

DEVELOPING THE SOCIAL AND EMOTIONAL LEARNING MODEL TO PROMOTE
NON-ENGLISH MAJOR STUDENTS' ATTITUDES AND MOTIVATION TOWARD
BUSINESS ENGLISH COMMUNICATION

การพัฒนารูปแบบการเรียนรู้ทางสังคมและอารมณ์เพื่อเสริมสร้างทัศนคติและแรงจูงใจที่มีต่อการ
สื่อสารภาษาอังกฤษธุรกิจของนักศึกษาที่ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอก

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Abstract

This study presented the social and emotional learning in an academic environment that inspired non-English major students, allowing them to focus on how and what they will learn for. A case study was done to explore this research method with a sample of twenty freshmen students with different background, work experiences and ages. It aimed to find out if offering social and emotional supporting strategies can enhance twenty students categorized as field independent and field sensitive learners. The objectives of this study were to: (1) offer social and emotional learning support to students in an academic environment; and (2) develop the positive attitudes of non-major students who are learning Business English communication in order for the teachers to adjust their teaching methodologies for students in a small class. The researcher explored learners' problems both in oral and written communication by using strategy review on conversation strategies: controlling the language; checking and confirming; and reflecting and reacting. It was found that students preferred smaller classes for non-major related courses and perceived positive emotions as enhancers for their language learning process. The findings revealed that implementing social emotional learning into classroom is an effective way of 21st century learning and life skills.

Keywords : Attitudes, Business english communication, Conversation strategies,
Motivation, Social and emotional learning

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บทคัดย่อ

งานวิจัยนี้นำเสนอการเรียนรู้ทางสังคมและอารมณ์ในบรรยากาศทางวิชาการเพื่อสร้างแรงบันดาลใจให้แก่นักศึกษาที่ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอกให้มุ่งมั่นว่าจะเรียนรู้ได้อย่างไรและจะเรียนรู้เพื่ออะไร ในการศึกษาครั้งนี้ ผู้วิจัยใช้กรณีศึกษาโดยมีกลุ่มตัวอย่างคือนักศึกษาชั้นปีที่ 1 จำนวน 20 คน ซึ่งมีภูมิหลัง ประสบการณ์ทำงาน และอายุที่แตกต่างกัน งานวิจัยนี้ต้องการศึกษาว่ากลยุทธ์สนับสนุนทางสังคมและอารมณ์สามารถเพิ่มพูนทัศนคติและแรงจูงใจของนักศึกษาทั้ง 20 คน ในฐานะที่เป็นผู้เรียนที่พึ่งพาอาศัยกันและผู้เรียนที่อ่อนไหวได้หรือไม่ วัตถุประสงค์ของการวิจัยคือ (1) เพื่อนำเสนอการสนับสนุนการเรียนรู้ทางสังคมและอารมณ์ให้แก่นักศึกษาในบรรยากาศทางวิชาการ และ (2) เพื่อพัฒนาทัศนคติเชิงบวกของนักศึกษาที่ไม่ได้เรียนภาษาอังกฤษเป็นวิชาเอกผู้ซึ่งเรียนวิชาภาษาอังกฤษเพื่อการสื่อสารธุรกิจเพื่อให้อาจารย์ปรับรูปแบบการสอนให้เหมาะสมต่อการเรียนในชั้นเรียนขนาดเล็ก ผู้วิจัยได้สำรวจปัญหาของผู้เรียนทั้งปัญหาการสื่อสารแบบปากเปล่าและปัญหาการสื่อสารแบบเขียนโดยใช้กลยุทธ์ในการสื่อสารประกอบด้วย การควบคุมภาษา การตรวจสอบและการยืนยัน และการสะท้อนและการปฏิบัติซ้ำ จากการวิจัย ผู้วิจัยได้ค้นพบว่านักศึกษามีความพึงพอใจต่อการเรียนในชั้นเรียนขนาดเล็กและมีอารมณ์เชิงบวกซึ่งเพิ่มพูนกระบวนการเรียนรู้ทางภาษาของพวกเขา และการนำการเรียนรู้ทางสังคมและอารมณ์มาดำเนินการในชั้นเรียนเป็นทักษะการเรียนรู้และการใช้ชีวิตที่มีประสิทธิผลในศตวรรษที่ 21

คำสำคัญ : ทัศนคติ การสื่อสารภาษาอังกฤษธุรกิจ กลยุทธ์ในการสื่อสาร แรงจูงใจ การเรียนรู้ทางสังคมและอารมณ์

