (fear of communication with people), 2) test anxiety (fear of failure), and 3) fear of negative evaluation. Added Phillips (1999), "Understanding foreign language anxiety is very important because it could



have a negative effect on the student's performance and achievement as well as their motivation." It can affect learning experiences and outcomes in every realm of English courses and deliver a negative outcome instead. Teachers can create a supportive and comfortable learning environment by using activities that focus on communication instead of accuracy and by using familiar topics instead.

A significant body of research on contemplative practices in the language fields has demonstrated the benefit of the practice on the language learning (Scida and Jones, 2017), the reading comprehension ability (Giveh, 2018).

English language speaking anxiety is considered as one of the most challenge issue in teaching and learning process. Educators and research have undertaken numerous, in dept research on causes and reason for speaking anxiety.

## **2. Obstacles to English-speaking skills of Thai Undergraduates**

Teacher uses a variety of activities to get their student speaking in the classroom. The choice of activities depends on who the students are, how enthusiastic they are about speaking and what kind of speaking they need to practice (Yamalee, 2021) Engaging students to successfully perform oral tasks is not always easy, regardless of teachers' effort to make these activities more appealing (Claudia, 2013). The goal of helping students perform completely in English is one of the most important objectives for English classrooms around the world. This includes helping students understand how spoken English works and giving them chances to practice speaking in conversation, which also includes a longer conversation with other students in the class.

Speaking skills can be summarized as the skill of using a language appropriately to express ideas, options, and feelings to give or get information and knowledge from other people who do communicate. According to Richard (2008), there are 3 functions of speaking as follows:

1. The internal function is concerned with communication between two or more speakers.
2. The transactional function focuses on the message instead of the speaker.
3. The Performance function focuses on the speakers' abilities to use appropriate discourse to present information.

However, concerning the implementation of contemplative practice in this study, the main focus will be on the transaction function and performance function.

Many EFL students find themselves unable to find the words they need to carry on a conversation, and they are unaware of what they should say in a certain dialogue. On the other hand, successful conversation does not just depend on good speakers, but the interaction between speaker and listeners as well play an important role. To carrying a dialogue in the ELF classroom, students have to be a good listener to show that they are pay attention and helping the conversation forward. The use of body language movement, eyes contacts, short phrase such as Umm..., right..., I see, etc., are needed as well as knowing how to taking turn, interrupts, keeping the subject, allow interruption, invite comment, etc.

Getting students to speak in English sometime is not easy, depends on the classroom atmosphere, relationship between teachers and students, student and their peers, and the level of English proficiency, etc. Maybe the class mix is not quite right and that perhaps teacher have to choose the right kind of topic to get them going. When Thai or EFL students try to speak a foreign language, they can be place on a decision between 'want to speak' and 'fear of speaking'. It is our job as the teacher to helping them overcome those fear and any natural shyness they might feel and making them feel good about speaking. Making them feel relaxed should be consider first because student sometime fall into being anxious about speaking.

According to Rajitha and Alamelu (2020), there are two major categories of anxiety factors that impact on English speaking among students at tertiary level: external factors and internal factors.

1. External Factors include language factor, grammar factor, pronunciation factor and peer factor.

2. Internal factors include fear stage, lack of confidence, and shyness factor.

Speaking of the contemplative approach, we can give our students the activities such as 'cardversation', 'dialogue', 'deep listening', asking them to intervene in conversation with the phrase or topic they have prepared. Students are allowed to show their attitude toward the discussed topic, express opinions and share experiences that will

lead to a fruitful discussion. With the literature content-based in this dissertation, there are a number of widely-used categories of speaking activities that we can adapt to with the speaking activity type.

### **3. Implementing Contemplative practice on speaking abilities in EFL learning**

In the area of language study, anxiety is a primary source of self-efficacy beliefs, or student's self-assessment of their own abilities. Reduce anxiety may improve student's self-perceptions as language learners. As a result, self-efficacy can lead to increase proficiency. Moreover, contemplative practices can help students cultivate awareness of emotional states as well as maintain them in the context of intercultural studies as well.

#### **3.1 Deep listening**

It involves attending closely to the information present. The student must remain open to what is presented. Students need to keep this in mind by avoiding quick judgment and criticism and paying attention to the environment and the personal experience of reactions and bodily sensations.

#### **3.2 Story telling**

In our daily lives, we tell stories all the time. When undergraduate students arrive at the university, they probably talk about their journey. When they get home, they talk about what happened at the university. They tell their friend the story of a film they watched or a book they read for the class. In reality, we spend our time telling others about our experiences and gossiping about others in a variety of settings, whether formal or informal. English storytelling can be a part of a language's abilities and is useful for language learners. It is one of the most useful and enjoyable activities that EFL students can be involved in.

#### **3.3 Dialogue**

Dialogue as a spontaneous interchange of "streams of meaning between" speakers, as opposed to an exchange of points of view in which people simply express their own point of view. All the contemplative practices, from mindfulness meditation, check-in, reflective inquiry, storytelling, conversation, and drawing, strengthen the

possibility that students will explore each other's points of view rather than defend against each other's. When the interaction progresses to dialogue, they may produce a third point of view, a synthesis, or a transcending alternative (Stable, 2014).

### **3.4 Class Discussion**

Classroom discussion is a strategy that used in the teaching of English, particularly to increase students' capacity to communicate orally (Afrizal, 2015). Student have the opportunity to express their own idea and it can arouse their motivation to speak in the classroom.

However, in this study, the researcher applied six activities to implement in the EFL literature course, which included check-in, card reading, deep listening, drawing, storytelling, reflection, and check-out, to strengthen student speaking ability.

## **Contextualization of Critical Thinking**

### **1. Defining Critical Thinking**

Critical thinking has philosophical roots as ancient as its etymology, extending back to Socrates' teaching practice 2,500 years ago, according to California Teacher Preparation for Instruction in Critical Thinking. Socrates observed that individuals could not rationalize their knowledge claims. He showed that powerful individuals may be terribly confused and unreasonable. Later, Socrates established the agenda for critical thinking, namely, to critically examine common beliefs and explanations, carefully distinguishing those that are reasonable and logical from those that lack enough evidence or rational foundation to justify our belief. Plato, Aristotle, and the Greek skeptics followed Socrates' idea. The idea of "critical thinking" has developed and nowadays it has become something of a "jargon" in the circle of education. For many reasons, many scholars and educators have become very interested in teaching this skill of various kinds and content, such as history, philosophy, psychology, science, and others. Many teachers would claim to teach their students "how to think," and when it comes to the question of the effectiveness of teaching "critical thinking," it is very important for us to understand its meaning first. Let's go through the definition of the term "critical thinking" from the classic one to the current one.

Beginning with John Dewey (1909), the American philosopher and educator best known as the founder of the modern critical thinking tradition, he defined critical thinking as “active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends,” which means that what matters are the reasons we have for believing something and the implications of that belief. It attaches huge importance to reasoning, giving of reasons, and evaluating reasoning as well as possible.

Following Dewey’s idea, another American educator, Edward Glaser (1941), explored the development of critical thinking, defined as “1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one’s experience; 2) knowledge of methods of logical enquiry and reasoning; and 3) some skill in applying those methods. “Critical thinking calls for a persistent effort to examine any belief derived from alleged knowledge in the light of evidence that supports it and the further conclusions to which it trends.

“Another traditional critical thinking definition which is widely used is by Robert Ennis (1989), an American philosopher who is considered one of the most famous contributors as well. He defined the term in general use as roughly meaning “reasonable, reflective thinking that is focused on deciding what to believe or do.”

Ricard Paul (1993), also contributed the definition of critical thinking and it is seemingly different from the previous three definitions. He stated it clearly:

“Critical Thinking is that mode of thinking—about any subject, content or problem –in which thinker improves the quality of his or her thinking by skillful taking charge of the structure inherent in thinking and imposing intellectual standard upon them”

According to this definition, Fisher (2001) pointed out that this definition of Richard Paul draws attention to a feature of critical thinking about which many teachers and researchers in this field seem to have largely agreed that the only realistic way to develop critical thinking ability is through metacognition.

Scriven (1997)'s definition is another one that is worth reviewing as stated by Fisher (2001), because this definition shows the argument that critical thinking is "an academic competency akin to reading and writing and is of similarly fundamental importance. He defined "critical thinking" as the skilled and active interpretation and evaluation of observations, communication, information, and argumentation.

In summary, the idea of "critical thinking" has developed over the last 100 years, and nowadays it has become something of a "jargon" in the circle of education. "Critical thinking" is defined as "reasonable, thoughtful thinking that is focused on determining what to believe or do." "Critical thinking" is the act of interpreting and evaluating observations, facts, and arguments with skill and initiative in a way that makes sense.

## **2. Bloom's Critical Taxonomy**

Benjamin Samuel Bloom was born on February 21st, 1913 in Pennsylvania to an immigrant Jewish family. He was an educational psychologist who became famous as a practitioner of mastery learning and higher-level thinking. He is especially well known for steering educational psychologists in the mid-1950s toward the development of a comprehensive framework for categorizing and analyzing educational objectives by cognitive complexity. He believes that effective learning requires basic psychology and learning behaviors, and he developed Bloom's Taxonomy to categorize the levels of reasoning skills that students use for effective learning. He categorized thinking skills into two models: lower-order thinking skills and higher-order. Bloom's Taxonomy has six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. He categorized the learning domain into three domains: cognitive, psychomotor, and affective. Later, Krathwohl (2002) revised and developed the models as LOTS: remembering, understanding, and higher-order thinking: analyzing, evaluation, and creating. Paul and Elder (2008) found a link between higher-order thinking and critical thinking. They said



that students could improve their critical thinking skills by responding to higher-order thinking-level issues.

Three domains of taxonomy were divided (Nordness, 2018, p. 23) as follows:

**Cognitive:** Objectives that emphasize remembering or reproducing something that has already been learned, as well as objectives that involve the solving of some intellectual tasks for which the individual has to determine the essential problem and then reorder the given material or combine it with ideas, methods, or procedures previously learned.

**Affective:** Objectives that emphasize a feeling tone, and emotion, or a degree of acceptance or rejection. Affective goals range from simple attention to specific things to complex but consistent traits of character and conscience.

**Psychomotor:** Objective with emphasis on some muscular or motor skill, some manipulation of material and objects, or some act which requires neuromuscular coordination.

However, this study will focus on the cognitive aspect of learning, as per the taxonomy outlined by Nordness (2018, p. 23) above. This domain mainly concerns the mental processes involved in learning. These include recalling previously learned information, applying knowledge to tackle intellectual tasks, and using analytical processes to identify significant problems and synthesize new solutions by reorganizing or integrating existing knowledge, ideas, methods, or procedures. This study aims to explore cognitive processes and gain insights into the intellectual foundations of learning related to critical thinking that will also help inform targeted educational interventions and pedagogical approaches. By delving into this domain, the research aims to contribute to a better understanding of cognitive strategies and outcomes.

Table 3 presents Bloom's Taxonomy in a structured format to help comprehensively understand the multifaceted nature of learning and critical thinking. This study's forthcoming discussion and analysis are based on the concepts of Bloom's Taxonomy. Table 2 will explain the original ideas behind Bloom's Taxonomy of Critical Thinking from 1956, which shows the critical thinking level, where the cognitive domain



emphasizes knowledge acquisition, comprehension, application, analysis, synthesis, and evaluation.

**Table 3 Bloom's original taxonomy (1956)**

Bloom's Taxonomy, 1956,1981	
High-order Thinking	<p>Evaluation</p> <p>The evaluation level demands that the learner make judgments on an idea or an item's worth, value, or quality. Evaluation invites their decision or opinion, which they must be prepared to defend and support using either 1) established standards and evidence, or 2) their own standards, values, or criteria. To think evaluatively, they must first acquire knowledge and understanding. They must be able to apply their knowledge and examine the individual components. Additionally, they must be able to organize their thoughts in a manner that is significant to them. Each of the other factors is reflected in the evaluation.</p>
	<p>Synthesis</p> <p>Because synthesis requires the learner to create something new, it is a higher-level thinking capability. Synthesis requires learners to integrate together or combine what they have already learnt, comprehended, and examined to create something new and unique. This is a "divergent" rather than a "convergent" way of thinking because there are numerous appropriate responses and the responses are not always predictable. Divergent thought departs from the conventional or predictable.</p>

**Table 3 (Cont.)**

Bloom's Taxonomy, 1956,1981	
	<p>Analysis</p> <p>The analysis level demands that learners analyze information into its constituent elements. Analysis builds on the application and comprehension stages of knowledge. Furthermore, analysis definitely requires the use of facts and information gained at a knowledge level. Analysis necessitates comparison, contrast, or differentiation—that is, examining distinct and distinguishable components or variables. This level also asks learners to show how the parts of the subject are connected to each other or to the whole thing they're studying.</p>
	<p>Application</p> <p>Application-Level questions ask learners to apply, integrate, or transfer their knowledge to new settings. They should be able to present or demonstrate that they have gained knowledge.</p>
Lower-order Thinking	<p>Comprehension</p> <p>The comprehension level needs the learner to provide context for facts and information. The Comprehension Level is the most basic level of comprehension that may be shown in a variety of ways. For example, by explaining, describing, or talking about something in their own words.</p>
	<p>Knowledge</p> <p>The Knowledge Level serves as the basis for all subsequent levels. It is focused on facts and information that serve as the fundamental building blocks of knowledge. Both facts and information serve as the foundation for all other modes of thought. The knowledge level essentially underlies the whole process of thought formation.</p>

Following is the updated model (Krathwohl, 2002) that is mostly used in education nowadays (Center for Excellence in Learning and Teaching, Iowa State University). There are six types of thinking: remember, understand, apply, analyze,

evaluate, and create. This table shows nineteen specific cognitive processes that show how these six types of thinking are related.

**Table 4 Cognitive Process Dimension and alternative name adapted from Anderson and Krathwohl (Center for Excellence in learning and teacher, IOWA State University)**

High-order Thinking	Creating	Use information to create something new <ul style="list-style-type: none"> <li>● Generating → hypothesizing</li> <li>● Planning → designing</li> <li>● Producing → constructing</li> </ul>
	Evaluating	Examine information and make judgement <ul style="list-style-type: none"> <li>● Checking → coordinating/detecting/monitoring/testing</li> <li>● Critiquing → judging</li> </ul>
	Analyzing	Take apart the know and identify relationships <ul style="list-style-type: none"> <li>● Differentiating → discriminating/ distinguishing/focusing /selecting</li> <li>● Organizing → finding coherence/integrating/outlining/parsing/structuring</li> <li>● Attributing → deconstructing</li> </ul>
Lower-order Thinking	Applying	Use information in a new (but similar) situation <ul style="list-style-type: none"> <li>● Executing → carrying out</li> <li>● Implementing → using</li> </ul>
	Understanding	Grasp meaning of instructional material <ul style="list-style-type: none"> <li>● Interpreting → clarifying/ paraphrasing/representing/translating</li> <li>● Exemplifying → illustrating/ instantiating</li> <li>● Classifying → categorizing/ subsuming</li> <li>● Summarizing → abstracting/ generalizing</li> <li>● Inferring → concluding/ extrapolating/ interpolating/predicting</li> <li>● Comparing → contrasting/mapping/matching</li> <li>● Explaining → constructing models</li> </ul>
	Remember	Recall specific face <ul style="list-style-type: none"> <li>● Recognizing → identifying</li> <li>● Recalling → retrieving</li> </ul>

Source: Anderson & Krathwohl, 2001

Table 4 outlines the Cognitive Process Dimension, adapted from Anderson and Krathwohl's work, to provide a detailed framework for understanding cognitive engagement in learning environments. This framework categorizes cognitive processes into two broad tiers: high-order and lower-order thinking. High-order thinking encompasses creating, evaluating, and analyzing processes. Conversely, lower-order thinking includes applying, understanding, and remembering. This table provides a structured approach to conceptualizing and enhancing cognitive development across varying levels of complexity and application, underscoring the pedagogical significance of catering to a broad spectrum of cognitive abilities within the learning environment.

Critical thinking is essential in English literature study. Table 5 shows an example of how L2 literature teachers implement and identify critical thinking in literary study content.

**Table 5 Framework of critical thinking process in L2 literature teacher**

Synthesis	<ul style="list-style-type: none"> <li>➤ Combine separate elements into a coherent whole</li> <li>➤ Produce or create work by relating knowledge from several areas</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>➤ Make a decision in a particular situation based on a criterion</li> <li>➤ Judge the validity of an interpretation or statement (prove/disprove a statement) based on a criterion</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>➤ Categorize/classify → recognize form and patten in literary works</li> <li>➤ Selection → recognize which facts or assumption s are essential to main thesis or to argument in support of that theses (cite relevant passages)</li> <li>➤ Recognize unstated assumptions being made by the writer (theme/message)</li> <li>➤ Infer the author's purpose, point of view, traits of thought and feeling</li> <li>➤ Make connections or discover a common feature in separate details of text</li> <li>➤ Recognize/ see the technique used in making/writing text</li> </ul>
Application	<ul style="list-style-type: none"> <li>➤ Making connection of learned material (Previous knowledge) in new situation (with new knowledge)</li> <li>➤ Select/ transfer/ use data and principals to complete a problem to talk</li> </ul>

**Table 5 (Cont.)**

Comprehension	➤ Literal meaning
	➤ Interpretation
Knowledge	➤ Literary terminology and concepts
	➤ Specific acts e.g. date, events, persons, place (within a text)
	➤ Context e.g. culture, social, political science anthropology, history
	➤ English language

**Source:** Kaowattanakul, 2009, p. 29

In summary, Bloom's Taxonomy (the cognitive domain) is a hierarchical arrangement of six processes, where each involves a deep cognitive understanding. The levels go from the simplest to the most complex: remember, understand, apply, analyze, evaluate, and create. This taxonomy has long been used by teachers at every level to assist them in planning their lesson plans. It was developed by Benjamin Bloom, an American educator, and a colleague in order to produce what we termed a "classification of learning levels" in the classroom setting. Three dimensions of learning were proposed by him: the cognitive domain (which includes knowledge), the emotional domain (which includes attitude), and the psychomotor domain (skills). The first domain was introduced in 1956, and it is one of the domains that is widely referred to as "Bloom's taxonomy" because of its structure. According to Lori Anderson and David Krathwohl, the taxonomy was amended in 2001, and the neuro-cognitive processes were redefined in the taxonomy, which was then further organized hierarchically by defining the correspondence sublevels. In the same way, it has the same six stages as previously, but it is organized as a single action, making it easier to use.

### 3. Critical Thinking in EFL Contexts

Fostering critical thinking skills in EFL learner classes is vital for undergraduate students in terms of creating meaning and reconstructing linguistic terms (Lin, 2018). The teaching and learning context play an essential role in critical thinking in the Thai ELF context as tertiary students are required to be inquisitive in natural ways to solve problems or tasks. Üstünlölü (2014) pointed that language teachers can play an important role in assisting their students in developing critical thinking skills and increasing self-awareness.

They can accomplish this by selecting texts and exercises that highlight students' values and challenge their points of view. Such activities can also effectively engage students in problem solving, reflective thinking, analyzing, and critical thinking, all of which can help with the language learning process. Namsaeng and Sukying (2020) also said that a teacher who acts as a facilitator can help students think critically in the language classroom. They also added that classroom management, the number of students in the class, the study schedule, the atmosphere, the content, and the integration of multidisciplinary learning can help students think critically. They found Thai EFL learners have an intermediate level of critical thinking skills, which are related to truth-seeking, open-mindedness, and inquisitive skills, respectively. EFL critical thinking relies on their background, classroom context, and learning behaviors. The things that affect their critical thinking are the Thai culture, how people learn and teach, and how parents raised their kids.

Gandimathi and Zarei (2018) investigated the use of critical thinking in language learning and reported that students were able to learn better using critical thinking, which enhanced their English language skills. This demonstrated that students were capable of engaging in reflective and independent thought in order to address difficulties in the classroom through the use of critical thinking.

Marin and De la Pava (2017) studied the conceptions university English teachers had about critical thinking in order to get a wider understanding of the way it has been conceived in EFL in relation to its concept, traits, promotion, and assessment. According to their findings, there is some consensus on the definition of critical thinking as a collection of cognitive abilities for problem solving and reflective learning. Nonetheless, EFL instructors contributed to their lack of understanding of what critical thinking implies. Thus, they highlighted the need for training in critical thinking in EFL on issues like teaching, learning, didactics, methodology, techniques, and resources. It was found that critical thinking is made up of communication skills, creativity, argumentation, problem-solving, decision-making, autonomy, metacognition, and emotions in EFL. Namsaeng and Sukying (2020) also investigated critical thinking students at Thai EFL university and identified culture as one factor influencing their critical thinking.

In summary, critical thinking can be developed in the language classroom. Teachers play an important role in assisting their students in developing critical thinking skills and increasing self-awareness. They can accomplish this by selecting texts and exercises that highlight students' values and challenge their points of view. Such activities can also effectively engage students in problem solving, reflective thinking, analyzing, and critical thinking, all of which can help with the language learning process.

#### **4. The Conception of Critical Thinking in Literary Study**

In many educational institutions across many countries in Asia and around the world, there has been an increased emphasis on developing critical thinking abilities in the literary classroom. Beginning with considering how the development of critical thinking plays a role in a literary classroom, when students read literature in the EFL, they must continually make intelligent decisions. Students have to make judgments and decisions about the plot, setting, characteristics, point of view, the theme, the tone, the conflict, or any lesson learned and valued from the story or poem they read. For instance, students must make judgments about the storyline, setting, characters, point of view, theme, tone, and conflict of the story or poetry they have been reading. Thus, literature study can be an effective means of teaching critical thinking. To comprehend literature, students must make intelligent judgements and decisions based on logical and analytical reasoning. They must first gain an understanding of how literature works in order to make such judgments. The more students learn about different types of writing strategies and styles, the better they become at reading, understanding, and evaluating writing. For example, a student who is familiar with metaphors is more likely to comprehend and interpret a story that employs a subtle metaphor than a student who is unfamiliar with it; examining how a twist ending developed in J.K. Rowling's Harry Potter enables students to grasp how such an ending works. Students who have a curiosity about mystery stories, such as Frankenstein's, frequently develop an ability to predict consequences, etc. Teaching literature means teaching the body of knowledge so that students can become familiar with how literature works. Developing better critical thinking dispositions and abilities is also facilitated by an adequate foundation of knowledge. As students begin to develop a critical thinking



vocabulary, their perceptions are shaped as literature becomes available as a powerful resource for students and aids in the expansion of their vocabulary (Iamsirak, 2017).

As previously mentioned in Chapter 1, critical thinking has long been recognized as one of the most important skills to learn in higher education. Scholars and researchers emphasize the critical role literature plays in developing readers' capacity for higher-order thinking. Tabačková (2015) stated that critical thinking happens when people read literature and do things like "problem-solving, decision-making, interpretation, logical reasoning, and metacognition" with the goal of understanding the text's meaning. Djamaà (2018) studied about how critical thinking is important in higher education and used a movie adaptation to look into how film can help students improve their cognitive skills in areas like analysis, inference, evaluation, induction, and deduction. It found that critical thinking-focused literature instruction encourages students to read texts critically; to avoid rote learning and to stir their critical minds with meaningful learning. In the L2 context in Thailand, Kaowiwattanakul (2009) paid attention to implementing critical thinking and enhancing the development of critical thinking in L2 literature teaching with the reader-response approach, as she proposed that this approach can help students gain aesthetic appreciation along with developing critical thinking skills. Anurit (2016) implemented literature circles to enhance Thai EFL learners' critical thinking skills and confirmed that literature circles were effective in promoting critical thinking skills at the description, analysis, and evaluation levels.

**Table 6 Bloom's critical thinking cue questions**

Below is an example of cue questions based on Blooms' Taxonomy of Critical Thinking that can give a teacher some guidelines for using this cue question to ask and measure student abilities?

Levels	Thinking	Questions
1	Remembering (Knowledge: recalling facts and information)	<ul style="list-style-type: none"> <li>● What is...</li> <li>● Where is...</li> <li>● When did .....happen?</li> <li>● Can you select?</li> <li>● How would you explain?</li> <li>● What do you recall?</li> </ul>
2	Understanding (Comprehension: explain the meaning of information)	<ul style="list-style-type: none"> <li>● How would you classify the type of...?</li> <li>● Will you state of interpret in your own words..</li> <li>● How would you summarize?</li> <li>● Explain what is happening?</li> <li>● What is mean by...?</li> <li>● What is the main idea of?</li> <li>● How would you summarize?</li> </ul>
3	Applying (Using learned knowledge in new situations or to solve problem in real life)	<ul style="list-style-type: none"> <li>● How would you use....</li> <li>● How would you solve___ using what you have learned?</li> <li>● How would you organize___ to show....</li> <li>● What facts would you select to show.....</li> <li>● What would result if.....?</li> <li>● What element would you choose to change....?</li> </ul>

Table 6 (Cont.)

Levels	Thinking	Questions
4	Analyzing (Breaking down a whole into component part; examining critically)	<ul style="list-style-type: none"> <li>● What are the parts or features of ..... How is....related to.....</li> <li>● Why do you think.....</li> <li>● What conclusion can you draw?</li> <li>● What idea justify....?</li> <li>● How can you make a distinction between .....and .....?</li> <li>● What evident you can find?</li> </ul>
5	Evaluating (Making judgments about the merits of idea, materials, or phenomenon)	<ul style="list-style-type: none"> <li>● What changes would you make to solve...?</li> <li>● How would you improve...?</li> <li>● What is the relation between...?</li> <li>● What would you rate or evaluate the.....?</li> <li>● What would you recommend....?</li> <li>● Why was it better than.....?</li> </ul>
6	Creating	<ul style="list-style-type: none"> <li>● What change would you make to solve....?</li> <li>● How would you improve....?</li> <li>● What alternative can you purpose?....?</li> <li>● What way would you design....?</li> <li>● What would you predict as the outcome of....?</li> <li>● How would you adapt....to create.....?</li> </ul>

Source: Allen, 2013

### 5. The relationship of critical thinking and contemplative practice

Wherever critical thinking is required, mindfulness meditation may be a beneficial alternative to teachers' instructional strategies since it sets the stage for increasing student engagement with course content, as well as their confidence and deep connections. For the students, critical thinking included an underlying awareness, personal connection with one another as subject matter, self-confidence, and the ability to apply all of these qualities to situations outside of the classroom activity. This was not a subjective or random interpretation of the perspective. Students developed critical thinking skills when

they felt connected to one another through a difficult journey they traveled individually and collectively. Structured contemplation focused on mindfulness, journaling, and listening to other people's inquiries and responses have all been associated with the critical cognitive ability of self-regulation, or metacognition (Smith, Campbell, and Brooker, 1999).

In addition, Stable (2014) also stated that contemplative practices strengthened students' development of reflective dispositions for critical thinking and resulted in higher levels of self-confidence, engagement with multiple points of view, and a sense of connectedness with others.

Contemplation tends to stimulate a component of every learning experience by cultivating awareness of thought within the mind. By de-emphasizing information in favor of fostering attention, conscious choice, and meaning-creating, students acquire profound insight into their own motivations and rediscover their enthusiasm for learning as a journey of self-discovery according to Dorothe (2015).

Fisher (2017) said that contemplative practice does not replace but improves on the traditional critical thinking pedagogies that are used today. Critical thinking is a first-person, interior process that shapes information into knowledge and then examines that knowledge in light of personal and communal experience in a search for wisdom. It is as much an act of self-inquiry as contemplation. Like meditation, critical thinking turns attention inward, training the mind to concentrate on an idea or an experience and observe its details.

With regard Giveh (2018), as far as the second pedagogy are concerned, implement contemplative teaching would possible provide EFL learners a platform to practice critical thinking skills which would lead to learner autonomy and self-directed learning. Thus, language teachers are strongly encouraged to employ contemplative teaching technique in their language classroom and foster critical thinking, consciousness, and metacognitive strategies in their learner to help them become autonomous and self-directed in L2 learners.

In summary, contemplative practice gives students the opportunity to question, formulate hypotheses, and have self-critical reflection. It helped students develop reflective dispositions for critical thinking, which led to more self-confidence,

an openness to different points of view, and a sense of connectedness with others. An underlying awareness, personal connection with one another as subject matter, self-confidence, and the ability to apply all of these qualities to situations outside of the classroom activity are all components of critical thinking. Thus, contemplative practice can relate to critical thinking.

## **Literature in EFL context**

### **1. The Benefits of literature studies in English language learning**

Literature is language in use; in other words, it is one of the tools for teaching English in a second language situation. It facilitates the acquisition of grammar, vocabulary, reading, and writing. Bright and McGregor (1981) are also of the view that where there is little reading and writing, there will be little language. As a result, students can learn language skills through literature, and learning literature helps students learn how to use language in a stylistic way, which helps them to perform the language skills better.

In recent years, the importance of literature as a fundamental component and source of authentic texts in language curriculums has been substantially increased, rather than as the end goal of English instruction. There has been some disagreement among language instructors over how, when, and where literature should be included in the ESL/EFL curriculum. Numerous discussions on how literature and language teaching might collaborate and interact to benefit students and teachers have resulted in the development of intriguing ideas, learning, and overall instructional improvement. EFL teaching and learning through the literary creations of language can be beneficial in many respects. EFL teaching and learning through the literary creations of language can be beneficial in many respects. According to Thanit et al. (2022), literature's advantages have been thoroughly studied, and there is little question that literature is not only a worthwhile topic for English major students but also a suitable tool for ESL or EFL teachers. Alkhodimi and Al-Ahdal (2019) indicated that literature in the EFL classroom encourages and fosters tolerance, lateral thinking, and purposeful language use, provides varied and wide instances and possibilities of language use and exposes learners to real-life situations in the target language. Therefore, the inclusion of literature in the EFL curriculum is essential.

Regarding the benefit of language learning, literature plays an important role in teaching and learning four language skills (listening, speaking, reading, and writing) in an integrated way in the language classroom. Literature encourages students to acquire the four language skills. It improves the learner's overall language skills as well as their ability to speak and write (Habeb and Firwana, 2015). Moreover, through literature, students can cultivate a reading culture that could lead to extensive reading outside the classroom. Drama text can encourage students to develop speaking skills, especially when students are encouraged to act in plays as a way to develop language skills and when, at a higher level, they absorb the character of an authentic novel or story, especially when recorded students practice their listening and speaking skills. Therefore, using literature to enhance the English language can help students develop their language skills (Ajoke and Shapii, 2017). According to Hişmanoğlu (2005), literature has a diverse range of individual lexical or syntactic elements, which enables students to get familiar with a variety of aspects of the written language through extensive and contextualized reading. Additionally, they learn to connect their thoughts, which strengthens and expands their linguistic abilities.

Moreover, literature enables students to read, think critically, and interact meaningfully with literature. Students are exposed to entire topics and novel and unexpected uses of language via literature. A good book or short story may transport students to exotic locales and imaginative realms, while a play or poem might raise specific ethical concerns and provoke strong emotional reactions. Literature assists students in stimulating their imaginations, developing their critical thinking skills, and broadening their emotional awareness. When students are asked to respond individually to a piece of literature they have read or a film they have seen, they gain more confidence in expressing their own ideas and emotions (Schander, Balma and Massa, 2013). In addition, literature encourages language acquisition, especially for students at a high enough level that they can be absorbed in the plot and characters of an authentic novel or short story. It can help to stimulate the imagination of students, develop their critical abilities and increase their emotional awareness.

According to Phat (2013), literature is a valuable resource to be explored in the classroom in order to help students explore the language in an interesting and challenging new way. He believes that literature has enormous potential for teaching language and communication skills, particularly speaking skills for language learners.

The Concise Oxford Dictionary defines literature as "writings whose value is in the beauty of form or emotional effects." It can also be defined as the art of organizing words to create pleasure, elevate and transform experiences, and function in society as a continuous symbolic criticism of value.

Literature is a means of enlarging one's imagination and experience. It offers a vast reservoir of human experiences and judgments of experience, development of imagination, and entry into human situations that otherwise might well fall outside our imagination. However, the educational planners in Thailand have made the teaching of literature in English a compulsory aspect of the English language curriculum in tertiary institutions. Based on this, the curriculum was made for universities and especially for English programs or the English department, which is why it was made. Therefore, literature is the expression of the whole man who 'arts' his own life out in society in his bid to survive through the exploration of the organic link between man's social relations and how those interrelations produce some changes in his life. Using literature to teach language also helps students to achieve several goals in their education as well.

Regarding the multicultural perspective, Thanit et al. (2022) pointed out that multicultural literature can be a very useful tool to promote multicultural education, allowing students to explore the multicultural world and enhance their understanding.

Useful technique to apply literature in the language classroom. (Borja and Marina)

1. Analyzing: The center of attention is the language of the text.
2. Comparison and contrast: Students have to find the similarities and differences between two topic-related texts. In this case, meaning is more relevant.
3. Expansion: Students have to add certain elements to the text. For instance, what happens after the story ends?



4. Matching: Students are given two groups of items, which they must link, taking into account both syntax and meaning.

5. Media transfer: A text is transformed from one medium to another, for example, from poetry to prose or from written to oral.

6. Reconstruction: Students have to re-establish certain elements in a text that have been omitted or jumbled.

7. Reduction: Contrary to 'expansion,' students have to remove a certain element from the text to make it shorter, though still meaning the same.

8. Replacement: Some text elements must be replaced with others of the same kind.

Literature equips students with real life experience that can be useful for living within and outside the school system and the knowledge of stories from literature can be used to answer essay questions in English language. They are also exposed to several registers in the process of learning different literature texts. In other words when students are exposed to literary texts, they are able to appreciate and make judgments on important issues and develop linguistic use of language, especially, through dramatization; they acquire self-confidence in speaking and writing (Ajoke and Shapii, 2017).

The teaching of literature is very important at all levels of education. It is imperative that some emphasis be accorded to it in all schools. In the teaching of literature, the teacher should have the following objectives in mind: 1) to inculcate in students the love for extensive and continual pleasurable reading through interesting texts for its own sake; 2) to introduce new types of experiences through literature; 3) to expose readers through varied valuable experiences, real or imagined, which may contribute to their emotional, social, and moral judgment; 4) to introduce the learners to well-known characters, books, and incidents in literature; 5) to develop the ability to think critically, leading to adequate judgment; and 6) to acquire human approaches to examining thoughts and actions in literature study; to develop learners in the areas of language skills and vocabulary.

In summary, literature in teaching is to expose learners to different valuable experiences (real and imaginative), building in students the love of reading culture. They are useful tools to promote multicultural education. It equips students with real-life experience that can be useful for living within and outside the classroom. In terms of developing critical thinking skills, literature is a useful technique to apply in the language classroom.

## **2. Implementing English literature in Thai Universities**

English has long been taught as a foreign language in Thailand as part of the nation's education system. In reference to the Ministry of Education Policy, at least nine credits of English must be taught at the tertiary level; six credits go to the foundation courses and the other three (or six) go to the English for specific purposes (ESP) or English for Academic Purposes (EAP) (Darasaweang, n.d. as cited in Thanit et al., 2022). As the place of literature in teaching is to expose learners to different valuable experiences (real and imaginative), it builds in students the love for extensive and sustained pleasurable reading. That's not how things have worked out recently in Thailand's educational system, where literature is not a separate subject in the junior secondary school curriculum. In fact, it used to be that literature was a required subject of study in secondary school from the start. This affects students when they have to learn literature at the higher education level.

When it comes to the English department, it has been evident since it was first developed by Chulalongkorn University in the late nineteenth century that literature has been included in the English curriculum and is mandatory for English major students. Many universities, such as Chulalongkorn University in Bangkok and several faculties of humanities in northern Thailand (including Chiang Rai Rajabhat University, Chiang Mai Rajabhat University, University of Phayao, Payap University, and Mae Fah Luang University), offer liberal arts studies. The educational goals of these programs are to help students understand the connections between human beings and the world around them, as well as the social, political, religious, and academic influences that shape people's lives. English major curriculums are expected to include literature studies as part of their curriculums, according to the Thai Qualification Framework for Higher Education (TQF:

HEd). For example, the four-year curriculum for the Bachelor of Arts Program in English (revised 2019) at Chiang Rai Rajabhat University (Table 7) shows the curriculum structure.

**Table 7 List of literature courses offer at Chulalongkorn University, Mae Fah Luang University, University of Phayao and Chiang Rai Rajabhat University.**

Universities	Credits for compulsory literature courses	Offering Literature course title
Chulalongkorn University (Source: <a href="http://www.arts.chula.ac.th">www.arts.chula.ac.th</a> )	15	English Major Curriculum (Revised 2017) <ol style="list-style-type: none"> <li>1. Introduction to the study of English Literature (Core)</li> <li>2. Background to British Literature (Core)</li> <li>3. Background to American Literature (Core)</li> <li>4. Fiction and Fact in English Prose (specific)</li> <li>5. Mythological and Biblical Background to English literature</li> <li>6. Nineteen-century British Fiction</li> <li>7. Nineteen-century American Literature</li> <li>8. British Poetry from the Elizabethan to the Augustans</li> <li>9. The Poetry of Rebellion: The Romantics to the Victorians</li> <li>10. Shakespeare</li> <li>11. Drama from the Twentieth Century to the Present</li> <li>12. Contemporary World Literature in English</li> <li>13. British Fiction from the Twentieth Century to the Present</li> <li>14. American Fiction from the Twentieth Century to the Present</li> <li>15. British Poetry from the Twentieth Century to the Present</li> <li>16. American Poetry from the Twentieth Century to the Present</li> <li>17. Literature in English Translation</li> <li>18. Children's Literature</li> <li>19. Literature and Film</li> <li>Environment Literature</li> </ol>

Table 7 (Cont.)

Universities	Credits for compulsory literature courses	Offering Literature course title
Mae Fah Luang University (Source: <a href="http://www.liberalarts.ac.th">www.liberalarts.ac.th</a> )	15	Bachelor of Arts Program in English (Revised 2021) <ol style="list-style-type: none"> <li>1. Introduction to English literature (core course)</li> <li>2. Classic of English Literature (major required course)</li> <li>3. Study of Poetry and Drama (major required course)</li> <li>4. Study of Narrative (major required course)</li> <li>5. World Literature (major required course)</li> <li>6. Literature in Media (Major elective)</li> <li>7. Environment, Literature and culture (major elective)</li> </ol> Selected Topics in Literature (major elective)
University of Phayao (Source: <a href="http://www.libarals.up.ac.th">www.libarals.up.ac.th</a> )	12	Bachelor of Arts Program in English (Revise 2020) <ol style="list-style-type: none"> <li>1. Introduction to literature</li> <li>2. Prose</li> <li>3. Literary translation</li> <li>4. Poetry</li> <li>5. Drama</li> <li>6. Contemporary Literature</li> </ol>
Chiang Rai Rajabhat University	12	Bachelor of Arts Program in English (Revised 2021) <ol style="list-style-type: none"> <li>1. Introduction to literature (core course)</li> <li>2. Mythological Background in Literature (compulsory course)</li> <li>3. Children's Literature (compulsory course)</li> <li>4. British and American Literature (compulsory course)</li> <li>5. Contemporary English Literature (compulsory course)</li> <li>6. ASEAN Literature (elective Course)</li> </ol>

As shown in the Table 7, Thai universities that offer Bachelor of Arts programs in English have designed their curricula to adhere to the Thai Qualification Framework for Higher Education, with compulsory literary study. Consequently, it is evident from Table 1 that there are commonalities in the English curriculum, and we may consider this to be a typical English program for tertiary levels of education in Thailand. The revision of the curriculum is carried out every 5 years, beginning with the curriculum committee re-designing the curriculum in terms of updating and improving the quality of the curriculum. Then, it is passed to the faculty, the university academic council, the university council, and the Office of Higher Education commission to examine, consider, and approve the revision of the curriculum. According to the below Table 8, which is an example of the revision curriculum of the Bachelor of Arts in English (Revised in 2019) at Chiang Rai Rajabhat University, the structure of the curriculum that requires students to study literature in the compulsory specific field changes from the previous curriculum, which focuses more on English for specific purposes (ESP).

