

Attitude towards Implementation of Contemplative Approach to Enhance Critical Thinking and Speaking Skills in the EFL Literature Classroom

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Abstracts

This research study was aimed to investigate students' attitudes towards the implementation of a contemplative approach in the EFL literature classroom. The study employed a qualitative design. Research instrument were semi-structured interviews form and observations form. The key informants were eleven second-year English studies majors enrolled in the literary adaptation course during the second semester of the 2022 academic year at Chiang Rai Rajabhat University. Key informants were selected through purposive sampling based on their willingness to be interviewed and participate in the activities. Qualitative data was thematically classified into attitudes towards studying English literature, development of critical thinking from studying English literature, and development of English speaking skills from studying English literature. The data was analyzed thematically and reported in accordance with the research objectives. The results showed that students' attitudes towards the implementation of contemplative approaches 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.

Keywords: Attitude; Contemplative approach; Critical Thinking; Speaking skills; EFL literature Classroom

Introduction

In recent years, educators have been actively searching for new and effective ways to enhance the students' learning experiences, recognizing the prevalence of English as a global language and its importance as a means of international communication. Knowledge of English allows Thai students to communicate with people from other countries, which can be important for business, travel, and personal relationships (Bangkok Post, 2019 : online). English proficiency is crucial for academic success in many Thai universities, including Chiang Rai Rajabhat University, which offers degree programs taught in English. Moreover, English is often required for many jobs in Thailand recently, especially those in the tourism, hospitality, and service industries. Proficiency in English can be an asset when applying for jobs and can lead to higher salaries and more career opportunities. Overall, English proficiency is seen as important for personal and professional development in Thailand. However, the problem of low levels of English speaking skills among Thai students is a significant issue that has been identified by educators and researchers in Thailand. According to Manachai, Inkeaw (2020 : 9), many Thai students struggle to communicate effectively in English, despite years of language learning in the classroom. Improving Thai students' English speaking skills requires a multifaceted approach that involves incorporating communicative language teaching methods, developing students' confidence and motivation to speak, and incorporating authentic

and real-world speaking tasks into the classroom Kornvika Suksawat, 2018 : 55-63). (Also, taking a holistic approach to language learning can help Thai students develop the English speaking skills they need to succeed in an increasingly globalized world (Nathan Thomas, 2019 : 134). There are several challenges that Thai students may face when it comes to developing their English-speaking abilities include :limited exposure to English; limited resources; anxiety; pronunciation; grammar; and coutural difference; and these challenge may require support from teachers and institute's administrators (Kittisak, J., & Sukanya, K.,2020 : 45-62)

In addition to proficiency in the English language, the acquisition of critical thinking skills is also imperative in the 21st century, as it is considered as one of the essential skills needed to thrive in the modern world. Like many students around the world, Thai students face with several challenges when it comes to developing their critical thinking skills as well. The problem of low levels of critical thinking among Thai students is a complex issue that has been also identified by educators and researchers in Thailand. This problem is particularly acute in the field of English language learning, where students often struggle to apply critical thinking skills to their language learning activities. Some of the common problems that Thai students encounter include: the Thai education system traditionally places a strong emphasis on rote learning and memorization; Thai culture and blackground ;passive learning ; lack of exposure to diverse perspectives; limited opportunities for discussion and debate; and language barriers that can make it difficult for them to engage with complex ideas and texts, which can affect their critical thinking abilities (Manachai, Inkeaw, 2020 : 9 ; Kaowiwattanakul, 2021 : 66-79).

In terms of the field of language learning, literature is one of the course that has been selected and used for improving students both critical and language abilities (Sara, Djamaa, 2018 : 104 ; Kaowiwattanakul (2021 : 13). As the nature of the course itself, the literature classromm is a space where provides students with the opportunity to engage deeply with literature, to develop critical thinking and analysis skills, and to appreciate the beauty and complexity of the written word. They may engage in a variety of activities, such as: reading and discussing literature; writing about literature; presenting their work; analyzing literary techniques; comparing and contrasting literature; and exploring cultural context.