Introduction

Today's schools are increasingly multicultural and multilingual in education with students from diverse social and economic backgrounds. Educators and community agencies provide students with different motivation to promote learner engagement, positive behavior, and academic achievement. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. It is a critical part to prepare the students to work successfully in the 21st Century (Weisberg, 2016). It is widely accepted that social and emotional learning is an umbrella term that refers to students' "acquisition of skills to recognize and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively". Indeed, school is one of the primary places

where students learn social and emotional skills. The Impact of Enhancing Students' Social and Emotional Learning : A Meta-Analysis of School-Based Universal Interventions (Durlak, J., Weissberg, R., Dymnicki A. & Taylor, R., 2011) reported that an effective SEL program should incorporate the four elements represented by: (a) sequenced: connected and coordinated sets of activities to foster skills development, (b) active: active forms of learning to help students master new skills, (c) focused: emphasis on developing personal and social skills; and (d) explicit : targeting specific social and emotional skills. The teaching and facilitation of social and emotional competencies together with positive and supportive relationships within the school community is evident. In particular, teacher-student relationship supports and increases student learning motivation and success in their school life. Moreover, SEL guide the teaching and facilitation wherein the students acquire skills, knowledge and disposition to manage self-relationships effectively and make responsible decisions that are essential for personal and social well-being. Social and emotional learning have received considerable attention over the past several years. SEL differs from traditional education, since this model support the learning environment as the school is an "agent of care". The learning processes have taught and facilitated in the context of a safe and caring school environment. A key factor of a caring and supportive school environment is positive teacher-student relationship. Where there is positive relationship with their instructors, students perceive they are respected, supported and valued by their teachers. The benefits of positive teacher-student relationship on students' academic outcomes, social and emotional development and behavioral competence will lead to a deeper level of learning and student engagement. In addition, the importance of social and emotional learning to student engagement is widely accepted and there is considerable evidence to support the effectiveness of student engagement on a broad range of learning outcomes.

Related Terms

Attitudes are associated beliefs and behaviors towards some object. They are not stable, and because of the communication and behavior of other people, are subject to change by social influences, as well as by the individual's motivation to

maintain cognitive consistency when cognitive dissonance occurs—when two attitudes or attitude and behavior conflict.

Business English Communication is a communication course for a better success at work.

Conversation Strategies are and the kinds of strategies speakers use to manage conversations, for example, ways to show or check understanding, to start and end conversations, or to involve other speakers in a conversation etc.

Motivation is one's direction to behavior, or what causes a person to want to repeat a behavior, a set of force that acts behind the motives. An individual's motivation may be inspired by others or events (extrinsic motivation) or it may come from within the individual (intrinsic motivation).

Social and Emotional Learning is a process for learning life skills, including how to deal with oneself, others and relationships, and work in an effective manner.

Purposes of the Study

The purposes of this study were to:

- (1) offer social and emotional learning support to students in an academic environment; and
- (2) develop the positive attitudes of non-major students who are learning Business English communication in order for the teachers to adjust their teaching methodologies for students in a small class.

Research Questions

- (1) What are the social and emotional learning strategies to enhance communication skills in the business information system in the 21st century?
- (2) How can teachers create a productive and positive learning environment that promotes students' SEL?
- (3). Why social and emotional learning is essential for instructional implications?

Scope and Framework of the Study

As the research questions stated, the model of English language classroom research for English teachers were constructed and further assessed based on the reflective model in the course study of the students. The scope and framework of

the study were illustrated in accordance with the theoretically instructional design starting from organizing the research proposal to the last phase of conducting the research thoroughly as follows: in-depth interview, on-going investigation, knowledge-by-observation, continuous practices, reflection and formulation of different teaching strategies.

Benefits of Research

The expected results from developing the English language classroom research model could benefit the learning environment, English teachers, and consultants on teaching skills and upgrade learners' communication skills. It is imperative that this research will benefit the teachers to act as "engines" that drive social and emotional learning (SEL) programs and practices in schools and classrooms, and their own social-emotional competence and well-being strongly influence their students.

Review of Related Literature

In second language teaching, Richards (1999) asserted that the classroom research is a growing emphasis on the requirement for the teachers to modify at the very least and in some cases to devise the curriculum for the learners. Teachers cannot be effective without knowing learners' needs, shaping teaching to those needs, and monitoring its impact. Furthermore, Nunan (1990) also indicated that teachers might become interested in researching their own classrooms involving in a period of intellectual and social change, and educational innovations. Teacher's and researcher's roles logically end at the point of professional self-development. Similarly, Nunan (1990) suggested that foreign language classroom research be carried out in the language classroom for the purpose of answering important questions about genuine situations in the classrooms to constitute the purpose of language learning and teaching. As stated by Schaefer, the school also offers social-emotional support to students who may not be comfortable in an academic environment (Schaefer, 2013). Furthermore, she sees the new institution as a significant step towards self-determination among First Nations people. In social sciences, students participate in weekly sharing circles, where they learnt about the root causes of high dropout rates and are encouraged to become agents of change. Consequently, programs should be enhanced to provide everything from day care services to