**Table 8 Curriculum for Bachelor of Arts in English**

Curriculum structure	Total of credit
1. General Education courses	30
1.1 Mathematic Science and technology	6
1.2 Language and communication	12
1.3 Humanities and social science	9
1.4 Integration and life skills	3
2. Specific field	109
2.1 English core course	33
2.2 Specific field	69
2.2.1 Compulsory	42
2.2.2 Elective	27
2.2.3 Professional Practicum or co-operative	7
3. Free elective	6
Total	145

**Note:** Revised in 2019, Faculty of Humanities, Chiang Rai Rajabhat University

For English major students at CRRU, they are required to enroll in general education courses for 30 credits, which is similar to what is required for students in every major for their first and second year. From the second year onward, students majoring in English are required to take core courses and specific fields in 4 categories: linguistics, literature, and translation. This curriculum model seems to correspond to the strategy of Thai Higher Education; however, from the researcher's point of view, noticing some irrelevant aspects of the revision curriculum and the professions/careers after graduation is not clear enough for literature field professions as it seems to be relevant to English communicative skills more. This might cause some confusion for students, as students who choose to study in an English major are still not sure of their future, and studying English literature for future careers might be seen as less of a priority than any other course in the curriculum. The curriculum committee should explain this to the students because some do not understand why they must take the literature as a requirement.

**Table 9 Study plan for 4-year program Bachelor of Arts in English**

Semester 1			Semester 2		
Code	Title	Credits	Code	Title	Credits
1 GEN1003	Digital Technology for Communication and Learning		GEN1001	Essential Science and Mathematics in Daily Life	
GEN2001	Communicative English I		GEN2002	Communicative English II	
GEN2003	Thai for Communication in the 21 <sup>st</sup> Century		GEN3001	Good Civil	
ENP1101	Introduction to Reading		ENP1102	Introduction to Writing	
ENP1301	Introduction to Listening and Speaking for Communication		ENP1103	Critical Reading	
ENP1302	English Pronunciation		ENP1304	Academic Listening and Speaking	

Table 9 (Cont.)

Semester 1			Semester 2		
Code	Title	Credits	Code	Title	Credits
ENP1303	English Grammatical Structure		ENP1701	Digital Literacy for English Language Learning	
	Total	63		Total	63
GEN2004	English for Academic Purposes		GEN3002	The King's Philosophy	
GEN3007	Competency of Graduate		ENP2102	Essay Writing	
2	GEN4001	Exercise for Life	ENP2202	Creative Translation	
	ENP2201	Introduction to Translation	ENP2402	Mythological Background in Literature	3(3-0)
	ENP2401	Introduction to Literature	ENP2602	English Phonetics	
	ENP2601	Introduction to Linguistics	ENP2603	English Morphology and Syntax	
	EXXXX*	Elective (language)	EXXXX*	Elective (language)	
	Total	63		Total	65
	ENP3301	Public Speaking	ENP3402	British and American Literature	3(3-0)
3	ENP3401	Children's Literature	ENP3201	Short Stories and Selected Novels Translation	
	ENP3601	Introduction to Semantics	ENP3602	Pragmatics	
	ENP3603	Cross – Cultural Communication	ENP3701	English for Tourism	
	xxxxxxx	.....Free elective.....	ENP3702	English for Hotel	
	EXXXX*	Elective (language)	ENP3703	English for Airline Business	
	Total	54		Total	54



Table 9 (Cont.)

		Semester 1			Semester 2		
	Code	Title	Credits	Code	Title	Credits	
3	ENP3301	Public Speaking		ENP3402	British and American Literature	3(3-0)	
	ENP3401	Children's Literature	3(3-0)	ENP3201	Short Stories and Selected Novels Translation		
	ENP3601	Introduction to Semantics		ENP3602	Pragmatics		
	ENP3603	Cross – Cultural Communication		ENP3701	English for Tourism		
	xxxxxxx	.....Free elective.....		ENP3702	English for Hotel		
	EXXXX*	Elective (language)		ENP3703	English for Airline Business		
		Total		54			54
Year	Semester 1			Semester 2			
	Code	Title	Credits	Code	Title	Credits	
4	ENP4901	Research Methodology for Language Studies		ENP4802	Internship in English		
	ENP4401	Contemporary English Literature	3(3-0)				
	ENP4801	Pre-Internship in English					
	xxxxxxx	.....Free Elective.....					
		Total		11	Total		5

**Note:** Revised in 2019, Faculty of Humanities, Chiang Rai Rajabhat University

Table 9 shows details of the study plan for the 4-year program Bachelor of Arts in English (revised 2019), Faculty of Humanities, Chiang Rai Rajabhat University. From the table, it can be seen that students have to study at least five literature courses, or 15 credits, starting from the first semester of their second year.

### **3. Thai EFL learners' difficulties in learning English literature**

For a long time, the majority of university students have studied Thai literature at secondary levels, but only a few have had the opportunity to study English literature in a setting where the primary focus of English study instruction is on language skills and grammatical traditional education. When entering the tertiary level, it is not surprising that students face limitations and difficulties in studying English literature. In addition, there are a few students who are aware of the advantages and significance of literature study. This is a consequence of the attitudes that most students have towards the term "literature," which they consider uninteresting and difficult courses. Consequently, the knowledge that is hidden inside literary works is hidden and disabled. With specific subject content, unfamiliar vocabulary, and terminology, a student's motivation for learning literature is contingent on their personal background knowledge. This means students have limitations on studying English literature in their EFL classroom. Some of them do not really know the purpose of studying in the literature field. According to Wiboonwachara (2018), one of the problems impacting students' ability to absorb English literature is a lack of reading practice. Insufficient time spent practicing reading skills, a lack of reading habits, and also a lack of desire to study a wide range of literary works are their limitations. Somdee and Suppasetsee (2016) added that limitations in English language skills, opportunities to practice, and the use of English are other factors affecting learners' interest. If they do not know much about English literature from high school, there are problems with understanding what they are reading.

In terms of attitudes, Khatib and Askari (2012) pointed out that including literature in English lessons influenced students' attitudes toward second language learning as it increased classroom involvement and interaction. This helps students have a more positive attitude toward English study.

Learning literature is expected students to use their creativity, imagination, and critical thinking; however, student seem to persist in relying on memorization just for passing the test. However, this does not mean that the teachers are not making any efforts to promote creatively, imagination or critical thinking through the study of literature

#### **4. Critical thinking skill in literature**

In terms of developing critical thinking skills, literature could be a useful resource for not only language acquisition but also cultivating student critical thinking literacies. According to Parker (2004, p. 42), the study of literature can be justified as a "broad of education in the humanities, as a new way of teaching students how to think, as something to be enjoyed, as a form of art, and as the site of some of humanity's deepest ethnical, political, and philosophical questions". Hoff (2019) believed that literature provides a fertile ground for the "dialogue" between self and other, encouraging, among other things, profound critical thinking and also cultural sensitivity.

In many institutions across the world, including Thailand, there has been an increased emphasis on developing critical thinking abilities in language classrooms. Additionally, critical thinking has been identified as one of the most essential capabilities to cultivate in higher education in order to prepare students for the twenty-first century. Teaching critical thinking skills involves attempting to improve how the majority of people think and act independently. Numerous educators claim that they build these abilities and do this while teaching their subjects. As a consequence, critical thinking is commonly regarded as a prerequisite for reading and writing courses. Previously, the focus of the majority of teaching has been on clearly and directly conveying content rather than inferring it indirectly. Educators are skeptical of the effectiveness of teaching "critical thinking" in this approach since the majority of students just do not acquire the necessary abilities.

Incorporating critical thinking into literature studies in the 21st century involves a dynamic and reflective approach to reading and interpreting texts. Literature fosters an environment where students are encouraged to question, analyze, and synthesize information beyond the surface level. In an era characterized by rapid information exchange and diverse perspectives, the role of critical thinking in literature classes

becomes increasingly vital. Encouraging students to engage critically with texts enables them to explore deeper meanings, understand multiple viewpoints, and appreciate the complexity of literary works. By applying critical thinking skills, students learn to identify themes, analyze character development, evaluate narrative strategies, and reflect on the socio-cultural contexts of literature. Studying literature enriches students' reading experience and prepares them for the world's complexities outside the classroom. The consensus towards incorporating critical thinking in literature classes is overwhelmingly positive, as it empowers students to become more discerning readers and thinkers. Engaging with literature through a critical lens enhances their analytical skills, fosters empathy by understanding diverse perspectives, and cultivates a deeper appreciation for the art of storytelling. Moreover, it prepares students to navigate the challenges of the 21st century, where the ability to think critically and reflectively is indispensable.

Thus, embedding critical thinking into literature studies is not just an academic exercise but a crucial step in preparing students for the multifaceted realities of the contemporary world. It enables them to become informed, thoughtful, and responsive global citizens.

In terms of developing speaking abilities, literature is seen as a good resource to employ in the EFL classroom, particularly during discussion time. Students get the opportunities to express their thoughts and feelings in English, as well as their opinion on the topic studied.

Previous studies have shown many benefits of using literature in the English language classroom. For example, Kaowiwattanakul (2020b) incorporated a literature circle into the English classroom and confirmed that it could potentially significantly develop the student's English communicative competencies and English speaking. Mehri, Pourali and Nozad (2014) used digital storytelling techniques in the EFL classroom to improve student oral production. According to Kaowiwattanakul (2021, p. 3), literature can be helpful in improving English language skills in higher education. However, its significance has been limited in English classrooms due to the increasing demand for English for specific purposes.

## Attitudes

Attitudes are psychological tendencies that we express by evaluating a particular entity with some degree of favor or disfavor. They are complex combinations of personality, beliefs, values, behaviors, and motivations, and refer to predispositions to respond positively or negatively to ideas, objects, people, or situations. Attitudes shape our choices, perceptions, and interactions with the environment and others. Attitudes are formed through experience and learning and can be influenced by factors such as social context, cultural background, personal experiences, and emotional states. They are not static and can change with new experiences or information.

The term "attitude" is generally defined by the dictionary as the feelings or opinions one holds toward a particular thing, person, or behavior (Cambridge Dictionary, 2020). Scholars in the field of behavior further elaborate on this by describing attitude as the display of feelings and experiences by an individual in evaluating situations, environments, people, or objects in a certain way, such as assessing satisfaction or liking or evaluating dissatisfaction or disliking (Robbins and Judge, 2003). Additionally, in the context of learning psychology, attitude relates to learners because each individual determines their own beliefs and then behaves according to the influence of those beliefs. If learners hold positive beliefs toward something, their behavior will align with those beliefs. Conversely, if their beliefs are negative toward something, their behavior will also reflect this negativity (Montano and Kasprzyk, 2008).

There are three main components of attitude as follows.

1. The Cognitive Component involves beliefs, thoughts, and attributes we associate with an object. It is the knowledge or information a person has about the subject.
2. The Affective Component involves feelings or emotions that something provokes. How the object, person, issue, or event makes someone feel.
3. The Behavioral (or Conative) Component involves how attitude influences our behavior. It is the predisposition to act a certain way toward an object or subject.

In summary, an attitude refers to a person's thoughts or concepts that use feelings to judge objects or people around them. These concepts or thoughts arise from their own learning experiences, impacting their satisfaction or dissatisfaction with their

environment or with specific individuals. These thoughts are interconnected with actions as well as interpretations of various situations, both positive and negative.

In the context of English language learning, attitudes encompass the learners' feelings, beliefs, and behaviors towards learning English. These attitudes can significantly influence their motivation, approach to learning tasks, and, ultimately, their language acquisition success. Positive attitudes towards English language learning can enhance motivation, facilitate engagement, and promote a more effective learning process. Conversely, negative attitudes can hinder progress by reducing motivation and engagement. Students' attitudes towards English learning can be influenced by various factors, including their perceived relevance and utility of the language, cultural attitudes towards English-speaking countries, the influence of teachers and peers, previous experiences with learning the language, and personal interests. For example, Students who view English as valuable for future career prospects, personal development, or accessing global cultures may have a positive attitude toward learning it.

Therefore, understanding and addressing these attitudes is crucial for educators and curriculum developers to design more effective English language teaching strategies that cater to learners' diverse needs and motivations.

Various factors can impact the learning process of a foreign language. These factors include motivation, anxiety, learning achievement, and attitude. Attitudes do not directly influence learning, but they lead to motivation, and to measure attitude, one should evaluate an object using a subject." (Gardner, 1982). In English language learning, there are two types of attitudes that learners can have. The first is their attitude towards the people who speak the language they are learning, and the second is their attitude towards the practical use of the language. This was identified by Gardner (1985)

Laiphrakpam and Aroonsrimorakot (2021) stated that attitude and motivation influence English learners to decide to try, sustain an activity, put effort into pursuing it, and measure their feelings toward the activity and suggest that when students have a positive attitude towards learning English, their motivation to learn also improves. It indicates that teachers are effectively enhancing their students' language learning abilities. Additionally, the study can help teachers identify which classroom activities and strategies



can boost their students' motivation to learn English in Thailand, whether it is through extrinsic or intrinsic motivation.

Moreover, attitudes toward language learning significantly impact learners' motivation, proficiency, and success. Various studies have documented this connection, indicating that learners with positive attitudes toward language learning often achieve higher levels of proficiency and success. Notable research by Gardner (1979) and further explored by Stern (1983), MacIntyre (2002), and Yashima (2002) supports this ideal, emphasizing the positive correlation between attitudes and language learning outcomes.

Additionally, a study by Kuhlmeier, van den Bergh and Melse (1996), discussed in Breen (2001), compared student achievements in a German language course. It was found that positive attitudes towards the language course outperformed their peers who held negative attitudes, both at the onset and conclusion of the course. It indicates a clear linkage between positive attitudes, learning experiences, and academic achievement in language learning contexts.

Elyıldırım and Ashton (2006) further reinforced these insights by demonstrating the dynamic relationship between attitudes, learning experiences, and success. Their research suggested that positive learning experiences can enhance already positive attitudes, leading to a virtuous cycle of motivation and success. Conversely, negative experiences can exacerbate negative attitudes, potentially resulting in demotivation and lower language proficiency.

Given the malleable nature of attitudes shaped by educational experiences, this study investigates the relationship between learners' attitudes toward language learning that implementing the contemplative approach and their English-speaking performances. The approach will underscore the importance of fostering positive attitudes and experiences in language learning environments to enhance student outcomes with the new education innovation of contemplative education.



## Related Research

Literature has been considered one of the key subjects that can enhance students' language competence, especially speaking and critical thinking skills in the language classroom. Educators generally agree that it can promote both cognitive and affective competence.

The scholarship and related research thus far on the relationship between literary studies and the development of higher-order thinking skills reveal that literature is eminently congenial to the essential characteristics of critical thinking. For example, Djamàa (2018) conducted a study proposing cinematic adaptations of literature in the EFL classroom to enhance students' critical thinking skills. The study revealed that using films was a practical approach to enhancing students' interference skills. However, it did not significantly improve the cognitive dimension of critical thinking, specifically analysis and evaluation. Anurit (2016) implemented literature circles on the enhancement of critical thinking in EFL Thai University students and strongly confirmed that literature circles were effective in promoting students' critical thinking skills, especially at the level of description, analysis, and evaluation. Buasomboon and Saengkeaw (2020) developed a model of literature teaching through ACDEA (Analysis, Condition, Data, Eureka, and Apply) to enhance critical reading skills. They found that the essential information for enhancing critical thinking skills should be consistent with 21st-century education. The ACDAE model comprises five elements: principal, research framework, objective, instructional content and method, and learning and instructional process with five steps of ACDAE. Regarding their results, they revealed that student critical thinking has improved significantly.

Regarding the contemplative education, scholars approach the use of contemplative practices in the contexts of EFL learning. For example, Rungaporn (2007) explored and investigated the implementation of contemplative activities to enhance students' analytical and critical thinking with ICT students. The result showed that most students learned to develop themselves in terms of analytical and critical thinking from participating in activities through the process of determining what needs to be analyzed and the purpose of the analysis, as well as the technique for analyzing, structuring, grading, and grouping the contents related to business education consistent with the

course content objective. She confirmed that the implementation of a contemplative approach can develop a good analytical and critical thinking process for students at tertiary level.

Jiamprakom (2013) studied on the development of self-esteem contemplative process of the teacher students at Rajabhat Phetchabun University, and found that student oversee their self-value through the process of implementing contemplative education, whether they have different family background and life style.

Kuroda (2014) developed instructions for a teacher preparation program at Khon Kaen University with the implementation of contemplative approaches with the intention of making the learner more aware of the human condition. Students in the Art Education program, the Teaching Japanese program, Aesthetic Education Arts for Special Needs Children, the Introduction to Education Philosophy program, and Ethnicity for Professional Teaching were the study's populations. It was found that contemplative teaching can support the development of attention, insight, and emotional self-learning, deepens learning, and builds inner strengths and skills. The learning approaches reduce stress, improve the classroom climate, and assist students to calm their minds and bodies. It enabled students to recognize and properly tend to behavioral patterns and enabled students to process facts, which led to contemplation and ultimately to wisdom.

Khatami (2016) examined the correlation between critical thinking, mindfulness, and academic achievement among intermediate EFL learners. According to the findings, Khatami claimed that there was no correlation between critical thinking and reading comprehension nor between mindfulness and critical thinking. However, the relationship between mindfulness and reading comprehension was found to be positive.

Fisher (2017) criticized a set of teaching strategies known as "contemplative pedagogy." With a pinpoint, contemplative inquiry, which employs practices such as meditation, attentive listening, and reflective reading, emphasizes direct first-person experience as an essential means of knowing that has historically been overshadowed and dismissed by an emphasis on analytical reasoning. He investigated four problematic claims found in descriptions of contemplative pedagogy: 1) undergraduate students have a spiritual hunger; 2) cognitive skills pedagogies teach students what to think rather than

how to think; 3) self-awareness fosters empathy; and 4) education necessitates a different epistemology based on spiritual and emotional rather than intellectual experience. He argued that these assumptions do not take into account how different undergraduate students are, how complicated it is to think and know, how easy it is for self-knowledge to turn into self-absorption, and how dangerous it is to cross the boundaries between intellectual, psychological, and religious experiences.

Scida and Jone (2017) integrated contemplative practice with foreign language anxiety and learning and investigated the positive and negative effects on self-efficacy, classroom climate, and language learning. They examined the impact of contemplative practices and found that there was no significant decrease in foreign language anxiety. However, the finding also revealed that students in the contemplative group demonstrated significantly higher average exam grades compared to those in the non-contemplative group. Regarding the classroom climate, it showed significantly higher scores in the contemplative group as well.

Phothong (2017) studied and investigated learning management in a contemplative education approach, and developed a guideline for learning management as well as studied the development of transformative learning for higher education. It was found that the guidelines of learning management by interpolating on the contemplative education approach have three stages: the preparation stage, the reflection stage, and the review stage. The learner who participates in the contemplative activities has higher consciousness and concentration than before the learning, and it was confirmed that the learner's consciousness and concentrate increased.

Giveh (2018) invested in contemplative teaching as one of the options for improving self-directed learning in EFL learners and indicated that the contemplative method significantly impacts the learner's L2 autonomy, self-direct learning, and L2 reading comprehension skills. Additionally, these strategies would create a supportive and viable classroom atmosphere.

Sitah (2020) developed the course specification (TQF3), integrating the concept of contemplative approach into the English course, and found that it could be effectively practical to promote the self-development of students. However, the size and nature of

the classroom arrangement was the only obstacle affecting the organizing of learning activities.

Kaowiwattanakul (2020a) investigated English as a foreign language learners' global mindedness through the use of transformative learning experiences in the literature classroom, and discovered that transformative learning theory has an impact on students' global awareness and critical thinking.

Panyaprouk (2021) developed a learning management system based on contemplative education for 4th-year teacher students in seminar class. The overall 21st century skills of teacher students after learning by using contemplative education showed a higher level. When considering the collaboration and teamwork aspects, the results appeared at the highest level (4.22), the communication skills were at 4.04, and the critical and problem-solving skills were at 4.01. However, the score for creativity and innovation was the lowest at 3.99.

Wetzel (2017) stated that contemplative practices such as yoga, freewriting, and meditation aid in increasing student motivation to revise as well as specific mental habits that are beneficial to review. It was mentioned that contemplative pedagogy is used in a variety of disciplines in higher education and also increased student motivation to revise by allowing students to re-see revision as well.

Sumamal et al. (2021) conducted research implementing a contemplative learning approach to enhance the purpose of life for Thai undergraduates and found four areas of students' learning outcomes, called 1) realizing their potential, 2) finding life goals that meet their needs, 3) practicing and learning planning and design skills, and 4) being inspired by their actions to follow their purpose. It was suggested that students should have the freedom to choose their own area of development, based on their interests, and focus on connecting the learning experience with the student's internal growth. In the field of English as a foreign language (EFL), the use of contemplative principles is not limited to just beginners. While there are some indications of its use in the classroom, the focus tends to be on improving reading comprehension and writing skills. These principles can help students advance academically and develop essential interpersonal skills. Previous research has mostly examined reading comprehension, language proficiency levels,

learning attitudes, and motivation. However, even though contemplative principles have been shown to enhance self-development through language expression, EFL instructors are hesitant to incorporate them in speaking activities. Moreover, the integration of contemplative practices in literature-based EFL courses is uncommon despite its potential to support well-being, reduce stress and negative emotions, promote resilience and emotional regulation, and improve learning. Therefore, this study aims to address these gaps and suggest alternative ways for educators to design lesson plans that align with their students' needs in the 21st century.

### **Conclusion**

Chapter 2 provides a preliminary overview and discussion of issues in English speaking and critical thinking in typical Thai EFL students, the issue of studying English literature, as well as the ideal of a new way of learning called Jittapanyasukka, or contemplative education, as the background of this study. This contemplative approach is becoming popular and widely accepted in various fields of education and should be moved into liberal arts education more closely as it is a new way to promote both student speaking abilities and affective thinking at a higher-order thinking level, especially in a literature study context. Based on the purposed research questions in Chapter 1, this study contributes to the investigation of the implementation of a contemplative approach to improve student English speaking abilities, critical thinking abilities, and student attitudes. Next, in chapter 3, the methodology and data collection procedures of the empirical study designed to answer research questions will be presented.

## CHAPTER III

### RESEARCH METHODOLOGY

This research, entitled Enhancing Speaking Skills and Critical Thinking Skills in EFL Undergraduates Literature Classroom through Contemplative Approach, aims to examine the impact of the contemplative approach on enhancing students' English speaking and critical thinking skills in an EFL literature course. This chapter addresses the methodology and data collection used while investigating English speaking and critical thinking skills in the EFL literature study. The overall research design and methods were explained and justified regarding the underlying research questions. In order to address the research question, the study was conducted involving the main research methods of speaking tests, critical thinking tests, interviews, observation, and document analysis.

Speaking test, critical thinking test, and document analysis were investigated in the research questions:

1. To what extent does implementing the contemplative approach affect students' English-speaking skills?
2. To what extent does implementing the contemplative approach affect the student's critical thinking skills?

Interviews and participant observation were used to examine

3. What are students' attitudes toward learning with the implementation of the contemplative approach?

The findings from the test revealed and measured students' English-speaking abilities and critical thinking skills, assessing whether there were any significant improvements due to the use of the contemplative approach. The data from the classroom observation showed how students participated and interacted in the classroom. Similarly, the data from the interviews and reflective journals revealed the students' attitudes toward implementing a contemplative approach in their classes.



## **Research Design**

This research employed mixed-methods research (MMR), gathering qualitative data from observations, interviews, reflective journals, and quantitative data from pretests and posttests to determine the impact of a contemplative approach within the context of an EFL literature study. It incorporated the instructor using the contemplative approach into the teaching environment and activities to comprehend and enhance the student's speaking and critical thinking skills. This research was undertaken at a Thai university in an EFL context. In addition, students were required to complete a pretest and posttest to assess their speaking and critical-thinking skills and English language proficiency.

## **Sample and Population**

### **Participants**

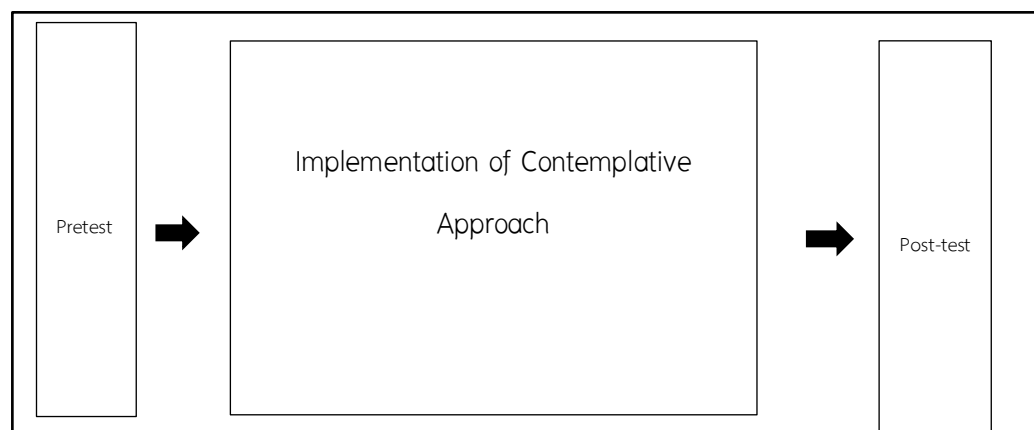
This study's participants consisted of eleven second-year English Studies (International Program) students from Chiang Rai Rajabhat University enrolled in a literature course during the academic year 2022.

### **Samples**

The participants were eleven second-year English Studies (International Program) students at Chiang Rai Rajabhat University, Thailand, enrolled in a literature course during the second semester of the academic year 2022. The research study employed a purposive sampling technique, using one sampling unit for one group pretest and posttest design. From the pretest scores, six students were chosen: two with high scores, two with average scores, and two with low scores. The reason for choosing this technique was its suitability for in-depth, focused analysis of a specific educational context. This method was particularly effective for small, homogeneous groups, allowing for a detailed exploration of the contemplative approach's impact on students' language and critical thinking skills. Furthermore, it was time-efficient and facilitated more accessible data collection, which is crucial in the limited timeframe of an academic semester. This approach also aligned well with assessing changes over time within a consistent participant group. Among the participants were 10 Thai students and 1 Chinese student, all with English proficiency ranging between A2-B1, according to the CEFR level for EFL learners.



The research framework, shown in Figure 3, provides insight into the fundamentals of this study.



**Figure 2**The research test procedure framework

### Instruments

The research instruments used in collecting data were as follows:

**1. English Speaking tests:** The English-speaking test was adapted from the criteria of Kaowiwattanakul (2019); O'Malley and Pierce (2015), a total of 10 items, using question-response based on a literary adaptation course. Additionally, the designed test was examined by three English lecturers to ensure an Index of item-objective congruence (IOC) of  $\leq 0.05$ . The validity of the speaking test and rubric was established at 0.91, confirming its study's usability. These tests were utilized to measure students' speaking skills and assess various language functions, including intelligibility, fluency, coherence, lexical content, and structural content. Each test comprised ten questions and lasted approximately ten minutes. The teacher engaged in individual conversations and asked the students questions. The topic of the speaking tests revolved around childhood experiences, personal preferences, and family dynamics, providing an opportunity for individuals to share their memories, opinions, and cultural insights. Audio recordings were also obtained during the tests. The total score criteria for the test ranged from 0 to 24 points. Scores of 0–5 indicated a deficient level of English-speaking skills, 6–10 denoted a low level, 11–15 represented an average level, 16–20 signified a high level, and 21–24 indicated a very

high level of English listening–speaking skills. To ensure the validity of the scores, three individuals who are native English speakers were assigned to score the tests.

**2. English speaking Rubric:**The rubric was used to evaluate each student's English–speaking ability, employing a developing rubric and scoring procedure adapted from a rating scale developed by ESL teachers Portfolio Assessment Group, Fairfax Country Public School, O'Malley and Pierce (2015), and incorporating elements from Bloom's Taxonomy (1956). It was examined by three English lecturers, each with over ten years of teaching experience at the tertiary level. Additionally, the English–speaking test in this research was adapted from the criteria set by Kaowiwattanakul (2019); O'Malley and Pierce (2015). It underwent examination for the Index of item–Objective Congruence (IOC  $\leq 0.05$ ) by the same group of experienced English lecturers. The validity of the speaking test and rubric was established at 0.91, confirming its study's usability.

**Table 10 English–speaking Score Rubric (Adapted from a rating scale developed by ESL teachers Portfolio Assessment Group, Fairfax Country Public School, Virginia)**

Rating	Descriptions
6	<ul style="list-style-type: none"> <li>● Competently communicates in social and classroom settings</li> <li>● Speak fluently</li> <li>● Master a variety of grammatical structure</li> <li>● Uses extensive vocabulary but lags native speaking–peers</li> <li>● Understand classroom discussion without difficulty</li> </ul>
5	<ul style="list-style-type: none"> <li>● Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning</li> <li>● Speak with near–native fluency, and hesitations do not interfere with communication</li> <li>● Uses a variety of structures with occasional grammatical errors</li> <li>● Use a variety of vocabulary</li> <li>● Understand simple sentences in sustained conversation; require repetition</li> </ul>

Table 10 (Cont.)

Rating	Descriptions
4	<ul style="list-style-type: none"> <li>● Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in the classroom setting</li> <li>● Speaks with occasional hesitation</li> <li>● Uses some complex sentences; applies the rule of grammar but lacks control of irregular forms</li> <li>● Uses adequate vocabulary, some word usage irregularities</li> <li>● Understand classroom discussions with repetition, rephrasing and clarification</li> </ul>
3	<ul style="list-style-type: none"> <li>● Begins to initiate conversation; retells a story or experience; ask and response to simple question</li> <li>● Speak hesitantly because of rephrasing and searching for words</li> <li>● Uses predominantly present tense verbs; demonstrates error of omission (leave words out, word ending off)</li> <li>● Use limited vocabulary</li> <li>● Understands simple sentences in sustained conversation, requires repetition</li> </ul>
2	<ul style="list-style-type: none"> <li>● Begins to communicate personal and survival needs</li> <li>● Speaks in single-word utterances and short patterns</li> <li>● Use functional vocabulary</li> <li>● Understand words or phrases: require repetition</li> </ul>
1	<ul style="list-style-type: none"> <li>● Begin to name concrete objects</li> <li>● Repeat words or phrases</li> <li>● Understanding little or no English</li> </ul>

**Source:** O'Malley and Pierce, 1995, p. 68; Bloom's Taxonomy, 1956

**3. Critical Thinking Writing Test:** In this research, the critical thinking test was adapted from Kaowiwattanakul (2019); O'Malley and Pierce (1995, pp. 61–62), as well as from Bloom's taxonomy (2001). It was examined by three English lecturers, each with over ten years of teaching experience at the tertiary level, for the Index of item – objective Congruence ( $IOC \leq 0.05$ ). The validity of the critical thinking writing test and rubric was established at 0.91, confirming its usability for the study. The test aimed to assess and measure the ability to think critically, link ideas, and use language to express

these ideas with the literary content, as well as to monitor the improvement in student critical thinking during the experimentation with the contemplative approach. This test did not focus on grammatical errors but rather on the functional use of ideas. Two critical thinking writing tests were administered as a pre-test and post-test after students completed the speaking test. Students were assigned to read the short story "A Day's Wait" by American author Ernest Hemingway silently for 20 minutes and then write their answers in complete English sentences or paragraphs. The questions were as follows.

1. In what season does the story take place? (Remembering)
2. Describe the setting of the story. (Understanding)
3. How would you describe the boy's character in the story? (Analyzing)
4. What things make Schatz scared and worried? Give a few examples.  
(Remembering)
5. Read conversation between Schatz and his father in line 113–146. Why is Schatz so upset? (Evaluating)
6. How would you explain to Schatz the different temperatures in Celsius and Fahrenheit? (Understanding/Applying)
7. What kind of conflict is Schatz facing in the story? (Analyzing)
8. How does the father sense Schatz's fear? (Analyzing)
9. Do you think it is better or not to share their thoughts and feeling with other while suffering from an illness? Please explain. (Evaluating)
10. Do you think the dialogue between character seem to be realistic or not? Please explain. (Evaluating)
11. Pretend you are Schatz. Write a paragraph about what is going on in your mind as you lie in bed thinking about your illness. (Creating)
12. Describe a fear of death you may have had as a child. Were you ever injured or in a hospital when you were young? (Remembering)

**4. Critical thinking skills Rubric:** adapted from Bloom's Taxonomy (1956); Kaowiwattanakul (2009); O'Malley and Pierce (1995). This scoring rubric was used to measure critical thinking and scored by three English lecturers for score reliability.

Table 11 Critical Thinking Score Rubric

	Task	3	2	1
Basic Thinking (Lower-order)	Remembering (Recall specific information)	Can remember character, plot, and setting of the story	Can remember character and setting of the story	Can remember the character of the story
	Understanding (Grasp meaning of instructional material)	Can classify type, element of the story, and tell the main idea of the story.	Can classify type, element of the story.	Can classify the type of story.
	Applying (Use information in a new but similar situation)	Can give example from the story, use knowledge in new situation, and apply into the real life.	Can give example from the story, and use knowledge in new situation.	Can give the example from the story.
Abstract Thinking (Higher-order)	Analyzing (Take a part the know and identify relationships)	Can identify the theme of the story, examine the relation of the character in to story, and compare the different of character.	Can identify the theme of the story, examine the relation of the character in to story.	Can identify the theme of the story.

Table 11 (Cont.)

Task	3	2	1
Evaluating (Examine information and make judgment)	Can express their agreement with the story's action, providing supporting evidence, and evaluating the story	Can express agreement on the action in the story while providing evidence	Can express the agreement on the action in the story.
Creating (Use information to create something new)	Can form a new different idea, providing supporting idea, and present the new idea	Can form a new different idea, providing supporting idea	Can form idea together and make new idea

**Source:** Adapted from Kaowiwattanakul, 2021

The criteria for interpreting scores on critical thinking skills were adapted from Kaowiwattanakul (2021):

6 = equivalence to low-critical thinking capability

7-12 = equivalence to average-critical thinking capability

13-18 = equivalence to high-critical capability

**5. The lesson plans:** The lesson plans were designed and implemented with contemplative activities adapted from Rumrapaporm (2020) and Nakin (2022). Additionally, the researcher applied and selected activities following the practice model of the mind, following the concepts from the Center for Contemplative Mind in Society. The curriculum committee examined the lesson plans to ensure they were suitable for the course.

5.1 Activities were included in the regular teaching and learning process, as shown in Table 12.

**Table 12 Seven Contemplative Activities in the EFL Literature Class**

Check-in:	At the start of class, students are introduced to an activity that requires them to express their feelings and thoughts in English. This activity lasts for 5–10 minutes, depending on the class size. The aim of this exercise is to help students practice expressing themselves in English, starting with their feelings and moving on to their thoughts.
Card Reading	During the second step of the activity, the students were introduced to card reading. The main objective of this activity was to help the students learn how to solve, understand and interpret the cards and become self-consultants in life. The activity lasted for 20 minutes, and during this time, the students were allowed to discuss the picture on the card.
Deep listening	The third step was deep listening. It involved attending closely to the information present. The student must remain open to what is presented. Students needed to keep this in mind by avoiding quick adjustments and criticism and paying attention to the environment and the personnel's experience of reactions and bodily sensations. Students were asked to interpret the poem (a nursery rhyme) and present their perspectives through the English-speaking practice.
Drawing:	The next step was the drawing step, as students were required to draw some pictures and color them to express their feelings and experiences linked to the story that they read. They were asked to draw the main character of the story from their imagination and feelings. Then, they presented their drawing and shared it with the class. Dialogue techniques were also used in this activity.



Table 12 (Cont.)

Storytelling:	Following reading a story, students were instructed to summarize its contents and share a retelling of it with the entire class, expressing their personal responses to the story. This activity encouraged students to engage in dialogue with one another, allowing them to practice their critical thinking skills by analyzing, synthesizing, and evaluating the story. Through sharing ideas and experiences, students could also practice speaking in English.
Reflection:	The next step is called the reflection journal. This activity results in the production of knowledge through experience. The teacher asked students to write about their learning, and they discovered that they were contemplating and examining the literary work, what they know from experience, evaluating the implications, calming their internal excitement to examine the subject in practice, and in a variety of ways, asking questions from the heart and personal experience. Students submitted their journals at the end of every two weeks. The teacher gave students positive feedback, allowing them to think more about and pay attention to what they see and do every day.
Check out	During the final step, called "Check out", students were given 5 minutes at the end of the class to reflect on the lesson learned. They were encouraged to think independently about what they had learned from the activity and how it could be useful for their self-development. This involved self-review, self-reflection, and self-evaluation of their progress.

**Source:** Adapted from Rumpagaporn, 2019, p. 45

Table 12 presents a list of activities the researcher adapted from Rumpagaporn (2019, p.45). It outlined a step-by-step process teachers could follow weekly to arrange their lessons. The activities consisted of seven steps: check-in (5–10 minutes), shared reading (20 minutes), attentive listening (10 minutes), drawing (15 minutes), storytelling (30 minutes), reflection journal (20 minutes), and check-out (5 minutes).

## 5.2 Text selection

The selection of text for this study was based on the schema theory presented by Nordin and Eng (2017). This theory highlights that comprehending a text is an interactive process between the reader's background knowledge and the text itself. Therefore, students can comprehend efficiently by relating the text to their knowledge. The chosen text was appropriate for university-level students and matched the outcome of the subject, while also being matched to the learners' proficiency level. Additionally, Nordin and Eng (2017) stated that while selecting texts, students should examine proper language usage and vocabulary that is moderate but suitable for their everyday use. Furthermore, the text readers' cultural knowledge and experience were also considered for text selection.

