

***Observation on students' behavior in Non-formal education in EFL setting***

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**Observation of Student Behavior in a Non-Formal EFL Classroom Setting**

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**Abstract**

Non-Formal Education (NFE) in Thailand aims at creating learning opportunities and promoting lifelong learning for people who have not been through formal education. While NFE has been overlooked by most researchers, this study aims to describe and explain classroom behaviors of NFE students, particularly on how they behaved when engaged with class activities, since students with NFE and formal education backgrounds might behave differently in classroom settings. The instruments used in this study were journals and questionnaires. The findings and implications should prove useful and practical for both teachers and practitioners involved in NFE.

Non-Formal Education (NFE), one of the administrative units under the administration of the Office of the Non-Formal Education (ONFEC), Ministry of Education provides and supports educational services to many people who have missed opportunities to further their studies in the formal schooling systems. NFE aims to provide learning opportunities and lifelong learning for the out-of-school population in every part of Thailand.

The background information and learning programs of NFE from the websites of ONFEC and Edirisingha (2006) will be introduced briefly on the parts which are related to learning English.

Applicants can enroll in NFE programs according to their time available and convenience. There are two main approaches to learning: classroom attendance and distance-learning. Students in each approach are required to complete four parts which are basic education, vocational education, skills training and community development to ensure effectiveness for their occupations and real life.

English is contained in basic education in the classroom approach with support from a group facilitator. Classroom students get involved in planning and having discussions about their studies including setting learning goals and objectives, learning content and also an evaluation for a whole semester.

The learning content of basic education in the classroom approach can be divided into three levels: basic, intermediate and advanced. The students have to study outside class continuously for the basic content. They keep writing reflections of what they have learned and then share their knowledge with others in weekly meetings. Intermediate content is presented to the students by the group facilitator. Advanced courses in English, Science and Mathematics, will be taught by part-time teachers or specialists. However, the course content and study plan are set together by the students and the group facilitator.

In this section, I describe briefly how I became interested in conducting research about my classroom. There are two main reasons: one comes from personal stimulus in terms of teaching development and another was my concern about NFE students' learning from what I saw in a real classroom.

Firstly, I am an inexperienced teacher and take part in very few periods of teaching practice. It was difficult to apply the right teaching techniques from a large collection to use at the right time. I was not confident about my teaching ability. I always got nervous whenever I had problems in the classroom. More importantly, I had no background in the NFE system and did not know anything about my students. I asked myself how I could provide good teaching to the students and become more confident.

Secondly, from the real classroom, many factors made me concerned about NFE students' learning. First of all, the students have only a period of three hours a week on Sunday to meet me even though they have to study continuously during the week. Furthermore, English is an advanced subject taught by a part-time teacher, so there is no close relationship between the students and the teachers. Some teachers may not have enough background knowledge about NFE and their students which is necessary for preparing teaching plan. From the first few weeks of my teaching, I found that students had different backgrounds in age, learning motivation, interests, and especially, level of English proficiency. They are very different from FE students both in their learning experience and their lives. I just thought that they needed special ways of teaching and learning content. Moreover, I found it was difficult to get their responses, attention and maintain motivation during the three hours each week. Therefore, I started observing what happened in my classroom.

The next section provides details of the research methodology, including background of participants, research instruments, research procedures, data analysis and the purposes of the study.

## **Methodology**

### ***Situation and background of the students***

The classroom is set in a village temple. There were 55 students aged between 16 and 45, in higher secondary level attending English as a compulsory course. Over half of them (54%) were 16 to 20 years old. English proficiency was mostly at the beginner level. The assessment for classroom learning is 40 marks on formative tests, report and attendance during the semester, 20 marks on the project work, and 40 marks on the final examination.

### ***Instruments***

The research instruments used in this study were observations, recorded in journals, and a questionnaire. Details of those instruments were explained in the following sections.

### ***Observation***

After the first few weeks, many factors such as students' attention, motivation, and ways they behaved in the class made me worry about quality of the teaching and the students' learning effectiveness. Therefore, I started to observe general situation in my classroom and took notes during class time. Even though I did not have a particular focus for my observations at the beginning, it was interesting to explore issues or variables from the information gathered.