academic support. Through these, students can exert a positive influence on the school, on their own future and their relationship with the mainstream society. According to Sapir and Whorf, people can conceptualize the world only through language; language precedes thought. A term can have a number of different meanings on both written and spoken word and nonverbal communication. Thus, the word symbols and grammar of a language organize the world for us. It further illustrates that language is not given, rather it is culturally determined and it encourages a distinctive interpretation of reality by focusing our attention on certain phenomena (Sapir, 2012). The hypothesis, which has also been called linguistic relativity, states that we initially develop language to express concepts that emerge from our experience of the world, but afterwards language comes back to shape our experience of the world (Swoyer, 2003). Language serves to maintain and enhance appropriate social status and relationships between and among members of a culture. People derive a great deal of pleasure from the art of conversation. The learning style should be diverse. As Aristotle has written, "To learn is a natural pleasure, not confined to philosophers, but common to all men." Although learning maybe natural to humankind, all people do not learn. In addition to learning styles, field-sensitive students prefer to work with others, seek guidance from the teacher, and receive rewards based on group relations. However, there are field-independent students who prefer to work independently, tend to be task oriented, and consider rewards based on individual competition. Researchers perceived that Thai learners are more field-sensitive on studying habits. Trial and error versus "watch then do" is a form of teaching methodology that finds out students' preferences in learning by engaging themselves in a task and learning to do it by trial and error or whether they prefer to observe first and then, attempt the task. Learners practice over and over, expecting and accepting mistakes, until they become skilled. Through this teaching methodology, learners will become more open-minded about contradictions, differences, and uncertainties. Nations vary dramatically in their tolerance for a variety of languages. Singapore establishes English as the medium of instruction but allow students to take their mother tongue as a second language. As of 2012, thirty-one states in the United States had declared English as their official language. In the end, it is about learning a whole new culture – a new totality of socially transmitted

customs, knowledge, material objects, and behavior. In addition to these, intercultural communication also presents the challenges and the settings are most affected by cultural changes in the educational system, workplace, and interpersonal relationships. Human communication is a subtle and ingenious set of processes. It is always with a thousand ingredients – signals, codes, meanings – no matter how simple the message or transaction (Samovar & Porter, 2001). Another reason why communication is complex is due to people are alike and they are different.

Research Methodology

Sample

The research sample in this research consisted of twenty freshmen students of Southeast Bangkok College majoring in Business Information System (BIS '59) who are currently working in different sectors in Chonburi Province with different levels of English educational background, work experiences and ages. Twenty-five percent of this sample obtained bachelor degrees from different universities and seventy-five percent attained vocational level with vast experiences. The participants of this study were twenty (20) college students: 7 males and 13 females. The learners were aged 21-29. The selection technique is purposive sampling which is simple random. A purposive sample is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. A type of non-probability sampling technique was employed.

Data Collection Instruments

The researcher gave materials to measure the positive attitudes of the learners by using in-depth interview and attitude questionnaires in addition for developing positive attitudes covering fifteen lessons to the twenty students including lecture-based, activity based, task-oriented based and interactive workshops. The participants have been working in their respective company from four months to three years and sixty percent of their work-orientation is oral communication in English. During the preliminary test, eighty-five percent of them are intermediate level while the remaining fifteen percent are novice. They still find difficulty on the choice of language expressions to be used and adapted at various

situations. Most of their tasks at workplace are customer service, telephoning, presentation, offering and accepting, advertising, event organizing (such as travelling, tours and IT exhibition), graphics designing, teaching, accounting and documentation. Thirty-five percent of this population acquired English from international universities; still, they find difficulty in dealing with conversational type of communication in English both in grammar and vocabulary words. The social and emotional instructional strategies adapted in the sixty hours completion was completed by students' in-class and out-of-class, done by students working either as individuals or in group and can be done with the availability of education over the internet such as graphics designing, video-clips, web designing and various projects. The students had shared commonality and desired learning outcome was attained throughout the study. It would be possible for the instructor to transmit culture and skills to students of varying ages and many diverse occupations. As small class sizes have swelled in schools and universities, it became easier for the teachers to give personal attention to each student. In fact, through this period of research, values and norms encouraged the teacher to treat all students in the same way, despite the fact that students have distinctive personalities and learning needs. The learners were consistently nourished with intellectual curiosity as skilled learners.