This study aimed to examine students' critical thinking and English speaking skills concerning literature that revolves around situations or ideas that they consider significant. The researcher also wanted to explore the lessons that students learned from such works. The students were encouraged to think independently and practice contemplation. The following is a list of text selection criteria for undergraduates studying literary works in this research, according to the Foundation for the Atlantic Canada English Language Art Curriculum, 1996:

1. The literary works selected were from the past to the present, including folktales, fairy tales, short stories, poetry for children, and the world's literary masterpieces.
2. The works provided motivating and challenging experiences that matched the learners' abilities and social maturity.
3. They elicited the students' personal, thoughtful, and critical responses.

4. The works represented a range of styles and literary structures.
5. They had literary merit.
6. The works used language effectively and responsibly, which was essential to the work.
7. The works broadened students' understanding of social, historical, geographical, and cultural diversity.
8. They included prose and poetry that dealt with issues and ideas related to children's experiences and their evolving understanding of themselves and the world, text that they perceive as relevant to their lives.
9. The works allowed students to explore their and others' cultural and literary backgrounds in every heritage.

Thus, to implement the contemplative approach in the class, the researcher chose three well-known and considered world literary masterpieces related to the universal theme. The chosen stories were universally thematic and could be used to compare the students' childhood memories. There was a common theme that reflected on societal issues and a culture that promoted students' exchange of experiences and free expression of opinions. The storylines were appropriate for the time available for the experimental period, which was as follows.

#### **Alice's Adventures in Wonderland (1865)**

Alice in Wonderland is a masterpiece of Victorian children's and young adult fiction. It is one of the pioneering characters of nonsensical fantasy and continues to captivate readers of all ages. Lewis Carroll, whose real name was Charles Lutwidge Dodson, wrote it under his pen name. The unique story can be interpreted from different points of view such as political, philosophical, logical, and physical, which has helped it stay popular over time. The language used in the text is simple to understand (A2 –CEFR Levels) and is appropriate for children aged nine or above. The book was an immediate success and was re-edited many times. It is estimated that about 87,000 copies of "Alice's Adventures in Wonderland" were sold in the UK during Dodson's lifetime. The story has now been translated into over 174 languages. In 2015, 7,609 published editions were recognized worldwide, and the number continues to rise (Lindseth & Tannenbaum, 2015).

Alice, the story's heroine, goes underground after slipping through a rabbit hole into Wonderland. The themes of the story include maturation into adulthood, size change, learning the rules, curiosity, manner, passage of time, society, and expectations, which can connect with the reader.

### **Charlie and the Chocolate Factory (1964)**

Roald Dahl's *Charlie and the Chocolate Factory* was published in 1964. The book is a children's fantasy novel. The language used in the text is not complex to understand (A2–CEFR Levels) and is appropriate for children aged 7–10 years old or above. The storyline follows young Charlie Bucket's travels within the eccentric chocolatier Willy Wonka's chocolate factory. *Charlie and the Chocolate Factory* is consistently ranked among British literature's most popular children's books (BBC, 2012). The book has sold at least 20 million copies globally and has been translated into 55 languages (Rachel Chang, 2020). The book explores topics such as family, income inequality, and punishment that connect with this research's participants. Punishment is employed to emphasize the code of morality in the story. Good children are responsible and respectful, whereas bad children are the opposite. The story shows a strong sense of natural justice, inviting them to expose themselves to a marvelously imagined world where good and bad individuals get exactly what they deserve. In addition, the themes that can be a topic to discuss are greed, bad parenting, nothing is impossible, and wealth.

### **Harry Potter and the Philosopher's Stone (1997)**

The Harry Potter novel series, written by a well-known British author, J. K. Rowling, who is very successful and influential in today's world of literature, remains one of history's most critical and famous fantasy novels. The novel is about the adventures of the protagonist, Harry Potter, and his two best friends, who study witchcraft in a school for wizards and witches. The main storyline is mentioned as Harry's mission to defeat the evil enemy, who aims to conquer the wizarding world and destroy all those interfering with his goal. Harry's novel series has created a phenomenon that is extremely important to the book industry for children's literature in the 20th century as it is the most famous novel among readers. The novel has a total of seven volumes and has won numerous awards. The first book in the series is *Harry Potter and the Philosopher's Stone*, which was

released in English for the first time in 1997. Since then, the book has been immensely popular with children worldwide. By 2011, the entire series had sold about 500 million copies worldwide. It has been translated into 80 languages. Harry makes close friends and a few antagonists during his first year at school, and with the support of his friends, he battles the evil wizard Lord Voldemort, who murdered Harry's parents but failed to kill him when he was only 11 months old. The themes of this story are friendship, love, and family, which will be a topic for discussion for the participants of this research.

**Table 13 Literary Text Complexity Equivalent to CEFR Levels**

Literary Text	Levels	Reader Age Range	Theme/Topic for discussion
Alice's Adventures in Wonderland	A2-CEFR Levels	9+ years old.	maturation into adulthood, size change, learning the rules, curiosity, manner, the passage of time, society, expectations,
Charlie and the Chocolate Factory	A2-CEFR Levels	7-10 years old.	greed, bad parenting, nothing is impossible, wealthy, responsible, respectful
Harry Potter and the Philosopher's Stone	A2-CEFR Levels	8+ years old	friendship, love, family, obstruct, learning, adapting

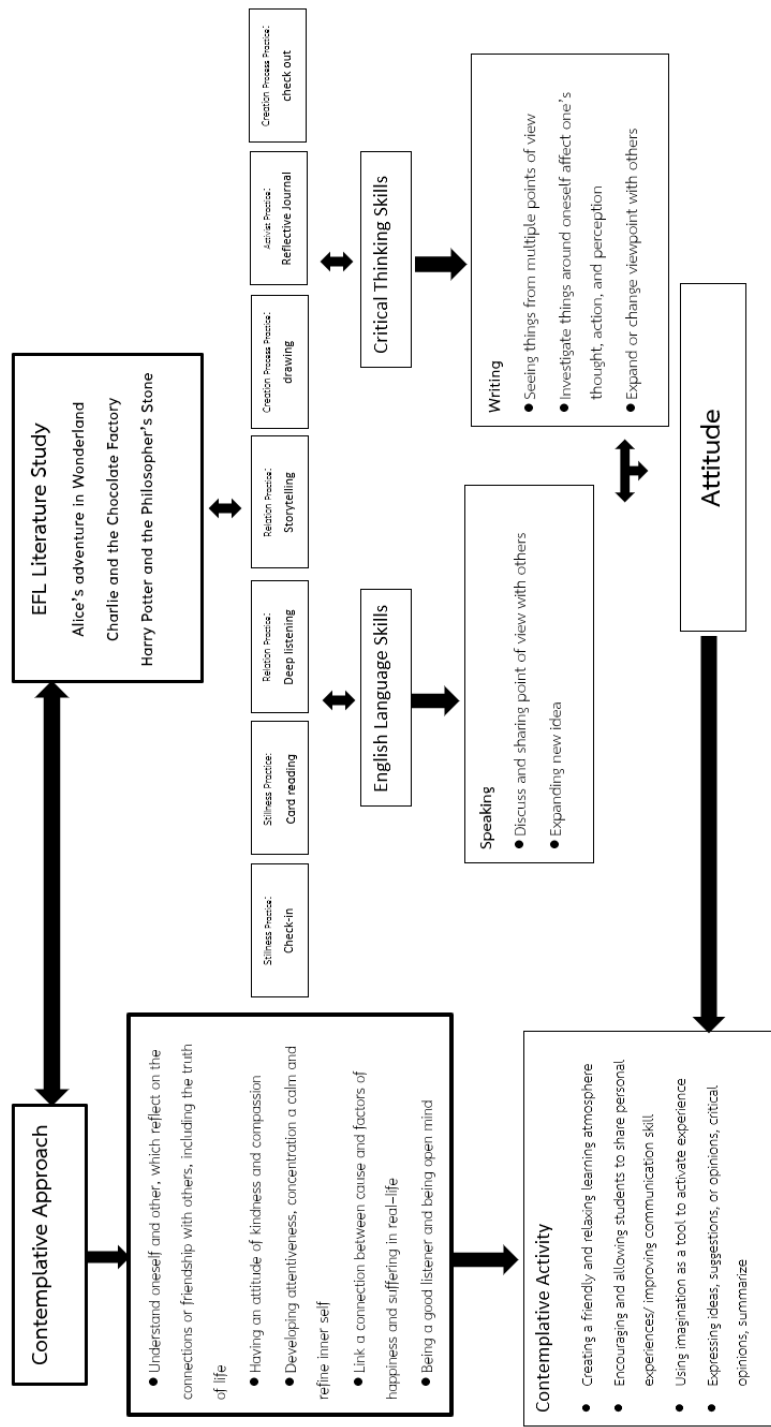


Figure 3 The overview of implementing contemplative approach into the EFL literature course

Source: Adapt from Kaowattanakul, 2020

### Semi-structured Interview

This research employed semi-structured interviews to investigate student attitudes toward the contemplative approach in the EFL literature classroom to improve critical thinking and English-speaking skills. It was carried out individually for six students, selecting two students each from a high-mid-low pretest score. Although the interviewer and interviewees asked certain specific questions, they allowed both the interviewer and interviewee to divert from the questions if necessary. This approach enabled the researcher to connect with interviewees by asking questions not included in the pre-prepared question list as necessary. Each interview took 15 minutes and was conducted in English. However, the interviewees were allowed to speak Thai if they felt uncomfortable answering in English to avoid their shyness and limitation to express ideas. All the interviews took place on the campus, either in the classroom or in an open area in front of the faculty building. Also, the interview was recorded to get all the data for interpretation. The interview questions were grouped into four parts as the following.

Part 1: General attitudes toward studying English literature

Part 2: English skills in studying English literature

Part 3: Student's participation and interaction during the contemplative practices in the class

Part 4: Questions are:

1. What are the most significant challenges and effects you have encountered when speaking English in the English literature classroom?
2. Did the teacher use contemplative activities to help improve English-speaking skills? Please explain.
3. Did the teacher use contemplative activities to enhance critical thinking skills? Please explain how.
4. Should teachers implement this contemplative approach in teaching EFL literature classes in the future? Please explain the reasons.

The interview was conducted in week 12 of the observing course, and the researcher will ask participants to do the interviews after class or at their available time. The researcher informed students that the interview was about their experience of



studying literature with the contemplative approaches regarding the effects on their language skills, critical thinking skills, and attitudes. At the same time, the researcher investigated the students' attitudes toward the learning arrangement to answer research objective number three.

### **Participant observation**

A classroom observation was conducted during the second semester of the academic year 2022 (from October 2022 to February 2023) at Chiang Rai Rajabhat University. The observation focused on a literature course with eleven students, where each class lasted for 2.30 hours per session, once a week. The aim of the observation was to document the students' class participation and interaction during classroom discussions, and to investigate to what extent the contemplative approach strengthened their speaking and critical thinking skills. The observation focused on the teaching methods, contemplative activities in class, use of questions and responses, students' participation, and the general classroom environment. At the end of each class, the researcher noted their observations on a form.

### **Documentary data**

The documentary data referred to the written work from reflective journals. This activity produced knowledge through experience, and they expressed their thoughts on the lesson learned. The researcher assigned students to write about their learning, and they discovered that they were contemplating and examining the literary work, what they knew from experience, evaluating the implications, calming their internal excitement to examine the subject in practice, and in a variety of ways, asking questions from the heart and personal experience. Students were required to write a journal addressed to the teacher on topics of their choice on a literary book they liked from the lesson, their interests, and their attitudes toward their learning with contemplative practice and content areas. As a teacher, the researcher wrote back, monitoring the language use in terms of idea expression and presenting their critical thinking skills, not correcting the student's language. Students had to write three journals about 'Alice's Adventure in Wonderland,' 'Charlie and the Chocolate Factory,' and 'Harry Potter and the Philosopher's Stone.'

Students could write on a self-selected topic or theme, which allowed them to think more about and pay attention to what they saw and did every day based on the contemplative core value. The journal was maintained in a Microsoft Team class note so that it was easy for the teacher to give feedback. According to Peyto and Read (1990), a journal provides the opportunity to see growth in learners' writing, and the teacher could examine the student writing for expression of interests, attitudes, and awareness of self-reflection, as well as their critical thinking.

### 1. Instrument design process

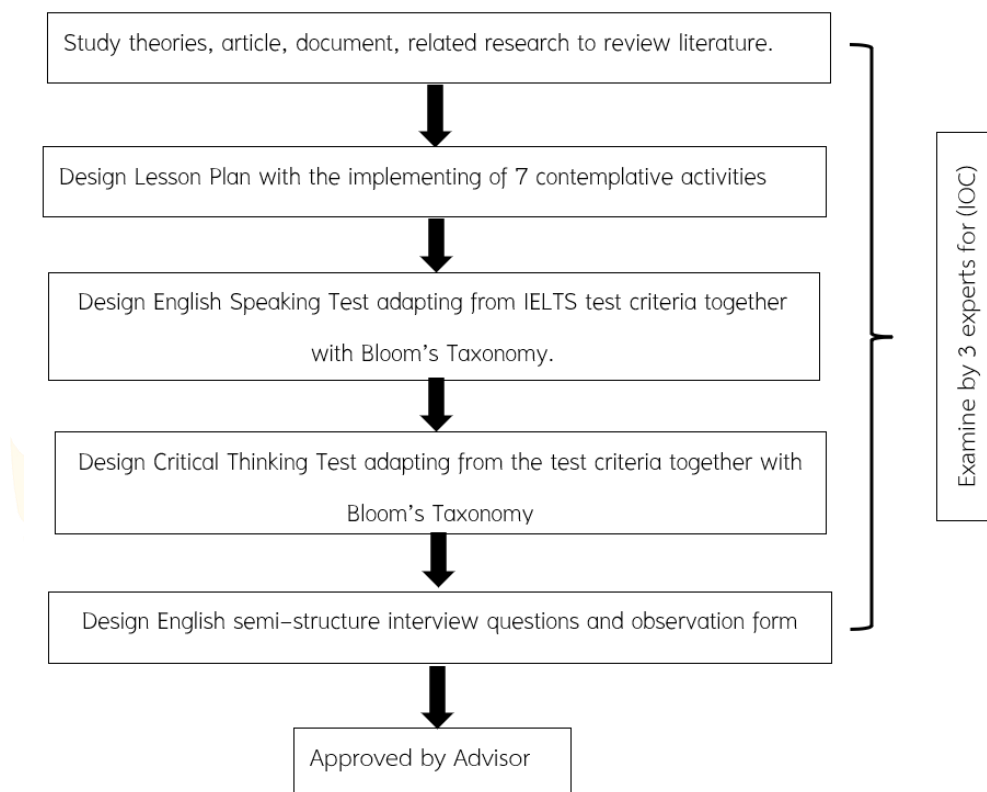


Figure 4 Instrument design process

### 2. Data Collection

This research's data collection and investigation were conducted during 13 weeks of a particular literature course in the academic year 2022. The contemplative approach was implemented. Data collection was based on the following procedure:

This research's data collection and investigation were conducted during 13 weeks of a particular literature course in the academic year 2022. The contemplative approach was implemented. Data collection was based on the following procedure:

2.1 The contemplative approach was integrated into the course syllabus. The activities were adapted and designed to enhance the students' cognitive learning, especially their speaking competence and critical thinking skills. Activities the researcher adapted from Rumpagaporn (2019, p. 45). It outlined a step-by-step process teachers could follow weekly to arrange their lessons. The activities consisted of seven steps: check-in (5–10 minutes), card reading (20 minutes), attentive listening (10 minutes), drawing (15 minutes), storytelling (30 minutes), reflection journal (20 minutes), and check-out (5 minutes).

2.2 In the first week, participants were required to take a pre-test to identify their speaking and critical thinking abilities. All participants were informed and asked for consent at the beginning of the class that their work would be part of this research study and would not affect their overall grade, as the score of their work was given separately from the rubric. Their names were kept from the public.

2.3 The researcher arranged 13-week teaching activities. The contemplative activities outlined a step-by-step process teachers could follow weekly to arrange their lessons. The activities consisted of seven steps: check-in (5–10 minutes), card reading (20 minutes), attentive listening (10 minutes), drawing (15 minutes), storytelling (30 minutes), reflection journal (20 minutes), and check-out (5 minutes).

2.4 Participant observation was conducted for feedback, and notes were recorded on the observation form at the end of the class.

2.5 The researcher monitored the reflective writing, provided feedback, and collected all the information at the end of the time allotment.

2.6 In-class learning concentrated on ideas expressed through expression, discussion, and English-speaking practice. Each lesson took three 50-minute class periods per week; students worked individually, in pairs, or in small groups to complete the communicative task in both oral and written forms (reflection journal).

2.7 Two speaking pre-tests (week 1) and post-tests (week 13) were arranged with participants (two high-scoring students, two average-scoring students, and two low-scoring students).

2.8 Two interviews were arranged with participants (two high-scoring students, two average-scoring students, and two low-scoring students). The researcher first requested permission and voluntary participation from the participants, informing them that the interview would not affect their grades; individual interviews were conducted in a friendly environment. Participants could speak Thai if they wanted to be relaxed and open when speaking to the interviewer.

2.9 The researcher gathered all the data, interpreted it, and transcribed the interview into English.

2.10 Rearranged and categorized all data regarding speaking ability and critical thinking skills.

2.11 Data from the pretest and posttest were analyzed using statistic descriptive data analysis.

2.12 All interview and documentary data were analyzed using descriptive data analysis.

2.13 Interpreted and summarized data

2.14 Reported the conclusion

### **3. Data Analysis**

The processes of the data analysis were as follows:

#### **Descriptive Statistical**

The pre-test and post-test data were analyzed and content-analyzed to identify and evaluate the use of contemplative practices in the research and to showcase students' speaking and critical thinking abilities. The data was analyzed using Bloom's Taxonomy framework to determine which areas of practice were associated with contemplative methods. The results were analyzed using the mean ( $\bar{X}$ ) and standard deviation (S.D.) and converted to a percentage (%).

### **Descriptive Analysis from interviews**

In order to answer research question 3, which is "What is the student's attitude toward learning English literature through implementing a contemplative approach?" English interviews were conducted and recorded. All the collected data was then translated into English and transcribed. The recorded interviews were divided into four main sections: general attitude toward studying English literature, English skills required in studying English literature, student participation and interaction during contemplative practices in class, and a question about a specific situation in which students were asked to reflect. Afterward, the data was analyzed and categorized into positive and negative attitudes based on thematic topics. To interpret the attitudes, they were divided into six categories related to self-development, namely the development of remembering, understanding, applying, analyzing, evaluating, and creative thinking.

### **Descriptive analysis from documentary data**

The researcher collected and examined all the reflective writing journals thematically using content analysis. This process helped to generate knowledge from the students' experiences. The students were asked to write about their learning from the books 'Alice's Adventures in Wonderland,' 'Charlie and the Chocolate Factory,' and 'Harry Potter and the Philosopher's Stone.' The analysis focused on how the students expressed their opinions and shared their experiences with the characters in the story. The researcher monitored the language used to determine the level of critical thinking and the effectiveness of idea expression.

#### **An analysis of participant observation**

The researcher conducted classroom observations for each 2.30-hour lesson per class per week. During these sessions, the researcher noted down observations on a form at the end of each session. The purpose of these observations was to document student participation and interaction during classroom discussions, and to investigate how contemplative approaches promoted students' speaking and critical thinking skills. The researcher analyzed the data gathered from these observations, categorized it, and interpreted it using content analysis.

### **Ethical and cultural issues**

1. The ethical considerations for this dissertation were undertaken under the University of Phayao Research Ethical Review Committee for research involving human research participants. After receiving research ethical approval, students from the sample groups were introduced to and given information about the research objectives, benefits of data contribution, data confidentiality, and their absolute right to withdraw from the research at any time if they felt uncomfortable with the arrangements. Subsequently, consent forms for research participation were signed. Personal identification data and confidentiality were managed through data coding. The research outcomes were presented using anonymized data.

2. A formal letter was sent to the Western Languages Program, Faculty of Humanities, Chiang Rai Rajabhat University, requesting permission to carry out the study process and informing them of the purpose of the study and the type of contemplative activities that were conducted in class during the first semester of the academic year 2022.

3. Participants were asked to sign consent form at the beginning of the class to arrange activities and collect data for this research purpose only, which would not affect any course scores under the basic ethical principles of conducting research. Participants were informed that observation during the class would be done occasionally. All audio recordings were kept confidentially and were to be deleted three years after the completion of this study.

In Chapter III of this dissertation, the author elaborately explained the research methodology used to investigate the effectiveness of a contemplative approach in improving the English speaking and critical thinking skills of EFL undergraduate students in a literature classroom. The research design employed a mixed-method approach that combined quantitative measures like English-speaking tests and critical thinking tests with qualitative observations, semi-structured interviews, and reflective journals. This methodology was designed to capture the intricate dynamics of the learning processes and was notable for its holistic approach in measuring outcomes and understanding the depth of students' engagement and attitudes towards the contemplative practices incorporated into their literature course. The upcoming chapter, Chapter IV, presents the study's findings.

## CHAPTER IV

### RESEARCH RESULTS

This chapter presents the comprehensive findings obtained from the research investigation conducted in chapter three, which aimed to examine the effects of implementing the contemplative approach on students' English-speaking ability, critical thinking ability, and attitudes toward learning with the contemplative approach. The research results presented are based on the guiding questions for this study, which are as follows:

1. To what extent does implementing the contemplative approach affect students' English-speaking skills?
2. To what extent does implementing the contemplative approach affect the student's critical thinking skills?
3. What are students' attitudes toward learning with the implementation of the contemplative approach?

To present the results systematically and coherently, the researcher has categorized them into categories and sub-categories aligned with the above three research questions. A detailed analysis offers insights into the effects of the contemplative approach on students' English-speaking skills, critical thinking skills, and overall attitude towards the English learning experience with the implementation of the contemplative approach.

#### **Research question no.1 What is the effect of implementing the contemplative approach on students' English-speaking skills?**

##### **Quantitative Results**

##### **English-speaking Test Results**

The English-speaking test was adapted from Kaowiwattanakul (2019); O'Malley & Pierce (1995, pp. 61–62) criteria, with the purpose to measure student's English-speaking skills before and after the implementation. The designed English-speaking test



was examined by three English lecturers to ensure an Index of item–Objective Congruence (IOC) of  $\leq 0.05$ . The validity of the speaking test and rubric was at 0.91, thereby confirming its usability for the study. This test was utilized to measure students' speaking skills and assess various language functions, including intelligibility, fluency and coherence, lexical content, and structural content. Each test comprised with ten questions and lasted approximately ten to fifteen minutes. The teacher engaged individually conversations and asked questions to the students. The topic of the speaking tests revolved around childhood experiences, personal preferences, and family dynamics, providing an opportunity for individuals to share their memories, opinions, and cultural insights. Audio recordings were also recorded during the tests.

After finishing the test session, the audio recording was assessed by three native English speakers to ensure score reliability. Nine students were able to complete both the pretest and the posttest.

### 1. Pre and post English–speaking test results.

**Table 14 English–speaking Ability Test before and after Implementing the Contemplative Approach**

Students Code	Pre–test Score		Post–Test Score		Result
	24	Interpretation	24	Interpretation	
STD01	10.67	Average	14	Average	Improved
STD02H	18.33	High	20.67	Very High	Improved
STD03M	14.67	Average	18	High	Improved
STD04M	12.67	Average	16.33	High	Improved
STD05H	18.33	High	17.33	High	Not Improved
STD06L	7.67	Low	9.33	Low	Improved
STD07L	8.67	Low	11	Average	Improved
STD10	11.33	Low	14	Average	Improved
STD11	10	Low	11	Average	Improved
<b>Average Total</b>	<b>12.48</b>	<b>Average</b>	<b>14.63</b>	<b>Average</b>	<b>Improved</b>

**Note:** \* STD 8 missed the post–test and STD9 withdrew from the activities.

Table 14 shows the English-speaking pre-test and post-test scores before and after implementing contemplative activities. Nine students out of eleven (81.81%) were able to complete both tests. Student 8 was excluded from the sample due to missing the post-test, and Student 9 was also excluded for withdrawing from the activities. The average pre-test score for the classroom was 12.48 points, indicating an average level of English-speaking ability. The average post-test score was 14.63 points, also at an average level of English-speaking ability. The highest score of the pretests was 18.33 (STD02H, STD05H) and the lowest score of the pretests was 7.67 (STD6L). The highest score of the posttests was 20.67 and the lowest score of the posttests was 11. Students 1, 2, 3, 4, 6, 7, 10, and 11 showed an increase in their post-test scores, while student 5's score decreased from 18.33 to 17.33 but remained at a high level of English-speaking ability.

Based on the data in Table 14, it can be concluded that implementing contemplative activities has a positive effect on students' English-speaking ability, as the average post-test score increased from the average pre-test score. It is also worth noting that the majority of students (8 out of 9) showed an improvement in their post-test scores, with only one student showing a slight decrease. Overall, the results suggest that incorporating contemplative activities into the EFL literature classroom can be an effective way to enhance students' English-speaking abilities. However, it is also important to note that the sample size in this study is small and further research with a larger sample size is needed to validate these findings.

## **2. Student's speaking abilities from audio scripts analysis: Qualitative data from Pre-test**

Overall, students displayed varying levels of speaking ability and engagement in the classroom. While some were confident and actively engaged, others struggled to offer detailed responses and maintain focus. In the analysis of intelligibility, based on the speaking post-test audio scripts, students' clarity varied. For instance, STD03M and STD07L demonstrated clear and fluent speech, whereas STD04M and STD05H had difficulty articulating their thoughts and speaking fluently in English. There were also

indications that some students struggled to comprehend the teacher's questions, as seen in their delayed or incomplete responses.

In terms of fluency and coherence, the finding revealed challenges with varying levels of speaking ability. There are many instances where the students struggle to express their thoughts clearly or fully understand the questions being asked of them. Responses were occasionally disjointed, lacking clarity or specificity. However, it is important to note that this is a natural conversation between non-native English speakers between students and teachers, so some of these issues are to be expected. The teacher adeptly steered the conversation and maintained its direction despite these challenges.

For lexical analysis, while students' lexical resources appeared somewhat limited, they managed to convey their ideas clearly. They used basic vocabulary and expressions to answer the teacher's questions. The students showed some knowledge of literary terms and employed basic vocabulary and expressions to address the teacher's inquiries, yet demonstrated familiarity with certain literary terms, such as explaining the concept of 'literary adaptation' which is the course content based.

Regarding language structure analysis, students often utilized fundamental English structures and had some grammatical errors. Their statements were used typically simple sentences, with occasional use of colloquial expressions.

Moreover, it can be observed that the speaking ability of the students varies. Some students were more confident and articulate in their responses, while others struggled to provide detailed answers. STD03M seemed to be less interested in the course and found it a bit boring but showed some interest in the movie. STD04M, on the other hand, showed a lot of interest in the class and was enthusiastic about learning new things. STD06 complimented the teacher on the speaking test and expressed an interest in the movie. STD08 seemed to like the class, but her response was cut short by laughter, so it was unclear what she thinks about the course. When the teacher asked about the definition of literary adaptation, STD04M, STD05H, and STD07L responded briefly and accurately. However, the conversation was cut short by laughter, suggesting a lack of seriousness and focus. When discussing the stories STD07L, and STD05H remembered the names of the stories, but STD03M struggled to recall the name of Charlie and the

Chocolate Factory. The students could provide some basic details about the stories but struggled to provide in-depth analysis. When the teacher asked about the significance of Alice in Wonderland, STD04M and STD03M provided brief answers, while only STD07 emphasized the theme of the adult world and children's dreams.



**Table 15 The English-speaking score criteria**

Score	Speaking (Comprehensibility/Intelligibilities)	Fluency and coherence	Lexical resources	Structure
1	Begins to name concrete object	Repeats words and phrase	Only produce isolated words or memorized utterance	Produce basic sentence forms
2	Begins to communicate personal and survival needs	Speaks in single-word utterances and short patterns	Use simple vocabulary	Attempt basic sentences forms but with limited range of more complex structure, make numerous errors
3	Begins to initiate conversations; retell a story or experience; ask and responses to simple questions	Speak hesitantly because of rephrasing and searching for words	Use limited vocabulary /insufficient vocabulary for less familiar topics.	Uses predominantly present tense verbs; demonstrate errors of omission (leaves words out, word ending off)
4	Initiate and sustain a conversation with descriptors and details: exhibits self-confidence in social situation; begin to communicate in classroom setting.	Speaks with occasional hesitation	Use adequate vocabulary; some word usage irregularities	Use some complex sentences; applies rule of grammar but lacks control of irregular forms
5	Speaks in social and classroom settings with sustained and connected discourse; any error does not interfere with meaning	Speaks with only occasional repetition or self-correction, and develop topics coherently and appropriately	Used varied vocabulary	Use a variety of structures with occasional grammatical errors
6	Communicates competently in social and classroom settings.	Speaks with near-native fluency: any hesitant do not interfere with communication	Understand most spoken language, including classroom discussion	Masters a variety of grammar structure

Table 16 Example of qualitative data from pretest and posttest

Aspect: Comprehensibility/Intelligibility

Question: What did you enjoy doing in your free time as a child?

Pre-test	Score	Speaking Rubric	Post-test	Score	Speaking Rubric
S: Okay, I did enjoy about umm...play...umm...using time with umm...my...my...siblings because...umm...all the time my parents just allowed us all even me all my siblings just as stay home. So I always using my time with my siblings by...or watching or something or maybe running or maybe yeah it can be everything yeah but just stay home." (STD02H)	4.67	Initiate and sustain a conversation with descriptors and details: exhibits self-confidence in social situation; begin to communicate in classroom setting.	S: Okay...when I was a child I... I enjoyed to play with my brother and sister. Especially, when I go the farm is good to...plant corn or any everything and yeah that's all because most of the time I always there at my home. (STD02H)	5	Speaks in social and classroom settings with sustained and connected discourse; any error does not interfere with meaning
S: As a child...in my free time I'm play with my neighborhood .... neighbor house neighbor home I'm play...just play every time. (STD04M)	3.33	Begins to initiate conversations; retell a story or experience; ask and responses to simple questions	S: I as a child....I enjoyed to play....play paper games with my...my house...my sister that teach they design my house and like some games or like running on the field be...in front of my house. That is. (STD04M)	4	Initiate and sustain a conversation with descriptors and details: exhibits self-confidence in social situation; begin to communicate in classroom setting.

**Table 16 (Cont.)**

Pre-test	Score	Speaking Rubric	Post-test	Score	Speaking Rubric
S: Again.	2.67	Begins to communicate personal and survival needs	S: Swimming because...when I children mom and my...my family really like to swimming activity almost...all activities my family only swimming. Yeah, but I can...when I family love to swim me also love follow the parents. (STD10L)	3.33	Begins to initiate conversations; retell a story or experience; ask and responses to simple questions
T: What did you enjoy doing in your free time as a child?					
S: In...In the morning right? I...I...I like to shopping in the morning and...with my family for... open the... noodles store. (STD7L)					



Table 16 demonstrates an improvement in speaking intelligibility and comprehensibility from the pre-test to the post-test for each participant, spanning high, mid, and low-score sample groups. The scores indicate an enhanced ability to communicate ideas more clearly and coherently in the post-test. Participants were asked to describe what they enjoyed doing in their free time as children, and their responses were evaluated using a speaking rubric.

The findings reveal a marked improvement in comprehensibility and intelligibility among the participants. For instance, one participant (STD02H) initially provided a fragmented recollection of spending time with siblings at home, scoring at 4.67, which improved to a more coherent and detailed account, raising their score to 5.0. This improvement signifies transitioning from merely initiating conversations with some detail to speaking in social and classroom settings with sustained discourse.

For example, “*Okay...when I was a child I... I enjoyed to play with my brother and sister. Especially, when I go the farm is good to...plant corn or any everything and yeah that's all because most of the time I always there at my home*” (STD02H)

Similarly, another participant (STD04M)'s initial vague memories of playing with neighbors scored at 3.33, which evolved into a more descriptive narrative involving paper games and outdoor activities, boosting their score to 4.0.

For example, “*I as a child....I enjoyed to play....play paper games with my...my house...my sister that teach they design my house and like some games or like running on the field be...in front of my house. That is.*”

A notable case involved a participant (STD07L) whose initial focus on a family business activity in the morning, rated at 2.67, shifted to a more personal and engaging recount of family swimming activities, with the score improving to 3.33.

For example, “*Swimming because...when I children mom and my...my family really like to swimming activity almost...all activities my family only swimming. Yeah, but I can...when I family love to swim me also love follow the parents.*”

Therefore, these enhancements reflect a progression from basic communicative attempts to more structured and detailed storytelling, demonstrating the effectiveness of the intervention in fostering participants' ability to express themselves more clearly and confidently about their past experiences.



Table 17 English-speaking pre and post-test coherent and fluency analysis results

Aspect: Coherent and Fluency

Question: Do you think children should celebrate their birthday with a party? Why?

Pre-test	Score	Speaking Rubric	Post-test	Score	Speaking Rubric
S: Umm...well I think... is depend on some family because...because some family they are prone they just say about good umm...good conversation umm...good umm...something but is about... the... I can let's say if the family who have... who is rich they can celebrate I think is depend on some family... yes. (STD02H)	4.67	Speaks with occasional hesitation	S: I think they should because it will in always remember their was born. This thing very important is know who gave birth to them. Yes. (STD02H)	5	Speaks with only occasional repetition or self-correction, and develop topics coherently and appropriately
S: Umm... for me I didn't celebrate in my birthday just... make a pray in...the temple in the morning just that it my...my happy and happy. (STD04M)	3	Speaks hesitantly because of rephrasing and searching for words	S: Umm... yes because is a special day and it make it like just one day of the year is you can...you can give the present for yourself or like umm...is a special day for you is happy to you that you born in this world. (STD04M)	4	Speaks with occasional hesitation

**Table 17 (Cont.)**

Pre-test	Score	Speaking Rubric	Post-test	Score	Speaking Rubric
S: Because.....when you celebrate in the birthday... your friend celebrates with you and make you happy. (STD07L)	2.67	Speaks in single- word utterances and short patterns	S:Because...birthday....birthday party.....can make the children happy ....and....remember about relationship about.....family....the friends....eat together and dancing and playing together. (STD07L)	3.33	Speaks hesitantly because of rephrasing and searching for words

Table 17 demonstrates a clear improvement in coherence and fluency from the pre-test to the post-test among the participants. Each student showed an enhanced ability to articulate their thoughts on whether children should celebrate birthdays with a party and why. The post-test scores reflect this improvement, indicating better communication skills in terms of both coherence and fluency.

STD02H was initially hesitant and lacked coherence. It discussed the impact of family wealth on birthday celebrations and scored 4.67, indicating that the participant speaks with occasional hesitation. However, in the post-test, the score improved to 5, with the participant's response focusing on the significance of remembering one's birth and who gave birth to them, indicating that the participant can speak with only occasional repetition or self-correction and develop topics coherently and appropriately.

For example, "*I think they should because it will in always remember their was born. **This thing very important is know who gave birth to them. Yes.***" (STD02H).

STD04M scored 3 on the pre-test and improved to 4 on the post-test, indicating that the participant can speak hesitantly because of rephrasing and searching for words. This participant initially mentioned personal practices of not celebrating birthdays with limited explanation. In the post-test, the score improved to 4, indicating that the participant could speak with occasional hesitation. The response became more confident and detailed, emphasizing the uniqueness of a birthday as a special day for self-gifting and personal happiness.

For example, "*Umm... yes because it is a special day and it makes it like just one day of the year is you can...you can give **the present for yourself** or like umm...is **a special day** for you is happy to you that you born to in this world.*" (STD04M).

Lastly, STD07L also showed improvement, with the pre-test score increasing from 2.67 (speaks in single-word utterances and short patterns) to 3.33 (speaks hesitantly because of rephrasing and searching for words) in the post-test. Initially, the participant responded simply that birthdays make one happy due to celebrations with friends. However, the post-test response expanded to include the joyous aspects of birthdays, such as spending time with family and friends, eating, dancing, and playing.

For example, "Because...birthday....birthday party.....**can make the children happy**.....and....remember about relationship about.....**family**....the **friends**....eat together and dancing and playing together." (STD07L).



Table 18 English–speaking pre and post–test lexical resources analysis results

Aspect: Lexical Resources

Question: Do you think it is better for children to grow up in the city or in the countryside?

Pre–test	Score	Speaking Rubric	Post–test	Score	Speaking Rubric
S: Umm...well I think it's better to living in the city because I focus on about studying because umm...if with stay... in the city it will have lot of things that improve us it all about the children to grow up. STD02(H)	5	Used varied vocabulary	S: Humm how to explain for this one...because I came from outside city I can see that...that...there are many problems but still...in the city still have problems but I think I choose...countryside city because when people stay their...they...they have no opportunity...they have no thing that largely or they have no....no money even for buy food or everything so I feel like...because is simply with...similar with my life so like everything I have to do by myself so I choose countryside because everything that they do that I can do everything is not depend on my parents or other. STD02(H)	5.33	Used varied vocabulary



Table 18 (Cont.)

Pre-test	Score	Speaking Rubric	Post-test	Score	Speaking Rubric
S: Umm...for me...when I was child is better to live in countryside and when you grow up to study in the city it's better. STD04(M)	3	Use limited vocabulary /insufficient vocabulary for less familiar topics.	S: I think... if it can be stay... grow up in to know in both of city and countryside is good to know because is have different...different situation that you have to learn that you have to know that in countryside the...we don't have many things convenient and if you grow up the city is have many things is convenient to you and sometimes is made you greedy. Yeah. STD04(M)	4	Use adequate vocabulary; some word usage irregularities
S: Please again. Again Please. T: Do you think it is better children to grow up in a city or a countryside? Why? S: A city because. Uhhhh...the student...can open another world(laugh). STD7(L)	3	Use limited vocabulary /insufficient vocabulary for less familiar topics.	S: I think is not better...because....when you countryside...I think...about the study...is not...about the study right...the information is not...is not...the study...the study...subject the information is not straight...for example right, Bangkok is a...when you...when Bangkok study...student Bangkok study right...she...in class...very stress...strange to teach the students but for the side...countryside for me...professor not stress is relax. STD7(L)	3.67	Use limited vocabulary /insufficient vocabulary for less familiar topics.

Table 18 demonstrates a clear improvement in lexical resources among the students from the pre-test to the post-test. Each student showed an enhanced ability to articulate their thoughts on the question, 'Do you think children should grow up in the city or the countryside?' The results showcase the development in students' use of lexical resources from the pre-test to the post-test. Each student demonstrated a more nuanced understanding of the topic, with enhanced vocabulary and depth in their explanations. While the improvements in scores are modest, they indicate a progression in the participants' ability to express complex ideas with a richer set of lexical resources.

STD02H received a score of 5 on the pre-test and slightly improved to 5.33 on the post-test, indicating that the participant used varied vocabulary. This participant initially preferred city living, citing better opportunities for children's growth, but struggled with clear expression. Then, in the post-test, the participant chose the countryside, discussing limited opportunities and the need for self-reliance and reflecting more on personal experiences.