### ***Diary***

A diary is appropriate for keeping records of actual classroom situations. Writing diaries helped me observe more purposefully and also increased my awareness of my teaching and the students' learning. Moreover, I believe that many students are not comfortable and confident in expressing their feelings, preferences or giving negative feedback to the teacher. Therefore, a diary is a good tool for keeping records from classroom observations. In this study, there were 11 diary entries written after each class with a total of 11 periods of the course.

### ***Questionnaire***

A questionnaire was designed to gain additional information about the students' backgrounds and to provide them with opportunities to express opinions on the classroom activities. The questionnaire was comprised of two main parts: personal information and educational information (see Appendix). This information was used as supporting information for my interpretation of the diary data.

### ***Procedures***

In carrying out this study, the procedures were explained as follows:

1. The students were observed while studying and doing classroom activities.
2. Observation notes were taken during class time.
3. Observation notes were used as the outlines for diary writing after each class. The notes had no clear focus. I just reported what happened in each classroom.
4. A questionnaire was later distributed to all students and completed in the class to collect more personal and educational information.
5. All 11 diary entries were then analyzed in order to find salient trends. There were three ways that helped in decision-making: rereading the diaries carefully, using SCP to calculate word frequencies and analyzing students' responses to the questionnaire about their motivating factors.
6. The diary entries were analyzed again using content analysis according to the salient trends (details will be provided in the data analysis section).
7. Reliability of the data was measured.
8. Interpretations and explanations of common behaviors and classroom situations were done. The data from the questionnaire which showed students' background and opinions about their English learning helped my interpretation to be less subjective.
9. The particular issues were selected and presented in a narrative inquiry.

### ***Data analysis***

Both quantitative and qualitative methods were used to analyze data from the diary entries and the questionnaire.

### ***Diary***

There were two methods used to analyze the diaries: content analysis and word-frequency analysis.

### ***Content analysis***

The two main purposes of doing content analysis: to find salient trends and to categorize the meaningful words or phrases found in the diaries into groups. Firstly, to find salient trends, I read all diary entries several times to find interesting issues to be studied. In the first two times of reading, I read all 11 entries to see general pictures of a story. In the third time, I separated content into small paragraphs and determined the main issue of each paragraph. Next, decisions about the salient trends were made by considering these issues. To support my decision on salient trends, word-frequency

analysis was conducted (explanations are provided in the next section). Secondly, content analysis was done to group words and phrases into five main categories which have been adjusted according to McVeigh (2002) cited in Escandon (2004). To check intra-rater reliability, several months later, all entries were coded and grouped into categories again. Then, a colleague was asked to group words and phrases into categories for measuring inter-rater reliability. After that the percentage of agreements between my first and second time of analysis, and between my colleague and I were calculated. Intra-rater and inter-rater reliability for agreements on words and phrases in the categories are 87.18% and 84.62%, respectively.

### ***Word-frequency analysis***

To support my decision on the salient trends by using content analysis method and help in making the data to be less subjective, the word-frequency analysis was run. The Simple Concordance Program (SCP) version 4.09 was used to analyze word frequency in all diary entries.

### ***Questionnaire***

The responses to the questionnaire were analyzed quantitatively and qualitatively. The data from the personal information section was tallied and the answers to open-ended questions were categorized and recorded.

### **Purpose of the study**

From preliminary analysis of diary entries, word frequency and the questionnaire, this study aims to describe and explain common behaviors, particularly on how they behaved when engaged with class activities. Moreover, types of classroom activities for NFE students will be suggested according to the results gained. The main questions addressed in this paper are:

1. What are the common behaviors of NFE students in the English classroom?
2. What are the possible reasons for those behaviors?

### **Results**

As described earlier, data analysis was conducted in view of the common behaviors in the real classroom, especially during the activities. As mentioned, this study came from two main concerns, which are about professional development and students' learning.