Data Analysis

Descriptive statistics were used to analyze the demographic characteristics of the participants. Independent group tests were carried out at the analysis of differences of students' attitudes towards learning English in terms of gender and grade level variables. Attitude questionnaires were used to see the differences between students' attitudes in terms of dependent variable. The researcher herself administered the scales among the students and collection of data. For the purpose of consistency, an evaluation of students' attitudes toward English language learning in terms of several variables was presented. Data for the study were collected through the construction of attitude scale. Reliability of the scale was calculated with a sample of twenty students. Out of one hundred statements, eighty-eight percent were of favorable (positive) attitude and the rest of the twelve statements were unfavorable (negative) attitude. The items covered the areas: individual interest

towards learning English, self-confidence on learning English, usefulness of learning English and the teacher's ways of mentoring and nurturing the students in a warm environment. Males and females do learn differently. The data gathered aid effectively finds solutions to many of the road blocks of meeting each student needs. Generalized gender differences may not apply in every situation, but altering the learning experiences to improve education for all students.

Results and Discussions

The researcher used the social and emotional learning which is a process for acquiring life skills, including how to deal with others, build relationships, and work in an effective manner. English language teachers are thought to be at a higher risk than their general education peers for social, emotional and behavioral problems. Business Information System students do not have enough English language and vocabulary skills to express their concerns and problems in oral and written communication skills. They are not equipped by the language to initiate social interactions with teachers and peers and often feel cut off from their colleagues, classmates and teachers as well. Teachers perceived that their classmates are isolated if they are passive in learning English. This may keep the students from bonding with their classmates and becoming an integral part of the school community. Some students may have low self-esteem because they have not made friends or are unable to participate in the academic learning of their class. Based on my findings, students did not simply listen and memorize; instead, the instructors have helped them demonstrate a process, analyze an argument, or apply a concept to a real-world situation which can be at home, in school, at working place, in a favorite shopping mall, restaurant or a particular destination. Small group instruction, peer instruction exercises, increase student energy, motivation and performance peak were also attained through social and emotional learning. Students began to seek more advices from their mentors. The goals were achieved by helping students develop deep knowledge, self-directed learning, effective collaboration skills, intrinsic motivation and extrinsic rewards among themselves. Thus, social and emotional learning strategies encouraged the flow of communication between the instructor and the students that encouraged student to student communication without a

moderator. After the sixty hours of teaching and learning with the students, the following outcomes were attained: (a) transformed the low proficiency students into intermediate level; (b) enhanced students' engagement in lively communication; (c) demonstrated positive impacts on the behavior and emotions for students most at-risk; (d) changed the classroom setting and school climate; and (e) manifested more students' engagement. These resulted to great impacts on the size which was relatively small, considering that the lessons were carried on smoothly and interactive learning exercises on active grammar, pronunciation focus and vocabulary box that were implemented to reduce the onset of high-risk behaviors among learners. The greater the teachers' support on students' academic achievement, the greater the motivation and interest among learners. The teacher facilitated effective communication, provided a sense of belongingness and identified group members inside the class. The classroom environment created a culture to identify, classify, and describe their unique experiences and relationships. Many new words were created inside the class as part of their vocabulary expansion and retention to describe new ideas and common words used in English. From the dominant culture of the learners, this gradually shifted to co-culture which facilitated effective communication by using and encouraging feedback and keeping the lines of communication open and means of improving intercultural communication. From this research, it was found out that small group communication is becoming more processed, accomplished their tasks effectively, more spontaneous and casual, and interchange of speaker/listener roles was evidently seen. Immediacy of feedback and creation of outcomes as a group were illustrated. Thus, as with social and emotional learning methods were apparent, these allowed all participants to have an equal shared-in responsibility for what is happening inside the class. The following teacher's and students' major needs were achieved: inclusion, belongingness, affection, control, mastery and achievement. The findings showed that social and emotional is an effective way to motivate and engage students who are exposed in a working environment as shown on the following tables. The information demonstrated that this instructional approach has low risk strategies at workplace: more structured, meticulously planned, better informed, familiar with the subject matter or topics and the considerable in the pattern of interaction between teachers and students as well as

among students. They frequently interacted with each other, shared information and can relate to common interests. They visibly worked individually, paired work and group task with their teacher's guidance and emotional support. Eventually, they were engaged in speaking English in everyday life and in the organization. The researcher's role was developing more highly-structured active grammar and language expressions to be adapted in real life situations and at workplace. The results obtained can be best shown in tables and graphs.