For example, "*Humm how to explain for this one...because I came from outside city I can see that...that...there are many problems but still...in the city still have problems but I think I choose...countryside city because when people stay their...they...they have no opportunity...they have no thing that largely or they have no....no money even for buy food or everything so I feel like...because is simply with...similar with my life so like everything I have to do by myself so I choose countryside because everything that they do that I can do everything is not depend on my parents or other.*" STD02(H).

STD04M scored 3 in the pre-test, indicating that the participant used limited or insufficient vocabulary for less familiar topics. And then, the score improved to 4 in the post-test. It indicated the use of adequate vocabulary and some word usage irregularities. Initially, this participant suggested it was better to live in the countryside as a child and then move to the city for studies, displaying limited vocabulary. However, the response improved, discussing the benefits and drawbacks of city and countryside living and the impact on personal traits like greed.

For example, “**I think...** if it can be stay... grow up in to know in both of city and countryside is good to know because is have different...different situation that you have to learn that you have to know that in countryside the... **we don't have many things convenient** and if you grow up the city is have many things is convenient to you and **sometimes is made you greedy**. Yeah.” STD04(M).

Lastly, STD7L also showed improvement, with the pre-test score increasing from 3 to 3.67 in the post-test, indicating the participant used limited or insufficient vocabulary for less familiar topics. The participant initially favored city living for its potential to 'open another world,' but the explanation needed more details. However, there was a slight improvement in the post-test. The participant contrasted city and countryside education, focusing on the relaxed nature of countryside schooling.

For example, “**I think is not better...because....when you countryside...I think...about the study...is not...about the study right...the information is not...is not...the study...the study...subject the information is not straight...for example right, Bangkok is a...when you...when Bangkok study...student Bangkok study right...she...in class...very stress...strange to teach the students but for the side...countryside for me...professor not stress is relax**” STD7(L).

Table 19 English–speaking pre and post–test structure analysis results

Aspect: Structure

Questions: What usually makes you happy or unhappy?

Pre–test	Score	Speaking Rubric	Post–test	Score	Speaking Rubric
S: Okay, first about happy I happy about are using time with my family and about unhappy is about when I spend time with um...people but they don't like me. (STD02H)	4	Use some complex sentences; applies rule of grammar but lacks control of irregular forms	S: Okay, the first thing that usually make me happy is that communicate with other people or spending time with my family that the... that is the happiness for me and the thing usually make me unhappy is that someone...don't like me or someone hurt me by... different side or maybe just not strange but they do the thing that...hurt me. Yeah. (STD02H)	5.33	Use a variety of structures with occasional grammatical errors
S: Umm...happy or unhappy... something that make me happy it's not doing something that not make me overthinking just play game...listening to music is make me happy. Unhappy is someone blame me or...say something also word lose to me it make me unhappy. (STD04M)	3.33	Uses predominantly present tense verbs; demonstrate errors of omission (leaves words out, word ending off)	S: Umm...make me unhappy lately is...make me unhappy is...with my...over thinking about my...about my friends that she just talking some word that I'm...oh why she's blaming me or not just joking me or that's my opinion and is made me over thinking by myself and is... something that make me happy is...my boyfriend(laugh) and talking with boyfriend and stay to play games with someone or take a rest and eat something is snack. Yeah. (STD04M)	4.33	Use some complex sentences; applies rule of grammar but lacks control of irregular forms

**Table 19 (Cont.)**

Pre-test	Score	Speaking Rubric	Post-test	Score	Speaking Rubric
S: Uhhhh...see the movie and it make me happy and unhappy is the dog. I don't like the dog. (STD7L)	3	Uses predominantly present tense verbs; demonstrate errors of omission (leaves words out, word ending off)	S: is make me happy maybe hangout and travel with my friends... and maybe...maybe play games also and make me don't happy...some person bully me. Yeah. (STD7L)	3.67	Use some complex sentences; applies rule of grammar but lacks control of irregular forms

**Note:** T = Teacher, S = Student, H = High Score, M = Medium Score, L = Low Score

Table 19 demonstrates an improvement in the structural aspect of the participants' responses from the pre-test to the post-test. Each participant demonstrated better organization and detail in their answers, moving from basic statements to more nuanced expressions of what makes them happy or unhappy. The increased scores in the post-test reflect this progress, indicating an enhancement in the participants' ability to structure their thoughts and language.

STD02H received a score of 4 on the pre-test, indicating the participant used some complex sentences and applied the rules of grammar but lacked control of irregular forms, and improved to 5.33 on the post-test, indicating that the participant used a variety of structures with occasional grammatical errors. The participant provided a primary response about happiness with family and unhappiness around people who do not like them. Then, the response became more structured and detailed, discussing communication with people and family as sources of happiness and feeling hurt by others as a cause of unhappiness.

For example, *“Okay, the first thing that usually make me happy is that communicate with other people or spending time with my family that the... that is the happiness for me and the thing usually make me unhappy is that someone...don't like me or someone hurt me by.... different side or maybe just not strange but they do the thing that...hurt me. Yeah.”* (STD02H).

STD04M received a score of 3.33 (used predominantly present tense verbs; demonstrated errors of omission, leaves words out, a word ending off) in the pre-test and improved to 4.33 (used some complex sentences; applies the rule of grammar but lacks control of irregular forms) in the post-test. The participant mentioned simple pleasures like playing games, listening to music for happiness, and feeling unhappy when blamed or insulted. Then, the response was more developed, discussing overthinking a friend's words as a source of unhappiness and finding happiness in interactions with a boyfriend, playing games, resting, and eating snacks.

For example, *“Umm...make me unhappy lately is...make me unhappy is...with my...over thinking about my...about my friends that she just talking some word that I'm...oh why she's blaming me or not just joking me or that's my opinion and is made me over*

*thinking by myself and is... something that make me happy is...my boyfriend(laugh) and talking with boyfriend and stay to play games with someone or take a rest and eat something is snack. Yeah.” (STD04M).*

STD07L scored 3 in the pre-test and improved to 3.67 in the post-test, indicating that the participant used predominantly present tense verbs, demonstrated errors of omission, left words out, and ended off). The participant's response was brief, stating happiness from watching movies and a dislike for dogs as a reason for unhappiness. Then, the participant elaborated more, mentioning happiness from hanging out, traveling with friends, playing games, and dissatisfaction from being bullied.

For example, *“Is make me happy maybe hangout and travel with my friends... and maybe...maybe play games also and make me don't happy...some person bully me. Yeah.” (STD7L).*

#### **Participant Observation Results for Speaking Ability**

From classroom observations, the participants fully participated in the activities and willingly shared their personal opinions on the subjects and implemented activities. They listened attentively while their classmates spoke, considered, and compared their internal voices with their peers' opinions. The classroom environment was relaxed and enjoyable, allowing every student to have the opportunity to speak, and most participants attempted to speak in English. Participants expressed their ideas using phrases such as "I think," "In my opinion," "I feel that....", "I agree with .....", etc., showing the illegibility and the increase of classroom interaction and participation.

While a few participants preferred to remain quiet and listen to their classmates, only speaking up when prompted by the teacher. Most of the class arrived early to participate actively in the check-in activities, indicating learning motivation and class participation. This small class size benefited this experimental group because everyone could speak when it was their turn. The participant expressed their opinions on the stories because they could link their direct experiences from their childhood. The seven contemplative activities reduced their speaking anxiety. They positively affected their motivation to speak English, which in turn helped them share experiences, express opinions, and improve their potential. The finding indicated that the participants enjoyed



participating in various activities, such as card reading, deep listening, and dialogue conversations from watching movie clips. The participants engaged and enjoyed expressing their ideas and opinions, often using phrases such as "If I were... I would..." during these activities that show that they were practicing English speaking skills. Laughter was familiar during the class, suggesting they found the activities enjoyable, creating a positive language-learning classroom environment. The participant benefited from implementing a contemplative approach, which helped reduce their anxiety about speaking and increased their motivation to speak English. Incorporating contemplative approaches in classroom activities can positively affect EFL undergraduate students' English-speaking skills development. Therefore, EFL instructors are encouraged to use contemplative approaches in their classroom activities to create a relaxed and enjoyable environment, encouraging students to participate and engage in activities.

In summary, the data revealed that the participants were willing to participate in classroom activities, listen to their classmates, and express their personal opinions in English. The participants also appeared to benefit from the contemplative approach, which helped reduce their anxiety about speaking and increased their motivation to speak English. The small class size was beneficial for the participants in this group, and they expressed enjoyment and engagement in various activities, such as the card reading activity, deep listening activity, and dialogue conversations from watching movie clips. The results suggest that a contemplative approach can positively impact English speaking skills.

## **Research question no.2 What is the effect of implementing contemplative approach on students' critical thinking skills?**

The second research question of this study aims to investigate the effects of the contemplative approach on the students' critical thinking ability. To evaluate this, a pre-test and post-test were administered to the students to measure their critical thinking skills. The test was designed to assess the students' ability to analyze information, evaluate arguments, and draw conclusions based on evidence. The results of the critical thinking tests were then analyzed to determine whether there was a significant improvement in the students' critical thinking abilities after the implementation of the contemplative approach. This section presents the results of the critical thinking tests and provides a detailed analysis of the findings.

### **1. Students' critical thinking abilities from pre and posttest**

In this research, the critical thinking test is used for measuring students' critical thinking level based on Bloom's critical taxonomy (revised 2001), which consists of remembering, understanding, applying, analyzing, evaluating, and creating. It consists of twelve questions to monitor students' critical thinking levels. The students were asked to read the short story, "A Day's Wait" written by American author Ernest Hemingway silently for 20 minutes and write the answers in a complete English sentence or paragraph. The critical thinking writing test and score rubrics were examined by three English lecturers at the tertiary level for the Index of Item-Objective Congruence ( $IOC \leq 0.05$ ). The validity of the speaking test and rubric was at 0.91, thereby confirming its usability for the study. The test aims to assess and measure students' ability to link ideas and use language to express ideas that indicate they are thinking about literature content, as well as to track student critical thinking improvement before and after experimenting with contemplative practices in the lesson. There were two times for the tests (pre-test and post-test) with the same test. The test takes approximately 20 minutes.

### 1.1 Pre and post Critical Thinking test results

**Table 20** Critical thinking ability test result before and after implementing the contemplative approach

Students Code	Pre-test Score		Post-Test Score		Result
	18	Interpretation	Interpretation		
STD1	8	Average	12	Average	Improved
STD02H	13	High	15	High	Improved
STD03M	16	High	14	High	Not improved
STD04M	10	Average	15	High	Improved
STD05H	15	High	14	High	Not improved
STD6L	7	Average	8	Average	Improved
STD07L	10	Average	12	Average	Improved
STD10	9	Average	10	Average	Improved
STD11	11	Average	8	Low	Not improved
<b>Average Total</b>	<b>11</b>	<b>Average</b>	<b>12.50</b>	<b>Average</b>	<b>Slightly Improved</b>

**Note:** \*STD8 and STD9 withdrew from the activities

Table 20 presents the critical thinking pre-test and post-test scores before and after implementing contemplative activities. Nine students out of eleven (81.81%) were able to complete both tests and activities. STD08 and STD09 withdrew from the activities; thus, they were excluded from the sample group. The average pre-test score for the classroom (excluding STD8, 9) was 11 points, indicating an average level of critical thinking ability. The average post-test score was 12.50 points, which is also at an average level of critical thinking ability. The range of pretest scores was from 7 to 16, while the range of posttest scores was from 8 to 15. Students 1, 2, 4, 6, and 7 showed an increase in their post-test scores, while students 3 and 5 showed a decrease in their scores but remained at a high level of critical thinking ability. On the other hand, Student 11's score decreased and remained at a low level of critical thinking ability.

Based on the results presented in Table 20, it can be observed that there was a slight improvement in the critical thinking scores of the students after engaging in contemplative activities. The average post-test score of 12.50 points was slightly higher than the average pre-test score of 11 points. The range of post-test scores was also narrower than the range of pre-test scores, indicating that the students' critical thinking abilities became more consistent after the intervention. Five out of nine students showed an increase in their post-test scores, which suggests that the contemplative activities had a positive impact on their critical thinking abilities. However, it is worth noting that three students (students 3, 5, and 11) showed a decrease in their scores. Although their scores decreased, they remained at a high or low level of critical thinking ability. Therefore, further investigation may be needed to determine why their scores decreased and if any factors could have affected their performance.



## 1.2 Student's critical thinking from student's writing analysis: Qualitative results

### 2. Critical Thinking Test's Response Analysis Result

According to the six categories in the revised Bloom's Taxonomy of critical thinking, this section presents the results of critical thinking test.

#### 2.1 Remembering (recalling previously learned information)

**Table 21 Remembering level of pretest and posttest analysis results**

**Question no.1 In what season does the story take place?**

Students' pre and posttest responses			
Pre-test Responses	Post-test Responses	Code	Level of Critical Thinking
Winter	winter season	STD02H	Remembering/Understanding
It's the winter season	Winter	STD05H	Remembering/Understanding
Winter because it have snow.	The story take place in winter season.	STD03M	Remembering/Understanding
Winter season at home	winter	STD04M	Remembering/Understanding
Winter	Cold season or winter	STD07L	Remembering/Understanding
In winter season	Winter A cold season	STD06L	Remembering/Understanding

In Table 21, all the responses indicate a remembering and understanding of the story's setting, winter. The participants can recognize and identify the season correctly based on the information given in the question or context of the story.

In the post-test responses, all the answers, in this case, can be categorized as "Remembering" and "Understanding" because they recall information explicitly stated in the text.

As for analyzing the participants' answers, most were able to recall accurately that the story takes place in winter. However, some answers lack precision or detail, such as "winter season at home," which does not specify where the home is. Overall, the participant answers demonstrate a basic level of remembering and understanding of the concept of seasons and the ability to recall information from a text.

## 2.2 Understanding (comprehending the meaning of the information)

**Table 22 Understanding level of pretest and posttest analysis results (I)**

Student's pretest and posttest responses			Level of
Pre-test Response	Post-test Response	Code	Critical Thinking
A house of a pair of father and son among the frozen field (or wood) because of the winter.	At home, down stair	STD02H	Understanding
The first and the third take place in the boy's room, while the second one take place in the wood, in the countryside	Morning and in bedroom	STD05H	Understanding
His son (Schatz) sick.	The setting of the story are bed room, the ground catered with a sleet, eleven o'clock, at home.	STD03M	Understanding
House in the middle of the bare trees. Have a boy and he think to he and think how long he die.	Bed room, at home.	STD04M	Understanding
At the house	The young boy easily to worried and sick.	STD06L	Understanding
Cold winter good doctor sick boy and his at the room	The setting of the story is as antagonist to the home or nature function, short story.	STD07L	Understanding

Table 22 displays the results of the Understanding level in the pretest and posttest analyses. In response to question number 2, participants were required to write and describe the story's setting.

In the pretest, most responses fell under the 'Understanding' level, as they demonstrated comprehension and identification of the setting elements in the story, including the location (bedroom, home) and time (morning, eleven o'clock). In the posttest, students' responses to the question aligned with the 'Understanding' level of Bloom's Taxonomy (1956). They had to comprehend and interpret the information they had read to provide their answers. Most participants accurately described the setting: a house in a frozen field or woods during winter, where a father and son lived, and the son was sick. One participant provided a more imaginative response about a house in the midst of bare trees, where a boy contemplates his illness and mortality. In summary, the participant demonstrated a satisfactory level of understanding regarding the story's setting.





Table 23 Understanding level of pretest and posttest analysis results (II)

Question no. 4: What things make Schatz scared and worried? Give a few examples.

Student's pretest and posttest responses				Level of Critical
Pre-test Response	Post-test Response	Code	Thinking	
The death because he has a very strong fever and his temperature is very high. Another thing is he had been ever heard a boy from his school that people can not survive with the temperature above 45° c.	<b>Temperature, misunderstand</b> what his friends said 102°F high temperature.	STD02H	Understanding (imply indirectly)	
<b>He fears that he is going to die.</b> He has high temperature. He has a flu.	<b>His extremely fever and high temperature.</b>	STD05H	Understanding	
<b>He thinks<sup>1</sup></b> he will die and he's worrying about his temperature.	<b>Misunderstanding</b> make Schatz scared and worried. <b>For example<sup>2</sup>, he thinks °C is °F<sup>2</sup>.</b> if someone had 44°C, she/he are going to die. <sup>2</sup> <b>But now, his temperature are 102°F not 102°C</b>	STD03M	<sup>1</sup> Understanding/ <sup>2</sup> Applying	
He asked his father what's time he going to die? He afraid to die and worried about high temperature meter. (119-129)	Schatz scared and worried about it he is going to die. <b>Example,</b> at school in France his friends told hime that "you can't live with 44 degree." But he has got 102°F	STD04M	Understanding (imply indirectly)	

Table 23 (Cont.)

Student's pretest and posttest responses			Level of Critical
Pre-test Response	Post-test Response	Code	Thinking
Schatz was worried of avoided neumonia. Such as when his dad howard pule's book of pirate but dad ee Schatz was not following what dad was reading and Schatz scared of die. He asked the dad when he was going to die. He's worried about is temperature.	<b>Misunderstanding</b> make Schatz cared and worried.	STD06L	Understanding (imply indirectly)
141-146 because the boy told him. He can't live with forty-four degrees. He has got hundred and two.	<b>He scared to die and worried about his fever temperature.</b> He asked to his father that how long he will be going to die? Because he heard misunderstanding with his classmate at the school talked about temperature.	STD07L	Understanding (imply indirectly)

Participants in the study were asked to respond to question number 4 in table 23, which required them to explain what makes Schatz scared and worried and provide some examples. Pre-test results showed that the responses were clear and demonstrated a good understanding of the reasons behind Schatz's fear and worry, which were mainly his fear of death and concern about his high fever or temperature. Some responses also reflected his fear of not surviving with a temperature above a certain level based on something he heard from a classmate. Post-test results showed that the responses demonstrated an understanding of why Schatz is scared and worried. Furthermore, STD03M showed elements of "Applying" as they provided specific examples from the story that illustrated Schatz's fears and worries. For example, STD07L mentioned Schatz's fear of pneumonia, and STD04M referred to Schatz's misunderstanding stemming from a classmate's conversation about temperature.



### 2.3 Applying (using information in a new situation or context)

**Table 24 Applying level of pretest and posttest analysis results I**

**Question no.12: Describe a fear of death you may have had as a child. Were you ever injured or in a hospital when you were young?**

Student's pretest and posttest responses		Code	Level of
Pre-test Response	Post-test Response		Critical Thinking
<p>I've been in serious accident that have been required in the hospital. But when I was young, I was very scared of the death. I think a lot about how the hell is. I'm very scared everything in hell. But now, those thoughts was slowly disappeared from my mind.</p>	<p>When I was eight years old, I used to be near die because of the fever and also the service at the hospital. I was in the hospital for 3-4 days and being no energy lying in the bed. After 4 days at the hospital, I was moving to another hospital in the city. After that I got well.</p>	STD02H	Understanding*
<p>when I was a kind as a child. I used to have the flu. my parent took me to the hospital. Then, the doctor come to check my temperature. It was too high temperature. my mind was overthinking many things after the doctor check. After that, I needed to sleep in the hospital. During, I was sleeping, I felt bad. I felt I can not shell it at all. I was thinking about I'm going to die for soon. In addition, after I had the medicine I felt better. also my parents were with me to encourage me all the time. Finally, I don't like to be illness. It have made me feel not uncomfortable for the whole live.</p>	<p>When I was young, I was scare of death whenever was ill or had some health problems. I always asked and talked to my family, my friends and doctor that "Am I going to die. I tried to talked and asked to other people to reduce my worry and scare. Tried to follow the doctor and my family as they asked me to take medicine.</p>	STD05H	Understanding*

**Table 24 (Cont.)**

Student's pretest and posttest responses			Level of
Pre-test Response	Post-test Response	Code	Critical Thinking
<p>My fear 1.when I was young I'm very scared to swim because I was sink. 2. When I ride a bicycle. and I fall down. No, I never injured. Because my parent take care a lot.</p>	<p>I think that I'm not fear of death coher I was a child because I think that I'll reborn.</p>	STD03M	Understanding*
<p>When I was young I like to eat spicy taste. I ate 3 meals of spicy after that I was felt a lot of effects in my stomach, I went to the hospital and wait for doctor. I can't remembered that time my stomach was on fire and I can't walk until he came and took me a medicine and clean my stomach, I was felt better it made me realize that I shouldn't eat a lot of spicy foods but I should limit it.</p>	<p>When I fear of death when I was a child, I try to pursue my mind that it is ok because I had done many good things and I have a very faith on Buddha. I have never injured or hospital when I was young.</p>	STD04M	Understanding*
<p>I'm fear about someone will kill me and fear about earthquake. I have to take blood taste at the hospital and the result is bad I have to admit immediately because my blood is lower there are normal. I have to stay to get more and I was do the bone marrow aspiration and biopsy for know irregularity about the blood. And I stay at the hospital for 7days And have to treat for 1 years now it's better and this happened since I was 15 years old.</p>	<p>When I was young. I was more daring than afraid of death. I used to go the hospital a lot with stomach pains and hated needles and cried a lot when I was kin.</p>	STD06L	Understanding*

Table 24 (Cont.)

Student's pretest and posttest responses			Level of Critical
Pre-test Response	Post-test Response	Code	Thinking
When I was a child. I thought t was pregnant because of a stomach. I was afraid to tell my parents. I didn't go to the doctor for a day of pain. This is the most impressive thing.	I got a headache to much, I am going to die but I don't want to die because I can't stand on it. It is going o kill me, please help me.	STD07L	Understanding*

**Note:** The students understand and be able to answer the question; thus, all responses are considered within the understanding category.

Table 24 presents the analysis results at the 'Applying' level, which assesses the participant's ability to use information in new situations or contexts. Participants were tasked with describing any fears of death they may have had as children and whether they experienced injuries or hospitalization during their youth. This exercise evaluated their critical thinking skills at the 'Applying' level. However, it is evident that all the responses to the question primarily remain at the 'Understanding' level. The responses mainly describe personal experiences or thoughts related to childhood fears of death and share whether individuals were injured or hospitalized during that period. While these responses reflect an understanding of the participants' experiences and emotions during childhood, they do not demonstrate the 'Applying' level as expected.

In summary, the responses need to exhibit the 'Applying' level as intended in the given question. Participants' answers vary regarding their understanding and application of the topic. While some participants clearly understood the Celsius and Fahrenheit temperature scales and successfully applied their knowledge to answer the question, others provided incomplete or inaccurate information, revealing a limited understanding of the topic.





Table 25 Applying level of pretest and posttest analysis results II

Student's pretest and posttest responses		Level of
Pre-test Response	Post-test Response	Critical Thinking
120°F and 38°C	10 2 °F = 3 8 . 8 °C is different thermometer.	Understanding*
The Celsius has 100 degrees. In the anther hand, Fahrenheit has 180°C.	Degree Celsius and Fahrenheit are the unit of temperature, but they are different. 1°C is equal to 33.8°F. if you want to know °F you need to multiply °C and add 32.	Understanding*
it's very different temperatures. Celsius have 100 degrees. If you got 38°C. you are sick. Fahrenheit is 180°F. It different.	Around 37°C=98°F as miles and kilometers.	Understanding*

Table 25 (Cont.)

Student's pretest and posttest responses			Level of
Pre-test Response	Post-test Response	Code	Critical Thinking
<p>The two main reference points of the Celsius scale were the freezing point of water or ice. Being defined as 0°C and boiling point of water being 100°C.</p> <p>The two main difference points of the scale [°F] are the freezing point of water being specified as 32°F and temperature of the human body being 96°F.</p>	<p>Celsius and Fahrenheit are different. 100°C equal to 212°F.</p>	STD04M	Understanding*
<p>It's depend on popular place would like to use but we can calculate to know the result</p>	<p>The boiling point of water in Celsius</p>	STD06L	Understanding*
<p>Celsius 36°C–37°C is the normal temperatures. Fahrenheit 98.6°F–100°F is the normal temperatures. 102 Fahrenheit equal 39 Celsius so don't worry.</p>	<p>C and F is not the same like mile and kilometers.</p>	STD07L	Understanding*

**\*Note:** The students understand and be able to answer the question; thus, all responses are considered within the understanding category.

In Table 25, Schatz asked students to differentiate between Celsius and Fahrenheit temperatures to assess their critical thinking skills at the 'Applying' level. The responses demonstrated that the participants had a firm understanding of the concepts behind Celsius and Fahrenheit temperature scales and their differences. The students were able to explain that Celsius and Fahrenheit are units of temperature measurement and highlighted the distinctions in the scales and the ways to convert between them. They often used specific formulas or compared them to other units of measurement, such as miles and kilometers.

However, none of the responses provided clear evidence of 'Applying' level thinking, even though they had a good grasp of the topic. The critical thinking level across all the responses in the post-test remained primarily at the 'Understanding' level. It is worth noting that none of the responses exhibited the 'Applying' level as expected. Applying at this level would involve using knowledge of temperature scales to solve problems or apply it in practical, real-world situations.



2.4 Analyzing: (breaking down information into parts and examining relationships between them critically)

Table 26 Analyzing Level of pretest and posttest analysis results (I)

Question no.3 How would you describe the boy's character in the story?

Student's pretest and posttest responses		Code	Level of Thinking
Pre-test Response	Post-test Response		
A nine-year old boy who was sick. He was a white faced, has black area under his eyes, and his temperature is very high.	White fair face, nine years old, sad.	STD02H	Understanding*
Schatz is a nine year-ole-boy, who get the flu or influenza, and undergoes an inner crisis as the believes he is going to die at high fever.	The boy has very white face and dark area under his eyes worrying face and upset.	STD05H	Understanding*
He is very young (because he don't know about the different about temperature and he still studying. Overthinking.	Upset, unfeeling well, shivering, white face, walked slowly, 9 years old.	STD03M	Understanding*

Table 26 (Cont.)

Student's pretest and posttest responses		Level of
Pre-test Response	Post-test Response	Critical Thinking
The boy of nine years he was sick and fever.	<b>The flat or static character.</b>	STD04M Understanding/ Analyzing
A little boy over thinking and have to learn more to stay on the earth.	Misunderstanding in fever.	STD06L Understanding*
The boy timid and afraid of die.	The story the boy's character would be white face, worried, scared and fever.	STD07L Understanding*

**Note:** The students understand and be able to answer the question; thus, all responses are considered within the understanding categor

Table 26 displays the analysis outcomes at the 'Analyzing' level. This level evaluates the participants' capacity to break down information into components and critically examine the connections between them. The participants had to describe the boy's character in the story. Most of the responses fell under the "Understanding" level, which showed comprehension and identification of the characteristics. Earlier, the responses from the pre-test focused more on summarizing or describing the character's situation, rather than delving into a deeper analysis. To reach the "Analyzing" level, the participants needed to provide more detailed and profound insights into the character's inner thoughts, motivations, or the reasons behind their actions.

However, the responses from the post-test showed some evidence of thinking at the "Analyzing" level, while describing the boy's character in the story. These responses included descriptions of the boy's physical condition and emotions, such as "upset," "shivering," "white face," and "worried face," providing a basic understanding of the character's state. One response (STD04M) mentions the boy as a "flat or static character," which moves beyond a mere description and delves into character types, a step towards analyzing the character's role in the story. A few responses mention the boy's feelings of sickness, high temperature, and loss of energy, suggesting an understanding of the character's physical condition and its impact on the story. The mention of "misunderstanding in fever" in one response of STD06L hints at the idea that the character's state may not be fully understood, or there could be a deeper layer to his condition.

Although the responses begin to touch on some analysis of the character's physical and emotional state, they could benefit from further development to reach the "Analyzing" level fully. Analyzing at this level would involve a deeper exploration of why the character feels a certain way, how his condition affects the story's development, and any underlying themes or motivations associated with his character.

Table 27 Analyzing Level of pretest and posttest analysis results (II)

Question no.7 What kind of conflicts Schatz facing in the story?

Student's pretest and posttest responses			Level of Critical
Pre-test Response	Post-test Response	Code	Thinking
His ill (internal conflict)	Upset himself, afraid to hear about "die", scared. "Internal conflict"	STD02H	Understanding/ Analyzing
It is about internal conflict. It is about emotions of sadness and acceptance.	The misunderstanding unit of the thermometer, the measurement of temperature. <b>It is an internal conflict.</b>	STD05H	Understanding/ Analyzing
He's overthinking. He thinks he will die soon. Because of his temperature.	An internal or psychological conflict	STD03M	Understanding
He missed understanding different thermometers and he worried too much.	Internal conflict.	STD04M	Understanding
He was worried that he had a high temperature. but the doctor said it was fine.	An internal conflict, psychological conflict	STD07M	Understanding
The conflict between himself internal conflict. he said, he doesn't worry but he still overthinking.	Internal conflict	STD06M	Understanding



Table 27 presents the analysis results at the ‘Analyzing’ level when responding to the question ‘What kind of conflict is Schatz facing in the story?’ Participants were asked to identify the type of conflict Schatz faces in the story and assess their critical thinking abilities at the ‘Analyzing’ level. The responses indicate a clear understanding of the type of conflict Schatz experiences, which is an ‘internal’ or ‘psychological’ conflict. Students recognize that the conflict resides within Schatz himself, involving his emotions, fears, and worries, mainly related to his misunderstanding of the temperature unit on the thermometer and his concern about his high fever. However, one response, STD6L, appears to be somewhat unclear and does not fit neatly into any specific critical thinking levels. Without a clear explanation or analysis, its categorization remains uncertain. In the post-test responses, the majority fall under the ‘Understanding’ and ‘Analyzing’ levels. Participants demonstrate comprehension of the factors contributing to Schatz’s fear and worry, such as his high temperature, misunderstanding about the temperature scale, and the information he received from his friends and the doctor. They also analyze the situation, identifying elements contributing to his emotional state.



**Table 28 Analyzing Level of pretest and posttest analysis results (III)**

**Question no.8 How does the father sense Schatz's fear?**

Student's pretest and posttest responses			Level of
Pre-test Response	Post-test Response	Code	Critical Thinking
Schatz didn't follow what he is saying, he can not sleep, hold himself tightly, and he looks strongly at his father. And Schatz still said that he is going to die.	He feels worried about his son.	STD02H	Understanding
the father sense his son's fear through his behavior and the word he say toward the Enid of the story.	His son misunderstands the thermometer and unit of temperature. He explained to his son till his son was clear.	STD05H	Understanding
He is cheer up him don't worry about fear.	"You poor Schatz"	STD03M	Understanding
He asked his father about what time he going to die? His father was evidently saw he holding tight onto himself.	You poor Schatz	STD04M	Understanding
He feel sorry with his son. Schatz have to learn and know many things.	The boy said she is going to died.	STD06L	Understanding
Schatz asked when he was going to die.	147 "you poor Schatz"	STD07L	Understanding

Table 28 presents the analysis results at the 'Analyzing' level' in response to the question 'How does the father sense Schatz's fear? All the responses are predominantly "Understanding." The responses demonstrate an understanding of how the father perceives Schatz's fear. They mention that the father says phrases like "You poor Schatz" or expresses worry about his son. His words and actions show the father's reaction to Schatz's fear. Responses STD02H do not fit into any specific level as they do not directly address how the father senses Schatz's fear. There is no evidence of an analysis level from the participants' answers. The critical level of all the responses to the question is still primarily at the "Understanding" level. Participants demonstrate an understanding of the father's observation and emotional response to Schatz's fear. No evidence yet shows the "Analyzing" level in the given set. Analyzing at this level would involve breaking down the father's actions and responses to Schatz's fear and examining the impact of his understanding of Schatz's emotions on their relationship or the story's narrative.



2.5 Evaluating (making judgments about the value or quality of information)

Table 29 Evaluating Level of pretest and posttest analysis results (I)

Question No.3 How would you describe the boy's character in the story?

Student's pretest and posttest responses			Level of Critical
Pre-test Response	Post-test Response	Code	Thinking
A nine-year old boy who was sick. He was a white faced, has black area under his eyes, and his temperature is very high.	White fair face, nine years old, sad.	STD02H	Understanding/ Analyzing
Schatz is a nine year-old-boy, who get the flu or influenza, and undergoes an inner crisis as the believes he is going to die at high fever.	The boy has very white face and dark area under his eyes <b>worrying face and upset.</b>	STD05H	Understanding/ Analyzing
He is very young (because he don't know about the different about temperature and he still studying. Overthinking.	<b>Upset, unfeeling well</b> , shivering, white face, walked slowly, 9 years old.	STD03M	Understanding/ Analyzing

Table 29 (Cont.)

Question No.3 How would you describe the boy's character in the story?

Student's pretest and posttest responses		Code	Level of Critical Thinking
Pre-test Response	Post-test Response		
The boy of nine years he was sick and fever.	The <b>flat or static</b> character.	STD04M	Understanding/ Analyzing
The story the boy's character would be white face, worried, scared and fever.	The boy timid and <b>afraid of die</b> .	STD07L	Understanding/ Analyzing
<b>A little boy over thinking</b> and have to learn more to stay on the earth.	<b>Misunderstanding in fever</b> .	STD06L	Understanding/ Analyzing

Table 29 shows "the evaluating level" of the pretest and posttest analysis results. The participants were asked to describe the boy's character in the story to check their critical thinking level at evaluation. However, all the responses to the question are primarily "Understanding." The responses demonstrate an understanding of the boy's character based on his physical appearance, emotions, and symptoms related to his illness. Participants use descriptive words such as upset, worried, sad, shivering, white face, and fever to describe the boy's character. No evident responses are showing the "Evaluating" level. Evaluating at this level would involve making judgments about the boy's character based on evidence from the story, assessing his actions, motivations, and impact on the plot or other characters. Based on the participants' responses, it can be concluded that their understanding of Schatz's character in the story is at the analyzing level. They have provided their interpretations and insights based on the information presented in the story. Some of the critical characteristics of Schatz that they have identified include his young age, overthinking, anxiety, fear of death, and innocence. Some participants have also noted that Schatz's outward appearance reflects his illness, such as his white face and black circles under his eyes. Overall, the participants demonstrated their ability to analyze and draw conclusions about Schatz's character based on the details presented in the story.



Table 30 Evaluating Level of pretest and posttest analysis results (II)

Student's pretest and posttest responses		Level of
Pre-test Response	Post-test Response	Critical Thinking
<p><b>Because</b> the boys at his school said that people can't live with 44°C and his temperature is higher than 44°C now, but his father still said to him he wouldn't die.</p>	<p><b>Hopeless</b>, he thinks he is going to die.</p>	<p>STD02 Understanding/ Analyzing</p>
<p>He extremely worry slave and upset on his fever and temperature.</p>	<p><b>Because he is misunderstanding</b> about from his classmate told him about temperatures.</p>	<p>STD05 Understanding/ Analyzing</p>
<p><b>Because</b> he very sick. And <b>he thinking he will die</b>. But his dad said no</p>	<p>Schatz so upset <b>because he think the °C is °F</b></p>	<p>STD03 Understanding/ Analyzing</p>
<p>As he knew from his friend, He can't live with forty-four degrees and he will die soon.</p>	<p><b>Because</b> of fever temperature is too high, Schatz so upset.</p>	<p>STD04 Understanding/ Analyzing</p>
<p><b>He is misunderstanding</b> from his classmate told in the class about temperature.</p>	<p><b>Because</b> he thought that he will die to the temperature.</p>	<p>STD06 Understanding/ Analyzing</p>

Table 30 (Cont.)



Question No.5 Read conversation between Schatz and his father in line 113 –146. Why is Schatz so upset?

Student's pretest and posttest responses			Level of
Pre-test Response	Post-test Response	Code	Critical Thinking
<p><b>Bec</b> He asked When he was going to die. <b>But</b> his dad thought he was fine. It was a stupid question.</p>	-	STD07	Understanding

In table 30, participants were asked to read the conversation between Schatz and his father in lines 113–146 from the text and explain why Schatz is so upset in the story. This question also aimed to assess their critical thinking abilities at the 'Evaluating' level. However, most of the answers fall under the 'Understanding' and 'Analyzing' levels. These participants demonstrate comprehension of the factors that make Schatz scared and worried, such as his high temperature, misunderstanding about the temperature scale, and the information he received from his friends and the doctor. They also analyze the situation, identifying the specific factors contributing to his fear and worry. However, none of the responses seem to fit the 'Evaluating' category. All the answers primarily remain at the 'Understanding' level. There is no evident response showing the 'Evaluating' level in the given answers. Evaluating at this level would involve making judgments or assessments based on evidence from the conversation, comparing Schatz's emotional state with other characters' reactions, or drawing conclusions about the impact of the conversation on the story's plot.



Table 31 Evaluating Level of pretest and posttest analysis results (II)

Question No.9 Do you think it is better or not to share their thoughts and feeling with other while suffering from an illness? Please explain.

Student's pretest and posttest responses		Level of	
Pre-test Response	Post-test Response	Code	
		Critical Thinking	
Yes, I can get advice to stay healthy	Yes because if Schatz tell his Father directly about his illness, <b>therefore his father could help him quickly and the doctor can also recover and give the best medicine to him as well.</b>	STD02H	Understanding Evaluating
Yes, I do. I think that it is better to share because we will feel were relax. We don't need to worry too much when we are in an illness. The other people can encourage who are sick as well.	It is better to share their thoughts and feeling with other while suffering from an illness because sharing experience about illness can reduce the worry and upset of his illness.	STD05H	Understanding
For me not share is better. Because they want to get rest. When I was sick I don't want to talk with everyone. only sleep and take medicine.	Yes, I do. Because I can get some favor/help from someone.	STD03M	Understanding

**Table 31 (Cont.)**

Student's pretest and posttest responses			Level of
Pre-test Response	Post-test Response	Code	Critical Thinking
for me, it better to share as it is an encouragement to share the experience of being sick.	It is better if you are not sure or confuse about what the problem.	STD04M	Understanding
Yes, it's better to share the thoughts and feeling because we don't know when will get better. If I can't wake up and without any take care from the parents or people around me.	No, we should be usually communicating with other to getting well.	STD06L	Understanding
It is as a the best friend. I feel can share she will comfort you. But it is not best friend he will find you trouble.	Something is better and something is not because some information can help from illness, also motivation.	STD07L	Understanding

In Table 31, participants were asked to respond to the question, 'Is it better or not to share their thoughts and feelings with others while suffering from an illness? Please explain.' This question also aimed to assess their critical thinking abilities at the 'Evaluating' level.

However, most of the participants are at the "Understanding" level. They demonstrate comprehension of the benefits of sharing thoughts and feelings while suffering from an illness, such as getting advice, help, or information. One response, STD04M, demonstrates "Analyzing" as it explains the advantages of sharing thoughts and feelings with others during illness. Only STD2H demonstrated thinking at the evaluating level. Therefore, all the answers are predominantly at the "Understanding" level. No evident responses show the "Evaluating" level in the given answer. Evaluating at this level would involve making judgments or assessing the benefits and drawbacks of sharing thoughts and feelings while suffering from an illness, considering various perspectives, or comparing the advantages and disadvantages of sharing versus not sharing.