There are three sources of information supporting salient trends for research: word frequency result, students' responses to the questionnaire and analysis of diary entries. Table 1 shows a list of 20 meaningful words with the highest word frequency.

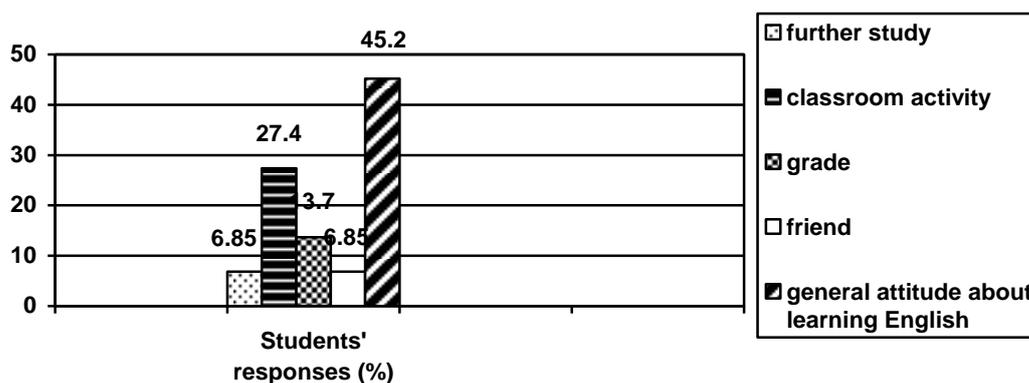
Table 1: Word frequency result of diary entries

No	Word	Frequency	No	Word	Frequency
1.	Students	111	11.	Quiz	19
2.	Class	70	12.	Read	19
3.	Questions	49	13.	Quiet	18
4.	Activity	28	14.	Answer	16
5.	Instruction	28	15.	Wrote	14
6.	Lesson	26	16.	Attention	13
7.	Word	25	17.	Group	12
8.	Board	23	18.	Back	11
9.	Answer	22	19.	Front	11
10.	Classroom	22	20.	Talk	11

It can be seen that the words are associated with the students' action processes, classroom interactions, and activities rather than with the teacher's reflections on the teaching.

The responses to Question 7 ("What factors motivate you to learn English in the classroom?") in the questionnaire about the motivating factors are shown in Figure 1. General attitude about learning English is the most important; however, it is from the students' self motivation. Only classroom activity is within the teacher's control, so I focused the study on that.

Figure 1: Students' learning motivating factors.



Finally, the main issues of each paragraph which repeatedly appeared such as silence, smile, chat, ignore the teacher's request, etc. from the analysis of the diary help me confirm the salient trends decided.

The next section is the data analyzed from the diary. The story begins by describing the students' behaviors with the explanation of classroom activities. I will then go on to interpretations with the questionnaire data to support. The information and selected extracts from the diary and the questionnaire to further illustrate behaviors' meaning and interpretations are also provided. By grouping issues that repeatedly appeared as mentioned, there are five patterns of common behaviors in NFE classroom which are 'Bodily disposition', 'Indifference', 'Class disruptions', 'Absence', and 'Pretence'.

### ***Bodily disposition and Indifference***

Based on Escandon (2004), 'bodily disposition' is a set of behaviors which considered the least disruptive; however, it was the major pattern of behaviors of my class. The students avoided verbal responding and reacting to the teacher by doing different actions such as smile, laugh, look at friends, avoid eye contact with teacher, respond to teacher very slowly, sit at the back, sit away from friends, read in inaudible voice. Sometime, they seemed ignored what the teacher does. A set of misbehaviors considered to be in 'indifference' are silence, not responding, wait for L1/ translation, copy friend's homework, listen to MP3, forget notebook, do other work, do not hand in assignment, do not take note during lecture, etc.

There are many reasons why students behaved inappropriately. Firstly, they were shy to speak English. The students were quiet even though they were just expected to greet me back. However, they responded to me immediately when I switched into Thai.