Recently, there is an increasing interest in the use of contemplative practices to promote academic success and well-being. Contemplative approaches have been introduced in Thailand since 2006 in various contexts, including in education, healthcare, and workplace settings. In the education sector, contemplative practices have been implemented into the curricula of several universities including Mahidol University as the founding of the Contemplative Education which later transtaled into Thai version called "Jittapanyasuksa" (Saowalak Srisuwan, 2018 : 198).The adoption of contemplative approaches reflects a growing recognition of the importance of holistic education that supports students' cognitive, emotional, and social development. Contemplative practices (CP) have been shown to improve cognitive and academic outcomes, reduce stress and anxiety, affective, social development and enhance cultural understanding (Phra Somkiat Nimonrat, 2015 : 86-90). It has the potential to transform teaching and learning in higher education, and offers practical suggestions for integrating these practices into classroom settings (Brooke Dodson-Lavelle, 2015 : 148-167.), to transform the classroom environment, and offers practical guidance for integrating these practices into teaching (John T. Ronan, 2006 :11),to enhance EFL teacher education and improve the quality of English language teaching (Hanh thi Nguyen, 2019 : 627-635). In light of the importance of critical thinking and English language proficiency in the modern era, there has been a growing recognition of the need to prioritize these skills for success in the 21st century, many

educators believe that incorporating contemplative approaches into our EFL literature classroom could be a valuable way to support our students' learning and growth. There are some researchs that supports the effectiveness of using a contemplative approach in the English language classroom. For example, a study conducted by Schenck and Tang (2015 : A105-A117) who found that a contemplative pedagogy approach, which incorporated mindfulness meditation and reflective writing, improved the academic writing skills of Chinese international students studying in the US. Similarly, a study by Kim and Han (2016: 91-106) who found that mindfulness meditation improved the English speaking proficiency of Korean EFL students. A study by Zare-ee and Nouri (2019 : 63-77) investigated the impact of a contemplative approach on the speaking ability of Iranian EFL learners. The study incorporated mindfulness meditation, reflective journaling, and group discussion and the results showed that the experimental group had significant improvements in their speaking ability, including their fluency, accuracy, and complexity, compared to a control group. A study conducted by Zhang (2020 : 1342) found that a mindfulness-based intervention improved the English speaking ability of Chinese EFL learners and showed that the intervention group had significant improvements in their fluency, pronunciation, and overall speaking proficiency. There have been a few studies conducted in Thailand on the use of contemplative approaches in the EFL classroom as well, although most of the research has focused on general language learning rather than specifically on literature. For example, a study by Suttikulpanich and Janpengpen (2020 : 43-55) investigated the impact of a mindfulness-based intervention on Thai EFL students' speaking performance and anxiety. Their study found that the intervention led to significant improvements in students' speaking performance and reduced their anxiety levels. Another study by Janpengpen and Suttikulpanich (2018 : 104-110.) investigated the impact of mindfulness meditation on Thai EFL students' reading comprehension and vocabulary learning and found that the intervention led to significant improvements in students' reading comprehension and vocabulary knowledge. Rattana Lao (2018 : 85-103) found that students who received contemplative instruction demonstrated significant improvements in reading comprehension. Also, Orawan Siriratphatthana (2018 : 201-214) found that students who received contemplative instruction demonstrated significant improvements in both writing performance and mindfulness development. Overall, these studies suggest that contemplative approaches can have a positive impact on various aspects of EFL teaching and learning, including reading comprehension, critical thinking, writing performance, speaking proficiency, and mindfulness development.