2.6 Creating (combining or reorganizing information in a new way to form a unique product or idea.)

Table 32 Creating level of pretest and posttest analysis results

Question no.11 Pretend you are Schatz. Write a paragraph about what is going on in your mind as you lie in bed thinking about your illness.

Student's pretest and posttest responses		Code	Level of Critical Thinking
Pre-test Response	Post-test Response		
"I am hopeless. I will die soon. No way to get well. I can't tell this to my father because I'm afraid he will be sad.	I will try to tell myself that everything would be alright. just a fever, just have some medicine and take a little bit rest. Just a fever will be cured. <b>Another way is thinking through my own utopia. Thinking to the world that every can be true by my own imagination.</b> It is a very good way to relax myself from stress and anxiety.	STD02H	Understanding Creating
When I was in illness. I had to sleep on my bed at that tissue. I got a high fever. I had felt my emotions shuuu as worring, not happy, overthinking, uncomfortable, etc. I didn't feel at all. Finally, I was still feelin many emotion. I need someone to take care of we.	If I was Schatz, I will say thank you to my father several time because he makes me clear and understand on the thermometer. I will just take it easy and try to take the medicine and take a rest. All of my scare, worry and upset disappear all after I was clear about the unit of temperature.	STD05H	Understanding
Of course when I feeling sick I always feel uncomfortable. where is my mom attention me pls. And I have to fell my parents to take me go to hospital.	If I were Schatz, I don't think about my illness because I believe that I can feel better if I take a medicine.	STD03M	Understanding

**Table 32 (Cont.)**

Student's pretest and posttest responses				Level of
Pre-test Response	Post-test Response	Code	Critical Thinking	
I probably think the same Schatz. If I was shivering and my face was white.	Confusing about if I am going to die or not. Trying to pursue myself not to afraid anything. If I am really going to die, I am going to tell mine that you don't be afraid you have done many good things. If I am not going to die, I will try to do many good things as much as I can in the rest of my life.	STD04M	Understanding	
when I will get better? what kind of medicine I have to take? if I'm not wake up I'll going to die when I fall asleep? is it will get bad then now? "oh I'm not strength. How long live?"	First of all. I'm writing the true of I think of lots of good food and fun thing.  As for me, I just thinking about to be 3 better in very quietly.	STD06L	Understanding	



Table 32 presents the analysis results at the 'Creating' level, which assesses participants' ability to combine or reorganize information in a new way to form a unique product or idea. Participants were tasked with pretending to be Schatz and writing a paragraph about what was going on in their minds as they lay in bed, thinking about their illness. The pretest responses do not show clear evidence of participants using thinking at the "Creating" level. The responses primarily reflect the participant's understanding of illness-related thoughts and emotions and their concerns about their health. However, they do not demonstrate the creation of a unique product or idea by reorganizing information in a new way. The pretest responses focus more on understanding and personal reflections rather than creating a unique narrative or perspective. Participants' responses from the pretest mainly demonstrate understanding, with participants expressing Schatz's thoughts and emotions related to his illness. Only STD02H shows evidence of the "Creating" level. The participant has crafted a paragraph from Schatz's perspective, writing about his response to his illness and how he feels after his father helps him understand the thermometer. The response goes beyond simple recall or understanding and requires the participant to imagine and create a narrative from Schatz's viewpoint.

On the other hand, the post-test responses still do not demonstrate clear evidence of participants using critical thinking at the "Creating" level. All responses primarily reflect the participant's understanding of Schatz's situation and their reflections on what they would do if they were in his position. They focus on understanding, empathy, and personal reflections rather than creating a unique narrative or perspective. They express some of the emotions and concerns they may experience but do not demonstrate significant evidence of the "Creating" level. Critical thinking at the "Creating" level would involve participants generating original and imaginative content or ideas based on the given context. In this case, it would mean crafting a paragraph from Schatz's perspective that creatively captures his thoughts and feelings about his illness instead.

### 3. Students' critical thinking from documentary data

According to Peyto and Read (1990), a journal provides the opportunity to see growth in their writing, and the teacher can examine the student writing for expression of critical thinking. This activity results in the production of knowledge through experience. Students were asked to write about their ideas on topics learned from the lesson with contemplative practices and course content areas. The teacher gives feedback, monitoring the language use in terms of idea expression, not correcting the student's language. They have to write three responses as dialogue journals about Alice's adventure in Wonderland, Charlie and the Chocolate Factory, and Harry Potter and the Philosopher Stone.

#### 3.1 Alice's Adventures in Wonderland

**Table 33 Alice's Adventures in Wonderland reflective journal responses' critical analysis results**

CODE	Responses	Level of critical thinking
Topic:	Students were asked to choose a character they disliked and explain their reasoning.	
STD02H	“ <sup>5</sup> I don't like the White Queen. <sup>4</sup> Because I think she is in the eyes of the world as pure, noble heart ratio who all relish, clean the surface of the white queen is in use at the expense of others, she handed the axe to Alice let her go to slay the dragon, and then their receptivity, maintain your perfect posture, like this person, who would be willing to hand”	<sup>4</sup> Analyzing <sup>5</sup> Evaluating

Table 33 (Cont.)

CODE	Responses	Level of critical thinking
	<p>over to her heart, look at the red queen, <sup>5</sup><b>indeed, her temper is very poor, It is not good for her subordinates,</b> but she will frankly let these little monsters stay around her, lonely people stay together, it will be a lot of warmth, they are not a mutual comfort, the White Queen actually wants to use people around her to keep her virtue noble, so, it is not good for her.</p>	
STD05H	<p><b>"I would choose to be Alice because I love adventure and I want to explore in wonderland</b> and I also want to go back to my childhood and <b>have fantastic fantasies</b> like Alice. As well as that I don't want to stay in wonderland forever so I would like to be Alice."</p>	<sup>6</sup> Creating
STD03M	<p><b>"I choose to be Queen of hearts because first reason I don't like her when she angry and always said she want to cut other heads, so <sup>6</sup>i want to change her bad habit to be better queen.</b> Second reason <sup>6</sup><b>if i were a queen of hearts i'll be kind and nice to everyone.</b> Third reason if i were a queen of hearts i'll not get angry easily and be a reasonable person."</p>	<sup>6</sup> Creating
STD04M	<p><b>"Duchess's cook <sup>3</sup>because she throws a plate and make a soup with too much pepper which made Alice, the Duchess and her baby to severe sneezing."</b></p>	<sup>3</sup> Analyzing
STD6L	<p><b>"I choose The Cheshire Cat because 1.it can disappear 2.can float 3.when it smile is very scary."</b></p>	<sup>1</sup> Remembering
STD07L	<p><b>"Red queen. Because <sup>1</sup>she has heart-shaped hair</b> and it's so beautiful. She has a ruthless heart and <sup>2</sup><b>there are people who fear her."</b></p>	<sup>1</sup> Remembering <sup>2</sup> Understanding

The responses in Table 33 about characters they disliked, and their reasoning showcase a diverse range of critical thinking skills, from basic recall to complex creation and evaluation.

STD6L and STD07L's responses fall into "Remembering" and a mix of "Remembering and Understanding," respectively. STD6L lists attributes of The Cheshire Cat—its ability to disappear, float, and scary smile—demonstrating straightforward recall without deeper analysis or interpretation. STD07L moves slightly beyond recall by mentioning not only the Red Queen's heart-shaped hair but also her ruthless nature and the fear she instills in others, showing a basic understanding of character traits and their impact.

STD04M's response is under "Analyzing," the participant critiques the Duchess's cook for her behavior and its consequences, like throwing plates and causing discomfort through her cooking. This analysis shows a higher level of engagement, focusing on the cook's actions and their effects on others.

Moving toward more advanced levels of critical thinking, STD02H's response involves both "Analyzing" and "Evaluating." In the latter, the student deeply analyzes the White Queen's actions and intentions, criticizing her for exploiting others to maintain her image of purity and nobility. This response reflects a sophisticated understanding of character complexity and ethical considerations, evaluating the White Queen's morality and impact on others.

At the highest level, "Creating," STD05H and STD03M exhibit creative thinking by imagining themselves in the roles of Alice and the Queen of Hearts, respectively. STD05H desires to explore and experience adventures like Alice, indicating a creative longing for exploration and personal growth. STD03M goes further by choosing to be the Queen of Hearts and envisioning transformative changes to her character, from temperamental to kind and reasonable. These responses demonstrate the participants' ability to creatively construct narratives and envision positive transformations, indicating a deep engagement with the characters and the narrative context.

This range of responses highlights participants' critical thinking abilities, from basic recall and understanding to sophisticated analysis, evaluation, and creative re-

imagination. It illustrates how they engage with and interpret literary characters, applying various levels of critical thought to express dislikes, critique character flaws, and creatively reimagine their actions and outcomes.

### 3.2 Charlie and the Chocolate Factory

**Table 34 Charlie and the Chocolate Factory reflective journal responses' critical analysis results**

CODE	Responses	Level of Critical Thinking Analysis
<b>Topic</b>		
STD02H	"I think Charlie.my friend feels for <sup>1</sup> <b>Charlie and is kind person.</b> "	<sup>1</sup> Remembering
STD05H	"I think <sup>2</sup> <b>grandpa look very kind</b> and close with Willy Wonka."	<sup>2</sup> Understanding
STD03M	"My friend saw his <sup>1</sup> <b>Charlie father pretty</b> <sup>2</sup> <b>sad.</b> "	<sup>1</sup> Remembering/ <sup>2</sup> Understanding
STD04M	"I think <sup>2</sup> <b>my friend feel happy when she look it his face.</b> "	<sup>2</sup> Understanding
STD06L	"I think that my friend like to feels <sup>1</sup> <b>rich like Veruca</b> "	<sup>1</sup> Remembering
STD07L	"I think that my friend feel for <sup>1</sup> <b>Charlie's Father.</b> <sup>2</sup> <b>He feels for him.</b> "	<sup>1</sup> Remembering / <sup>2</sup> Understanding

The finding in Table 34 reveals varied levels of critical thinking among participants when interpreting characters and emotions within a narrative context. Responses ranged from simple recall to deeper understanding, as demonstrated by participants' interpretations of characters' feelings and relationships. Responses categorized under "1Remembering" show participants like STD02H and STD06L focusing on directly recalling character traits and emotions, such as identifying kindness in Charlie or desiring wealth like Veruca. These reflections suggest a basic level of engagement with the

material, primarily recalling facts without more profound analysis. On the other hand, responses under "2Understanding" and the combined "1Remembering/2Understanding" categories, as seen in STD05H, STD03M, STD04M, and STD07L's remarks, indicate a progression towards more sophisticated comprehension. These participants recall information and interpret characters' dynamics and emotions, such as empathizing with Charlie's father or recognizing the close relationship between Grandpa and Willy Wonka. This range of responses highlights the diverse ways participants interact with and analyze narrative content, from mere recall to a more nuanced understanding of the emotional and relational aspects of the story.

### 3.3 Harry Potter and the Philosopher Stone

**Table 35 Harry Potter reflective journal responses' critical analysis results**

Code	Responses	Level of Critical Thinking
<b>Topic: If I have a magic power, what would I do?</b>		
STD02H	"I would love to have a magic wand to make something change. For example, she'll change the cat to speak."	<sup>3</sup> Applying
STD05H	"If I have a magic power I have to try drive a car in the sky <b>because we will see the view in the sky.</b> "	<sup>4</sup> Analyzing
STD03M	"If she have a magic power <b>she would like to study how to fly</b> with bloom."	<sup>2</sup> Understanding
STD04M	" <b>If i have</b> a magic power He want to control all of animal around the world and <b>i want to learn about</b> the magic that can kill people."	<sup>3</sup> Applying
STD6L	"I would like to fly and <b>talk to animal. Because can be friend</b> when I have no friend and anything can talk with me."	<sup>3</sup> Applying
STD07L	" <b>I think she is a kind and good person</b> she love the environment and concern about the nature."	<sup>5</sup> Evaluating

Table 35 shows the diversity in the participants' imaginative applications and analyses of magic, reflecting their varying degrees of engagement and cognitive processes. STD03M's response at the foundational level represents "Understanding," where the participant desires to learn flying with a broom, indicating a straightforward wish without deeper exploration of implications or creative applications. Moving up the critical thinking ladder, responses classified under "Applying" demonstrate a more practical approach to using magic. STD02H wishes to change a cat's ability to speak, STD04M wants to control animals and explore dangerous spells, and STD6L desires to fly and communicate with animals to overcome loneliness. These responses highlight transitioning from mere understanding to applying knowledge in literary contexts.

STD05H's response is categorized under "4Analyzing," showcasing a desire to drive a car in the sky to explore aerial views. This reflects a higher level of critical thinking, where the student applies the concept of magic and analyzes its potential to experience and understand the world from a unique perspective.

At the highest level of critical thinking, "5Evaluating," STD07L's response deviates from direct applications of magic to express a broader evaluation of character traits, emphasizing kindness, love for the environment, and concern for nature. This response suggests a deep reflective process, evaluating personal values and the ethical implications of magical powers. This array of responses illustrates the depth and breadth of students' critical thinking capabilities, from understanding and applying basic concepts to analyzing complex scenarios and evaluating ethical dimensions. The imaginative context of magic serves as a fertile ground for exploring and developing these critical thinking skills across different levels.



### Research question no. 3 What are students' attitudes towards learning with the implementation of the contemplative approach?

#### 1. Semi-structured Interview Results

The data from semi-structured interviews uncovered three key aspects of students' attitudes towards implementing a contemplative approach to enhance speaking skills and critical thinking in the EFL literature classroom. The interviews were conducted in a face-to-face format using both English and Thai languages, with audio recordings made during the sessions. The interview questions consisted of four main questions:

1. What are the most significant challenges and affects you when speaking English in the English literature classroom?
2. Did the teacher's use of contemplative activities help improve your English-speaking skills? Please provide an explanation.
3. Did the teacher's use of contemplative activities also enhance your critical thinking skills? Please explain how.
4. In your opinion, should teachers implement this contemplative approach in teaching EFL literature classes in the future? Please explain your reasons.

All interview data was transcribed into the English language. The thematic and content analysis results are presented in Tables 36–39 respectively.

Table 36 The example of student's attitude toward the speaking English in the English literature classroom

No.	What is the attitude of student towards the implementing of contemplative approach into the literature classroom.	Student's answer	Attitude Interpretation
1.1	<p>Questions</p> <p>What are the most significant challenges and affects you when speaking English in the English literature classroom?</p>	<p>When I don't understand teacher, some vocabularies. I am shy kid when I speak, I don't know what to do (STD02H)</p> <p>"Difficult word and sometimes I don't know if I speak right or wrong" (STD05H)</p> <p>"the most difficult when speaking English when I speak in front of my friend and she so good" (STD03M)</p> <p>"the English too difficult. When I watch the movie teacher show in the class it too fast and there is no subtitle" (STD04M)</p>	<ul style="list-style-type: none"> <li>● gaining confidence (GC)</li> <li>● enhancing vocabulary acquisition (EVA)</li> <li>● gaining confidence (GC) enhancing vocabulary acquisition (EVA)</li> <li>● gaining confidence (GC)</li> <li>● facilitating content learning (FCL)</li> <li>● enhancing vocabulary acquisition (EVA)</li> </ul>

Table 36 (Cont.)

No.	What is the attitude of student towards the implementing of contemplative approach into the literature classroom.	Attitude Interpretation
	<p>Questions</p> <p>Student's answer</p> <p>"Teacher speaks. I used to ask Ajarn to speak to me. But it seems that the teacher doesn't understand whether she started talking too fast again or not. So couldn't hear it in time, she couldn't hear clearly." (STD6L)</p> <p>In my opinion, the most difficult is <b>when I couldn't speak English out because I have no confidence and I am afraid of the wrong answer.</b> It made quiet and feel bad after finishing the class." (STD07L)</p>	<ul style="list-style-type: none"> <li>● facilitating content learning (FCL)</li> <li>● gaining confidence (GC)</li> </ul>

Table 36 shows participants' feedback regarding their challenges speaking English in the literature classroom, highlighting several key issues that impacted their learning experience. These challenges primarily revolved around gaining confidence, enhancing vocabulary acquisition, and facilitating content learning.

STD02H and STD05H both articulated concerns related to vocabulary comprehension and self-confidence. STD02H expressed difficulty in understanding the teacher due to unfamiliar vocabulary and shyness in speaking situations, underscoring the intertwined challenges of gaining confidence (GC) and enhancing vocabulary acquisition (EVA). Similarly, STD05H mentioned the difficulty of using complex words and the uncertainty of speaking correctly, reflecting concerns in the same areas of gaining confidence and enhancing vocabulary acquisition.

STD03M's challenge was explicitly tied to speaking in front of peers, especially when those peers were perceived as more proficient. This situation highlighted the issue of gaining confidence (GC), where the comparative skill level among peers could significantly affect a student's willingness to speak.

STD04M and STD6L pointed to difficulties understanding spoken English, primarily when delivered quickly or through media like movies without subtitles. These challenges are categorized as facilitating content learning (FCL) and enhancing vocabulary acquisition (EVA), indicating a need for adjustments in teaching methods to accommodate different learning paces and styles.

STD07L's feedback underscored the issue of confidence once more. The participant feared speaking due to the potential for making mistakes. This fear led to silence in the classroom and a sense of disappointment post-class, emphasizing the critical role of gaining confidence (GC) in language learning.

In summary, the participants' responses illustrated the significant impact of confidence, vocabulary acquisition, and content accessibility on their ability to engage in English-speaking activities within the literature classroom. Addressing these challenges through targeted strategies—such as increasing interactive speaking opportunities, adjusting the pace of content delivery, providing vocabulary support, and fostering a supportive classroom environment—could have substantially improved their English language learning experience.

Table 37 The example of student's attitude toward the implementing contemplative approach in the literature classroom help improving English-speaking skills.

No	What is the attitude of student towards the implementing of contemplative approach into the literature classroom	Attitude Interpretation
1.2	<p data-bbox="582 1646 614 1780">Questions</p> <p data-bbox="638 1579 1013 1870">Did the teacher's use of contemplative activities help improve your English-speaking skills? Please provide an explanation</p>	<p data-bbox="582 1041 614 1265">Student's answer</p> <p data-bbox="638 280 901 750"> <b>“ yes. and...improve about speaking</b> about this picture and experience because it's from my mind and I can show it with my picture and explain it... In the card teach me <b>improve myself.</b>                      yes...uhhh just ask speak .. and <b>relationship with my friend.”</b>                      (STD05H)                 </p> <p data-bbox="917 280 1013 750"> <b>“For me, First, it's about speaking</b> sometime because some people didn't ready to speak maybe they are shy, maybe they are not good at speak. <b>It's good for practicing</b> for them to speak out for it. I think that is very very awesome because just the first step.”                      (STD02H)                 </p>

Table 37 (Cont.)

No	What is the attitude of student towards the implementing of contemplative approach into the literature classroom	Attitude Interpretation
	<p>“That’s show our ability of how to communicate, and how to imagination how to speak how to explain the story” (STD03M)</p> <p>“Yes..improve...<b>improve my speaking and new knowledge and new vocabulary</b> and yes, speaking skill because we can see different card, right and then speak our mind different” (STD04M)</p>	<ul style="list-style-type: none"> <li>● Speaking confident and improvement</li> <li>● Imagination and creative expression</li> <li>● Speaking Confidence and Improvement</li> <li>● Learning and Vocabulary Acquisition</li> </ul>
	<p>“The use of contemplative <b>activities did help me so much</b> because when I joined that activities, <b>it made me to think, imagine, and try to find the answers</b>. Then, both of my friends and I needed to speak it out whether I have confidence or not. I need to speak out what I got. So, <b>that had been helped me to grow to speak English</b>. Also, I haven’t been afraid of speaking English anymore. Because this subject made me feel <b>more</b></p>	<ul style="list-style-type: none"> <li>● Speaking confidence and improvement</li> <li>● Peer interaction and relationship</li> <li>● Self-awareness and personal growth</li> </ul> <p>Imagination and creative expression</p>

Table 37 (Cont.)

No	What is the attitude of student towards the implementing of contemplative approach into the literature classroom	Attitude Interpretation
	<p data-bbox="483 510 515 1944"><b>comfortable to speak.</b> And I can speak English in everywhere.</p> <p data-bbox="539 510 571 1944">No worries!" (STD6L)</p> <p data-bbox="595 510 858 1944">"Absolutely, especially when we <b>play the card</b> when <b>we speak</b>  <b>it out</b> like that..uh...that <b>we can realize</b> oh what...we get the card  right, and then <b>we realize about the card</b> yeah...we enjoy  oh..<b>know about myself, know about my mind</b> like that... <b>and</b>  <b>another people</b> around me as well." (STD07L)</p>	<ul style="list-style-type: none"> <li data-bbox="595 510 683 1944">● Speaking confidence and improvement</li> <li data-bbox="707 510 794 1944">● Self-awareness and personal growth</li> <li data-bbox="818 510 858 1944">● Imagination and creative expression</li> </ul>



The feedback from the participants, presented in Table 37, regarding the impact of contemplative activities on their English-speaking skills provided a comprehensive insight into the effectiveness of this approach in the EFL literature classroom. The finding reported significant improvements and benefits, particularly in speaking confidence, peer interaction, self-awareness, personal growth, imagination, creative expression, and vocabulary acquisition.

STD05H attributed contemplative activities to enhancing the ability to articulate thoughts and experiences, especially through describing images. This practice improved speaking skills, fostered stronger peer relationships, and heightened self-awareness. Similarly, STD02H emphasized the activities' value for students who might have been hesitant to speak due to shyness or lack of proficiency, marking it as a crucial step toward building confidence and self-expression.

STD03M and STD04M highlighted the role of contemplative activities in bolstering speaking confidence through imaginative and creative expression and acquiring new vocabulary. This combination of creative activity and educational experiences expanded students' language skills and helped them convey their ideas and narratives more effectively.

STD6L provided a particularly enthusiastic account, stating that the activities had significantly diminished their fear of speaking English and fostered a comfortable environment for language practice. This environment encouraged language use in the classroom and confidence in speaking English in various settings without apprehension.

Lastly, STD07L reflected on the self-reflective aspect of these activities, noting how they helped one understand oneself and one's thoughts and facilitated enjoyable and insightful interactions with others. This response underscored the multifaceted benefits of contemplative practices, from improving language skills to fostering a deeper connection with oneself and one's community.

In summary, participants gave positive feedback to the contemplative approach in the EFL literature classroom, acknowledging its multifaceted benefits. These included the anticipated improvement in English-speaking skills and the less tangible yet equally important aspects of learning, such as enhanced self-awareness, creative expression, and the ability to form meaningful connections with others. This feedback underscored the value of integrating contemplative practices into language learning to address a broad spectrum of learner needs and goals.



Table 38 The example of student's attitude toward the implementing contemplative approach in the literature classroom help improving Critical thinking skills.

No	What is the attitude of student towards the implementing of contemplative approach into the literature classroom	Attitude Interpretation	
1.3	<p><b>Questions</b></p> <p>Did the use of the contemplative activities used by the teacher help to improve your critical thinking skills? Explain how?</p>	<p><b>Student's answer</b></p> <p>“Uhhh ...uhh..uhm card read help me to be <b>an imagination picture that different from my friend</b>” (STD02H)</p> <p>“Yeah..and we can <b>write down about our imagination</b>, imagine when we see a card and <b>we can think about it...</b> Uhhh ...uhh..uhh card read <b>help me to be an imagination picture</b> that different from my friend” (STD05H)</p> <p>“I think about creating because some card it have a code like poem, <b>we card think and create</b> oh.....the picture and the quote like have something similar.” (STD03M)</p>	<p><sup>6</sup>Development of creative thinking</p> <p><sup>6</sup>Development of creative thinking</p> <p><sup>6</sup>Development of creative thinking</p>

Table 38 (Cont.)

No	What is the attitude of student towards the implementing of contemplative approach into the literature classroom	Attitude Interpretation
Questions	Student's answer	
	<p>“Absolutely, especially when we play the card when we speak it out like that..uh...that <sup>4</sup><b>we can realize</b> oh what,,, we get the card right, and then we realize about the card yeah...we enjoy oh....know about myself, know about my mind like that.” (STD04M)</p>	<p><sup>4</sup>Development of analyzing thinking</p>
	<p>“I use the contemplative activities used by teacher to critical thinking skills. Because that <sup>4</sup><b>activities made me to think, compare, find the reason</b>, and answer that thing. Critical thinking is the most important thing in my life to use it into my life. Especially, when I get the problems, I need to analyze it.” (STD06L)</p>	<p><sup>4</sup>Development of analyzing thinking</p>
	<p>“If you talk with me, you are mad everybody mad, right? That’s go down. Everybody mad if you understand me you already mad everybody mad. Yeahhh... <b>favorite line or favorite sentence from the story.</b>” STD07L</p>	<p><sup>4</sup>Development of analyzing thinking</p>

Table 38 presents examples of participants' attitudes as they respond to the teacher's use of contemplative activities to improve their critical thinking skills and explains how these activities are beneficial.

The feedback from participants regarding the impact of contemplative activities on their critical thinking skills provided insightful perspectives on how these methods influenced their learning processes in the English literature classroom. The participants' responses indicated a significant development in creative and analytical thinking skills, facilitated by the contemplative activities introduced by their teacher.

STD02H, STD05H, and STD03M shared experiences that underscored the development of creative thinking. They recounted how using cards, presumably with images or prompts, enabled them to conjure imaginative pictures and ideas distinct from those of their peers. This activity in creativity was not just about divergent thinking but also about personal expression and the realization of unique perspectives. STD02H and STD05H specifically mentioned how the card reading activities helped them visualize imaginative scenarios, highlighting the role of these activities in fostering an environment where creative thought was encouraged and a foundational aspect of the learning experience.

Meanwhile, STD04M, STD06L, and STD07L reflected on developing their analytical thinking skills. These students highlighted how the contemplative activities pushed them to analyze, compare, find reasons, and formulate answers to the problems presented. STD04M appreciated the introspective aspect of the activities, which allowed for a deeper understanding of self and thought processes. STD06L emphasized the practical application of critical thinking skills, noting how these exercises prepared them to tackle real-life problems through systematic analysis and reasoning.

STD07L's response, albeit more abstract, hinted at the complexity of understanding and interpreting interactions and emotions, an essential component of analytical thinking. This participant's reflection on a favorite line or sentence from a story indicated an engagement with the text that went beyond surface-level comprehension, delving into the emotional and psychological depth of the narratives encountered.

In summary, the contemplative activities implemented in the English literature classroom enhanced the students' critical thinking skills. Through creative and analytical exercises, students not only developed unique ideas and perspectives but also learned to apply systematic analysis and reasoning to various situations. This dual focus on creative and analytical thinking underscores the contemplative approach's effectiveness in preparing students for academic and real-world challenges.



**Table 39** The example of student’s attitudes on whether the teacher should implement the contemplative approach to teach the EFL literature class in the future

No.	Questions	Student’s answer	Attitude Interpretation
1.4	<p>What is the attitude of student towards the implementing of contemplative approach into the literature classroom</p> <p>Do you think teacher should implement this contemplative approach to teach EFL literature class in the future. Explain why.</p>	<p>“I do think that the teacher should implement this contemplative approach to teach EFL literature class in the future. <b>Because this class will improve the students very much for speaking in English</b> I, especially those who afraid of speaking. Second, it is interesting in thinking or imagining when the students are in the class. Finally, it will improve the students to have a great communication with the teacher. Because they will be brave to speak English out. And it will make they behavior good more than the past.” (STD02H)</p> <p>“Yes for me I like it. <b>But humm...</b> if we think about the time that we have ...humm...a little bit long time...little bit but <b>it’s really good if we have more time</b> for that. (STD05H)</p>	<p>A positive attitude with supports</p> <p>A positive attitude with concern</p>
	<p>What is the attitude of student towards the implementing of contemplative approach into the literature classroom</p> <p>“I like the idea because some picture I have in the class I understand by myself, but someone no have... <b>The activity that we do in the class make me relax and not afraid.</b>” (STD03M)</p> <p>“For me first time I <b>really like</b> you speaking test first time, right? <b>I really like.</b> And the card you teach about the movie I am very interesting that.” (STD07L)</p>	<p>A positive attitude</p> <p>A positive attitude</p>	



The results from Table 39 on students' attitudes towards implementing a contemplative approach in the EFL literature classroom reveal overwhelmingly positive feedback, with variations in support and specific concerns highlighted.

STD02H articulated a strong endorsement for this approach, noting significant benefits such as enhanced English-speaking skills, particularly for those hesitant to speak; an engaging classroom environment that fosters imagination; and improved student-teacher communication, leading to increased confidence in English usage and positive behavioral changes. This response underscores the approach's potential to enhance linguistic competence and classroom dynamics significantly.

STD05H also expressed an optimistic view tempered by practical concerns about time allocation. While appreciating the method's effectiveness, this participant suggested that the approach's benefits are slightly mitigated by its time-intensive nature, indicating a need for careful integration into existing curricula without compromising other educational goals.

Similarly, STD03M highlighted the approach's impact, emphasizing its role in fostering self-understanding and relaxation and reducing fear associated with language learning. It was suggested that the contemplative approach not only aids in language acquisition but also supports emotional well-being and confidence.

Finally, STD07L's feedback, focused on specific activities like speaking tests and film discussions, illustrates the approach's capacity to engage students deeply and sustain their interest in the learning material. This enthusiasm for interactive and multimedia elements suggests that the contemplative approach can significantly enhance student engagement and learning outcomes.

The feedback collected showed a broad consensus on incorporating contemplative methods into EFL literature classes. It was marked by enthusiastic support for its benefits in fostering language skills, confidence, and student engagement. However, attention to logistical challenges such as time management is necessary to maximize its effectiveness and integration into educational programs.

## 2. Participant Observation Results

As emphasized by Elismawati (2016, p. 26), classroom interaction is an effective way to observe English speaking skills. This study followed that approach. Based on the data collected through classroom observations, the students fully participated in the activities and willingly shared their personal opinions on the subjects and implemented activities during the class. The students listened attentively while their classmates were speaking, thinking, and comparing their internal voices with their peers' opinions. At the start of each class, the teacher played easy-listening music, and each student concentrated and sat quietly. The classroom environment was relaxed and enjoyable, allowing every student to have the opportunity to speak, and most students attempted to speak in English. Students expressed their ideas using phrases such as "I think", "In my opinion", "I feel that...", "I agree with ..." "I disagree with...", "I don't think so" while a few students preferred to remain quiet and listen to their classmates, only speaking up when prompted by the teacher. The majority of the class arrived early to participate in the check-in activities actively. This small class size was beneficial for the students in this group, as everyone had the opportunity to speak when it was their turn. The students seemed to express their opinions on the stories of Harry Potter, Alice in Wonderland, and Charlie and the Chocolate Factory because they could link their direct experiences from their childhood. Regarding the contemplative approaches in the classroom activities, it was found that they reduced students' anxiety about speaking and had a positive effect on their motivation to speak English, which in turn helped them share experiences, express opinions, and improve their potential. The finding indicated that the students enjoyed participating in various activities, such as the card reading activity, deep listening activity, and dialogue conversations from watching movie clips. The students appeared to be engaged and enjoyed expressing their ideas and opinions, often using phrases such as "If I were... I would..." during these activities. Laughter was a common occurrence during the class, suggesting that the students found the activities enjoyable.

In summary, the data revealed that the students were willing to participate in classroom activities, listen to their classmates, and express their personal opinions in English. The students also appeared to benefit from the contemplative approach, which helped reduce their anxiety about speaking and increased their motivation to speak English. The small class size was beneficial for the students in this group, and they expressed enjoyment and engagement in various activities, such as the card reading activity, deep listening activity, and dialogue conversations from watching movie clips. Overall, the results suggest that a contemplative approach can positively impact English speaking skills development among EFL undergraduate students.



## CHAPTER V

### DISCUSSION AND RECOMMENDATION

This research, titled 'Enhancing Speaking Skills and Critical Thinking Skills in the EFL Literature Classroom through a Contemplative Approach', aims to investigate the impact of the contemplative approach on improving English-speaking and critical thinking skills among undergraduate students in an EFL literature classroom. This chapter discusses the findings from the investigation conducted in Chapter 3 and presents an overall explanation and justification in the context of the research questions:

1. To what extent does implementing the contemplative approach affect students' English-speaking skills?
2. To what extent does implementing the contemplative approach affect the student's critical thinking skills?
3. What are students' attitudes towards learning with the implementation of the contemplative approach?

Following this discussion, the chapter provide implications of the study, suggestions for future research, recommendations, and conclude the findings.

#### Discussion

##### **1. The Effectiveness of Using Contemplative Approach on English Speaking Skill**

Based on the findings from Chapter 4, implementing contemplative activities positively affects students' English-speaking skills, as the average post-test score increased from the average pre-test score. It is also worth noting that most students improved their post-test scores, with only one showing a slight decrease. Overall, the results suggest that incorporating contemplative activities into the EFL literature classroom can effectively enhance students' English-speaking abilities. However, it is also important to note that the sample size in this study is small, and further research with a larger sample size is needed to validate these findings.

A contemplative approach to language teaching has significantly improved participants' speaking intelligibility and comprehensibility. This approach has been shown to help students better understand the content of their coursework, which reduces academic pressure and increases their willingness to express their thoughts. This approach aligns well with contemplative education principles emphasizing mindfulness, reflection, and a holistic engagement with learning material. By facilitating a learning environment that is less stressful and more reflective, students are likely to feel more comfortable and confident in expressing themselves. This can lead to a deeper engagement with the language and an improved ability to communicate ideas clearly and coherently. The contemplative approach focuses on the student's internal information processing and encourages a deeper connection with the learning material, which could be the critical factor contributing to these improvements.

The findings from Table 17 present compelling evidence of a targeted intervention's positive impact on enhancing students' fluency and coherence in speaking. Implementing the contemplative approach emphasizes the critical role of fluency and coherence in effective communication and language learning. The observed improvements in fluency and coherence among the participants underscored the importance of these components in language proficiency. Fluency facilitates smoother communication, while coherence ensures that the communication is logical and organized. Therefore, these improvements contribute to more effective and engaging conversations, particularly on personal opinions like children celebrating birthdays from the lesson.

For lexical resources, the findings in Table 18, implementing the contemplative approach also enhances lexical resources in practicing English speaking skills. The progression in students' use of vocabulary from the pre-test to the post-test underscores the importance of lexical resources in expressing complex ideas. Thus, the significance of a varied and rich vocabulary enhances the clarity and depth of communication, especially on topics that require a nuanced understanding.

Lastly, contemplative activities improve structural complexity for better emotional and cognitive expression and grammatical structure in articulating complex emotional states and how this impacts the listener's or reader's ability to comprehend and

empathize with the speaker's experiences. The finding reveals meaningful progress in the structural aspect of language use among participants, showcasing their journey from basic statements to more sophisticated and nuanced expressions regarding their sources of happiness and unhappiness. This improvement reflects enhanced grammatical competencies and a more profound ability to organize and detail thoughts cohesively. Thus,

Moreover, the findings provide strong evidence supporting the effectiveness of implementing contemplative activities in enhancing the English-speaking ability of EFL learners in the context of English literature studies. It aligns with previous research conducted by Kim and Han (2016); Zhang (2020), who reported significant improvements in the English-speaking proficiency of Korean and Chinese EFL students, respectively, through the use of mindfulness meditation. In the present study, the intervention group, which engaged in mindfulness meditation, group discussion, and reflective writing, demonstrated notable enhancements in fluency, pronunciation, and overall speaking proficiency. Furthermore, the positive impact of the contemplative approach on speaking ability has been observed in other studies as well. Zare-ee and Nouri (2019) found that Iranian EFL learners who received contemplative instruction showed significant improvements in fluency, accuracy, and complexity compared to a control group. Similarly, studies conducted by Hussain and Mahmood (2020); (Nguyen, 2019); Shih and Lin (2017) have provided support for the effectiveness of contemplative approaches in improving English speaking ability, particularly in literature classrooms. Additionally, the findings of Charoensukmongkol (2019) indicate that mindfulness has a significant explanatory power in reducing ESL public speaking anxiety. These collective findings highlight the value of integrating contemplative activities in EFL literature classrooms to enhance English-speaking skills. The implementation of mindfulness meditation, group discussion, and reflective writing has demonstrated promising results in fostering fluency, pronunciation, and overall proficiency. By considering the consistently positive outcomes from various studies, educators can confidently explore the implementation of contemplative approaches to improve students' English-speaking ability, with a specific focus on literature education.

After examining the responses of the interviewees regarding the impact of contemplative activities on their English-speaking skills, several common themes can be identified. STD2H, STD05H, and STD07L mentioned that the use of contemplative activities, particularly the ones involving cards, helped them improve themselves and their speaking skills. These activities provided them with an opportunity to speak, express their thoughts, and interact with their friends. They emphasized the importance of speaking out and the positive impact it had on their self-improvement and relationships. STD02H highlighted the significance of these activities for practicing speaking skills, especially for individuals who may be shy or lack confidence. She considered it an important first step towards improving her ability to speak English. STD03M expressed that the activities showcased her communication skills, imagination, and ability to explain stories. The implementation of contemplative activities helped her develop these aspects of language and communication. STD04M emphasized that the activities not only improved her speaking skills but also enhanced her knowledge, vocabulary, and ability to express her thoughts based on different cards. STD6L shared a comprehensive response, stating that the use of contemplative activities had a significant positive impact on her English-speaking skills. She mentioned that these activities encouraged her to think, imagine, and find answers, which led to speaking out her thoughts with or without confidence. Overall, the responses indicate that the implementation of contemplative activities in the classroom had a positive impact on the students' English-speaking skills. The activities provided opportunities for self-expression, interaction with peers, and the development of communication abilities. Many students reported improvements in their speaking skills, increased confidence, and a more comfortable approach to speaking English. However, it's important to note that not all students explicitly mentioned language development, and one student found certain aspects of the activities less engaging. These insights highlight the potential benefits of incorporating contemplative activities in language classrooms, fostering student engagement, self-expression, and growth in English-speaking skills.

