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## An Integrated Approach for Teaching English Morphology and Syntax: The Case of the Lexeme “WATER”

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### Abstract:

*This paper exemplifies an integrated approach, applied for teaching the theoretical English morphology and syntax to L2 learners, in this case, Thai learners. This research was designed with multiple approaches such as the theme-based approach, which was based on the lexeme “WATER” in L1 (Thai) and L2 (English); an integrated approach of both having a lecture and multiple in-class assignments based on the theory of transformative learning; the underlying theoretical linguistic theories on English morphology and syntax; the theory of “Multiliteracies” of the New London Group; and the theory of second language acquisition. With this integrated approach, learners can absorb the L2 (English) contents in morphology and syntax with the current social and cultural contexts, along with the comparative and contrastive understanding of the L1-L2 contents. In addition, the class instructor can also understand the learners’ background and see whether they would use their L1 background in learning the L2 words and structures. In this research, the results revealed that Thai learners have, more or less, applied their L1 (Thai) information and culture for generating the L2 (English) outputs at different levels, depending on one’s own L2 experience. The results suggested that the integrated approach can help advance Thai learners not only in linguistic theories, but also other interdisciplinary areas and liberal arts such as society, culture, and translation. Furthermore, the information gained this research will help them advance the design for future classes in theoretical linguistics.*

**Key words:** culture, English, integrated, lexeme, morphology, multiliteracies, semantics, syntax, Thai, transformative, water

### 1. Introduction

English is the ASEAN official language (or the lingua franca of ASEAN) and has been the first foreign language (FL) of native-Thai learners. When comparing to other ASEAN countries, it appears that the scores of the English proficiencies of Thai adults are not in the top rank (Bhaopichitr, 2013), based on the Knowledge Economy Index (KEI) of the World Bank (2012). A question arose of how English proficiencies of Thai learners can be better, so as to help Thai students advance not only the English language itself, but also the use of English as a gateway to gain the knowledge of other content areas.

The definite answers to the question above have yet to be reached. However, many educators and researchers have paid attention to the pedagogy of teaching and learning English in the classrooms. Previously, the traditional grammar-based method was used in the EFL classrooms in the pre-tertiary education to strengthen the English grammar to the students, based on the grammar drills, with less communication and conversations in English. Nowadays, various approaches have been conducted in EFL classrooms such as using Thai (L1) in classrooms for the better explanation and understanding between teachers and students; an inductive approach; the learning-centeredness; the communicative language teaching (CLT); projects; the scaffold methods; and so on (Kirkpatrick & Jianrattanapong, 2010).

At the tertiary level, the focus of English courses varies, based on the students’ majors and the requirements. Basically, fundamental English courses are required for all students. Some courses focus on the four skills: reading, writing, listening, and speaking. On the other hand, some courses concentrate on communicative or specific purposes.

In this paper, an integrated method was introduced in a theoretical linguistic class with a focus on English morphology and syntax. Previously, learners have mainly learned the English morphological and syntactic structures, with some exercises. However, in this research, with an integrated method, learners can absorb the knowledge of English morphology and syntax through the in-class activities, designed based on their recent social and cultural experiences in their country. This research follows the theory of multiliteracies (the New London Group, 1996) and the transformative approach (Mezirow, 1997; The University Instructors’ Peers Group, 2012), in the way that current social and cultural backgrounds were added in their activities, to help awake their corporate social responsibilities indirectly.

In this research, it was hypothesized that learners have used the L1 information in acquiring L2 information. It was expected that the results gained from this study would create a better learning environment for learners and would help the instructor understand the L1-L2 background of learners, so as to develop the theoretical classes to be more vivid and interesting.

## 2. Background

In this research, the theme of teaching and learning English morphology and syntax was based on the L1-L2 lexeme “WATER,” including its related terms and syntactic structures. This section describes the background of the theme and lexeme “WATER” in Section 2.1, the theoretical linguistic theories involved in this study in Section 2.2, and the theories on the language learning in Section 2.3.

### 2.1. The Theme and Lexeme “WATER”

The theme “WATER” was chosen, as the Thai word “WATER” had a great physical and psychological impact on Thailand: the country as a whole, including the majority of its citizens during the 2011 great flood, prior to the data collection. Besides, the lexeme “WATER” was selected because the lexeme, itself, is universal. “WATER” is one of the five basic needs of humans and exists in all languages and cultures.