Table 1 English for Organizational Communication

| Units | Contents | Social and Emotional Learning Strategies from the Researcher |
|-------|---|---|
| 1 | Strategy Review Controlling Language Checking and Confirming Reflecting and Reacting | Practice reading the phrases aloud with a partner, within the group and the entire class. This will enhance self-efficacy. |
| 2 | Speech Development Making Introduction Self-Introductions Small Talks | Give a 1-2 minute self-introduction to a group of your classmates or the whole class. Find something in common or ask a question. This will show how comfortable are you in discussing with someone whom you do not know. |
| 3 | Presenting Information Opening/Introduction Making Suggestions Guiding a Visitor | Writing own introduction in a presentation. Students make use of video clips. This will change roles, repetitive tasks and repeat the exercises. |
| 4 | Meetings and Discussion Stating a Topic Giving and Explaining Reasons Viewpoint | Take turns asking and restating the questions as topics. The students will restate the reading aloud at the end of the exercises. Take turns writing sentences using the language. |

| Units | Contents | Social and Emotional Learning Strategies from the Researcher |
|-------|---|--|
| 5 | Meetings and Discussions Agreeing and Disagreeing Positive and Negative Feedback Meeting Styles | Use the topics to practice language for meetings. The students will be motivated to work in a small group. Take turns being the leader in the meeting. |
| 6 | Telephoning : Etiquette and Styles Taking and Leaving a Message | The students will feel comfortable talking to a machine and find it more effective. |
| 7 | Asking for Information Giving Directions | The students can do non-verbal communication by using body gestures and reflect on their behavior. |
| 8 | Writing E-mail Email Vocabulary | The students are tasked to do a planning in a meeting. Through the phase of this activity, the learners resolve misunderstanding on the agenda. |
| 9 | Giving and Receiving Feedback Delivery (Eye Contact/Voice) | The students can work in a group of three to use again the introduction to a presentation. This is an ongoing repetitive task. |
| 10 | Writing a Resume Describing Opinions | The students can write supporting opinions. Read the information in class and conduct a peer review. |
| 11 | Being Interviewed Describing Background | Ask and answer questions with a partner about strengths. Then, change partners and repeat the exercises. |
| 12 | Explaining a Problem Giving and Accepting Apologies | The students will exhibit open-mindedness and engagement in problem-solving. |

| Units | Contents | Social and Emotional Learning Strategies from the Researcher |
|-------|--------------------------|---|
| 13 | Responding to Feedback | Self-evaluation and assessment |
| | Asking for Clarification | Cultural awareness and understanding |
| 14 | Workshop (Video Clips) | Student engagement in brainstorming, word-building, role-playing, and presentation through video clips. |
| 15 | Presentation Skills | Use of video clips and IT tools |