Based on the findings, it can be recommended that incorporating contemplative approaches in classroom activities can have a positive effect on EFL undergraduate students' English-speaking skills development. The study showed that such



approaches reduced students' anxiety about speaking, increased their motivation to speak English, and helped them to express their opinions and share their experiences with their classmates. Therefore, it is suggested that EFL instructors use contemplative approaches in their classroom activities to create a relaxed and enjoyable environment, which encourages students to participate and engage in activities. Additionally, it is recommended that EFL instructors provide opportunities for students to speak, listen, and interact with their peers, as well as integrate activities that require critical thinking, such as the card reading activity and dialogue conversations from watching movie clips. It is also important to keep class sizes small, as this helps to ensure that every student has the opportunity to speak and engage in activities. Finally, future research can be conducted to explore the impact of contemplative approaches on critical thinking skills development in EFL undergraduate students, as this study found that contemplative approaches did not have a significant impact on critical thinking ability statistically, and there may be other factors to consider

According to Rajitha and Alamelu (2020), English-speaking anxiety among tertiary-level students can be attributed to two major categories of factors. One approach to decrease such anxiety is the contemplative approach, which involves engaging students in activities like 'cardversation,' 'dialogue,' and 'deep listening.' These activities encourage students to actively participate in conversations, express their thoughts and opinions, and share experiences, thereby facilitating fruitful discussions. Thus, in this research implementation, it became evident that contemplative activities significantly enhance students' speaking skills. The results demonstrate increased student engagement in classroom activities, punctuality in attending check-in activities, and positive feedback on activities such as card reading, where students were encouraged to express their observations and interpretations. Furthermore, students exhibited enthusiasm in expressing their opinions about characters in literary works, such as 'Alice in Wonderland,' and sharing their thoughts on video clips as part of deep listening activities. These findings underscore the effectiveness of the contemplative approach in fostering students' speaking abilities.

## 2. The Effectiveness of Implementing Contemplative Approach on Students' Critical Thinking

After analyzing the data presented in Chapter 4, it was found that the participants showed a slight improvement in their critical thinking scores after participating in contemplative activities. This finding indicates that the intervention helped the participants to develop more consistent critical thinking skills. However, the results suggest that participating in the contemplative activities did not significantly impact the participants' critical thinking abilities statistically. However, it is important to note that the sample size was small, with only eight participants completing both tests, so further research with a larger sample size could help to confirm these findings.

The finding is consistent with previous studies, such as the work of Zhang and Cheng (2018), Thuy Li (2022); Nguyen and Dao (2020); (Zhang, 2021), have suggested that a contemplative approach can improve critical thinking skills. Giveh (2018) also indicated that the contemplative method significantly impacts learners' L2 autonomy, self-directed learning, and L2 reading comprehension skills, which can be related to critical thinking. These studies highlight that contemplative approaches can enhance students' engagement with literature, promote critical thinking, and foster a deeper understanding of literary texts.

Furthermore, the results of this research confirm the positive effect of implementing contemplative activities on students' English-speaking ability. However, it is worth noting that participating in contemplative activities did not statistically impact the participants' critical thinking abilities significantly. Some students' scores decreased, potentially due to student characteristics, language limitations, class schedule, teacher's skill and experience, student motivation and engagement, and specific teaching strategies. Future research is needed to explore these findings and identify strategies to enhance the impact of contemplative approaches on critical thinking skills.

Additionally, consistent with Khatami's (2016) findings, there was no correlation between critical thinking and reading comprehension, nor between mindfulness and critical thinking. It was observed that there exists a positive correlation between mindfulness and reading comprehension. On another note, Fisher (2017) raises concerns

about the effectiveness and underlying assumptions of contemplative pedagogy, prioritizing practices like meditation, attentive listening, and reflective reading, favoring direct personal experience as a way of knowing and potentially overshadowing analytical reasoning. Although Fisher does not directly address the impact of contemplative approaches on critical thinking, his analysis emphasizes the need for careful consideration of contemplative pedagogy's assumptions and potential limitations, highlighting the complexities involved in thinking, knowing, and learning.

Following the concept of the 'tree of contemplative practice' articulated by Duerr (2019), the implementation of this research falls under the category of relational practice within mindfulness. This form of contemplative practice involves introspection, self-reflection, and emphasizing interpersonal connections and friendships. In order to promote advanced critical thinking skills among students, this research utilized several techniques such as conversational aesthetics, deep listening, and voice dialogue storytelling. The interview results indicate that using a contemplative approach, including card reading, imagination drawing exercises, and reflective practices, has positively impacted their critical thinking ability. It allows students to question, formulate hypotheses, engage in self-critical reflection, and develop reflective dispositions conducive to critical thinking. This development has, in turn, led to increased self-confidence, receptiveness to diverse perspectives, and a heightened sense of having relationships and understanding with their peers.

According to Bloom's Taxonomy, the evidence suggests that students' critical thinking often remains confined to lower-order thinking levels, characterized by basic recall and comprehension, rather than progressing to higher-order thinking skills such as analysis, evaluation, and creation. This highlights the necessity to reassess the design of questions and the use of specific language in educational settings, emphasizing the need to foster a shift toward promoting higher-order thinking. Moreover, there is still a point of contention as to why students, particularly those studying English, cannot demonstrate advanced analytical thinking skills. The researcher has considered two perspectives: the characteristics of the students and the assessment methods that still need to promote analytical thinking adequately.

Firstly, we must acknowledge that the characteristics of the students or the sample group in the study still exhibit fear and avoidance of thinking and are more accustomed to seeking answers related to memorization. The development of analytical thinking skills can be trained, but it requires a considerable amount of time and depends on stimulation and an environment conducive to analytical thinking.

Secondly, the assessment methods that need to promote analytical thinking do not adequately support or assess these thinking skills. Therefore, students may need to be trained to develop these skills appropriately. Instructors should encourage questioning or present problems to stimulate learning that uses thought. The best method is to stimulate students to ask questions and make more significant efforts to find answers.

### **2.1 Students' Attitude toward the implementing contemplative approach to enhance speaking skills and critical thinking skills in the EFL literature classroom.**

Based on the findings from interviews and participant observations, it was revealed that students generally exhibit a positive attitude towards the implementation of contemplative approaches in the EFL literature classroom. The study also found that a contemplative approach, which emphasizes mindfulness and awareness, can effectively reduce anxiety about speaking and increase motivation to speak English. This finding aligns with the research conducted by Scida and Jone (2017, p. 593) on contemplative practices. By examining the effects of contemplative practices on affect and learning outcomes in the context of foreign language courses, this study further contributes to the existing research. It highlights the positive impact of a contemplative approach on language learning, specifically in terms of reducing speaking anxiety and enhancing motivation. These findings reinforce the value of incorporating contemplative practices in the language classroom. However, according to Ahmadpour, Ahmadpour, Asadollahfam and Kuhi (2022, p. 362), there are both positive and negative aspects concerning the attitude towards the contemplative teaching approach in the EFL classroom. Consistent with this research findings, participants appreciated the approach and reported enjoyment and reduced anxiety when engaging in meditation and mindfulness activities. They found it helpful in participating in class activities with less stress and reducing anxiety related to speaking in

front of others. However, some participants expressed concerns that the contemplative activities did not raise their awareness of their weaknesses in English or promote reflection on their language learning. Additionally, during deep speaking activities, participants felt they were not able to interact appropriately with their peers, as the emphasis on meditation and relaxing activities diverted their attention from the main task of speaking. Furthermore, there is evidence supporting the effectiveness of contemplative and mindfulness-based approaches as valuable tools for teachers and educators seeking to enhance EFL students' speaking performance, reduce anxiety, and improve their overall learning experience. In a study conducted by Gönen (2022, p. 91), implemented practices were found to cultivate a mindful attitude among teachers and facilitate the development of language skills. This highlights the significant implications of mindfulness-based language teaching in enriching foreign language (FL) teaching/learning environments and underscores the importance of integrating mindfulness into FL teacher education.

Overall, the study suggests the need to further explore the potential of contemplative practices in English language learning and provide support for their implementation at the university level. The contemplative approach used in this study differs significantly from lecture-based instruction and offers potential benefits for critical thinking while practicing speaking skills. These practices emphasize reflection and awareness, which can help EFL students develop critical thinking skills. Rather than simply memorizing information or following a teacher's instructions, students are encouraged to think deeply about the material and their own experiences. Moreover, it can help students develop English communication skills and promote the use of language more frequently by focusing on the present moment and their own experiences. Students can become more mindful of language use and effective communication strategies.

Regarding the role of classroom environment in language learning, the finding of this research showed that contemplative approaches contribute to a positive and supportive classroom environment. In addition, all implemented activities can foster a sense of community and connection among students in the classroom. When students engage in contemplative practices together, they can feel a sense of shared purpose and belonging. This can create a more positive and supportive learning environment, where

students feel comfortable to express their thought and asking some questions with their classmate. It also led to a creative language learning classroom as the finding of this study highlight the positive impact of various creative activities, such as card reading and dialogue conversations from movie clips, on English speaking skills development. This finding could be benefits for teacher to incorporating creative and engaging activities in language learning, as well as the challenges and limitations of such an approach.

Moreover, it has been found that the card reading activity can play a crucial role in facilitating student concentration and comprehension by encouraging them to develop an open-minded attitude towards the perspectives and opinions of their peers. By engaging in this practice, students are encouraged to not only listen to their own thoughts and emotions but also to actively listen and contemplate the ideas of others, thus helping to foster a more collaborative and empathetic learning environment. As well as the dialogue conversation activity, which is a part of the contemplative approach. This activity provides students with an opportunity to connect their personal experiences with literary works that have been adapted into movies. By sharing their own direct experiences related to the situation portrayed in the movie clip, such as the first day of school or not having money to buy something, students can better understand and relate to the characters in the story. This activity not only enhances their critical thinking skills but also encourages them to reflect on their own experiences and empathize with others.

## **2.2 Implication of the study**

The findings of this study offer several suggestions or English teachers who teach EFL student in the literature context. Even if the finding research have a positive outcome regarding to student's attitude, there is no guarantee that implementing these approaches will be success in every EFL literature classroom, depending on a variety of factors such as the class size, student's characteristics, student's ages, the language limitation, the time proportion, teacher's skill and experience, the students motivation and engagement, and the specific teaching strategies used, and etc. To increase the likelihood of success when implementing contemplative approaches in the EFL literature classroom, first, teachers should receive training on how to implement contemplative practices in the classroom appropriately, including how to create a safe and



supportive learning environment. Second, teachers should be willing to adapt their instruction based on the needs and interests of their students and should remain patient and supportive when students are not fully participated. Third, teachers should encourage student participation and engagement in the contemplative practices and provide opportunities for students to reflect on their experiences. So, giving positive feedback to their work would be recommended. Teachers could also provide regular feedback and encouragement to students and celebrate their successes when they demonstrate progress in their speaking skills. Lastly, teachers should assess the effectiveness of the contemplative practices on student learning outcomes and adjust as needed.

### **Suggestions for Future Research**

The study suggests the need to further explore the potential of contemplative practices in English language learning and provide support for their implementation at the university level in a bigger sample size in order to confirm the findings of this research which is consider the limitation of this study. While this study has provided valuable insights into the impact of contemplative activities on English speaking and critical thinking abilities among a small group of eleven participants, it may benefit from further validation through future research investigation with a larger and more diverse sample.

Additionally, in this study, an interesting aspect worth exploring is the variability in critical thinking scores among participants following their engagement in contemplative activities. The data reveal a range of responses, with some students demonstrating an increase in their post-test scores, while others experienced a decrease. This variation in outcomes prompts a closer examination of individual differences and the potential influence of various factors on the effectiveness of contemplative practices in fostering critical thinking. Further research is essential to explore deeper into this variability and better understand the nuanced dynamics involved. Examining the characteristics and dispositions of students who respond positively to contemplative practices and those who do not may provide valuable insights for tailoring future interventions. Additionally, investigating the impact of specific teaching strategies and classroom dynamics on individual outcomes can help refine the implementation of contemplative approaches for enhancing critical thinking skills.



## Recommendations

It is very challenging as the use of contemplative approaches in the EFL literature classroom is grounded in the belief that language learning is not only a cognitive process but also an affective and social process, leading to a more comprehensive and meaningful learning experience for students in the language classroom along with the concept of literary appreciation. Overall, this study's findings inform further research and educational practices, such as designing curricula that prioritize critical thinking and English-speaking skills development in the context of English literature studies. Contemplative approaches can enhance students' attitudes toward studying English as a Foreign Language, leading to a more positive attitude. However, it is important to know that the results can vary depending on many factors (age, culture, background, etc.). While it can be helpful for many students, they may not be the best fit for everyone. There are recommendations for further study:

1. This study is a short-term implementation that only examines one classroom, with a small class size of eleven students, and only examines the immediate effects of the program. The researcher would recommend considering a long-term study with a bigger classroom size. Further research is needed to examine the long-term effects of a contemplative approach on English speaking ability and critical thinking skills, including whether the skills acquired through contemplative practices can be sustained over time in the context of an EFL literature classroom.

2. More studies are needed to investigate the impact of a contemplative approach on students with different levels of English proficiency. Most of the students in this study are between A2–B1 CEFR level EFL learners, and research is needed to examine whether the benefits of a contemplative approach extend to learners with different levels of proficiency, including advanced-level learners. Additionally, future studies could examine the effectiveness of this approach in diverse classroom settings, such as in different geographical locations and institutional contexts.

3. The study focused solely on the contemplative approach, but many other approaches to language learning could be compared to it. Future research could compare the effectiveness of the contemplative approach with other methods, such as communicative language teaching or task-based language learning.

4. The study found that some students were more engaged and interested in the class than others. Future research could investigate the factors contributing to students' motivation and engagement in language learning and how the contemplative approach might influence these factors.

5. Future research could also compare two groups, the treatment group and a regular group, to see if there are any differences.

## **Conclusion**

In conclusion, this research has explored the impact of a contemplative approach on enhancing the speaking skills and critical thinking abilities of EFL undergraduate students in a literature classroom. The investigation through this study has shed light on several key findings and implications. Firstly, the implementation of contemplative activities, including 'cardversation,' 'dialogue,' and 'deep listening,' has provided students with opportunities to engage in meaningful conversations, express their thoughts, and share experiences. The results of this study have demonstrated that these practices have had a positive impact on students' English-speaking abilities. Students have not only become more active participants in classroom activities but have also exhibited greater confidence in expressing their opinions and engaging with the subject matter. Secondly, the study investigated into the realm of critical thinking and its relationship with contemplative practices. While the findings did show a slight improvement in critical thinking scores among some participants, the variability in responses highlighted the complexity of this relationship. It is evident that further research is needed to uncover the nuances affecting and identify strategies for optimizing the effects of contemplative practices on critical thinking skills. Taking these findings into account, contemplative approaches demonstrate potential in enhancing speaking skills and critical thinking abilities in the EFL literature classroom. However, it is equally evident that there is more to explore and understand in this realm. Future research should consider expanding sample size,

study deeper into the factors contributing to variability in outcomes and exploring the long-term effects of contemplative practices on students' language proficiency and critical thinking abilities.



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APPENDIX

## Appendix A Speaking Skill Score Rubric

Score by \_\_\_\_\_

### Speaking Score Rubric

Score	Speaking (Comprehensibility)(Intelligibilities)	Fluency and coherence	Lexical resources	Structure
1	Begins to name concrete object.	Repeats words and phrase	Only produce isolated words or memorized utterance	Produce basic sentence forms
2	Begins to communicate personal and survival needs.	Speaks in single-word utterances and short patterns	Use simple vocabulary	Attempt basic sentences forms but with limited range of more complex structure, make numerous errors
3	Begins to initiate conversations; retell a story or experience; ask and responses to simple questions	Speak hesitantly because of rephrasing and searching for words	Use limited vocabulary /insufficient vocabulary for less familiar topics.	Uses predominantly present tense verbs; demonstrate errors of omission (leaves words out, word ending off)
4	Initiate and sustain a conversation with descriptors and details: exhibits self-confidence in social situation; begin to communicate in classroom setting.	Speaks with occasional hesitation	Use adequate vocabulary; some word usage irregularities	Use some complex sentences; applies rule of grammar but lacks control of irregular forms
5	Speaks in social and classroom settings with sustained and connected discourse; any error does not interfere with meaning	Speaks with only occasional repetition or self-correction, and develop topics coherently and appropriately	Used varied vocabulary	Use a variety of structures with occasional grammatical errors
6	Communicates competently in social and classroom settings.	Speaks with near-native fluency: any hesitant do not interfere with communication	Understand most spoken language, including classroom discussion	Masters a variety of grammar structure

0–5 points = Very low level of English speaking skills

6–10 points = Low level of English-speaking skills

11–15 points = Average level of English-speaking skills

16–20 points = High level of English-speaking skills

21–24 points = Very high level of English-speaking skills

**Pre-test score**

Code	Speaking/Intelligibility	Fluency and coherence	Lexical resources	Structure	Total
	6	6	6	6	24
STD001					
STD002					
STD003					
STD004					
STD005					
STD006					
STD007					
STD008					
STD009					
STD010					

## Post –test score

Code	Speaking/Intelligibility	Fluency and coherence	Lexical resources	Struture	Total
	6	6	6	6	24
STD001					
STD002					
STD003					
STD004					
STD005					
STD006					
STD007					
STD008					
STD009					
STD010					



Listening Skills	STD00	STD00	STD0	STD0	STD0	STD0	STD0	STD0	STD0	STD0	STD0
Score Record	1	2	03	04	05	06	07	08	09	10	
your childhood?											
Q10; Do you speak much time with your family? Why or why not?											



## Appendix B Critical Thinking Score Rubric

### Critical Thinking

#### List of the questions

1. In what season does the story take place? **Remembering**
2. Describe the setting of the story. **Understanding**
3. How would you describe the boy's character in the story? **Analyzing**
4. What things make Schatz scared and worried? Give a few examples.

#### Remembering

5. Read conversation between Schatz and his father in line 113–146. Why is Schatz so upset? **Evaluating**

6. How would you explain to Schatz the different temperatures in Celsius and Fahrenheit? **Understanding/Applying**

7. What kind of conflict is Schatz facing in the story? **Analyzing**

8. How does the father sense Schatz's fear? **Analyzing**

9. Do you think it is better or not to share their thoughts and feeling with other while suffering from an illness? Please explain. **Evaluating**

10. Do you think the dialogue between character seem to be realistic or not? Please explain. **Evaluating**

11. Pretend you are Schatz. Write a paragraph about what is going on in your mind as you lie in bed thinking about your illness. **Creating**

12. Describe a fear of death you may have had as a child. Were you ever injured or in a hospital when you were young? **Remembering**



	Task	3	2	1
Basic Thinking (Lower-order)	<b>Remembering</b> (Recall facts information)	Can remember character, plot, and setting of the story	Can remember character and setting of the story	Can remember the character of the story
	<b>Understanding</b> (Grasp meaning of instructional material)	Can classify type, element of the story, and tell the main idea of the story.	Can classify type, element of the story.	Can classify the type of story.
	<b>Applying</b> (Use information in a new but similar situation)	Can give example from the story, use knowledge in new situation, and apply into the real life.	Can give example from the story and use knowledge in new situation.	Can give the example from the story.
Abstract Thinking (Higher-order)	<b>Analyzing</b> (Take a part the know and identify relationships)	Can identify the theme of the story, conflict, examine the relation of the character into story, and examining critically.	Can identify the theme of the story, conflict, examine the relation of the character into story.	Can identify the theme of the story.
	<b>Evaluating</b> (Examine information and make judgment)	Can express the opinion on the story's action, summarize the event, providing supporting evidence, and evaluating the story	Can express the opinion on the action in the story, summarize the event, and providing evidence.	Can express the opinion on the action in the story.
	<b>Creating</b> (Use information to create something new)	Can form a new different idea, providing supporting idea, and present the new idea logically and reasonably	Can form a new different idea, providing supporting idea but still cannot connect idea logically and reasonably	Can form idea together and make new idea



**Appendix C Classroom Observation Form**

Week \_\_\_\_\_

**Classroom Observation Record**

Date :

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Number of attendances:

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Subject (learning theme):

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Teaching Note:

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The teacher outcome

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Problems

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Suggestion

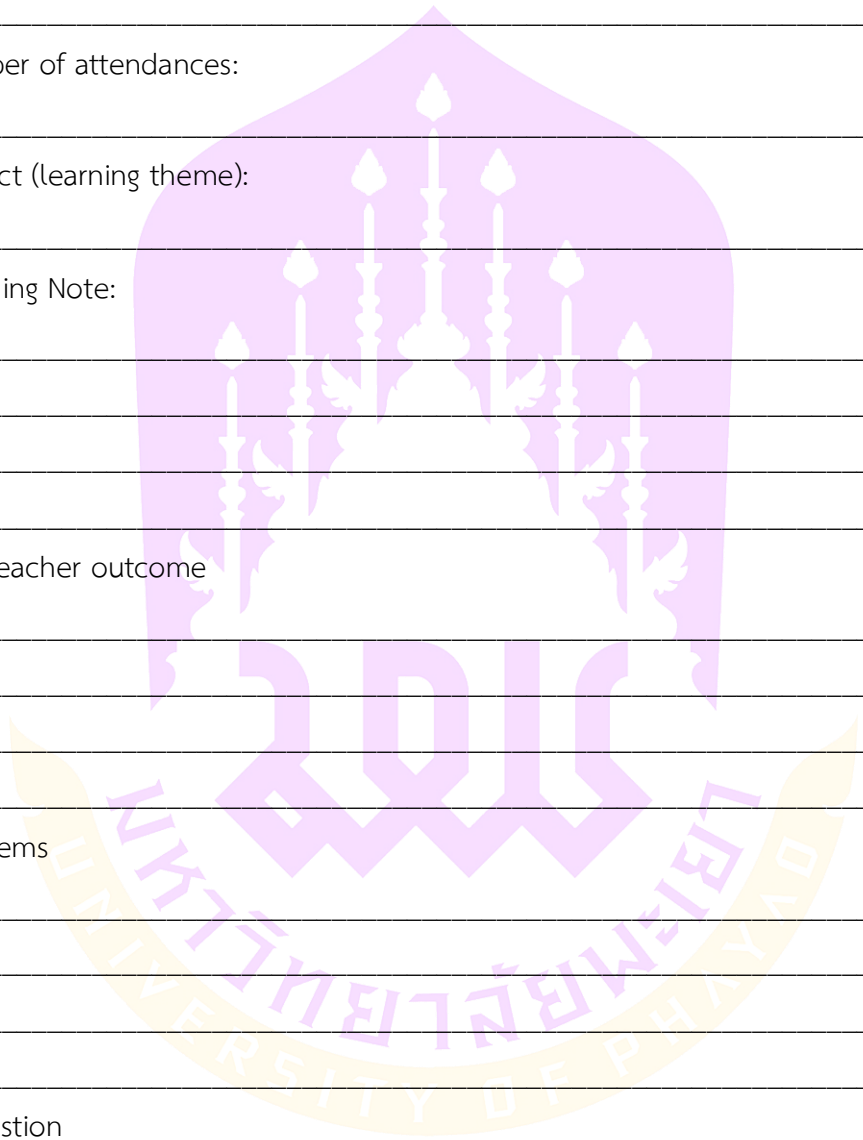
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### Frequency of English Speaking during the class

Code		Never	Rarely	Seldom	Occasionally	Sometimes	Often/frequently	Norman/Generally	Usually,	Always	
	Student List	0%	5%	10%	30%	50%	70%	80%	90%	100%	Note
001											
002											
003											
004											
005											
006											
007											
008											
009											
010											
011											

Language Note

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## Appendix D IOC Form

### IOC Evaluation Form

CODE \_\_\_\_\_

#### **English Speaking and Listening Test (for Pretest and Posttest)**

(Adapted from Kaowiwattanakul (2019) and O'Malley & Pierce (1995; P.61–62) criteria; and IELTS speaking test)

The test is a question–answer type of 10 questions, with the scoring criteria of 1 point for the correct answer and 0 points for the wrong answers. This listening and speaking assessment is a question checklist used to assess listening and speaking comprehension and fluency by integrating the content of knowledge related to learning English literature. The duration of the test takes 15–20 minutes, with audio recording during the test.



**Direction:** You will hear question or statement. Please answer the question appropriately.

<b>Part 2:</b> You will hear the question or statement, please speak and answer to the recorder. You have 1 minute to answer each question. 1 point is for the corrected/relevant answer, 0 point is for incorreced/irrelevant answer.	-1	0	+1	Note
<b>Question 1</b> What did you enjoy doing in your free time as a child? Answer: .....				
<b>Question 2:</b> What usually makes you happy or unhappy? Please explain. Answer: .....				
<b>Question 3:</b> What is your favorite kind of book of to read? Answer: .....				
<b>Question 4</b> Do you think it is better for children to grow up in the city or a countryside? Why? Answer: .....				
<b>Question 5:</b> Do you think children should celebrate their birthday with a party? <b>Why?</b> Answer: .....				
<b>Question 6:</b> Is your routine the same today as it was when you were a child? Answer: .....				
<b>Question 7:</b> Do you ever have day dream? What kind of day dreams do you usually have? Answer: .....				
<b>Question 8:</b> What is a traditional drink in your country for party or socializing? Why? Answer: .....				

<b>Part 2:</b> You will hear the question or statement, please speak and answer to the recorder. You have 1 minute to answer each question. 1 point is for the corrected/relevant answer, 0 point is for incorreced/irrelevant answer.	-1	0	+1	Note
<b>Question 9: What is your first memory of your childhood? Please share.</b> Answer: .....				
<b>Question 10: Do you spend much time with your family? How?</b> Answer: .....				

Suggestion

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Examined by \_\_\_\_\_

( \_\_\_\_\_ )

On date \_\_\_\_/\_\_\_\_/\_\_\_\_



CODE \_\_\_\_\_

**Critical Thinking Writing Test (for Pretest and Posttest)**

You are assigned to read one page of the children's story "The Myth of the Cicada" and answer the provided questions.

**Direction:** Please write down your answer in a complete sentence.

Item	Questions	Bloom's Taxonomy	-1	0	+1	Remarks
1	In what season does the story take place?	Remembering				
2	Describe the setting of the story	Understanding				
3	How would you describe the boy's character in the story?	Analyzing				
4	What things make Schatz scared and worried? Give a few examples.	Remembering				
5	Read conversation between Schatz and his father in line 113–146. Why is Schatz so upset?	Evaluating				
6	How would you explain to Schatz the different temperatures in Celsius and Fahrenheit?	Understanding/ Applying				
7	What kind of conflict s Schatz facing in the story?	Analyzing				
8	How does the father sense Schatz's fear?	Analyzing				
9	Do you think it is better or not to share their thoughts and feeling with other while suffering from an illness? Please explain.	Evaluating				

Item	Questions	Bloom' S Taxonomy	-1	0	+1	Remarks
10	Do you think the dialogue between character seem to be realistic or not? Please explain.	Evaluating				
11	Pretend you are Schatz. Write a paragraph about what is going on in your mind as you lie in bed thinking about your illness.	Creating				
12	Describe a fear of death you may have had as a child. Were you ever injured or in a hospital when you were young?	Remembering				

### Suggestion

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The criteria for interpreting scores on critical thinking skills (adapted from Kaowiwattanakul (2019) and O'Malley & Pierce (1995; P.61–62) :

0–6 = equivalence to low–critical thinking capability

7–12 = equivalence to average–critical thinking capability

13–18 = equivalence to high–critical capability

	Task	3	2	1
Basic Thinking (Lower–order)	<b>Remembering</b> (Recall specific information)	Can remember character, plot, and setting of the story	Can remember character and setting of the story	Can remember the character of the story
	<b>Understanding</b> (Grasp meaning of instructional material)	Can classify type, element of the story, and tell the main idea of the story.	Can classify type, element of the story.	Can classify the type of story.
	<b>Applying</b> (Use information in a new but similar situation)	Can give example from the story, use knowledge in new situation, and apply into the real life.	Can give example from the story, and use knowledge in new situation.	Can give the example from the story.
Abstract Thinking (Higher–order)	<b>Analyzing</b> (Take a part the know and identify relationships)	Can identify the theme of the story, examine the relation of the character in to story, and compare the different of character.	Can identify the theme of the story, examine the relation of the character in to story.	Can identify the theme of the story.
	<b>Evaluating</b> (Examine information and make judgment)	Can express their agreement with the story's action, providing supporting evidence, and evaluating the story	Can express agreement on the action in the story while providing evidence	Can express the agreement on the action in the story.
	<b>Creating</b> (Use information to create something new)	Can form a new different idea, providing supporting idea, and present the new idea	Can form a new different idea, providing supporting idea	Can form idea together and make new idea

Examined by \_\_\_\_\_

(\_\_\_\_\_)

On date \_\_\_\_/\_\_\_\_/\_\_\_\_

**Interview Form**

**The Attitude towards the implementing contemplative approach in EFL literature classroom to enhance English speaking skills and critical thinking skills**

Interview Subject

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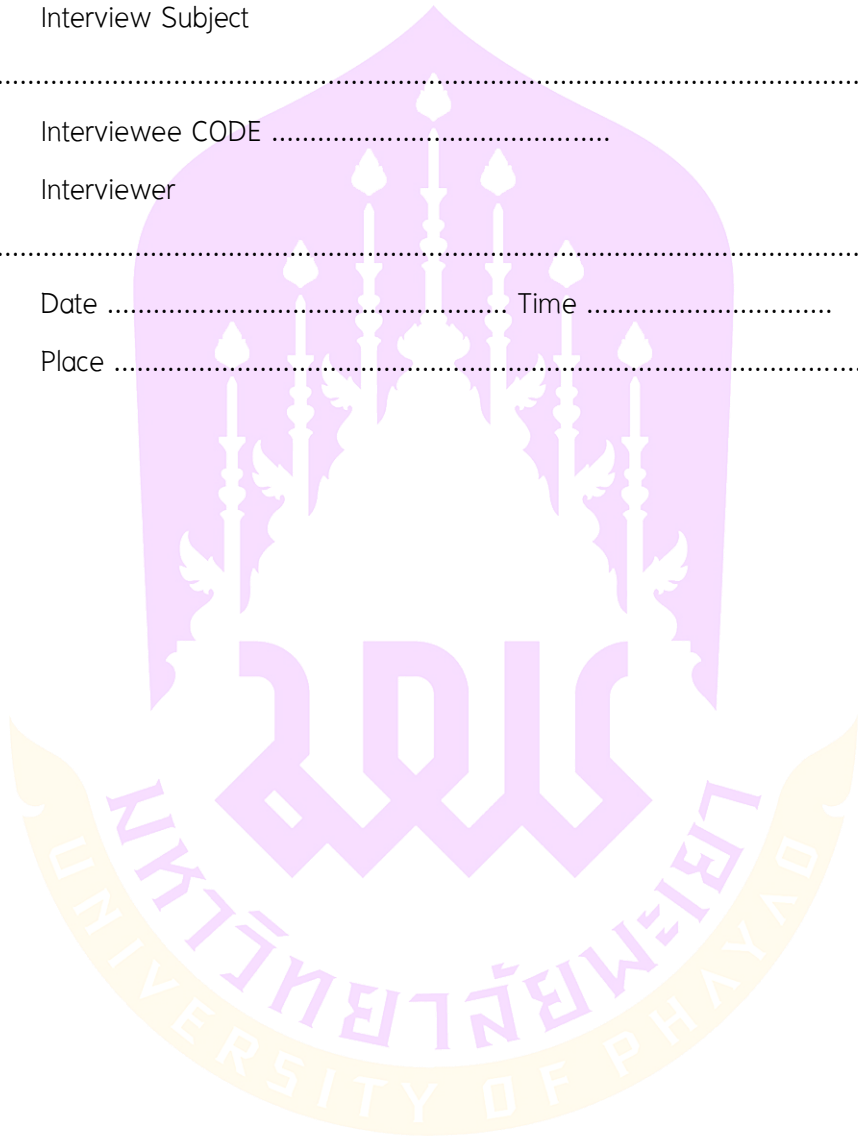
Interviewee CODE .....

Interviewer

.....

Date ..... Time .....

Place .....



ความคิดเห็นของผู้เชี่ยวชาญ

Interview Question/Answer	Feeling/Opinion (This section is used for recording other information that the interviewer observed during the interview or to test the interviewer's thoughts from the interview)	-1	0	+1	หมายเหตุ
<p><b>Part 1: Attitude toward the studying English literature.</b> What do you think about studying English literature? What benefit you get for the literature class?</p>					
<p><b>Part 2: English skills in studying English literature</b> What is the most difficulty and effect when you are speaking English in the English literary classroom?</p>					
<p><b>Part3: Student's participation and interaction during the contemplative practices in the class.</b> What activity do you like to do most: checking, card reading, deep listening, storytelling, reflection, check-out? Why? Please explain.</p>					
<p><b>Part 4: Attitude toward the contemplative activities</b></p>					
<p>1. Do you like the contemplative activities used by the teacher in the EFL literature class? Explain why.</p>					
<p>2. Did you utilization of the contemplative activities used by the teacher help to improve your English-</p>					



ผลประเมินจากผู้เชี่ยวชาญเพื่อตรวจสอบเครื่องมือเพื่อหาค่าดัชนีความ  
สอดคล้อง IOC

CODE \_\_\_\_\_

**English Speaking and Listening Test (for Pretest and Posttest)**

(Adapted from Kaowiwattanakul (2019) and O'Malley & Pierce (1995;  
P.61–62) criteria; and IELTS speaking test)

The test is divided into 2 parts: part 1 is a three-choice test with 10 questions, and part 2 is a question-answer type of 10 questions, with the scoring criteria of 1 point for the correct answer and 0 points for the wrong answers. This listening and speaking assessment is a question checklist used to assess listening and speaking comprehension and fluency by integrating the content of knowledge related to learning English literature. The duration of the test takes 15–20 minutes, with audio recording during the test.

**Score Criteria**

0–4 points = Very low level of English listening–speaking skills

5–8 points = Low level of English listening–speaking skills

9–12 points = Average level of English listening–speaking skills

13–16 points = High level of English listening–speaking skills

17–20 points = Very high level of English listening–speaking skills



**Direction:** You will hear question or statement. Please answer the question appropriately.

Questions/Answer	Check	ความคิดเห็นของผู้เชี่ยวชาญ						
		คนที่ 1	คนที่ 2	คนที่ 3	รวม	ค่า IOC	แปลผล	
<b>Part 1</b> You will hear question or statement and three responses. Choose the answer that best appropriate to response the question.								
<b>Question 1 :</b> <b>What figurative language of this phrase “The pool of tear” is?</b> It’s wonderful story. I think it’s in a metaphor category. I feel like it’s a day dream	Identifying meaning of word	0	0	0	0	0	ใช้ไม่ได้	
<b>Question 2:</b> <b>When you are in a strange situation in which things happen with no sense and opposite of what you would expect, you can say_____</b> I feel that I am in “an Alice in Wonderland world”! I’d prefer the to join that marvelous tea party! Oh, what’s a very kind of you.	Identifying expression	+1	0	0	1	0.33	ใช้ไม่ได้	
<b>Question 3 :</b> <b>What did you think about the movie “Harry Potter”?</b> I like it a lot. I saw it yesterday. I prefer to move it quickly!	Identifying opinion	+1	0	0	1	0.33	ใช้ไม่ได้	
<b>Question 4:</b> <b>I love this book! It’s one of the greatest children’s book ever!</b> Ok, I’ll save some for later.	Identifying opinion	0	0	0	0	0	ใช้ไม่ได้	

Questions/Answer	Check	ความคิดเห็นของผู้เชี่ยวชาญ					
<p>I couldn't agree more.</p> <p>I'd rather get myself not read that.</p>							
<p><b>Question 5:</b></p> <p><b>Why don't we watch the film instead of reading book?</b></p> <p>That's sound like a good idea.</p> <p>Yes, I picked up some book on the way home.</p> <p>Well, we ate everything before the movie started.</p>	Identifying a suggestion	+1	0	0	1	0.33	ใช้ไม่ได้
<p><b>Question 6:</b></p> <p>It's Charlie's birthday on Friday! How about give him money so he can buy chocolate?</p> <p>What about it?</p> <p>Perfect! That's a brilliant.</p> <p>I hate the chocolate.</p>	Identifying a suggestion	+1	0	0	1	0.33	ใช้ไม่ได้
<p><b>Question 7:</b></p> <p>Why didn't you come for our tea part yesterday?</p> <p>Sorry, I have to go now.</p> <p>Oh well. I didn't feel very well.</p> <p>It's terrible day to have a tea, isn't it?</p>	Identifying a reason	+1	0	0	1	0.33	ใช้ไม่ได้
<p><b>Question 8:</b></p> <p>Can you tell me what is the different between book and movie?</p> <p>Both book and movie are the same source, I think.</p> <p>The films are based on a book, but some details are different.</p> <p>I love reading book than watching movie.</p>	Identifying a reason	+1	0	0	1	0.33	ใช้ไม่ได้
<p><b>Question 9:</b></p> <p>What is the worst problem you have ever had?</p>	Identifying problem	+1	0	0	1	0.33	ใช้ไม่ได้

Questions/Answer	Check	ความคิดเห็นของผู้เชี่ยวชาญ					
Apologize, it was my fault. I forgot my password if I could remember. That's was the worst thing in my life.							
<b>Question 10:</b> Would you travel to the place alone that are known to be dangerous? Sure, why not? Absolutely dangerous. I did it the first thing.	Identifying problem	0	0	0	0	0	ใช้ไม่ได้
<b>ค่าเฉลี่ย</b>		6	0	0	1	0.23	ใช้ไม่ได้
<b>Part 2 :</b> You will hear the question or statement, please speak and answer to the recorder. You have 1 minute to answer each question. 1 point is for the corrected/relevant answer, 0 point is for incorrected/irrelevant answer.							
Question 11: What did you enjoy doing in your free time as a child?		+1	+1	0	2	0.67	
Question 12: What usually makes you happy or unhappy? Please explain.		+1	+1	0	2	0.67	
Question 13: What is your favorite kind of book of to read?		+1	+1	0	2	0.67	
Question 14: Do you think it is better for children to grow up in the city of a countryside? Why?		+1	+1	0	2	0.67	
Question 15: Do you think children should celebrate their birthday with a party? Why?		+1	+1	+1	3	1	
Question 16: Is your routine the same today as it was when you were a child?		+1	0	0	1	0.33	
Question 17: Do you ever have day dream? What kind of day dreams		+1	+1	0	2	0.67	

Questions/Answer	Check	ความคิดเห็นของผู้เชี่ยวชาญ				
do you usually have?						
Question 18: What is a traditional drink in your country for party or socializing? Why?	+1	+1	0	2	0.67	
Question 19: What is your first memory of your childhood? Please share.	+1	+1	0	2	0.67	
Question 20: Do you spend much time with your family? How?	+1	+1	+1	1	0.67	
<b>เฉลี่ย</b>	<b>10</b>	<b>9</b>	<b>2</b>	<b>21</b>	<b>0.67</b>	

#### สรุปผลการประเมิน

1. ข้อคำถาม ส่วนที่ 1 ค่าค่า IOC มีค่าเท่ากับ 0.23 ซึ่งน้อยกว่า 0.05 จึงไม่สามารถนำไปใช้เป็นเครื่องมือเก็บข้อมูลได้ ตัดข้อคำถามส่วนที่ 1 ออก
2. ข้อคำถาม ส่วนที่ 2 ค่าค่า IOC มีค่าเท่ากับ 0.67 ซึ่งน้อยกว่า 0.50 จึงสามารถนำไปใช้เป็นเครื่องมือเก็บข้อมูลได้



CODE \_\_\_\_\_

**Critical Thinking Writing Test (Adapted Contemplative Approach and Bloom's taxonomy (2001) (for Pretest and Posttest)**

You are assigned to read one page of the children's story "The Myth of the Cicada" and answer the provided questions.