In addition, the use of contemplative approaches in the EFL literature classroom in this research area has increased attention in recent years. There are a few examples of research studies that support the effectiveness of using a contemplative approach in EFL literature classrooms context. For example, a study by Barbezat and Bush (2014 : 67-83) explored the impact of contemplative practices on undergraduate students studying literature and found that contemplative practices such as reflective journaling and mindfulness meditation helped students develop deeper insights and understandings of the literature they were studying, which in turn improved their critical thinking and writing skills. Shih and Lin (2017 : 1604) investigated the impact of a contemplative approach on the English speaking ability of Taiwanese EFL students in a literature classroom and confirmed that it had significant enhance in their student's speaking ability, including their fluency, accuracy, and complexity. Similarly, Ng and Lee (2018 : 1134-1146) examined the impact of a mindfulness-based approach on the English speaking ability of Hong Kong EFL students in a literature classroom and Hussain and

Mahmood (2020 : 37-48) who investigated the effectiveness of a contemplative approach in improving the speaking ability of Pakistani EFL students in a literature classroom. As well as Thuy Trang Nguyen and Van Tien Dao (2020 : 11); and Lihua Zhang (2021 : 360-370) ; and Xiangping Li (2022 : 599-617.) that suggest that contemplative approaches can enhance students' engagement with literature, promote critical thinking, and foster a deeper understanding of literary texts.

Overall, all previous mentioned studies suggest that a contemplative approach, which incorporates mindfulness meditation, reflective writing, and other contemplative practices, can be effective in improving English speaking ability in literature classrooms for EFL learners. While there is research that suggests that a contemplative approach can be effective in improving critical thinking and English-speaking ability in EFL literature classrooms, there are also some gaps in the literature that need to be addressed which is the lack of studies that specifically investigate the impact of contemplative practices on critical thinking in the EFL literature classroom. While there are studies that suggest that a contemplative approach can improve critical thinking skills, many of these studies are conducted in general education contexts and may not be directly applicable to the EFL literature classroom. Therefore, more research is needed to specifically investigate the impact of contemplative practices on critical thinking skills in the EFL literature classroom, in Thailand and other context.

The implementation of a contemplative approach in EFL literature classrooms of this study presents a particular stimulating challenge in terms of how CRRU students engage with the contemplative activities which require speaking skills. For all the statement of problem mention above, this study on the students' attitude toward the implementation of contemplative approach to enhance speaking skills and critical thinking skills in the EFL literature classroom, therefore, would be beneficial to educators at the tertiary level. The findings could be beneficial to educators at the tertiary level by aiding in the revision and development of appropriate approaches to English literature courses for all English major students and related fields. This study can aid in the revision and development of appropriate approaches to English literature courses for all English major students and related fields, providing an appropriate balance of content and ensuring that students have ample opportunity to acquire knowledge while also developing the practical abilities needed to apply that knowledge effectively.

Research Objectives

To investigate student's attitude toward the implementing contemplative approach in EFL literature classroom.

Research Methodology

Research Design

The study employed a qualitative design, with data collected through semi-structured interviews and observations. Participants were selected through purposive sampling based on their willingness to be interviewed and participate in the activities.

Key Informants

The participants of the study consisted of eleven second-year English Studies (International Program) students at Chiang Rai Rajabhat University. These participants enrolled in the Literary Adaptation course during the second semester of the academic year 2022 (October 2022–February 2023). They were purposively selected to form one sampling unit for the experimental group. There were 10 of Thais and 1 Chinese students with the English proficiency between A2-B1 CEFR level EFL learners.

Research Instruments

1. Semi-structure Individual interview

In this study, individual interviews were conducted to investigate students' attitudes toward the implementation of a contemplative approach in the EFL literature classroom. A semi-structured interview questions and form were created to investigate the students' attitude towards the implementation of contemplative approach to enhance critical thinking and speaking skills in the EFL literature classroom. Interview questions were examined by three experts who are professors in the English language and have knowledge and experience in teaching English literature and critical thinking for the content validity, clarity, objective accuracy, language appropriateness, and the Index of Item Objectives Congruence (IOC), which was set at 0.50. Four questions were used as guidelines for the interviews, which lasted approximately 20 minutes for each participant. The interviews were conducted in English, and some Thai was used when necessary to ensure clear communication. All interviews were recorded and transcribed into English for further data analysis.

2. Classroom Observation

Classroom observation in this research used to gather data about teaching and learning practices within a classroom setting. During classroom, the researcher observes the classroom activities and interactions between the teacher and students, and takes notes. This observation were conducted during the 13 weeks period. The data collected from classroom observation use for analyzed qualitative methods.