Good afternoon everybody" The students was very quiet, some students smiled, looked to each other and someone avoided eye contact with me. There was no microphone in the classroom, I may not get enough their

attention. So, I repeated again “Good afternoon” with louder voice. Most of them still be quiet while some of them were laughing. I decided to switch into Thai “Sawasdee kha”. They greet me back in Thai immediately.

Furthermore, they may not understand me or may not be able to speak English. They just keep quiet when I tried to have small talk with them before the lesson.

I tried to talk with them before class, but got no answer from them. It seemed they pay a lot attention to me when I used English. They stopped chatting to look at me. However, they just smiled and kept quiet.

Instead of small talk in class, I assigned conversation task to practice speaking in pair. However, the students just sat still and kept quiet. To be sure that activity avoidance was not because they cannot speak English, they were presented the dialogue of short conversation as input before practicing on their own. However, some students still avoid doing activity. Since they were not noisy, it is possible that they do not understand what they have to do.

Another possible reason for not doing the conversation tasks was unfamiliarity with each other. Many times I found students sitting separately from each other. To help them feel more comfortable doing activities, teachers may consider using warm-up games in the first few weeks to break the ice.

I walked to one student who sat alone and never answered questions. I asked her why she looked unhappy. I just wanted to know her preferences or her problems. However, my question made her feel guilty. She faced down and kept quiet even though I explained that I wanted to know what she liked or disliked. I just wanted to plan good activities and improve my teaching, not to pressure her.

One of Thai students’ customs is to respect teachers, so they never express their opinions or complaints. They never tell teachers when they are not able to do a task.

I asked them to read aloud, but they read quietly. They read louder after my model. I always needed to read and ask them to follow once before asking them to read aloud in class.

I would say that teachers always have to observe students and should be aware of their problems. Sometime we need to ask them explicitly about their problems in learning English. The extract above shows that they read silently because they were unable to read. The following examples also support my reasons.

I asked whether the students had any other problems in English. The students reacted to my questions quickly. About 4-5 students told me that they could not pronounce words, spell words or understand long sentences.

After class, 2 students came to me, handed in their homework and told me that they had copied from their friends. They could not read what I had written on the board and could not follow the lesson.

More importantly, teachers should show students that they are open-minded to their problems, ideas or any comments on their teaching. Guillaume (2000: 139) pointed out that teachers can practice active listening to show that they understand their students.

Many times students just keep silent and never respond to my instructions or requests. NFE students may have difficulty in understanding English instructions. So, teachers might not get a response unless they translate into Thai. From my experience, it was helpful to teach simple classroom actions, such as “stand up, listen carefully, repeat after me, raise your hand, work in groups, answer the questions, help each other, etc.” to help them understand instructions better. I was able to use more English instructions even though I had to repeat my instructions or switch into Thai sometimes.

The next misbehaviors occurred when the students ignored my explanations and did not take notes during the lecture.

While I was giving explanations, most of the students tended to wait for the correct answers. They didn't really care why those answers were correct. They didn't take notes unless I told them to underline useful expressions, circle important words, and copy word-for-word.

The data from the questionnaire shows that almost 70% of the students prefer lectures to activities. They thought that lectures were easier as they just had to listen and copy what was written on the board. Moreover, they were not required to think too much. Some of them thought that thinking about what they had learned was a waste of time.

Even though they preferred lectures, they never took notes unless I told them exactly what to write or wrote explanations on the board. It is possible that the students had never been trained in learning techniques, such as note taking and summarizing. They might not be able to grasp the gist of a lecture. Therefore, NFE teachers may provide activities for training in useful learning techniques, especially note taking. A simple way is to train them to take notes in various forms such as lists, mind maps and outlines. Moreover, teachers should provide enough support such as repeating the main concepts of the content of a lecture.

Besides activities in the classroom, sometimes I assigned reading tasks or exercises outside class and expected issues and questions to be raised in the discussion periods. I found that only half of the students would finish their assignments. Teachers have to think about why the students do not do homework even when it is not too much or too difficult. Their homework was the 30 items of the multiple-choice exercise, which was the former NFE final examination. I found that they were not able to understand the questions used in the exercises. I would say that they understood approximately 20 percent of the questions.