**The Myth of the Cicada (Ma Laeng Sao Thao)**

Retold by Preeyapha Wangmanee

"A long time ago, there was a small village along the brook, two kilometers from \*Huay Mae Sai Waterfall. In the morning, you could hear the loud sound coming from one of the houses in the village. There is an old lady lived there who loved to enjoy singing. She sang the song every time before going to bed. After she done with her work during the day, she would sit in front of her little house and would sing the song until dark. Sadly, before the harvest season she passed away. It was sad not to hear singing sound before dawn as it was brough comfort and enjoyment to the villagers there. One year later, on the day of her one-year anniversary of her death and it was the start of the rice season, thousands of strange insects came up from the ground, and climbed up the trunk of the trees and shed their skins. When these insects reappeared with the wings, and began making loudly sound just like the sound of old lady. Many villagers thought the old lady had returned to celebrate her death and to bring joy to the village through her song again. Some people thought that this insect is the rebirth of the old singing lady. The villagers called these insects "MA-LAENG-SAO-THAO" which means 'old lady' in thai-northern language. These insects are called JAK-KA-JAN in Thai and in English "CICADA". Therefore, cicada insect is a symbol of reincarnation. It comes from the ground and sings happily. The singing of cicada represents the beginning of the rice season from then."

\*Huai Mae Sai Waterfall is located in Tambol Mae Yao, Muang Chiang Rai, Chiang Rai. 20 km away from the city (Rong Suea) in the Lam Nam Kok National Park.

**Direction:** Please write down your answer in a complete sentence.

Item	Questions	Bloom' S Taxonomy	คนที่ 1	คนที่ 2	คนที่ 3	รวม	ค่า IOC	แปลผล
1	Who is the protagonist of the story?	Remembering	+1	+1	0	2	0.67	ใช้ได้
2	What is the main idea of the story?	Understanding	+1	0	0	1	0.33	ใช้ไม่ได้
3	What elements would you choose to change the plot of the story?.	Applying	+1	0	0	1	0.33	ใช้ไม่ได้
4	What is the relationship between the main character and the villagers? Please explain.	analyzing	+1	+1	0	2	0.33	ใช้ไม่ได้
5	Why do you agree with the actions? The outcome?	Evaluating)	+1	0	0	1	0.33	ใช้ไม่ได้
6	How would you adapt the Cicada to create a different character?	Creating	+1	+1	0	2	0.64	ใช้ไม่ได้
	<b>เฉลี่ย</b>		<b>6</b>	<b>3</b>	<b>0</b>	<b>9</b>	<b>0.43</b>	<b>ใช้ไม่ได้</b>

### ข้อเสนอแนะของผู้เชี่ยวชาญ

ค่า IOC ของข้อสอบเขียน มีค่าเท่ากับ 0.43 ซึ่งมีค่าน้อยกว่า 0.5 ที่กำหนดไว้ จึงไม่สามารถนำไปใช้เป็นเครื่องมือเก็บข้อมูลได้ ผู้ทรงทั้ง 3 ได้แนะนำและเห็นด้วยให้เปลี่ยนเรื่องอ่าน เป็นเรื่องสั้น "A Day's Wai" ของผู้เขียนชาวอเมริกัน Ernest Hemingway จากหนังสือแบบเรียน แทนเนื่องจากเป็นที่สามารถนำมาวัดทักษะการคิดวิเคราะห์ได้ ซึ่งมีข้อคำถามที่สามารถนำมาใช้ ดังนี้

1. In what season does the story take place? (Remembering)
2. Describe the setting of the story. (Understanding)
3. How would you describe the boy's character in the story? (Analyzing)

4. What things make Schatz scared and worried? Give a few examples.  
(Remembering)
5. Read conversation between Schatz and his father in line 113–146. Why is Schatz so upset? (Evaluating)
6. How would you explain to Schatz the different temperatures in Celsius and Fahrenheit? (Understanding/Applying)
7. What kind of conflict s Schatz facing in the story? (Analyzing)
8. How does the father sense Schatz’s fear? (Analyzing)
9. Do you think it is better or not to share their thoughts and feeling with other while suffering from an illness? Please explain. (Evaluating)
10. Do you think the dialogue between character seem to be realistic or not? Please explain. (Evaluating)
11. Pretend you are Schatz. White a paragraph about what is going on in your mind as you lie in bed thinking about your illness. (Creating)
12. Describe a fear of death you may have had as a child. Were you ever injured or in a hospital when you were young? (Remembering)

The criteria for interpreting scores on critical thinking skills (adapted from Kaowiwattanakul (2019) and O’Malley & Pierce (1995; P.61–62) :

0–6 = equivalence to low–critical thinking capability

7–12 = equivalence to average–critical thinking capability

13–18 = equivalence to high–critical capability



	Task	3	2	1
Basic Thinking (Lower-order)	<b>Remembering</b> (Recall specific information)	Can remember character, plot, and setting of the story	Can remember character and setting of the story	Can remember the character of the story
	<b>Understanding</b> (Grasp meaning of instructional material)	Can classify type, element of the story, and tell the main idea of the story.	Can classify type, element of the story.	Can classify the type of story.
	<b>Applying</b> (Use information in a new but similar situation)	Can give example from the story, use knowledge in new situation, and apply into the real life.	Can give example from the story, and use knowledge in new situation.	Can give the example from the story.
Abstract Thinking (Higher-order)	<b>Analyzing</b> (Take a part the know and identify relationships)	Can identify the theme of the story, examine the relation of the character in to story, and compare the different of character.	Can identify the theme of the story, examine the relation of the character in to story.	Can identify the theme of the story.
	<b>Evaluating</b> (Examine information and make judgment)	Can express their agreement with the story's action, providing supporting evidence, and evaluating the story	Can express agreement on the action in the story while providing evidence	Can express the agreement on the action in the story.
	<b>Creating</b> (Use information to create something new)	Can form a new different idea, providing supporting idea, and present the new idea	Can form a new different idea, providing supporting idea	Can form idea together and make new idea

## Interview Form

The Attitude towards the implementing contemplative approach in EFL literature classroom to enhance English speaking skills and critical thinking skills

Interview Subject .....

Interviewee CODE .....

Interviewer .....

Date ..... Time .....

Place .....

ความคิดเห็นของผู้เชี่ยวชาญ

Interview Question/Answer	คนที่ 1	คนที่ 2	คนที่ 3	ผลรวม	ค่า IOC	แปลผล
<p><b>Part 1: Attitude toward the studying English literature.</b></p> <p>What do you think about studying English literature? What benefit you get for the literature class?</p>	+1	+1	+1	3	1	ใช้ได้
<p><b>Part 2: English skills in studying English literature.</b></p> <p>What is the most difficulty and effect when you are speaking English in the English literary classroom?</p>	0	0	0	0	0	ใช้ไม่ได้
<p><b>Part 3: Student's participation and interaction during the contemplative practices in the class.</b></p> <p>What activity do you like to do most: checking, card reading, deep listening, storytelling, reflection, check-out? Why? Please explain.</p>	+1	+1	0	2	0.67	ใช้ได้
<p><b>Part 4: Attitude toward the contemplative activities</b></p>						
1. Do you like the contemplative activities used	+1	+1	+1	3	1	ใช้ได้

Interview Question/Answer	คนที่ 1	คนที่ 2	คนที่ 3	ผลรวม	ค่า IOC	แปลผล
by the teacher in the EFL literature class? Explain why.						
2. Did you utilization of the contemplative activities used by the teacher help to improve your English-speaking skills? Explain how?	+1	+1	+1	3	1	ใช้ได้
3. Did you utilization of the contemplative activities used by the teacher help to improve your critical thinking skills? Explain how?	+1	+1	0	2	0.67	ใช้ได้
4. Do you think teacher should implement this contemplative approach to teach EFL literature class in the future? Explain why.	+1	+1	0	2	0.67	ใช้ได้
<b>เฉลี่ย</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>15</b>	<b>0.71</b>	<b>ใช้ได้</b>

## สรุป

ค่า IOC ของแบบสัมภาษณ์มีค่าเท่ากับ 0.71 สามารถนำไปใช้เป็นเครื่องมือเก็บข้อมูลได้

ประเมินคุณภาพเครื่องมือโดย

กรรมการท่านที่ 1

กรรมการท่านที่ 2

กรรมการท่านที่ 3

ลงนาม [Signature]  
(ดร. สุภาวดี พงษ์พวง)  
ตำแหน่ง ผู้อำนวยการโรงเรียน  
ลงวันที่ 12 / พ.ย. / 65

ลงนาม [Signature]  
(ภรตพันธ์ เลี้ยวระยูง)  
ตำแหน่ง อาจารย์ผู้ทรงคุณวุฒิ/วิชาภาษาไทย  
ลงวันที่ 11 / พ.ย. / 65

(ผศ. ดร. สุภาพร เติวิยะ)  
อาจารย์ สังกัดคณะครุศาสตร์

## Appendix E Course Syllabus of implementing contemplative activities for English speaking and Critical Thinking Development

Week	Topics/Contents	Number of Practice hours	Critical Thinking Skills	Contemplative Activities	Teacher Role	Student Role
1	Introduction to the course, classroom expectation, score criteria. Unit 1 Introduction to literary adaptation Definition of term Topic Discussion: Imagination World	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
2	<u>Unit 1</u> Introduction to literary adaptation Topic Discussion: Favorite books or story (Student will be asked about personal background, activity, reading and interests) Pre-Test 1 (Speaking and Writing Test)	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
3	<u>Unit 2</u> Compare and contrast	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
4	<u>Unit 2</u> Compare and contrast Students will be asked to classify the plotline/theme/characteristics of the story they have learned.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
5	Unit 3 Form and element of literary work and film (Plotline /Theme /Characteristic) Students will be asked to make a connection with the story learned in a new situation and discuss the options to complete a problem.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
6	Unit 3 Form and element of literary	3	Remembering	Check in	Facilitate and	Fully

Week	Topics/Contents	Number of Practice hours	Critical Thinking Skills	Contemplative Activities	Teacher Role	Student Role
	work and film (Plotline /Theme /Characteristic) Students will be asked to analyze the literary terms, theme, author's point of view, traits of thought and feeling, and also the technique used in the narrative.		Understanding Applying Analyzing Evaluating Creating	Card reading Deep listening Drawing Story telling Reflection Check out	deliver classroom instruction that helps students learn.	Participate class and activity
7	Midterm (Multiple and Writing Examination)					
8	<u>Unit 4</u> Alice in Wonderland Topic Discussion: <u>Identity/ Being Adult/</u> Students will be asked to analyze the literary terms, theme, author's point of view, traits of thought and feeling, and also the technique used in the narrative.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
9	Unit 4 Alice Adventure in Wonderland (Children's book) Topic Discussion: Curiosity Students will be asked to make a decision and judge the literary work with the evidence.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
10	Unit 5 Charlie and the Chocolate Factory Topic Discussion: greed, bad parenting, nothing is impossible, wealthy, responsible, respectful Students will be asked to make a decision and judge the literary work with the evidence.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
11	Unit 5 Charlie and the Chocolate Factory Topic Discussion: wealthy, responsible, respectful Students will be asked to make a decision and judge the literary work with the evidence. Students will be asked to create a children's picture book for children using the knowledge gained from the literary techniques used in the lesson.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity

Week	Topics/Contents	Number of Practice hours	Critical Thinking Skills	Contemplative Activities	Teacher Role	Student Role
12	Unit 6 Harry Potter and the Philosopher Stone Topic Discussion: Friendship/ Love and Family Students will be asked to make a decision and judge the literary work with the evidence.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
13	Unit 6 Harry Potter and the Philosopher Stone Topic Discussion: Childhood memory Students will be asked to make a decision and judge the literary work with the evidence.	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
14	Fieldtrip: Visiting the orphanage (Arrange social service activity; giving the picture book for the orphanage; reading story aloud for children)	3	Remembering Understanding Applying Analyzing Evaluating Creating	Check in Card reading Deep listening Drawing Story telling Reflection Check out	Facilitate and deliver classroom instruction that helps students learn.	Fully Participate class and activity
15	Presentation	3		Check in Card reading Deep listening Drawing Story telling Reflection Check out		
16	Review and summarize Post-test 2 (Speaking and Writing Test) / Conducting Interview	3				
17	Final Examination (Multiple and Writing Test)	3				

**Note:** The skill shown in bold is the skill that research would like to emphasize in the activity. Student will have 3 hours per weeks with a total of 48 hours. However, the schedule is subject to change as appropriate

## Appendix F Example of Lesson Plan

**Unit 5:** Alice Adventure in Wonderland

**Class:** Control Group

**Time:** 2.30 Hours

**No. of Students:** 11

**Language Focus:** Speaking

**Topic:** Identities, being adult and Curiosity

**Learning Outcome:** At the end of the lesson, student should be able to

1. Answer question based on the story learned
2. Analyze the literary terms, theme, author's point of view, traits of thought and feeling, and also the technique used in the narrative.
3. Discuss and share the opinion by students

Step	Time/minutes	Activities
1	20	Check-in The teacher instructs students to sit quietly and record their thoughts and feelings on paper.
2		During the presentation, the teacher uses a PowerPoint to summarize the story's theme, characters, plot, author, and purpose.
2	20	Card-Reading The teacher shows three pictures related to Alice's Adventure in Wonderland and asks students to interpret their message.
	20	Deep listening While each student talks about the card, the teacher randomly asks them to speak of what they see. While student speak, the classmate will listen quietly.
2	20	Story telling The class watched a movie clip and shared similar personal stories.
	10	Drawing The teacher instructed the students to draw characters and settings related to the story and asked them random questions.
3	20	The teacher distributes the reading passage to the students and asks for



Step	Time/minutes	Activities
		a volunteer to read the passage loudly so that other students can pay attention and listen. Then, the teacher explains and gives some examples to the whole class, focusing on the main ideas and details and providing the meaning of difficult words in the passage. In the process, the teacher asks students questions to engage them with the story. Students are allowed to ask questions if they do not understand.
	5	Break
	30	<p>Classroom Discussion:</p> <ol style="list-style-type: none"> <li>1. The teacher will ask the students about their experiences when they were young. They will also ask how the students identify themselves when encountering new people. This can refer to their first school experience or their first time socializing with their parents.</li> <li>2. The teacher will then ask the students about their thoughts on being an adult. Alternatively, they will ask what age the students would like to be forever and why.</li> <li>3. Next, the teacher will ask the students what they do when curious about something. They will also ask if the students think Alice made a good decision to follow the white rabbit.</li> </ol> <p>To create a friendly atmosphere, the teacher will first share their experience with the class. This will help the students trust the teacher and feel comfortable sharing their experiences. If no one volunteers, the teacher randomly calls on a student's name.</p>
	20	<p>Reflective Journal</p> <p>At the end of the class, students are required to submit a dialogue journal about the lesson learn from the class.</p>
	5	<p>Check-out</p> <p>Teacher and student together summarize the lesson.</p>

**Note:** The lesson plans were examined by the curriculum committee to ensure that they were suitable for the course.

## Appendix G Lesson Plan Evaluation Form

Unit: \_\_\_\_\_

Class: \_\_\_\_\_

Duration: \_\_\_\_\_

Language Focus: \_\_\_\_\_

Rate the following aspects of the lesson plan on a scale of 1 to 5, where 1 = Strongly Disagree, 5 = Strongly Agree.

<b>Lesson Content and Structure</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.1	The objectives are clear and attainable					
1.2	The lesson content is relevant to the students' learning needs.					
1.3	The activities are well-structured and organized logically.					
1.4	The lesson encourages critical thinking and analysis.					
1.5	The lesson incorporates diverse teaching methods (e.g., visual, auditory).					
<b>Delivery and Engagement</b>						
2.1	The lesson's objectives and activities are clear and engage.					
2.2	The activities foster student engagement and participation.					
2.3	The teacher uses questions and activities that stimulate students' thought.					
2.4	The instructional materials (e.g., PowerPoint, pictures) enhance learning.					
2.5	The teacher successfully creates a supportive and inclusive learning environment.					
<b>Assessment and Feedback</b>						
3.1	The reflective journal effectively measures students' understanding.					
3.2	The students receive constructive feedback on their					

<b>Lesson Content and Structure</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	performance.					
3.3	The activities allow for individual and collective assessment.					
3.4	The assessment methods are aligned with the lesson objectives.					
<b>Student Learning and Outcome</b>						
4.1	Students will understand of the lesson content.					
4.2	Students can actively participate in discussions and activities.					
4.3	Students can connect the lesson content with real-life contexts.					
4.4	The lesson promotes curiosity and exploration among students.					
4.5	Students reflect thoughtfully on their learning in the reflective journal.					
<b>Overall Impression</b>						
5.1	Overall, how would you rate the effectiveness of this lesson plan?					
5.2	What aspects of the lesson plan were most successful?					
5.3	The lesson plan strengthens critical thinking skills.					
5.4	The lesson plan strengthens the English language skills.					
5.5	The appropriate of language use.					

6. Suggestions for Improvement

Please provide any suggestions for how this lesson plan could be improved in the future.

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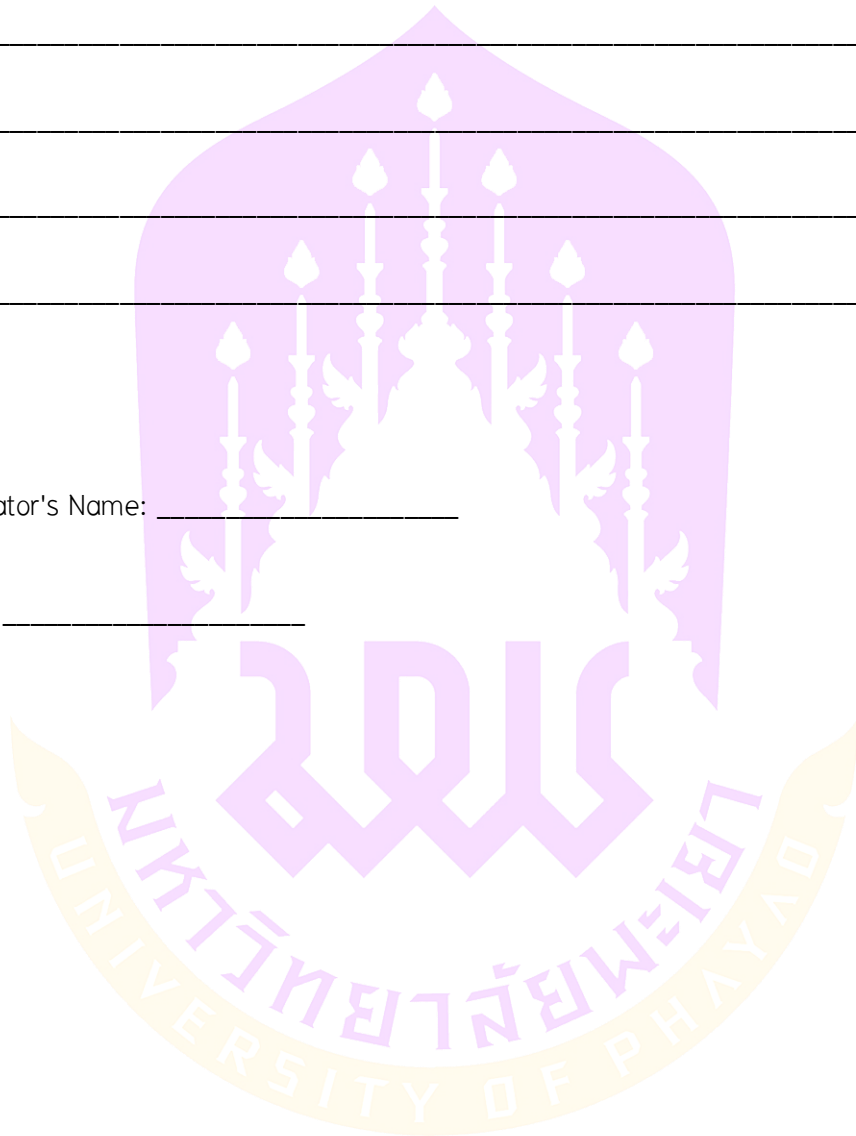
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Evaluator's Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix H Transcription

### Transcription

#### PRE-TEST

T = Teacher S = Student

STD001

ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 6

Part 2 you will hear the question or statement. please speak your answer I will read the question just only one time. you have to answer a question for me. you have one minute answer. Okay?

T: Question number eleven. What did you enjoy doing in your free time as a child?

S: What is.....so I enjoy with...with dad in... read a book.

T: Question number twelve. What usually make you happy or unhappy? Why?

S: I happy because when I....read that...I have to...in the go to....imagine world. yeah.

T: Question number thirteen. What is your favorite kind of book to read?

S: I...I love is.....book about is a.....fantasy such as.....the century is a fantasy book.

T: Question number fourteen. Do you think it is better for children to grow up in a city or a countryside? Why?

S: Please again....oh.....umm...the countryside...I...I think is a I do.....I do....I do countryside.....yeah.

T: Question number fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: Yeah....I....umm...I...I usually the celebrate...with children.

T: Question number sixteen. Is your routine the same day to day as it was when you were a child?

S: Yes, is so.....is so yes....I think it.....

T: Question number seventeen. Do you ever have daydream? What kind of daydream do you usually have?

S: Yes, I have to a daydream. daydream in my mind is.....I just have to.....yes. sleep all... .all day... .yeah... is a... ..is my daydream ... because I'm umm....everyone...everyday...some day is I not too not sleep because I will work hard.

T: Question number eighteen. What is a traditional drink in your country for a party or socializing? Explain

S: Yes, I drink... ..Yes, I drink in a some... ..so... ..such as in a.....whiskey....(laugh) in a.....is so bad like in so it when I drunk whiskey.....yes but I ignore to not expensive for me.

T: Okay, question number nineteen, What is your first memories of your childhood?

S: What childhood....childhood....so childhood.....and I don't.....memories with childhood.

T: Okay, question twenty. Do you spend much time with your family? What activity you usually spend time with them.

S: Umm....okay when I have...when I is a big dream in a family....our play with Bo-Bo (Bo-Bo is my dog) yes in a in a everyone in my family love he.

T : Okay, Thank you.

STD002

ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 4

Part 2 you will hear the question or the statement. please speak your answer to the recorder

okay? you have one minute try to answer as much as possible.

T: Question number eleven. What did you enjoy doing in your free time as a child?

S: Okay, I did enjoy about umm ...play... umm ...using time with umm...my...my...siblings because.....umm...all the time my parents just allowed us all even me all my siblings just as stay home. So I always using my time with my siblings by...or watching or something or maybe running or maybe yeah it can be everything yeah but just stay home.

T: Question number twelve. What usually make you happy or unhappy?

S: Okay, First about happy I happy about are using time with my family and about unhappy is about when i spend time with um...people but they don't like me.

T: Question number thirteen. What is your favorite kind of book to read?

S: Umm... I think I don't have yeah.

T: Question number fourteen. Do you think it is better for children to grow up in the city or in a countryside?

S: Umm...well I think it's better to living in the city because I focus on about studying because umm...if with stay... in the city it will have lot of things that improve us it all about the children to grow up.

T: Question number fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: Umm...well I think... is depend on some family because...because some family they are prone they just say about good umm ...good conversation umm...good umm...something but is about... the... I can let's say if the family who have.... who is rich they can celebrate I think is depend on some family. yes.

T: Okay, Question number sixteen. It your routine the same today as it was when your were a child and how?



S: Umm...okay I think...I don't know this....okay I think is about just spend time with my friends and just take time to rest because umm... I have a lot of things to do...yeah but just do my best in every routine.

T: Question number seventeen. Do you ever have a daydream? Do you ever have a daydream? What kind of a daydream do you usually have?

S: Okay, well I think is about having a great time with my parents and I would have a...really umm...mining money to give my parents because it would be better to let...let them feel great because I give them money to spend.

T: Question number eighteen. What is a traditional drink in your country for a party or socializing?

S: Okay, I think it just about a water, yeah...yeah.

T: Question number nineteen. What is your first memories of your childhood?

S: Okay, my first memories about.....okay going to the forest with my grandparents yeah this is a about my first memories because when I was young I always go to the forest yeah.

T: One last question. Question number twenty. Do you spend much time with your family? How?

S: Okay, can say when I was young I spent a lot of time with my family but from now just a few times because I went here in Chiang Rai to study so just a few time yeah.

T: Thank you very much.

S: Thank you so much.

## STD003

## ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 3

Part 2 you will hear the question or the statement. please speak your answer as much as possible okay. you have one minute to answer your question. Okay? try to do your best okay ready? Yes.

T: Question number eleven. What did you enjoy doing in your free time as a child?

S: Umm....watching football match.....yeah because I think....I watch it since I very young...and since...and now I watch it everyday. yeah... I enjoy to watch it.

T: Okay. Question number twelve. What usually make you happy or unhappy?

S: Umm....if I go to class friend will make me happy. I love to...take a photo and if make me unhappy is when I saw the raining when I go out. It make me feel not comfortable.

T: Question number thirteen. What is your favorite kind of book to read?

S: Umm.... Cartoon Book because I think it have many colors it theirs and it very funny. yes I love it.

T: Question number fourteen. Do you think it is better children to grow up in the city or in a countryside?

S: Umm....in the city because it... I think it many things is comfortable and it like.....it better than countryside. yeah.

T: Question number fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: Umm... I think they choose because it feel a good uhhh.....memories for them like...oh this first year for them. Oh! Let's Celebrate.

T: Question number sixteen. It your routine the same today as it was when you were a child?

S: Umm.... not the same because now we grow up and we just have many things to do...we must to read book and cooking... when I was young I didn't cooking.

T: Question number sixteen. It your routine the same. Seventeen sorry. Do you ever have a daydream? What kind of daydream do you usually have?

S: Umm....I want to go aboard and.. enjoy... like in USA or London because I love football and I want to go to their and watch like in my eyes...on my eyes.

T: Number eighteen. What is a traditional drink in your country for party or all socializing?

S: Traditional drink.... Alcohol? like Alcohol with friends.

T: Question number nineteen. What is your first memories of your childhood?

S: Like..... I go to...the department store when I was young in Bangkok..because I was born in Bangkok. yeah and my mom will take me to the department store it have... many things...it have the toy...to buy it... yeah

T: One last questions. Question number twenty. Do you spend much time with your family? How?

S: Not much because my family stay at Phayao and me stay in Chiang Rai. it just...Or.. two or three days per month.

T: Yes, Okay. Thank you very much ending of the... the end.



STD004

ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 9

Student code : 641753006

Part 2 you will hear a question or statement. please speak your answer. I will read it for you one time only. Okay?

T: Question eleven. What did you enjoy doing in your free time as a child?

S: As a child...in my free time I'm play with my neighborhood .... neighborhouse neighborhome I'm play...just play every time.

T: Okay, Question twelve. What usually make you happy or unhappy? Explain

S: Umm...happy or unhappy.... something that make me happy it's not doing something that not make me overthinking just play game...listening to music is make me happy unhappy is someone blame me or...say something also word lose to me it make me unhappy.

T: Okay, Question thirteen. What is your favorite? What is your favorite kind of book to read? Explain

S:Umm.....picture book is have maybe colorful, it make me relax and excited.

T: Question fourteen. Do you think it is better for children to grow up in a city or a countryside? Explain

S: Umm....for me...when I was child is better to live in countryside and when you grow up to study in the city it's better.

T: Question fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: Umm... for me I didn't celebrated in my birthday just... make a pray in...the temple in the morning just that it my...my happy and happy.

T: Okay, number sixteen is your favorite... Is your routine the same day today as it was when you were a child?

S: No.

T: Explain.

S: Because when... I was child..... wake up at 6:00 a.m. or 7:00 p.m. to watching cartoons and... I have breakfast at in the time in the same time but now I don't have a breakfast I'm get it it's not early anymore.

T: Question seventeen. Do you ever have a daydream? What kind of daydream do you usually have? Explain

S: Umm...I want to...be a rich girl and hap...happy day every day every time don't want to stick every time.

T: Question eighteen. What is a traditional drink in your country for party or socializing? Explain

S: Drink..... I don't know

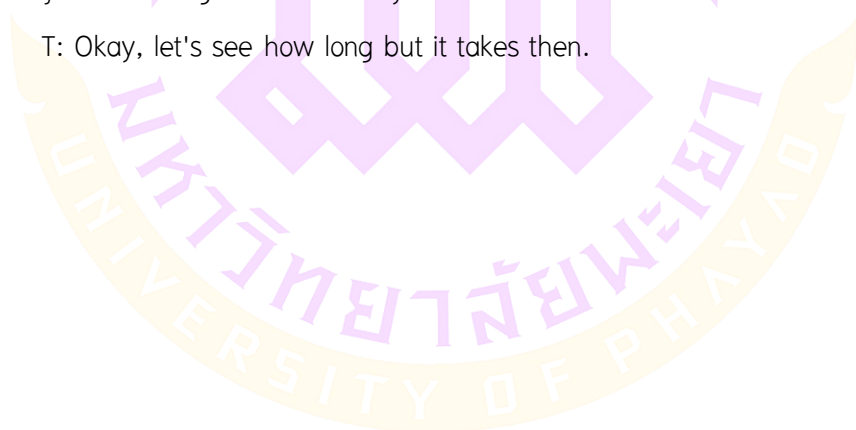
T: Question nineteen, What is your first memories of your childhood? Explain

S: First memories..... I'm go to my aunt house and play with my cousin and they take picture that I'm holder umbrella like this.

T: Okay, Question twenty. Do you spend much time with your family? Explain

S: Umm... for now not much because my father and my mother doing work every day every time and they all tried for that. I'm don't want to do that do him to stick more we just...eat... together is...is okay.

T: Okay, let's see how long but it takes then.



## STD005

## ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 7

Part 2 you will hear the question or statement. please speak and answer the question to the record. Okay? you have one minute to answer the question and I will read only one time.

T: Question eleven. What did you enjoy doing in your free time as a child?

S: Umm...I like to.... play games, listen music and read some book when I free time.

T: Okay, Question number twelve. What usually makes you happy or unhappy? Explain it.

S: I umm... I think money is important to me when I have a lot of money that I can buy or I can do everything I want to do but when I lose money or I don't have much money to buy something that make me unhappy because I can't do or I can't buy it.

T: Okay, Question number thirteen. What is your favorite kind of book to read?

S: Last time I read about Mr.Fantastic Fox so this one my friend umm... Singaporean he we recommend me to read this book for improved my self. that very nice.

T: Okay, question number fourteen. Do you think it is better for children to grow up in a city or a countryside? Why?

S: I think... I prefer city because the city they have a lot of or comfortable and the children they can improve them self because they have a lot of store about of the book or electronics everything in about education so exactly they can improve more and more than countryside.

T: Okay, question number fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: I think sometimes they can relax with friends and umm... all the time right, they always celebrate with their parents so it's okay if one day they go to the party and celebrate with friends.

T: Question sixteen. Is your routine the same today as it was when you were a child?

S: umm...I think it's no because when I grow up I feel like I have...many things to do but when I'm... when I was child I...I just play and enjoy my day...day to day and I

grow up I have a lot of work I have a lot of homework I have to do many things many activities in my life.

T: Okay, seventeen questions seventeen. Do you ever have a daydream? What kind of a daydream do you usually have? Explain

S: Umm...I have last time I have daydream about the ghost because...that is my fear daily one in...in my mind and when I listen about the ghost or I watch about movies about the ghost then I will have the.... daydream the nightmares something like that.

T: Number eighteen. What is a traditional drink in your country for a party or socializing? Explain

S: Oh my gosh actually it's....depends on that day to depend on my feeling someday if I go enjoy with my friends I prefer to drink about the alcohol.... but when I go with family I actually drink just water but I think it's I just want to enjoy with my family without alcohol when... when I'm with my friend right...when we drink alcohol is when we talk, we can enjoy more and more.

T: Okay, question nineteen, What is your first memories of your childhood? Explain

S: Umm...actually I can remember my past because.... I just remember what I'm doing now in my...future or just now because it the past already so I can't remember much.

T: Okay, One last question. Do you spend much time with your family? Explain

S: No, because this one is the serious story about me my family they. my mom and my dad they focus last time when I was just...one year and... I... stay with my dad until twelve years old and I see all the time my dad....my dad sometimes good but my dad sometimes bad...he...he have a emotion like angry so that is very bad just my night dream... nightmares to so I just contact with my mom when I was fourteen that my mom exactly don't know about me....clearly so she don't understand what I'm doing what I want what I 'm gonna do so I prefer to spend time with myself more than spend time with family because when I... when I spend time with myself I can do everything was I want I can go I can visit so no one can goes me that I will like.

T: Okay, Thank you very much. Let me see.



## STD06

ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 10

Student code : 641753011

Part 2 you will hear question or statement. You have one minute to speak your own answer. Okay? Speak to the recorder. Listen carefully. Okay?

T: Question eleven. What did you enjoy doing in your free time as a child?

S: Umm.....I play the computer game and free time and to travel sometime.

T: Okay, Question twelve. What usually makes you happy or unhappy? Explain

S: Umm... I happy with friends and unhappy not friend. I feel alone.

T: Okay, Question thirteen. What is your favorite kind of book to read? Explain

S: I like the..... I like book this..... Japanese book I like it content... cartoon.

T: Okay, Question fourteen. Do you think it is better for children to grow up in a city or a countryside? Explain Why?

S: Again, please..... umm.....

T: Pass?

S: Yes, pass.

T: Question fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: I think children..... can..... children..... children is in with friend and in party in birthday.

T: Okay, Question sixteen. Is your routine the same today as it was when you were a child?

S: My routine...in the morning is wake up, go to breakfast and.....go to the university.

T: Question seventeen. Do you ever have daydream? What kind of daydream do you usually have? Explain

S: Daydream..... my daydream is..... is everyone... is everyone.... is happy and lucky for day.

T: Okay, Question eighteen. What is a traditional drink in your country for party or socializing? Explain

S: Umm..... I think is juice and..... many more drinking in the party.

T: Okay, Question nineteen, What is your first memories of your childhood?

Explain

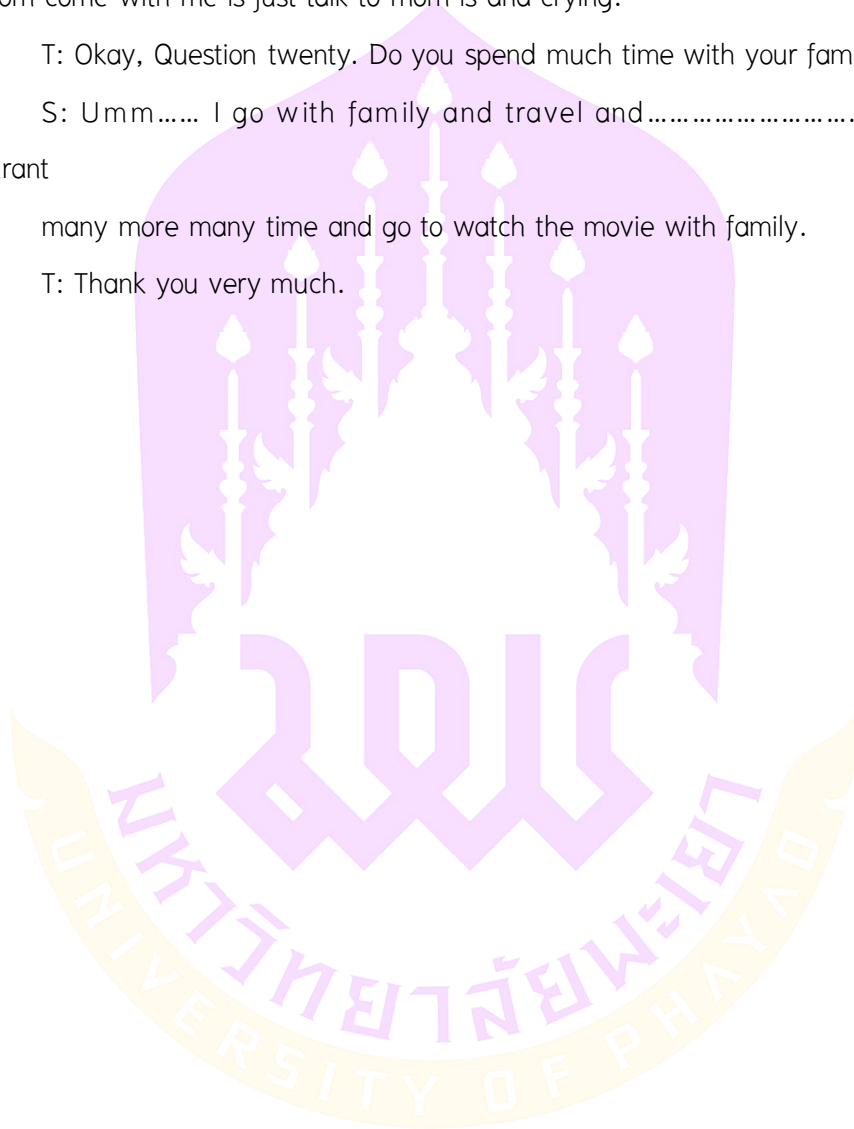
S: Childhood..... in phathom one my.... I bleeding to my hand is go to hospital and my mom come with me is just talk to mom is and crying.

T: Okay, Question twenty. Do you spend much time with your family? Explain

S: Umm..... I go with family and travel and..... and go to restaurant

many more many time and go to watch the movie with family.

T: Thank you very much.



STD007

ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 8

Part 2 you will hear a question or statement. Please speak answer yeah your answer to the recorded I will read only one time. you have one minute to answer your question. Okay?

T: Question eleven. What did you enjoy doing in your free time as a child?

S: Umm...usually I like play guitar and sing a song with my daddy.

T: Question twelve. What usually makes you happy or unhappy? Explain

S: Happy because when I do...or I did something I just do.... something that I want to do that's why it makes me can happy.

T: Question thirteen. What is your favorite kind of book to read? Explain

S: Umm...No well book because is...is about..... story in the past and maybe have magic yeah.

T: Question fourteen. Do you think it is better for children to grow up in a city or a countryside? Explain

S: I think is city is better because is small and...and ok for children yeah.

T: Do you think.... question fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: Yeah, I think because they saw someone that birthday that his birthday like this and then oh I want to... party like this... then want to make the party for yourself.

T: Okay. sixteen. Is your routine the same today as it was when you were a child?

S: No.

T: Explain.

S: When...when I was young everything is like I wake up is and go to school but now...sometimes I wake up and is to but go to the university it not school and the time difference.

T: Okay, questions seventeen. Do you ever have daydream? What kind of daydream do you usually have? Explain

S: Daydream... I just I don't have daydream I think just...use the light smooth everyone everyday that's all.

T: Okay, question number eighteen. What is a traditional drink in your country for party or socializing? Explain

S: Umm...drink...I don't I have no idea about drink no idea... for my life I have no idea.