Data Collection

The method that employed in this study was survey method. The samples of this study were the second-year English Studies (International Program) students, Faculty of Humanities, at Chiang Rai Rajabhat University, consisting of eleven students from one class. After studying all the relevant documents and related research, the researcher created instruments for collecting data based on the objectives of the study. A semi-structured interview questions and form were created to investigate the students' attitude towards the implementation of contemplative approach to enhance critical thinking and speaking skills in the EFL literature classroom. Both lesson plan and interview questions were examined by three experts who are professors in the English language and have knowledge and experience in teaching English literature and critical thinking for the content validity, clarity, objective accuracy, language appropriateness, and the Index of Item Objectives Congruence (IOC), which was set at 0.50. The data collection and investigation for this research was conducted over a period of 13 weeks during a specific literature course called "Literary Adaptation" in the academic year 2022.

(October 2022-February 2023). The class was arranged following the lesson plan, which involved implementing seven contemplative activities and content. Each lesson took three periods per week, with each period lasting 50 minutes. Students worked individually, in pairs, or in small groups to complete communicative tasks in both oral and written forms. The researcher monitored the classroom, provided feedback to the student after each activity, took notes and collected it all at the end of the time allotment. The semi-structured interviews were conducted in a friendly environment during the last week of the course. Participants were allowed to speak Thai if they felt nervous or shy speaking in English. The data was collected, interpreted, and transcribed into the English version. All data was re-arranged and interpreted as needed to meet the research objectives. The data was analyzed using descriptive data analysis techniques. The findings were interpreted, summarized, and reported as conclusions.

Data Analysis

1. An analysis of semi-structure Individual interviews

In terms of answering research question "What is the student attitude toward learning English literature through the implementation of a contemplative approach?" Individual interview in English and Thai were conducted and recorded. All data were collected, translated into English, and transcribed. Then the data were content-analyzed, deriving from the interview questions. The findings will be presented in accordance with these topics and divided into four major sections: general attitude toward studying English literature; English skills in studying English literature; student participation and interaction during contemplative practices in class; and a question about a specific situation in which students can demonstrate critical thinking.

2. An analysis of classroom observations

Classroom observations were conducted for each 2.30-hour lesson per class per week, during which the researcher took notes on the observation form at the end of each session. The purpose of the study was to document student participation and interaction during classroom discussions and to investigate the extent to which contemplative approaches promoted students' speaking and critical thinking skills.