In the Thai language and culture, the lexeme “WATER” can be expressed through the Thai word /náam/ ‘water.’ In the Thai-Thai dictionary, the Thailand Royal Academy Institute (2003) defined the lexeme /náam/ as a substance composed of hydrogen and oxygen. In addition, “WATER” is amongst the four major substances of one’s life, besides “EARTH,” “WIND,” and “FIRE.” In the Thai grammar, the lexeme “WATER” can help expand the Thai lexicon by combining with other words to form di-/ tri-/poly-syllabic compounds. Examples (1)-(3) below show Thai compounds with the lexeme “WATER” in the forms of di-syllabic compounds in (1a)-(1b); a tri-syllabic compound in (2); and a poly-syllabic compound in (3). It can be seen that the head noun /náam/ “WATER” is located on the first syllable of the compounds.

- [Thai] a. /náam-taan/ ‘water + palm = sugar’  
b. /náam-k<sup>h</sup>ævŋ/ ‘water + frozen = ice’
- [Thai] /náam-taan-saaj/ ‘water + palm + sand = granulated sugar’
- [Thai] /náam-taan-saaj-k<sup>h</sup>a<sup>v</sup>aw/ ‘water + palm + sand + white = white granulated sugar’

Culturally, as Thai people have been living in the rich cultural landscape by the ways in which the water is saved or flows (Wallipodom, 2009, p.17), “WATER” exists not only as a lexical item in the language, but also is used as a way of expressing the cultural beliefs. For example, in the Buddhist beliefs, after making merit, Thai people would do the so-called “watering” or /kru<sup>h</sup>at-nám/ ‘pour + water’ to share our merit to others. Another example is that, during the Thai new year on April 13 annually, Thai people would use fragrance to water the hands of senior relatives to express the deep gratitude and highest respect to them and, reciprocally, to receive their blessings back.

In English, on the other hand, the lexeme “WATER” was defined as a clear, thin liquid that has no color or taste when it is pure (Collins Cobuild Advance Learner’s English Dictionary, 2006, p.1639). The English lexeme “WATER” can be found in English compounds as in (4)-(5). The English lexeme “WATER” in Example (4) is compounded with the word “fall” and becomes the compound “waterfall” which is a place (where water falls into a pool). The English lexeme “WATER” in Example (5) modifies the head noun “chestnut” to yield the meaning of a type of plants.

- “**waterfall**...place where water flows over the edge of a steep, high cliff in hills and mountains, and falls into a pool below.”  
(Collins Cobuild Advance Learner’s English Dictionary, 2006, p.1640)
- “**water chestnut**...the thick bottom part of the stem of a plant which grows in China. It is used in Chinese cookery.”  
(Collins Cobuild Advance Learner’s English Dictionary, 2006, p.1640)

The English lexeme “WATER,” culturally, is used in Christian ceremonies and rites such as in the Christening (Christianity).

In sum, the lexeme “WATER” was chosen, as it plays its important role in both languages and cultures of Thai (L1) and English (L2). Thus, the lexeme “WATER” is psychologically salient for Thai learners.

As this research was designed based on the combination of the theoretical linguistic theories in morphology and syntax and the theories on the language pedagogy, both will be presented in Sections 2.2 and 2.3 below.

### 2.2. Theoretical Linguistic Theories

This research was conducted during the transition session between the contents on English morphology and on English syntax. In other words, it was after learners learned the basic English roots and inflections and before learners acquired the English word structures and how to put words into the English grammatical sentences. This was an appropriate time for learners to comparatively and contrastively study the L1-L2 morphological and syntactic structures, along with the second language acquisition theory.

The contents of this research were based on the theoretical linguistic theories of the word structures and compounds both in English (Anderson, 1992, pp.180-183, 293-319; The Framenet Project; Jotikasthira, 2006) and Thai (Noss, 1964, pp.63-66; Wongwipanon, 1990). Thus, during the transition session, basically, learners learned the fact that English had a morpheme-based system with inflections and expanded its vocabularies by adding prefixes and suffixes, and by combining the words into compounds. Comparing to their L1 (Thai), Thai, on the other hand, is an isolating language and does not have an inflection. To enlarge its lexical corpus, Thai has an extensive use of compounds.