I asked them why they hadn't done their homework or answer any questions which guide them to the correct answers. They told me that they didn't know the meaning of words used in the exercise. ... and they didn't have time to look up the dictionary for those words. So, during the class time, they were very quiet and waited for my translation.

They were more likely to do the exercise after my translation. I looked at some completed students' sheets. They showed that the students translated the questions word for word, sometimes not selecting the appropriate translation.

This worried me about how they could pass the final examination if they could not even understand the questions. This got me back to learning techniques they might need. Teachers may train students in strategies for taking tests and using dictionaries. Brown (2001: 66-73) suggested ways of using questionnaires to train in taking tests successfully.

Sets of behaviors in bodily disposition and indifference patterns usually occurred during activities which required students to speak out, such as routine conversations, small talk, dialogues and reading aloud. However, the tasks that required bodily involvement, but not much speaking, such as drawing and guessing, were used successfully with them.

Possible causes of bodily dispositions and indifference were: unfamiliarity with classmates, shyness, reluctance to speak, not understanding my instructions and they were not able to read very well. I would conclude that the major causes were their level of English proficiency and their confidence. The extracts below support are.

I saw that many of them could not spell words correctly, even easy words such as 'play', 'answer' and 'noun'. From the workbook, they wrote "plav" instead of play, "answen" instead of answer and "nouu" for noun because they just copied what I wrote on the board without understanding what it was.

So I asked a volunteer to write the alphabet in upper case on the board. I waited for a while; one student came in front and told me that she was very excited.

I asked for 1 more volunteer to help her, she also came to me and said she was nervous.

### ***Class disruptions***

Normally, my students were not disruptive in the class. This set of misbehaviors occurred only once. However, it is worth discussing why and when this happened. As a novice teacher, I found it very difficult to control disruptive behaviors, such as chatting, group singing, phoning, taking photos and playing games. The following extract describes this in more detail:

Today my class was very large as students from both the morning and afternoon classes studied together. There were almost a hundred students. I divided the class into 3 groups and ask each to copy different paragraphs on the board in a strip (preparation for the passage completion activity). I wrote one paragraph at a time on the board. While waiting for the first group to finish copying paragraph 1, I saw other groups engaging in disrupting behaviors.

The class disruption behaviors occurred because I left a group of students without any tasks. To prevent these misbehaviors, I should have prepared strips of the passage segments and assigned everyone to complete the passage at the same time. The point learned here was that we should assign specific tasks for everybody at the same time.

### ***Absence***

Missing classes is permissible for NFE students.

The questionnaire shows that approximately 70% of the students work full-time from Monday to Saturday, as well as studying all Sunday; therefore, tiredness may be the main cause for absences.

However, absence is not permissible for quizzes and tests.

... a group of 5 students sat separately from the class to do the project work for another subject. I walked to them and gave them the quiz. They made an excuse, saying that they wanted to finish their project today. I permitted them to take the quiz next time. They still insisted on their decision for refusing taking a test. The last reason I gave them and took them back to the class was that the score would be recorded.

Even though, I tried to be flexible and explain to them about the importance and the usefulness of the task, they declined to attend the important period of the class until I mentioned that the scores would be recorded. It seems to me that English was not their high priority. It may be because they do not use English much in their job and real life. The questionnaire results indicated that almost 90% of the students enroll in NFE after finishing formal education because they need certificates for higher positions and salaries.

I would suggest that teachers should adjust the content for NFE students so as to be more relevant to their needs. This can allow them to see how English is useful and important. The results from the questionnaire indicated that approximately 78% of students who work on weekdays work at the operation level in factories and companies, as mechanics, technicians, messengers, accountants, secretary, etc. The content provided can be vocabulary of office equipment and stationary, instruction manuals, warning signs, etc. However, these have to be presented in interesting ways. From my study, role play was one of the favorite activities if students were given enough input and time to practice.