Research Conceptual Framework

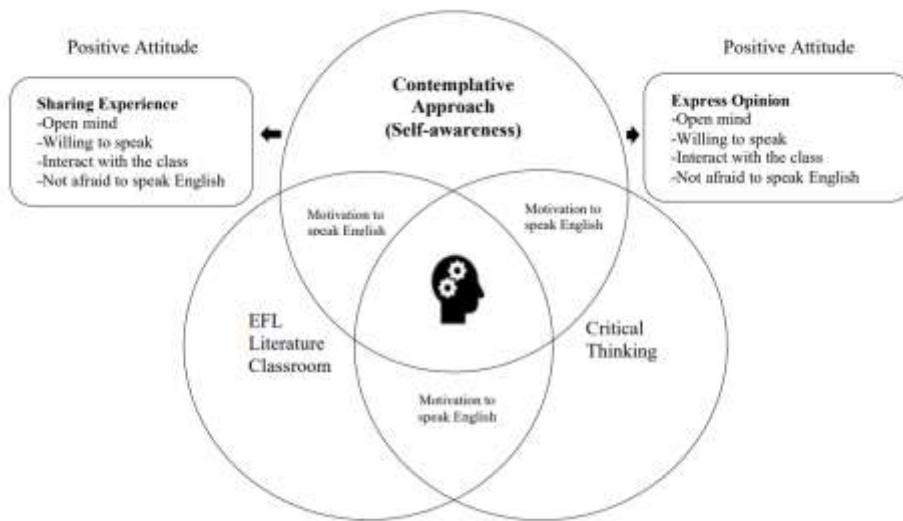


Figure 1 Conceptual Framework

The theoretical and conceptual framework for this study draws on the contemplative approach (mindfulness and self-awareness) and Bloom's Taxonomy of critical thinking to explain the relationship between contemplative approaches, critical thinking, and English speaking abilities in EFL literature classrooms. Mindfulness, which is the practice of being present in the moment without judgment, has been shown to enhance cognitive flexibility and metacognitive awareness, both of which are important components of critical thinking. Bloom's Taxonomy, a framework for categorizing cognitive processes, is widely used in education to develop and assess critical thinking skills. In this study, the researcher propose that the implementation of contemplative approaches into EFL literature classrooms can effect on students attitudes towards the studying English literature, the development of critical thinking skills, and the development of English speaking skills. By practicing, students may become more aware of their thinking processes and develop the ability to think critically about the texts and content they are studying, and convey the message and understanding through the speaking skills that is being demonstrated by students. In summary, this framework suggests that the implementation of contemplative approaches into EFL literature classrooms can enhance student critical thinking skills, which in turn can lead to improved English speaking abilities and will be appear in student's learning attitude. By engaging in contemplative practices and applying critical thinking skills to literary content, students can develop a deeper understanding and appreciation of the English language and its literature.

Results

1. The finding from semi-structure interviews

1.1 The students't attitudes towards studying English literature

Based on the interview, it was observed that the student had mixed feelings about studying English literature. Negative opinions were expressed regarding the subject, including the belief that it was difficult to understand (STD003), as well as dissatisfaction with the early morning class schedule and the university's extra activities(STD001). Some statements indicated that the student felt disconnected with the subject and found it challenging to engage due to their language limitations. However, on the other hand, positive opinion were also expressed about studying English literature, with the student believing that it could enhance their understanding of the literature world and the author imagination, and improve their English skills. Furthermore, they recognized that literary works from the lesson could provide insight into difference experiences, way of life, and perspectives, while also serving as the entertainment.

Based on STD002's statement, it can be inferred that she enjoys studying English literature. However, she expressed a desire for more time to devote to the subject, as seen in her statement "*Yes, for me I like it. But humm...if we think about the time that we have..humm...a little bit long time...little bit but it's really good if we have more time for that.*" This suggests that she may feel pressured by other obligations or struggle to prioritize her time. Nevertheless, her enjoyment of the subject is evident.

During the interview with STD005, it was revealed that the student enjoyed the character drawing activity but found it challenging to balance her interest in both art and literature. In her statement "*It's good. But I have...if give me to choose someone to draw I think in my mind have a lot there have a lot of people I want to draw it but have to choose someone I think it's good,*" she expressed difficulty in choosing which characters to draw. This suggests that the student appreciated the literary works she was studying and was interested in exploring the characters in greater depth.

During the interview with STD006, it was revealed that the student enjoyed studying literature for its social aspect. In the statement "*Yeah, I like it because some picture I have I understand by myself, but someone no have. So, it good to share it with my friend*", the student expressed enjoyment in sharing their understanding of the lesson with others. This indicates that the student finds the subject engaging and meaningful and is interested in discussing it with their peers.

In summary, the student appeared to hold a generally positive and open-minded attitude towards English literature, despite expressing some negative opinions. Their eagerness to learn more about the subject indicates a willingness to overcome their initial reservations and engage with the material more deeply. Furthermore, the student's enjoyment of discussing the subject with others suggests that they may benefit from opportunities to deepen their engagement with the material and connect with like-minded peers.

1.2 The students' attitudes towards development of critical thinking from studying English literature

Based on the data from the interviews, it seemed that the students believed that studying English literature through the contemplative approach had helped them develop critical thinking skills. In the statement from STD002, as shown in "*For me it about thinking because the card, right? Have the word and we should create the word for explain that person.*.", the student mentioned the importance of thinking and creating words to explain a person based on the information provided on a card reading activity. The student used critical thinking skills to analyze and interpret the given information.

In the statement from STD003, "*Uhhh ...uhh..uhh card read help me to be an imagination picture that different from my friend*", the student mentioned that the card readings helped her to imagine pictures that were different from her friends. This showed that the student used her imagination and creativity to think critically about the information presented to her.