Furthermore, during this transition session, learners studied the fact that, in the syntactic typology (Whaley, 1997, pp.80-86), both English and Thai were classified as the Subject-Verb-Object (SVO) language but had some language-specific grammatical forms (Van Valin and LaPolla, 1997; Noss, 1964; Pathumetha, 2010).

In addition to the theories above, this study covers the lexical (semantic) meanings of the words related to the lexeme “WATER.” The research design with the combination of morphology, semantics, and syntax was created from the original lexical meanings,

gained from the English-English dictionary (Collins Cobuild English Dictionary, 2006; The Framenet Project), the Thai-Thai dictionary (the Thailand Royal Academy Institute, 2003), and Thai-English idioms (Sosothikul, 1991).

Besides, the sociolinguistic theories on Thai-to-English address terms (Brown and Gilman, 1960; Fasold 1990) were also embedded in the in-class activities, so as to see whether learners were still influenced by the Thai address-term system, during their transfer to the L2 equivalent.

In sum, the linguistic theories cover the English morphology, syntax, semantics, and sociolinguistics.

### 2.3. Theories on the Language Pedagogy

This design of this research was integrated and applied from the following theories of the language pedagogy: *transformative learning, multiliteracies, teaching and researching motivation, and interlanguage.*

In the new era, it was found that learners were able to pay more attention to classes in sciences, humanities, and social sciences, if such classes were conducted, based on the *transformative learning* approach. This issue was discussed within the University Instructors' Peers Group (2012). The group was set up to allow both teachers and learners to discuss and seek a way for effective learning and teaching in the university. This research was inspired by the group discussion in 2012. In this research, the transformative approach was applied with the in-class activities and contents of L1-L2 morphology and syntax. Moreover, the questionnaire was distributed to ask learners for their opinions on the design and contents of the session in which this research was involved.

The next theory was the so-called "*Multiliteracies*" of the New London Group (1996). At the International Seminar organized by the Regional Language Centre (RELC) in Singapore (2012), "*multiliteracies*" can be interpreted and defined based on various types of "*literacy*" such as the knowledge of multiple languages, the ability to use multiple advanced technologies, etc. The New London Group (1996) stated on the importance of multiliteracies on individuals' public, private, and civic lives. In this research, the multiliteracies covered the meaning of "*multilingualism*" that all learners knew at least two languages, and that some learners had the knowledge of the third language (L3). In the research, the activities were not limited to only Thai and English, but also their additional language (s).

Furthermore, in this research, the multiliteracies may include the meanings of the multidisciplinary knowledge of learners such as languages, cultures, idioms, and translation. The multiliteracies based on the lexeme "WATER" in this research showed the effects of the public, private, and civic lives of learners.

In the cultural theory, the materials of this research in the in-class activities were influenced by the theory of *cultural aspects and social motivation of learning* (Dörnyei, 2001, p.33). The activities were developed from the related terms of the Thai-English lexeme "WATER" and the 2011 flood situation gathered from different sources of Thai local newspapers such as the Matichon Group, Manager, and Thairath. The 2011 great flood in Thailand has greatly affected the public, private, and civic lives of Thai people in vast areas. Based on the Thai situational contexts, it was believed that such high-impact social context was worth to be brought in as the main theme for motivating Thai EFL learners in English classes. Furthermore, this study was designed to reflect whether Thai learners would still be influenced by the L1 in developing the L2 set, based on the theory of *interlanguage* (Selinker, 1972; Tarone, 1983).

To summarize, this research has integrated both the high-impact social theme on the context of "WATER" and the theoretical, applied linguistic, and SLA theories.

### 3. Aim

The aim of this research is to study how an integrated approach in teaching theoretical linguistics on English morphology and syntax with the transformative-learning approach and the related theories such as multiliteracies, the second language acquisition including motivation would be effective. Furthermore, the aim is to find out whether Thai learners would use their L1 (Thai) information in producing the English (L2) outputs, with the theme of the lexeme "WATER," including its related terms and syntactic structures.

### 4. Methodology

The methodology of this research involved the data collection in a classroom. The data, gained in this research, consisted of setting, participants, procedures, and the in-class activities.