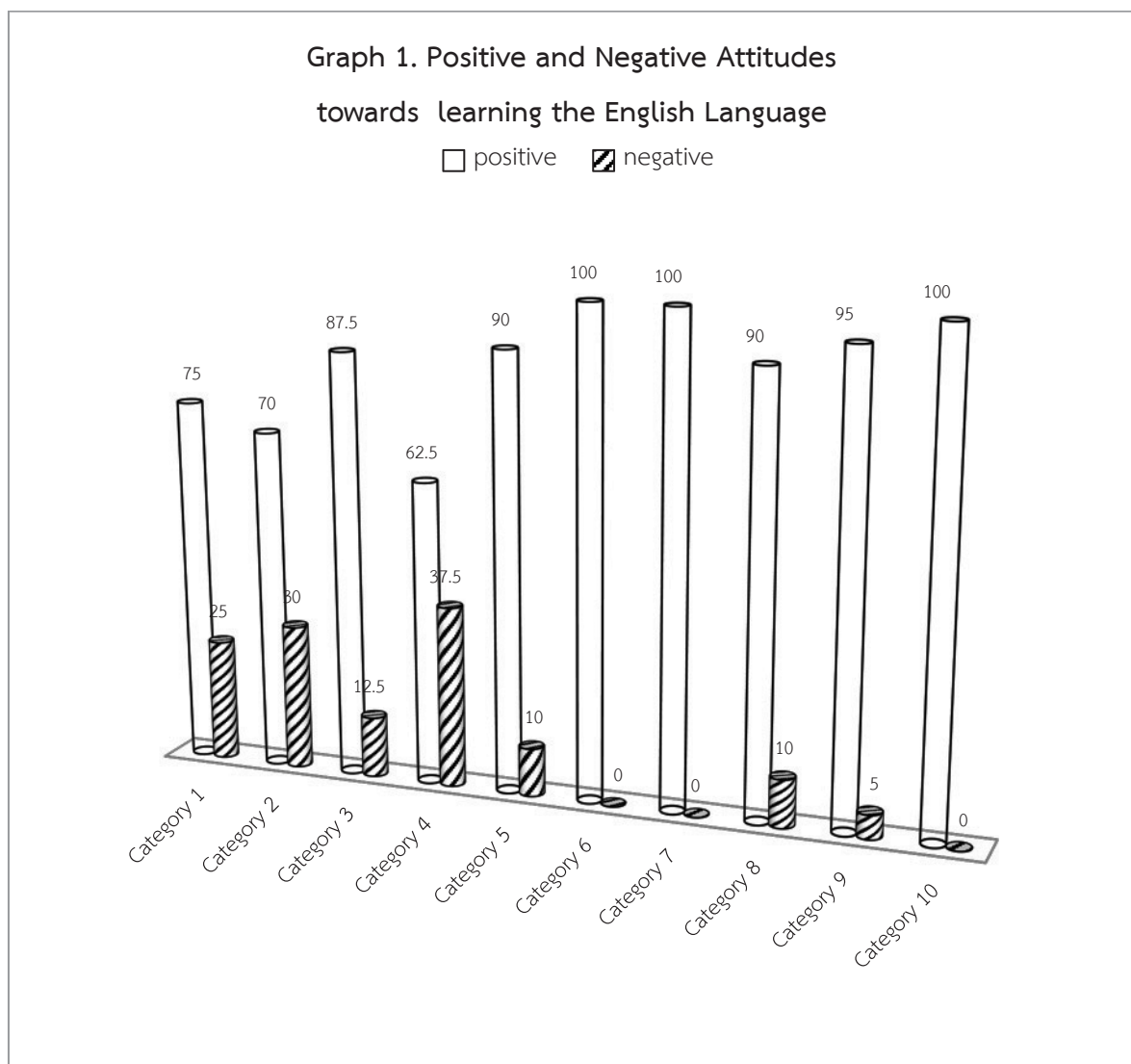
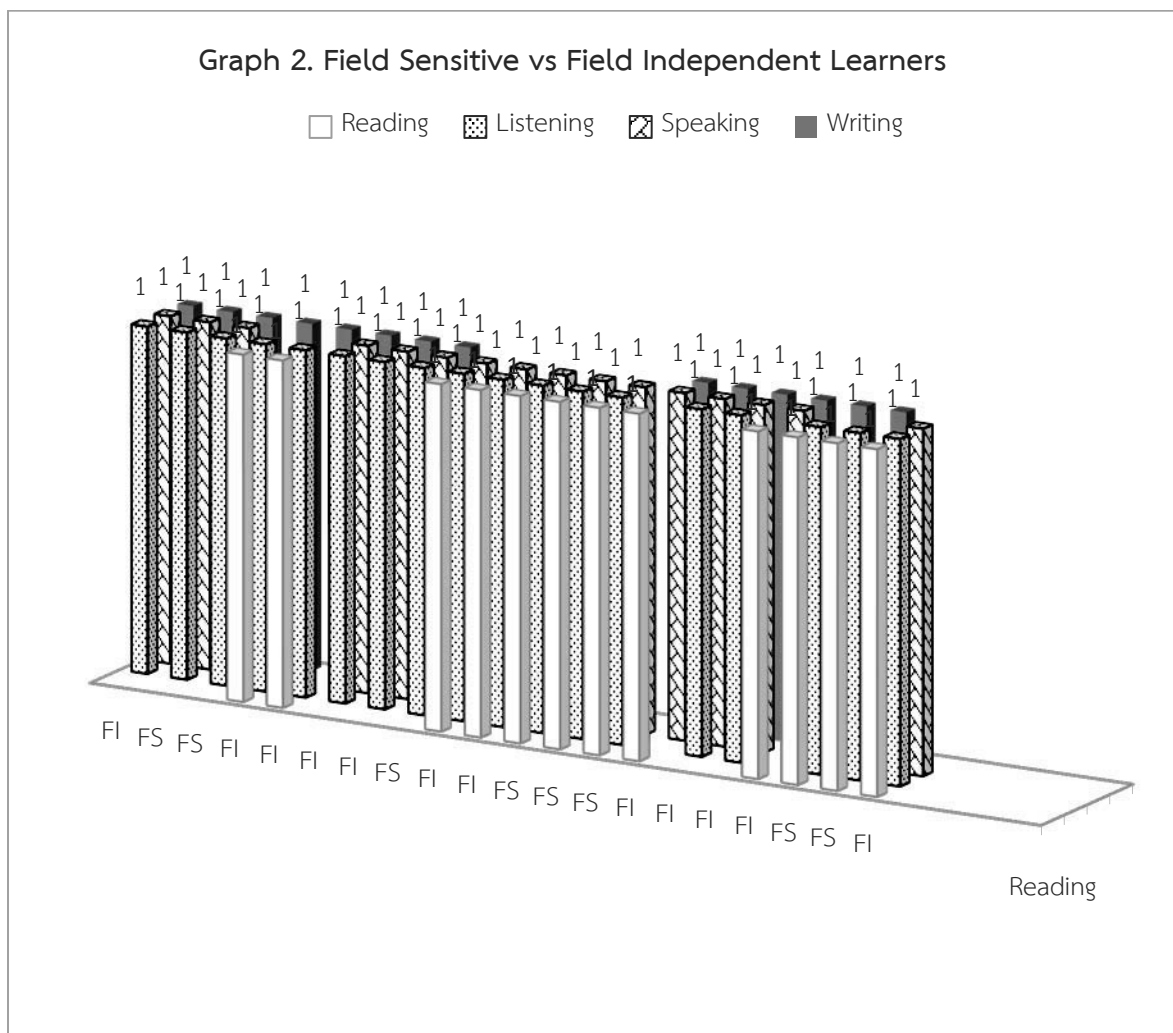