One way of reducing absence is making students feel relaxed and willing to spend their time in an English class. Dörnyei (2001: 72-73) suggested ways to maintain students' motivation to learn and to keep them happy in the classroom. The three main strategies are preparing a variety of learning tasks and other aspects of teaching, making the tasks more attractive and increasing the students' involvement in the tasks.

### ***Pretence***

Pretence includes pretending not to understand or to understand the teacher's questions and instructions. Pretence can usually be discovered by asking questions and requesting to repeat what I had just said.

...if they say yes, it did not mean that. They just sit still after I gave instructions and left them work on their own. They did not understand my instructions because they could not explain to me about what they had just listened to. So, I had to give the instructions again with the model of one group of students.

Pretence also includes halting activities after the teacher has moved away.

So, I walked closely to them and watched them. They asked me what they have to do. Then, I explained again and asked them to explain me

back to make sure that they understood. They continued practicing. However, they stopped when I walked past!

This misbehavior is considered a little disruptive as I have to spend more time repeating what I had just explained. It was possible that they pretended because they wanted to keep me happy with their performance, and avoid punishment and criticism. In my opinion, pretence might be caused by boredom. However, the students were not comfortable to say they were bored. Therefore, they just did the activities when I observed them. Teachers should make sure that their activities have interesting content. There are two simple ways to make activities more interesting: prepare content relevant to them as discussed earlier, and prepare activities involving competition. From my experience, students find the competitive games fun and interesting.

Also, they were happy to do activities that were relevant to them. For example, I used students' names instead of vocabulary in a book for a spelling activity. I asked students to relate their experiences about staying in a hotel before the lesson about travelling.

... they had to walk around and interview 5 friends about their own hobbies. They looked more active. I was also one of the members they could interview. ... They might be happier because they talked about themselves, not about the pattern they had to practice.

According to Senior (2002: 397-403), the interview task as the last extract evidenced is considered as a whole-class information task. This encourages not only students' learning, but also allows students to interact freely with each other. Her study indicates that experienced teachers consider using tasks that are effective both pedagogically and socially. She also discussed some other interesting tasks for learning and social interactions such as brainstorming, group listening tasks, checking answers to exercises, working independently in the classroom and oral presentations.

To deal with pretence, teachers should be patient. They can express feelings of annoyance sometimes. Furthermore, they may have to conduct needs analysis in order to prepare interesting activities to maintain their attention and motivation.

Common behaviors in different lessons discussed in my whole story were just experiences that I wanted to share and let others who are involved in NFE think about. Actually, NFE students are mature and able to take responsibility for their own learning; however, they are not very verbally responsive in the class.

Before moving on to the discussion of issues drawn from the findings, I would like to mention about the students' good reactions. They usually talked or responded to me when they explained their feelings and problems. They answered when they were allowed to speak Thai or asked to translate my words. Moreover, they performed well when repeating after my models, asking questions individually and making requests.

The next section is a discussion of what I have learned from the NFE classroom. Suggestions for other teachers in NFE are also provided.

### **Lessons learned from NFE classroom**

#### ***Characteristics of activities suggested for students in NFE***

With the ideas of motivating features of the task content from Dörnyei (2001: 77), I would suggest the characteristics of activities that seem attract NFE students. The ideas come from the class time when the students behave and respond well to me and the

activities. The activities to be provided should be simple and encourage success, bodily involved, competitive, and relevant to students' life.

### ***Simple and encourage success***

In order to prevent bodily disposition and indifference, teachers should prepare basic knowledge and build confidence to the NFE students. The activities should be simple and encourage success. Covington and Teel cited in Dörnyei (2001: 88, 90) suggested ways to build confidence by providing learners with experience of success. The tasks should not be too difficult to achieve to provide students positive experience. They like to do what they can do well. So, the appropriateness of the task based on the students' proficiency.

NFE students need to be prepared for basic knowledge of English. At the beginning, teachers might prepare activities focusing on the language such as games on vocabulary, spelling, pronunciation, simple grammar and translation. To encourage them to learn outside class, the vocabulary notebook may be introduced.