#### 4.1. Setting

This research was conducted in a three-hour transition session of the theoretical linguistic course in English morphology and syntax in a state university in Thailand. In this session, the transformative-learning approach was applied, with "less lecture and learn more."

#### 4.2. Participants

There were a total of 51 Thai participants (or learners), who, voluntarily, joined this research. The gender of participants was not controlled. In this research, there were 15 males and 36 females. All participants were Thai learners at a university level, with the age ranging from 19-21 years and the mean age of 20 years.

#### 4.3. Procedures

During the three-hour session, learners were told that this session was conducted under a research for improving the course and the in-class activities would not affect their grades.

For those learners who were interested in joining the research, they were asked to sign a consent form and to fill in their personal information which would not be disclosed to the public.

During the class, this session had three main in-class activities. After each activity, the lecture of the English morphology and syntax contents related to each activity was taught to the learners.

At the end of the class, learners would fill the last section of the activity sheet, which reflected their opinions of this class. After that, the L1-L2 acquisition theory, including the interlanguage theory were taught to learners.

#### 4.4. The In-Class Activities

The in-class activities were in the form of a questionnaire, designed for the Thai learners. The form had five main sections.

- *Section 1* consisted of the *general and personal information* of each learner such as his/ her age, gender, languages h/she knew (L1, L2, L3, etc.), the age of the first exposure to that language, and the number of years of acquiring their L1-L3 languages.
- *Section 2* was focused on *English words and lexical semantics*. Learners were asked to list the words which were equivalent to the lexeme "WATER" in languages they knew, along with the definitions of all languages and related words. The design of this section was influenced by Berlin and Kay's theory on the basic color terms (Berlin and Kay, 1999, p.6) that every language must have its terms for basic colors (in this research, the terms for the lexeme "WATER") and that the most psychologically salient terms occurred at the beginning of the elicited lists. In this study, it would be hypothesized that the words and definitions for the lexeme "WATER" that the learners can think of first and were most frequently found would be the most salient in their language and mind. Furthermore, each word would reflect their cultural knowledge.
- *Section 3* was about *English terms for "WATER" in the local Thai contexts*. Learners were asked to translate Thai words, compounds, short sentences, and long sentences based on the lexeme "WATER" into the English equivalent ones. Learners were expected to be able to comparatively and contrastively see the similar or different Thai-English terms, compounds, and sentences under the same lexeme "WATER", and can see the different cultures embedded in the words, compounds, and phrase structures.
- *Section 4* was aimed at the *grammaticality and the phrase structures*. Learners were asked to rewrite ungrammatical English sentences and idioms to be grammatical ones. All English sentences were under the same lexeme "WATER."
- *Section 5* was *Learners' opinions*. Learners were asked to fill in their opinions (Rating 1-5) of the use of the theme 'WATER' for a linguistics course.

The results are presented in the next section.

## 5. Results

The results of this study, reported in this section (Section 5), can be subdivided into five subsections: Section 5.1 General Information; Section 5.2 English words and lexical semantics; Section 5.3 English terms for "WATER" in the local Thai contexts; Section 5.4 the grammaticality and the phrase structures; and Section 5.5 participants' opinions, as follows.

### 5.1. General Information

This section covers the general information of all 51 Thai learners, who voluntarily participated in this research. The general information of their L1/ L2/ L3 languages, the first age of language learning, and the number of years of the language exposure are listed in Tables 1-3, respectively.

L1/ L2/ L3	L1	L2	L3		
Languages:	Thai	English	French	Japanese	Chinese
TOTAL (51)	51	51	8	14	21
100%	100%	100%	19%	33%	48%

Table 1: The Number of Learners and their Languages

Table 1 above presented the number of learners and the languages that they have learned. Of all 51 learners, the results revealed that all learners (100%) had Thai as their native language (L1) and English as their second/ foreign language (L2). As for the third language (L3), 43 of 51 learners (84%) have taken some L3 courses. Their third languages were French (8 participants =19%), Japanese (14 participants =33%), and Chinese (21 participants =48%). Chinese is the most popular L3 of the learners.

First age	Min	Max	Mean
L1	0	0	0
L2	2	10	5
L3	4	20	16

Table 2: The First Age of Learning Languages (years old)

As for the first age of learning languages, the data in Table 2 showed that the first age of learning L1 of all 51 learners was at birth (0 year). Moreover, the first age of learning L2 ranged from 2-10 years with the mean age of 5 years; and the first age of learning L3 was from 4-20 years with the mean age of 16 years. From the data, it can be concluded that learners have been exposed to their first language since their birth, to their second language before their puberty period, and to their third language after their puberty period.