Figure 1 Graph of Positive and Negative Attitudes towards learning the English Language

The studies have shown that both brilliant and talented students with low attitude and motivation have achieved progress. The awareness and the notion that learners were smart and gifted did not lead to the positive effect that one would expect. That means to say that teachers and educators should handle the techniques and strategies applied in their classes in a way that can immerse students in language learning.



legend: □ = reading skills (in %) ▨ = speaking skills (in %)
 ▤ = listening skills (in %) ■ = writing skills (in %)
 FI = field independent learners FS = field sensitive learners

Figure 2 Graph of Field Sensitive vs Field Independent Learners

In the field-dependent or independent model of cognitive or learning style, a field-independent learning style is defined by a tendency to separate details from

the surrounding context. Field-independent learners tend to rely less on the teacher or other learners for support.

Table 2 Common interests of the group in learning English inside and outside the classroom environment in the spoken mode with 100 percent level of acceptance

| Common Interests | F | UN |
|-----------------------------------|---|----|
| 1. clarification from the teacher | √ | |
| 2. more understanding (in-depth) | √ | |
| 3. video presentation | √ | |
| 4. activity-based learning | √ | |
| 5. emotional attachment | √ | |
| 6. social attachment | √ | |
| 7. academic environment | √ | |
| 8. active participants | √ | |
| 9. facilities improvement | √ | |
| 10.guidance from the mentor | √ | |

legend: F = favorable

UN =unfavorable

FI = field independent learners

FS = field sensitive learners

These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question. At a transitional moment in the class, by having 1-20 students to discuss any difficulties in understanding, answering a prepared question, defining or giving examples of key concepts, or speculating on what will happen next in the class, was a good indication of the study. The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture. Sample questions include, “What’s the most contentious statement you’ve heard so far in the lecture today?” or “What’s the most unsupported assertion you’ve heard in the lecture today?” This had a general discussion in which students shared ideas or questions that arose within their subgroups.

Table 3 Students' engagement through trial and error versus "watch then do"
(posttest) shift in expected outcomes (rate 1,2,3,4 most important to least
important)

| P | Reading | Listening | Speaking | Writing | T |
|-----|---------|-----------|----------|---------|----|
| P1 | 2 | 3 | 4 | 1 | FI |
| P2 | 4 | 3 | 1 | 2 | FS |
| P3 | 1 | 4 | 3 | 2 | FS |
| P4 | 2 | 3 | 4 | 1 | FI |
| P5 | 2 | 3 | 4 | 1 | FI |
| P6 | 1 | 2 | 3 | 4 | FI |
| P7 | 1 | 4 | 3 | 2 | FI |
| P8 | 1 | 3 | 2 | 4 | FS |
| P9 | 1 | 4 | 3 | 2 | FI |
| P10 | 1 | 4 | 3 | 2 | FI |
| P11 | 2 | 4 | 3 | 1 | FS |
| P12 | 2 | 4 | 3 | 1 | FS |
| P13 | 2 | 4 | 3 | 1 | FS |
| P14 | 2 | 4 | 3 | 1 | FI |
| P15 | 2 | 4 | 3 | 1 | FI |
| P16 | 2 | 4 | 3 | 1 | FI |
| P17 | 2 | 4 | 3 | 1 | FI |
| P18 | 1 | 4 | 3 | 2 | FS |
| P19 | 3 | 2 | 1 | 4 | FS |
| P20 | 2 | 4 | 3 | 1 | FI |