In addition, the students used critical thinking skills to create connections between different elements, such as poems, pictures, and quotes. One student demonstrated her ability to analyze and synthesize information from various sources. As shown in the quote from STD004, the student said, "*I thought about creating because some cards had a quote like a poem, and we had to think and create, like, oh.....the picture and the quote, that they have something similar.*"

Next, STD007 stated that "*That showed our ability of how to communicate and how to imagine how to speak how to explain the story.*" This highlighted the importance of communication and imagination in storytelling, suggesting that the student recognized the role of critical thinking in effective communication and storytelling.

Overall, the students' statements indicated that studying English literature through the contemplative approach had helped them develop critical thinking skills, such as analysis, synthesis, imagination, and communication. It was evident that the students showed positive thinking. Although the researcher allowed them to speak Thai, none of the participants spoke Thai during the interview.

1.3 The students' attitudes towards development of English speaking skills from studying English literature.

Based on the interview responses, it appears that the students had positive attitudes towards developing their English speaking skills through studying English literature with a contemplative approach. STD001 expressed that studying English literature helped her improve her speaking skills, as she was able to share her own experiences and ideas through pictures and explanations, as shown in "*yes. and.....improve about speaking about this picture and experience because it's from my mind and I can show it with my picture and explain it.*.". Similarly, STD002 believed that studying English literature helped students who may be shy or not confident in their speaking abilities to practice and improve their skills, as shown in "*For me, First, it's about speaking sometime because some people didn't ready to speak maybe they are shy, maybe they are not good at speak. It's good for practicing for them to speak out for it.*

I think that is very very awesome because just the first step. ". Moreover, STD003 highlighted the importance of communication and imagination in developing speaking skills and telling a story, indicating that studying English literature can enhance these abilities, as she said "*That's show our ability of how to communicate, and how to imagination how to speak how to explain the story*" STD010 mentioned that studying English literature improved her speaking skills and expanded her vocabulary. Finally, STD011 mentioned that the card readings helped them improve their relationship with friends and become more comfortable with speaking.

Overall, based on the students' responses, it can be reported that studying English literature with a contemplative approach had a positive impact on their development of English speaking skills. The responses indicated that the approach helped in improving confidence, vocabulary, communication, and imagination.

2. The finding from classroom observations

As emphasized by Elismawati, (2018 : 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 voice 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. Majority of the class arrived early to participate in the check-in activities actively. The 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 data obtained from the observations 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.

Discussion

Based on the findings from interviews and 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 Jones (2017 : 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, Asadollahfam, and Kuhi (2022 : 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 Kuru Gönen, S. İpek (2022 ; 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.

With regard to 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 lead 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.

In conclusion, 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 participate. Third, teachers should encourage student participation and engagement in the contemplative practices, and provide opportunities for students to reflect on their experiences. So, giving a 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 make adjustments as needed.

Recommendations

The use of contemplative approaches in the EFL literature classroom presents a significant challenge due to its grounding in the belief that language learning is not only a cognitive process but also an affective and social one. However, this approach has the potential to promote more comprehensive and meaningful learning experiences for students, along with fostering literary appreciation. The findings of this study have significant implications for further research and educational practices. For example, curricula that prioritize critical thinking and English speaking skills development in the context of English literature studies could be designed based on these findings. To fully realize the benefits of contemplative approaches, it is important to recognize that the results can vary depending on many factors such as age, culture, background, and more. While it may be helpful for many students, it may not be the best fit for everyone. Two recommendations for future research are:

1. The current study only examined the immediate effects of the program in a short-term implementation with a small class size of eleven students. To gain a better understanding of the long-term effects of contemplative approaches on English speaking ability and critical thinking skills, further research is needed with larger sample sizes and longer implementation periods.
2. The study primarily focused on A2-B1 CEFR level EFL learners. Therefore, more studies are needed to investigate the impact of contemplative approaches on 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.

From a policy perspective, this study suggests that educational institutions and policy makers could consider incorporating contemplative approaches in their English language teaching programs. Practically, teachers could integrate contemplative practices into their lessons to enhance students' attitudes towards studying English literature.

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