No. of Years	Min	Max	Mean
L1	19	21	20
L2	9	18	15
L3	1	17	4

Table 3: The Number of Years of the Language Exposure

Table 3 indicated the number of years of the language exposure. The data in Table 3 below presented that all learners have been exposed to their native language (L1) for the highest number of years (19-21 years with the mean age of 20 years), to their L2 for less number of years when compared to the L1 (9-18 years with the mean of 15 years), and their L3 for the least number of years (1-17 years with the mean of 4 years).

To conclude for this section, all learners had Thai and English as their L1 and L2, respectively; and Chinese, Japanese, or French as their L3. All learners have been exposed to their L1 at the earliest age and for the longest duration; L2 before puberty and for a shorter duration; and L3 after puberty and for the shortest duration.

The next section presents how the learners defined the lexeme 'WATER' in the languages they know.

### 5.2. English Words and Lexical Semantics

In this section, all learners were asked to define the lexeme "WATER" from the question: 'What is the word "WATER"?' This is to find out how learners can understand and give the meanings of the lexeme "WATER" in languages they knew. The answers gained were classified and grouped, based on the types of definitions and lexical meanings, as shown in Table 4.

No.	Definitions (A-Z)	No. of Answers				
		L1	L2	L3		
		Thai	English	French	Chinese	Japanese
(6)	a person's name	6	-	-	-	-
(7)	aqua	2	4	-	-	-
(8)	atom	6	-	-	-	-
(9)	basic needs for living	6	6	-	-	-
(10)	boiling temperature	8	-	-	-	-
(11)	clear/ transparent	16	8	-	-	-
(12)	colorless	22	20	2	-	-
(13)	dissolvable	4	-	-	-	-
(14)	drinkable	2	6	-	-	-
(15)	evaporate	2	-	-	-	-
(16)	flowing from high to low levels	2	-	-	-	-
(17)	H2O	12	12	-	-	-
(18)	Hydrogen	2	-	-	-	-
(19)	liquid/ fluid	96	75	-	-	-
(20)	odorless	14	6	2	-	-
(21)	pure	-	4	-	-	-
(22)	shaped-changeable	2	-	-	-	-
(23)	status-changeable	2	-	-	-	-
(24)	substance	18	10	-	-	-
(25)	tasteless	4	6	2	-	-
(26)	temperature	2	-	-	-	-

		Thai	English	French	Chinese	Japanese
(27)	to be consumed	14	4	-	-	-
(28)	to be mixed with other substances	2	-	-	-	-
(29)	to become solidified	4	-	-	-	-
(30)	to be used for washing	-	2	-	-	-
(31)	water	6	2	14	16	6
<b>Total Number of Definitions</b>		<b>24</b>	<b>14</b>	<b>4</b>	<b>1</b>	<b>1</b>

Table 4: The Definitions of the Lexeme 'WATER' in L1 (Thai), L2 (English), and L3 (French, Chinese, Japanese) (% answers)

Table 4 gives the details of the number of answers of 51 learners and the types of the definitions of the lexeme "WATER" in languages that learners knew, in (6)-(31). The data in Table 4 showed that, based on the types of the definitions, the learners gave the definitions of the lexeme "WATER" in Thai (L1) at the highest number of definitions (24 definitions); followed by the definitions in English (L2) (14 definitions), and their L3 with the least number of definitions: French (4 definitions), Japanese (1 definition), and Chinese (1 definition). Amongst the 26 types of definitions (No.6-31), the most popular definition was liquid/fluid (96% in Thai and 75% in English).

Thus, it can be interpreted that the L1, L2, L3, along with the first age and the number of years of language exposure, would affect the language learning of learners, in this case, in the lexical semantic terms.