This method is very flexible. The most basic of all students' needs is the need to understand and be understood. It is easy to implement in any size of class and in most classrooms, even the most formally arranged lecture hall. Field-independent learners prefer to work alone as they need more concentration before performing the tasks required. It was revealed that field -independent learners are more attentive to reading and writing whereas field -sensitive learners prefer writing and speaking. Listening is considered as the least important. Active listening, being empathetic and providing feedback are evident in the classroom setting. Moreover,

class participation, class interaction, interaction with the teachers and increased learning are the attitudes developed toward their classes. As such, reports written mainly focused on social and emotional learning methodology. The researcher used more social and emotional learning support from interactive lectures which were mostly presentations (through oral and video clips) that provided students with multiple brief opportunities for structured engagement. In contrast to the traditional lecture and addition to active learning style, this involved more students' engagement and explicated opportunities for student creative thinking, responding, and cooperation among members. In addition to learning styles, the students become field-sensitive who preferred to work with others, solicited advices and guidance from the teacher, and received rewards based on group relations.

Field-independent learners tend to rely less on the teacher or other learners for support. In the classroom activities such as extensive reading and writing, which learners can carry out alone, are useful for field-independent learners while listening and speaking are meaningful for the field-sensitive learners. However, there are still some of them who are field-independent students who preferred to work independently, chose task oriented, and considered rewards based on individual competition. Researchers perceived that Thai learners are more on field-sensitivity on studying habits. "Watch then do" technique was adapted and continued to enhance through the length of the study which is an effective form of teaching methodology to find out students' preferences in learning. Engaging learners in a task and learning to do it by trial and error or whether they prefer to observe first and then, attempting the task is more preferable for this adequate number of students. Repetitive tasks were employed and learners practiced repeatedly, expected and accepted mistakes, until they become skilled. In other cultures, students are expected to continue to watch how something is done as many times and for as long as necessary until they feel they can do it. Through this teaching methodology, learners become more open-minded about contradictions, differences, and uncertainties. Effective business communication is enhanced throughout the study. By focusing on critical communication skills, students at any level can learn to communicate effectively with internal and external audience. The primary requirements for the participants should manifest open-mindedness, good listening skills and the ability to focus on grammar and vocabulary; reading and

writing; and listening and speaking. During the sixty (60) hours study duration, the students became enthusiastic, excited, interdependent, and more active learners. Organizational communication skills can be integrated with analytical reading skills and creative writing skills to improve the oral presentation skills. The course is mainly divided into conversational strategies, language focus, proper structures and voice intonation. These were given more emphasis in the course in the teaching time allocated and the weighted of coursework, workshop, examinations and evaluation. With the extensive use of social and emotional learning techniques, this created more wide range of activities that share common elements for the students. Students are more likely to participate. The teacher is focusing on the positive feelings, channeling his energy into positive results and envisioning success in the academic achievement of the students. Furthermore, both the teacher and the student can identify skills and competencies for school and success in jobs. If emotional and social learning support is continuously influencing positive learning outcomes for students, the learners can engage in doing assigned tasks creatively by expressing ideas through oral and presentation skills. In addition, they can be further equipped with the communication skills, confidence and commitment across tasks and situations. Thus, teachers can continuously explore students' personal attitudes and values when speaking with friends, family members and colleagues. The findings also reflected the development of presentation skills to both individual and group work for students into multi-level skills of oral communication. Students learned responsibility, organization of thoughts, how to engage themselves and still be task oriented. The instructional implications of these preferences were discussed and incorporated into each lesson as a way of teaching for students to really understand how to action the skills in a variety of situations and form positive habits. As evidently seen, they worked hard to meet external set, reasonable standards of achievement and a sense of accomplishment.

Conclusions and Recommendations

The future of education depends on social emotional learning. Core development abilities such as conscientiousness, emotional stability, openness and agreeableness can be as or even more important than cognitive intelligence in

determining future employment of the learners. When teachers poorly manage the social and emotional demands of teaching, students' academic achievement and behavior both suffer. Despite these competencies being related to consequential life outcomes, it can be challenging for educators to find effective ways to prioritize, teach and assess social and emotional skills. Combining these skills with academic development creates high-quality learning experiences and environments that empower students to be more effective contributors in their classrooms today and in their workplaces and communities tomorrow. In the emergence of the 21st century, as innovations and transformation in educational setting through discovering learners' attitude formation were discovered for Thai learners, it is imperatively implied that offering social and emotional learning support in a classroom setting will enable students to speak English frequently and improve their four skills at their best. Given the challenges teachers and students are facing in an academic environment, growing evidences suggested that the key component in meeting the educational goals for students is to integrate social and emotional learning curriculum as part of their academic standards. For future research studies, it is deemed important to share and reflect upon classroom experiences with other teachers which can be a rich source of support and comfort in developing language learning in English. Moreover, sharing and reflecting upon classroom experiences with other teachers can create more insights for positive attitudes towards teaching and learning.

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