### ***Bodily involvement***

Bodily involvement is another possibility to engage students in the activities and not require them to speak out very much. Activities involve movement such as drawing, gesture and guessing seemed to attract students' interest and were used successfully in my class. As Harmer (1985: 210-217) proposes that the interesting class perhaps the greatest aspect to prevent misbehaviors from boredom, bodily involved activity might be one of the best choices for NFE students.

### ***Competitive***

To make lessons more fun and exciting, teachers can find activities involve competition. All contents suggested above can be presented in competitive ways. Teachers may prepare problems and questions to be solved and small tasks which lead to one big task. Moreover, teachers may ask them to work in group and make something for the contest.

### ***Relevant to their lives and occupations***

This is the most important factor for NFE students as they are already more established than FE students in their occupations, which consume most of their time and energies. So, they need English for using on the job rather than for academic purposes. This requires a much more practical approach to teaching English with less focus on grammar and the language itself, and more focus on vocabulary, functions and communication.

In this case, teachers should know background of the students about their age, jobs, and what motivate them to learn English. Conducting need analysis is recommended to help teachers in activities preparation. The activities provided should be relevant to the students' life. As far as I learned from my students, the content for activities can be daily life expressions, story of real people, English needed for their jobs, stories from magazine, newspaper, or students' story. Teachers may apply all these content through interview, presentation, role play and group discussion about their stories. They shall need to adjust the content and activities to suit particular groups of students, and motivate their students by using a variety of activities.

I would say that this can make the activities more interesting which create students' motivation and allow them see how English is relevant to their life. This also helps to avoid unacceptable absence and pretence in not understanding the teachers.

### ***Benefits of observation and journals***

Another point I have learned from this study is that classroom observation and teacher journals are very useful tools for teachers to reflect teaching in terms of professional development. Furthermore, observing students and keeping a diary help teachers be more aware of students' situations, causes of behavior problems in the classroom, how they react to good and poor behaviors, and what they have learned from dealing with those misbehaviors.

Observation and diary are also useful indirectly to the students. Once teachers understand students in aspects mentioned above, they can use information obtained to consider planning good teaching methods and appropriate activities for the particular group of students. These therefore help increase the quality of learning.

Here is some useful guidance from Gronlund (1981: 435-441) for teachers to observe students' behaviors which can be applied to their teaching. Teachers can observe how students deal with the problem, how much students pay attention to the activities, do they listen to the ideas of others, what activities seem to motivate them to engage, how they take their roles in the group activities, how well do they work with peers, and how do they respond to comments of others, etc.

### **Conclusion**

NFE students have different backgrounds, learning experiences, circumstances and expectations from students in the formal system. For effective teaching and learning, teachers need to be well-prepared, know their students' backgrounds and understand their circumstances. The particular teaching methods, language points and skills to be taught, content of the lesson, and classroom activities have to be adjusted to NFE students. Although their behaviors sometimes differ from teachers' expectations and it can be difficult to keep their concentration and attention, it is the teacher's duty to understand the reasons for misbehaviors and understand them better. The common behaviors in different English class activities discussed in my story was just an experience I would like to share with others who are also involved in NFE. Some activities suggested may be applied to the classroom. However, there are many reasons for poor behavior which cannot always be easily controlled. Particular behavior depends on the particular group of students and teachers. For these reasons, it would be useful for NFE teachers to explore what kind of classroom activities would promote effective learning behaviors and to better understand problems behaviors.

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## Appendix

### Questionnaire

#### Personal information

Age: \_\_\_\_\_ Level: \_\_\_\_\_

Present part time/full time job: \_\_\_\_\_

#### Educational information

1. Why did you leave school in the formal system of education?

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2. Why do you enroll in Non-formal education?

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3. What factors have an effect on your learning?

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4. Is English important? Why/why not?

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5. Do you prefer lecture or learning through activities? Why?

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6. What kind of classroom activities do you like most and least? Why?

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7. What factors motivate you to learn English in the classroom?

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Thank you for your cooperation