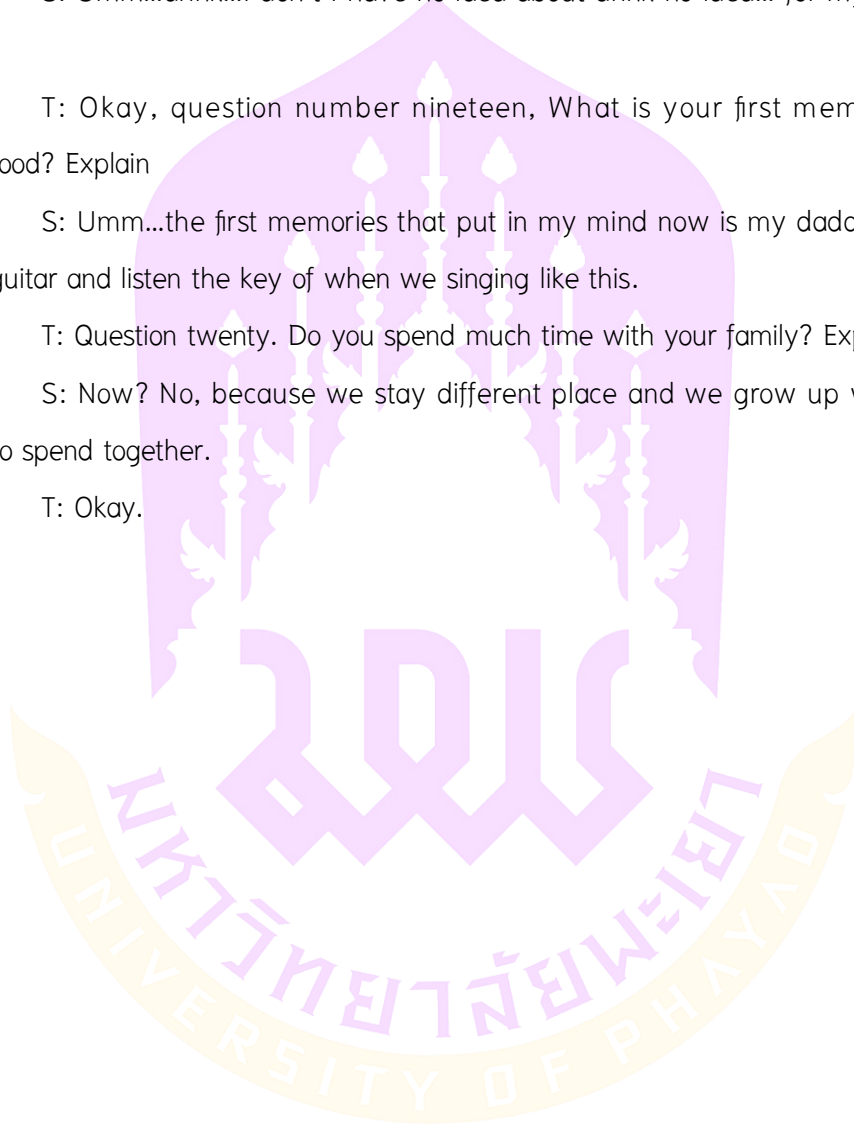
T: Okay, question number nineteen, What is your first memories of your childhood? Explain

S: Umm...the first memories that put in my mind now is my daddy teach me to play guitar and listen the key of when we singing like this.

T: Question twenty. Do you spend much time with your family? Explain

S: Now? No, because we stay different place and we grow up we don't have time to spend together.

T: Okay.



STD008

ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 5

Part 2 you will hear the statement of question or the statement answer speak it very loud okay? to the record you have one minute answer as much as you can okay.

T: Question number eleven. What did you enjoy doing in your free time as a child?

S: As a child...play with my friends yeah.

T: Question number twelve. What usually make you happy or unhappy? Can you explain it?

S: umm.... things that happy and unhappy...maybe...umm...like go...going outside or going...some where...like I want to go alone...but....when....like....when direct someone that I know them...they come and getting me I don't like it.

T: Question number thirteen. What is your favorite kind of book to read?

S: Umm....like Japanese Manga yeah...Japanese books and Manga yeah... I love it.

T: Question number fourteen. Do you think it is better for children to grow up in the city or in a countryside? Why?

S: I think the countryside...because...like....in the city the child have to focus.....focus on their...their study...their study like to.....to improve themselves for his parents...for they parents but in the countryside the children freely to do some activity yeah.

T: Let's move on to questions number fifteen. Do you think children choose celebrate their birthday party? Birthday with a party? Why?

S: Umm....because it will make them enjoy one they birthday with their friends or they parents.

T: Okay, let's move on to question number sixteen. It your routine the same the same today as it was when your were a child? How?

S: Umm...no because.....umm....when I'm child I.....when I was child I just come....come to school and then back to my house and then playing a lot but now I umm.... I have to doing many things that I can enjoy with my life.

T: Question number seventeen. Do you ever have a daydream? What kind of a daydream do you usually have?

S: Daydream....umm...yeah...I think daydream...I think I...I have go to another country like ,Japan...something but I never do it. It just daydream.

T: Alright, let's move to question number eighteen. What is a traditional drink in your country for a party or socializing?

S: Like, whiskey...yeah it is whiskey in...in The Northern Of Thailand we call “Laokao” .

T: Next, What is your first memories of your childhood?

S: First memory, I think is when...when I was.....like Phathom Six yeah I...I like the bicycle and I.....I feel.....I have the big moon on my left me.

T: Question number twenty. Do you spend much time with your family? How?

S: No....I don't like spend time with my family or someone or lady one because I like to like...to live alone...like to stay alone.

T: That's the question of today, Thank you very much ka.



STD010

**Speaking Analysis**

**ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงใหม่ 2**

Part 2 you will hear the question or the statement please speak to the recording very loudly. Okay? because the rain outside and you have one minute to answer each question. Okay? based on your experience your understanding. Are you ready? Yes.

T: Okay. Question number eleven. What did you enjoy doing in your free time as a child?

S: Again.

T: What did you enjoy doing in your free time as a child?

S: In...In the morning right? I.....I....I like to shopping in the morning and...with my family for... open the... noodles store.

T: Number twelve. Question number twelve. What usually make you happy or unhappy?

S: Uhhhh...see the movie and it make me happy and unhappy is the dog. I don't like the dog.

T: Oh! you don't like the dog.

Question number thirteen. What is your favorite kind of book to read?

S: Harry Potter.

T: You want to speak more? You are allowed to speak more if you want. You have one minute to answer.

S: Harry Potter and.....Nakee 2.

T: Number fourteen. Do you think it is better children to grow up in the city or a countryside? Why?

S: Please again. Again Please.

T: Do you think it is better children to grow up in a city or a countryside? Why?

S: A city because ,Uhhhh....the student...can open another world(laugh).

T: Okay. Question number fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: Because.....when you celebrate in the birthday.... your friend celebrates with you and make you happy.

T: Okay. Question number sixteen. It your routine the same today as it was when your were a child?

S: Again please.

T: It your routine the same to day as it was when your were a child?

S: When I child....

T: A child when you were young.

S: hum.....I think, I swimming(laugh).

T: Number seventeen. Do you ever have a daydream? What kind of daydream do you usually have?

S: My daydream..I usually have..go to New York and...and work in here in New York.

T: hum...okay. Question number eighteen. What is a traditional drink in your country for party or all socializing?

S: I think(laugh)...beer.....Beer and Kola(laugh).

T: Number nineteen. What is your first memories of your childhood?

S: My family take me to.... ocean and swimming in the ocean.....and...and my family..my mom and my father.....give me to the zoo but I like it.

T: One last questions. Question number twenty. Do you spend much time with your family? How?

S: Travel with my family.....and....help me to...help my family to work in the noodles store.

T: Okay....in noodles store right?

S: Yes.

T: Alright, let's see....thank you very much.

S:(laugh).



STD011

ชื่อไฟล์ : Pre\_คณะมนุษยศาสตร์ราชภัฏเชียงราย 1

Part 2 you will hear the question or the statement please speak your answer to the recorder. You have one minute to answer each question..... alright? Question number eleven. What did you enjoy doing in your free time as a child.

S: ...hum.....can you ask it again

T: What did you enjoy doing in your free time as a child?

S: humm.....when I think...that ...when I think..no...when I think that thing interesting I will enjoy that..

T: Okay. Question number twelve. What usually make you happy or unhappy?

S: What..

T:What usually make you happy or unhappy?

S: .....I will happy because I enjoy my life..yeah so I really happy humm..... a lot over time I'm happy but I'm happy (laugh)...

T: Number thirteen. What is your favorite kind of book to read?

S: I think.....hum... Harry Potter.

T: Question number fourteen. Do you think it is better children to grow up in the city or a countryside?

S: hum...I think... I think city is better.

T: Pradon?

S: I think city is better, yes.

T: Number fifteen. Do you think children choose celebrate their birthday with a party? Why?

S: hum...I think I think children choose celebrate party.

T: Why?

S: Because..Because children...hum.....children choose...choose.. enjoy and hum... how to hum...a lot of TV because..because hum.. they.. they can learn new more...knowledge (laugh)

T: Okay. Number sixteen. It your routine the same today as it was when your were a child?

S: Pradon?

T: Is your routine the same to day as it was when your were a child?

S: hum...(laugh) I can't answer really(laugh).

T: I can't answer.

S: oh yes.

T: Number seventeen. Do you ever have daydream? What kind of daydream do you usually have?

S: hum...next(laugh)..next..

T: Number eighteen. What is a traditional drink in your country for party or all socializing?

S: (laugh)

T: No skip, right?

S: Yeah

T: Number nineteen. What is your first memories of your childhood?

S: Childhood...hum.....no...hum...no...next question.

T: One last questions. Do you spend much time with your family?

S: Do what...what?

T: Do you spend much time with your family?

S: Yeah

T: Okay,How?

S: hum.....together go outside to play and together enjoy activities.

T: Okay, that's about these. Thank you very much ka...wait..wait...wait

**POST-TEST**

**STD001**

**ชื่อไฟล์ : Post\_ มหาวิทยาลัยราชภัฏเชียงราย2**

T: Number one. What did you enjoy doing in your free time as a child?

S: As a child.....I enjoy to sing a song...play guitar with my daddy and play game with my younger brother.

T: That's all.

S: Yes.

T: Number two. What usually make you happy or unhappy?

S: Happy is when...when I...go some places that I want to go I do something that I want to do and I watch something that I want to watch like that and unhappy actually unhappy have many thing but now is the....the my life about yeah and also about my friends also because I care about them a lot like that.

T: Number three. What is your favorite kind of book to read? Explain

S: Kind of book to read.....may be then no well....like yeah no well fairy tales fairy tales book because is about I like the princess character like that princess and the prince.

T: Do you think children choose celebrate their birthday with a party? Why? Explain

S: Actually, depend on the family but nowadays everyone....yeah celebrate celebrate their birthday. umm.... in my opinion if you want to celebrate yeah can like that. Because in the past in.....when we...when I was young right...everyone every friend every people that I saw their birthday of course their birthday and....have a cake like that so everyone saw like that oh...waiting for our birthday and then have a cake for us yeah for you like that.

T: Okay, Next question. Do you think it is better for children to grow in the city or in a countryside? Explain Why?

S: Umm... I think..in my opinion everything is about they're family because many family is different about the price for the...when we spend in a city or a country like that

and if I can recommend them I want them to go the city side because maybe the price or the currency is good. yes, lower than countryside.

T: Number six. Is your routine the same today as it was when you were a young?

S: No, when I were young I have my grandma to do the routine like wear the dress do my hair like that...but nowadays I have to do everything by myself.

T: Do you ever have daydream? What kind of daydream do you usually have?  
Explain

S: Daydream....umm...my dream actually now my dream is change already yeah...as I were young or one year ago I have a daydream is I want to be air hostess like that, but nowadays I saw a air hostess and I get the....many information about that and I don't want to be a air hostess like that. so now just have money and I think about business.

T: Okay. What is a traditional drink in your country for party or socializing?

S: Peach tea.

T: Explain.

S: Peach tea....Explain about peach tea?

T: Umm...

S: Because nothing...I just like peach tea in now...on my life.

T: Okay. What is your first memories of your childhood?

S: Forgot, professor.

T: I just speaking now.

S: Childhood.

T: What is the first memories of childhood?

S: I get a present form the president of a school. yeah.

T: Okay, you like that moment?

S: Yeah.

T: You're very proud?

S: Yeah, very proud because have many people in their and I can get just my yeah, lucky(laugh).

T: Wow! Okay, one last question. Do you spend much time with your family?

Explain

S: Umm.... now I just spend time with my friends and my mom. My dad I don't because we are don't stay together just my mom.

T: Alright, thank you for your time.

### STD002

T: Okay. What did you enjoy doing in your free time as a child? or as a kid?

S: Okay....when I was a child I... I enjoyed to play with my brother and sister. Especially, when I go the farm is good to...plant corn or any everything and yeah that's all because most of the time I always there at my home.

T: Question number two. What usually make you happy or unhappy? Explain

S: Okay, the first thing that usually make me happy is that communicate with other people or spending time with my family that the... that is the happiness for me. and the thing usually make me unhappy is that someone....don't like me or someone hurt me by.... different side or maybe just not strange but they do the thing that.....hurt me. Yeah.

T: Okay. Number three. What is your favorite kind of book to read? Explain Why?

S: Okay..... umm.... kind of book that I like I think is about just English book because I love to improve my English skill's always. Yeah.

T: Okay. Number four. Do you think it is better for children to grow up in the city or in a countryside? Why? Explain

S: Is how to explain for this one.....because I came from outside city I can see that...that...they are many problems but still...in the city still have problems but I think I choose.....countryside city because when people stay their...they...they have no opportunity.....they have no thing that largely or they have no....no money even for buy food or everything so I feel like....because is simply with.....similar with my life so like everything I have to do by myself so I choose countryside because everything that they do that I can do everything is not depend on my parents or other.

T: Okay, next. Do you think children should celebrate their birthday with a party? Why? Explain

S: I think they should because it will in always remember their was born. the thing very very important is who gave birth to them. Yes.

T: Okay, Number six, Is your routine the same today as it was when you were young?

S: Umm...I think.....the activity that I did when I was young and now I think is really different because when I was a kid like, I have just play my brother and sister and I have a lot of ability but from now is a grow up and grow up I have lot of ability as the same time I 'm updated of my family I have to do many things I have to be a good role model. Yeah that's right.

T: Okay. Number seven. Do you ever have daydream? What kind of daydream do you usually have?

S: (laugh).... daydream I think.... my daydream is like... like in the future of my family I can see the smile or I can see that... I can see that they have a good health and a good house to stay. Yeah just that's it.

T: Okay, What is a traditional drink in your country for party or socializing?

S: Oh yeah, umm...the traditional drinking of my local is just water. Yeah because is like I don't why they choose water but I think is good because is not too sweet because the...the taste is just normal right? No any taste so I think is good for health.

T: What is the first memories of childhood?

S: I think the first memories of childhood was.....I was going to the farm with my grandparents. Yeah that was my first memory.

T: Okay, one last question. Do you spend much time with your family?

S: Umm...from now...for currently....I can set that...I just....spend sometime with my family when my break term come. Most of the the I...spend time with study because this is..... another way that if I improve my self I can get a career then I can help my family. Yeah.

T: That's all for ten questions. Thank you for your timing.

**STD003**

T: Number one. What did you enjoy doing in your free time as a child? Explain it for me.

S: As a child.....play with my childhood friends at my friends house because now is like I miss that memory very much because now we have different to study another...different university to study and I just miss that memory.

T: Okay, number two. What you usually make.... What usually make you happy or unhappy? Explain

S: Umm.....happy is when I watch football and they win and it make me happy because they have a match very late night and...if I watch and they win is make me happy and of course if they lose is make me unhappy and I can't sleep. I'm so sleepy and becoming.

T: Okay, number three. What is your favorite kind of book to read? Explain

S: For me is a..... fantasy book and cartoon book because I can use my imagination about thinking about the story and learn about how to.....do with do like that when like that I like this Protagonist or Antagonist and oh I like this and I will follow them and will like that.

T: Okay. Do you think it is better for children to grow up in the city or a countryside? Explain Why?

S: For me now is.....I think I choose the city side because now everything is convenient for them and.....about the...the university.....the school and about how to study and I have many schools to choose and have the good place for them that make them like comfortable more than countryside. Yes.

T: Number five, Do you think children choose celebrate their birthday with a party? Why or Why not?

S: Umm.....for me I think.....sometimes is no need because every family is not have the salary or money the same and some....some family....can just like have a cake with family with father mother and his daughter or son not have a party like have many friends or something like that.

T: Okay, number six. Is your routine the same today as it was when you were a kid?

S: I think not...because now we have a lot of things to do when I have....when I was kid and when I was young I have family to help me everything but now I just stay alone at the dormitory I must to do everything by myself.

T: Okay, very good. Number seven, Do you ever have a daydream? What kind of the dream do you usually have? Explain

S: Umm.....my daydream is just....I want to work like.....abroad I want to travel and work like I want to have my business and like can work in the....I have a notebook and can travel and work together. Yeah.

T: Okay, number eight. What is a traditional drink in your country for party or socializing and why they use that drink for socializing?

S: Umm.....my difference about the party if like at home maybe like a cold water like for the visitor or something but if with friends maybe like have a Coca-Cola or something like that.

T: Number nine, What is your first memories of your childhood?

S: Umm.....when I go to the...go to the school like kindergarten yeah and go with my family but is at Bangkok yeah and I at that time my own happy because I see a lot of new friends but I....I cry to because family just leave me their.

T: Okay, and one last question. Do you spend much time with your family?

S: Now is just.....not...not...not that much because my family not stay in Chaing Rai that why I didn't spend time with them but just call with them I like ...two times a week or three times a week because they have a lot of work and they sleep early that why I don't have and don't spend time with them too much.

T: Okay, Thank you very much for spending time.



**STD004**

T: Number one. What did you enjoy doing in your free time as a child? Explain

S: I as a child.....I enjoyed to play....play paper games with my...my house...my sister that teach they design my house and like some games or like running on the field be...in front of my house. That is.

T: Number two, What usually make you happy or unhappy? Can you share and explain?

S: Umm.....make me unhappy lately is...make me unhappy is....with my.... over thinking about my...about my friends that she just talking some word that I'm..... oh why she's blaming me or not just joking me or that's my opinion and is made me over thinking by myself and is..... something that make me happy is.....my boyfriend(laugh) and talking with boyfriend and stay to play games with someone or take a rest and eat something is snack. Yeah.

T: Number three. What is your favorite kind of book to read? Explain

S: Favorite kind of book.....when child or now.....book....I'm not actually read a book but I like to read in the online like, novel or fic. That they like it in novel mostly is romantic novels.

T: Okay. Number four. Do you think it is better for children to grow up in the city or in the countryside? Why? Explain

S: I think..... if it can be stay..... grow up in to know in both of city and countryside is good to know because is have different....different situation that you have to learn that you have to know that in countryside the.....we don't have many things convenient and if you grow up the city is have many things is convenient to you and sometimes is made you greedy. Yeah.

T: Okay, next question. Do you think children choose celebrate their birthday with a party? Why?

S: Umm... yes because is a special day and it make it like just one day of the year is you can...you can give the present for your self or like umm.....is a special day for you is happy to you that you born to in this world.

T: Okay, number six. Is your routine the same today as it was when you were young as a child? Explain

S: Umm.....Umm.....not....not the same exactly because when I was child I'm sleep early and get up early to watching cartoons in the morning and watching news with my father and my mother catch....like to tie my hair before going to school but now I have do stay alone at dormitory to prepare everything by myself. Yeah.

T: Okay, Do you have daydream? Do you ever have daydream? What kind of daydream that you usually have? Explain

S: Umm.....I want to....I want to.....stay with.... I want to have happiness and...and business that I love and with my stay in the house with my love family with my lover in the future and have....and have some day go back to visit my family and go back to with my lover.

T: Okay, so number eight. What is a traditional drink in your country for party or socializing?

Why is that drink?

S: Umm.....for.....I think is beer or alcohol is mostly everybody but for in the house my house is will always so just water.

T: Okay, number nine. What is your first memories of your childhood? Explain and share your experience.

S: Umm.....I'm go to my aunt house in Chaing Rai and she.....she my aunt house as a child that he's umm..... my elder brother play together and he take me a picture that I hold the umbrella. Yeah.

T: You remember that right?

S: Yeah.

T: Okay, one last question. Do you spend much time with your family? Explain

S: Umm.....not much I...I always talk with my mother than my father because my father always working... work hard like I'm spl sleep late and going up late I can't make with my father I always stay with my...my mother.

T: All right, thank you very much for today.

**STD005**

T: Number one. What did you enjoy doing in your free time as a child? Explain it for me?

S: Umm...when I as a child I like to drawing and listening to the music because... that time I thought....I can improve by drawing and listening as much as I can.

T: Okay, number two. What usually make you happy or unhappy? Explain

S: Umm....now right....now...when I grow up I thought money is very important when we....when we....when we have money we can eat everything what we want and you can buy everything that you want too so money is we...is very important and if you don't have enough money you don't....you don't have to like have a good food....you cannot buy anything.

T: Okay. What is your favorite kind of book to read? Explain

S: Actually, I like to read a book because this one is tell this story like...and get...get the experience and knowledge about good things and bad things you can compare.

T: Okay, Number four. Do you think it is better for children to grow up in the city or a countryside? Why? Explain

S: They're too different way.....for.....countryside and in the city because if you grow in the city right..you can have.....high education but.....for the.....out.....right.. so you don't have a good education but you still have good weather and you can play around your....with your neighborhood and you can go around.

T: Okay, number five. Do you think children choose celebrate their birthday with a party? Why or Why not? Explain

S: I think is okay to celebrate their party because of one year or one time that choose be celebrate.

T: Okay, number six. Is your routine the same today as it was when you were young?

S: Umm.....I thought...I think I will still.... study and play with my friends but now is different so I have to study and work same time to be adult.

T: Do you ever have a daydream? What kind of daydream that you have or usually have?

S: Actually is a lot of daydreams I have but for example I afraid of ghost then I always dream about the ghost daydream and night dream that's such as nightmares.

T: Okay, number eight. What is the traditional drink in your country for party or socializing why they use that drink for socializing?

S: That drink you mean alcohol right?

T: It's anything that you answer traditional drink.

S: Umm.....for....for me.....water is the best thing because of if you drink more or sugar drinks that have a lot of effect with your body.

T: Okay, Number nineteen, What is your first memories of your childhood that pop up and the moment? Explain and share your experience....share your childhood for me.

S: Childhood right.....I.....I travel around with my parents so I will like to travel around to see the new place new thing new culture and I can learn.....their culture so many things I can improve and adapt in my life.

T: Okay, so one last question. Do you spend much time with your family?

S: No.....I...I usually spend time with myself more than family because when everybody grows up everybody have to focus on study and work so.....actually.... you don't have time to spend with your family but if you have change you choose spend time with your family because of our parents older and older and we will like.....how to say I adult.....just focus on work is so....yeah we don't have time to take care our parents but if we have we'll choose.

T: Okay, thank you for spending time.

**STD06**

T: Number one. What did you enjoy doing in your free time as a child? Explain it for me please?

S: Umm.....my free time is my.....I watching the movies and series is play games sometimes..yes....umm...I....I hangout with friends sometimes.

T: Number two. What usually make you happy or unhappy? Explain it please?

S: Yeah.....my happy is.....umm.....just.....I go.....I go somewhere....with friends....I...I feeling happy.....umm.....umm....my feeling happy with friends..yes....I unhappy with.....my family is patient is something.

T: Number two....Number three, What is your favorite kind of book to read?

S: Kind of book.....I.....I like read book is.....umm....cartoons...yes....umm.....sometimes is news....from today is have.....news.

T: Okay, number three. Number four, Do you think it is better for children to grow up in the city or a countryside? Explain you reason please

S: Umm.....I think children is.....can....can....can.....umm.....children can read in....in a good..at a good....at good....good.....good.....good.....umm.....good.....different.....country and.....umm.....children can....can good.....

T: Okay, let's move on. Do you think children choose celebrate their birthday with a party? Why or Why not explain it?

S: Umm.....children have a celebrity.....I think children.....want to....want friend in the party in.....children birthday.

T: Number six. Is your routine the same today as it was when you were young?

S: Umm....routine in today.....wake up and shower.....and breakfast and go to every.....everywhere.

T: Okay, Do you usually have a.....Do you ever have a daydream? What kind of dream that you have?

S: Daydream.....is daydream.....I daydream....is...I.....I...go to back home and.....dinner and family talk.....talk about.....feeling think of they.

T: Okay. What is your a traditional drink in your country for party or socializing?

S: Umm.....in party is many drinks.....is.....Punch..... coca-Cola and.....some water.

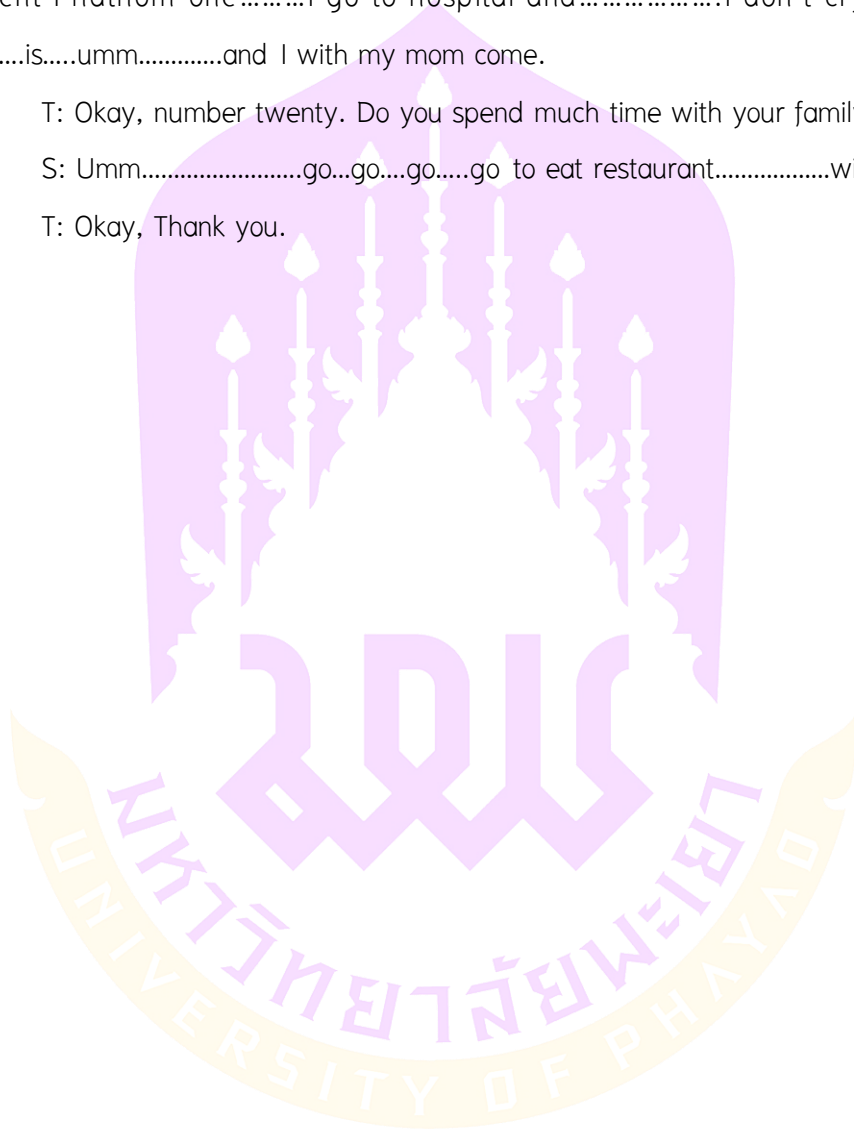
T: Number nineteen. What is your first memory of your childhood?

S: My first memory is Phathom one....I....I....I....I reading a....my hand.....  
accident Phathom one.....I go to hospital and.....I don't cry....I....I don't  
cry....I....is....umm.....and I with my mom come.

T: Okay, number twenty. Do you spend much time with your family?

S: Umm.....go...go....go....go to eat restaurant.....with my family.

T: Okay, Thank you.



**STD007**

T: Number one. What did you enjoy doing in a....What did you enjoy doing in your free time as a child?

S: Yes, I enjoy...when....I like.....drawing.

T: Okay, number two. What usually make you happy or unhappy? Explain

S: Umm.....when I drawing I feel is.....happy...happy...happy is about is such as when I brush one my canvas I feel like a freedom. Yes, is very good.

T: Number three. What is your favorite kind of book to read? Explain

S: My.....my book is...my book is.....read I...I...I read.....century....this is century....in a fiction....fiction about horror.....horror and.....magic....about family witch family is so.....have a whisgar...yes is.....in a plot of....like horror and.....prison logic..yeah....is make me eyes(wow!) yes.

T: Okay, number four. Do you think it is better for children to grow up in the city or a countryside? Explain

S: I.....I think is.....when I grow.....when I grow up I didn't...I....I stay....I live in.....countryside.....because I like a place...place....I like place. Yes. I think I don't like city because is so.....umm.....PM2.5 such as PM2.5.....people....people is so...busy(laugh).

T: Okay, number five. Do you think children choose celebrate their birthday a party? Why or Why not?

S: Umm....when I...when I younger I'm.....my family not.....celebrate my birthday I...I don't know feel is.....celebrate on party birthday...I don't know....I don't know feel that...when I...when I when I since a girl younger I'm not I'm not.....my celebrate party. I don't know but I thank you.

T: Is your routine the same today as it was when you were kid or when you were young? Explain

S: A routine in a.....were kid and were young is.....when....when were kid I....I have.....I can....I cannot....I cannot imagine.....imagine thing.....yeah, yes...but in grow up I can....I can.....I can like all imagine but imagine real life is so strange.

T: Do you ever have a daydream? What kind of daydream that you have or usually have? Can you share your daydream to me?

S: Yes, I have a daydream in my mind I.....I.....I have.....artist drawing and find art but is so....is not really is(laugh) not a real life is not really....not is.....impossible but in my daydream is.....I'm work art that I have a drawing all day all night all time(laugh). Yes.

T: What is the traditional drink in your country for party or socializing?

S: In my.....In my traditional country.....drink is a whiskey....whiskey is a when you....when you....when you....go Seven-Eleven right.....you have a Sura Raungkao.....as a rice whiskey.....whiskey on.....whiskey on.....Tequila.....40 degrees but in my country is.....whiskey...but it...no....other grade difference grade. Yes.

T: Okay, What is your first memory in your.....What is your first memory in your childhood? Explain

S: Childhood.....memories of my childhood.....oh my gosh.....I.....child.....childhood.....so.....I.....I can't.....I can't this skip.....I can't skip.

T: Okay, you want to share it right?

S: Childhood.....

T: Do you want skip this question?

S: Yeah, I think it.....I not vocabulary about childhood.

T: Okay, one last question.

S: Yes.

T: Do you spend much time with your family?

S: My family is.....three persons, my dad, my mom and my....and me. yes is a three people...I have.....in a Thai language.....but in a....in English in.....first.....first person. Yeah.

T: Thank you very much ka.



**STD010**

T: Number one. What did you enjoy doing in your free time as a child? Explain your experience.

S: Swimming because..when I children mom and my....my family really like to swimming activity almost.....all activities my family only swimming. Yeah, but I can...when I family love to swim me also love follow the parents. Yeah.

T: Okay, number two. What you...What usually make you happy or unhappy? Can you explain it for me?

S: Is make me happy maybe hangout and travel with my friends..... and maybe.....maybe play games also and make me don't happy.....some person bully me. Yeah.

T: Okay, number three. What is your favorite kind of book to read?

S: Umm.....Harry Potter.

T: Okay, explain why you like it.

S: Because, I interesting the story of The Harry Potter. It's very fantasy and I'm imagination I....I think I have...I'm Harry Potter in the book.(laugh)

T: Okay, number four. Do you think it is better for children to grow up in the city or a countryside? Explain your reasons please?

S: Again please.

T: Do you think it is better for children to grow up in the city or a countryside? Why and Why not explain it for me please?

S: I think is not better.....because.....when you countryside.....I think.....about the study.....is not....about the study right.....the information is not.....is not.....the study....the study....subject the information is not straight....for example right, Bangkok is a.....when you...when Bangkok study....student Bangkok study right.....she.....in class.....very straight...strange to teach the students but for the side....countryside for me....professor not straight is relax.

T: Okay, next question. Do you think children choose celebrate their birthday with a party? Why or Why not?

S: Because... birthday... birthday party... can make the children happy....and....remember about relationship about.....family....the friends....eat together and dancing and playing together.

T: Okay, number six. Is your routine the same today as it was when you were young?

S: Again please.

T: Is your routine the same today as it was when you were young? Explain it please

S: Maybe study....and.....driving a car. Yeah.

T: Okay, next question. Do you ever have a daydream? What kind of daydream that you usually have? Explain

S: Daydream.....for me is a.....rich....and give....give much money for my mom and maybe buy the house and the new town for my mom and.....travel around the world.

T: Okay. What is a traditional drink in your country for socializing or party? Why is that drink for socialized?

S: Is price.....price is.....use water for.....for welcome the.....but social for me we use alcohol for.....for communicate and....and for drinking hey hello.

T: And what is your first memory of your childhood?

S: First memory.....I'm going....I'm go to the zoo in the....in the Bangkok....the first time right.....I'm go with my mom and my father and my father hold....hold me everytime...and....and I have my....my father and my parents....my parents....my parents go to the....go to the.....the zoo....for me.....because I want....to see a dolphin. Yeah, dolphins show right.

T: What is your.....Do you spend much time with your family?

S: .....umm.....yes because.....I.....live with the family every time.

T: Okay, anything else?

S: With family every time and.....help do work in a family business, Yeah.

T: Thank you very much.

**STD011**

T: Number one. What did you enjoy doing in your free time as a child?

S: Umm.....maybe is with friends....the first of time make friend.

T: Okay, number two. What usually make you happy or unhappy? Can you it for me?

S: .....is easy question.....because when you rich...happy...when you poor...you unhappy.(laugh)

T: Okay, number three. What is your favorite kind of book to read?

S: What type right.....umm.....maybe like Harry Potter, like that.

T: Why you like Harry Potter?

S: Umm.....because interesting many people.....not just fun.....no some.....some book just have many.....no more than five people.(laugh)

T: Now we go. Do you think it is better for children to grow up in the city or a countryside? Why? Explain your?

S: Umm.....I think.....city because.....in city have many.....have many good.....education and then you can get good many opportunities.

T: That's?

S: Yeah.

T: Number five. Do you think children choose celebrate their birthday with a party? Why or Why not?

S: ?

T: Do you think children choose celebrate their birthday with a party? Why or Why not?

S: Umm.....I think....I think have to celebrate because....in my mind.....and then when I child right....when....when....when was I child many....many....friends celebrate then if I....just I.....I didn't....I not celebrate...I didn't celebrate I will sad.

T: Okay. Is your routine the same today as it was when you were young?

S: ?

T: Is your routine the same today as it was when you were young? Can you share?

S: Umm.....next part.

T: Okay. Do you ever have a daydream? What kind of dream that you usually have?

S: Yeah, I always think....I were rich..... Yeah, because rich make me happy you know...when I first time go Thailand.....so I want have money, rich.

T: Okay. What is your a traditional drink in your country for party or socializing?

S: Umm.....in...in my country.....like tea....green tea and red tea...many tea and then my family have all sales tea....yeah tea businesses, Yeah.

T: So your family selling tea?

S: Umm...yes.

T: What is your first memory of your childhood?

S: Umm.....I remember just.....just.....my friend....my father's friends...because make me happy and they show me about her life....like that, my father's friends.

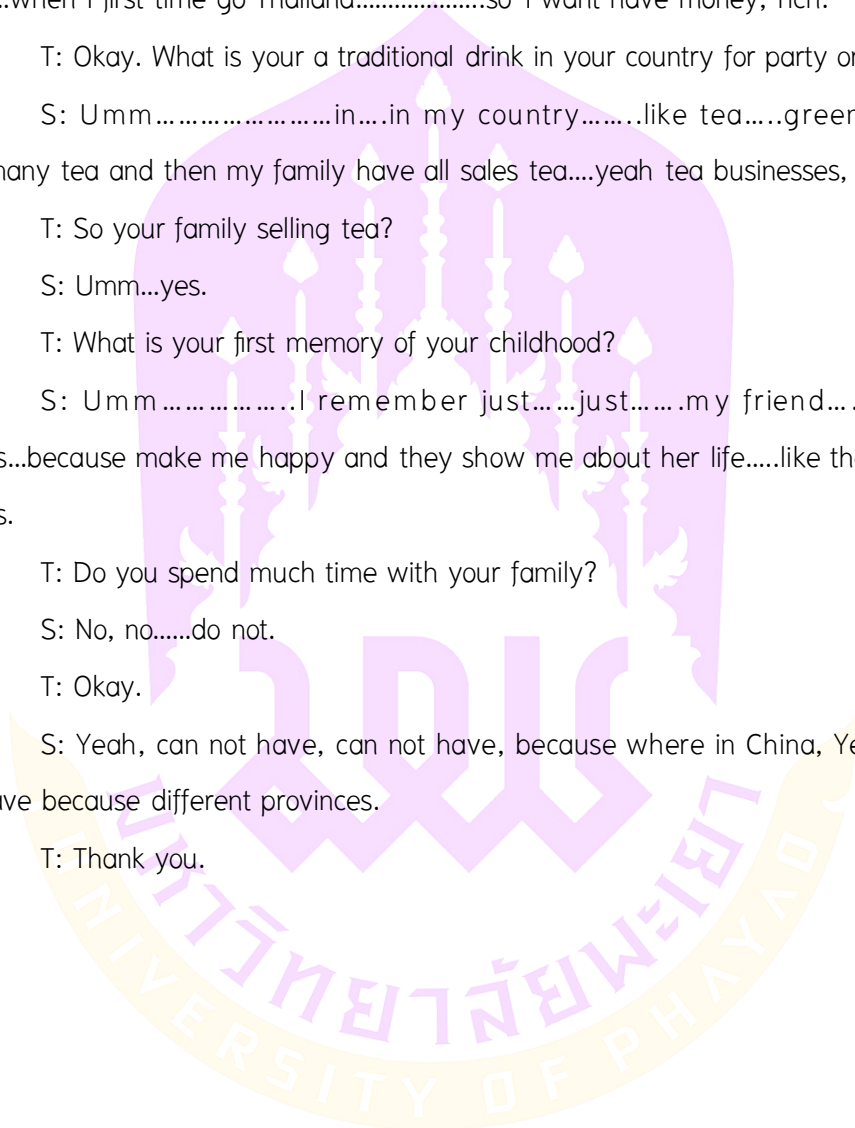
T: Do you spend much time with your family?

S: No, no.....do not.

T: Okay.

S: Yeah, can not have, can not have, because where in China, Yeah. Also have not have because different provinces.

T: Thank you.



## BIOGRAPHY

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