### 5.3. English Terms for "WATER" in the Local Thai Contexts

In this section, learners were asked to list the top words, which were related to the lexeme "WATER" in the languages they knew. This task was influenced by what Berlin and Kay (1999, p.6) have collected for their research on basic color terms. In the literature, it stated that the words which the informants can think of first would be psychologically salient. In this study, as the lexeme "WATER" is a basic term for every culture, the answers gained from the learners would reflect their concepts and ideas about "WATER," found in their L1 (Thai), L2 (English), and L3 other languages such as French, Chinese, and Japanese. The results are presented in terms of the qualitative and quantitative study in Sections 5.3.1 and 5.3.2, respectively.

#### 5.3.1. Qualitative Results

In this section, the terms related to the lexeme "WATER" gained from the learners' answers were classified into 14 groups, based on the theory of superordinates and hyponyms (Wongwipanon 1990, Vol.2, 314). The semantic groups are Group A: Drinks/Refreshments; Group B: Temperature; Group C: Senses; Group D: Culinary Terms; Group E: Body Parts; Group F: Sacred Water; Group G: Natural Resources; Group H: States; Group I: Phrases; Group J: Verbs; Group K: Objects; Group L: Places; Group M: Cosmetics; and Group N: N/A (the answers were not specified).

The results are presented for L1 (Thai) in Table 5; L2 (English) in Table 6; L3 (French) in Table 7; L3 (Chinese) in Table 8; and L3 (Japanese) in Table 9, in % answers, as seen below.

No.	English	IPA	Glosses	% ANSWER
<b>Group A. Drinks/ Refreshments</b>				
(32)	drinking water	/naám-du`um/	'water-drink'	20
(33)	mineral water	/náam-ræ^æ/	'water-mineral'	20
(34)	orange juice	/náam-so^m/	'water-orange'	18
(35)	drinking water	/náam-plàaw/	'water-blank'	14
(36)	milk	/náam-nom/	'water-milk'	10
(37)	tea	/náam-c <sup>h</sup> aa/	'water-tea'	6
(38)	soda	/náam-ʔət-lom/	'water-pressure-gas'	6
(39)	lime juice	/náam-máʔ-naaw/	'water-lime'	4
(40)	red syrup	/náam-dææŋ/	'water-red'	2
<b>Group B. Temperature</b>				
(41)	ice	/náam-k <sup>h</sup> ævŋ/	'water-frozen'	12

(42)	iced water	/náam-jen/	'water-cold'	6
(43)	hot water	/náam-rɔ̃n/	'water-hot'	6
(44)	boiling water	/náam-du`at/	'water-boiling'	2
<b>Group C. Senses</b>				
(45)	fragrance	/náam-hɔ̃vɔm/	'water-odor'	8
(46)	salted water	/náam-k <sup>h</sup> em/	'water-salted'	6
(47)	tasteless water	/náam-cu`ut/	'water-tasteless'	6
(48)	transparent water	/náam-sa`j/	'water-transparent'	4
(49)	syrup	/náam-wãan/	water-sweet'	2
<b>Group D. Culinary Terms</b>				
(50)	fish sauce	/náam-plaa/	'water-fish'	16
(51)	sugar	/náam-taan/	'water-palm'	12
(52)	syrup (desserts)	/náam-c <sup>h</sup> u^am/	'water-sweetened'	10
(53)	soup	/náam-kææŋ/	'water-soup'	6
(54)	honey	/náam-p <sup>h</sup> u^vŋ/	'water-bee'	4
(55)	oil	/náam-man/	'water-oil'	4
(56)	sauce	/náam-ci^m/	'water-dip'	2
<b>Group E. Body Parts</b>				
(57)	kindness	/náam-caj/	'water-heart'	53
(58)	saliva	/náam-laaj/	'water-(mouth)'	14
(59)	tears	/náam-taa/	'water-eye'	12
(60)	running nose	/náam-mu^uk/	'water-nose'	4
<b>Group F. Sacred Water</b>				
(61)	sacred water	/náam-mon/	'water-sacred'	6
(62)	nectar	/náam-t <sup>h</sup> íp/	'water-divine'	2
<b>Group G. Natural Resources</b>				
(63)	rivers	/mæ^æ-náam/	'mother-water'	29
(64)	waterfalls	/náam-to`k/	'water-falls'	20
(65)	rain water	/náam-fo^vŋ/	'water-rain'	16
(66)	sea	/náam-tá?lee/	'water-sea'	8
(67)	fountains	/náam-p <sup>h</sup> ú?/	'water-rising'	6
(68)	river water	/náam-k <sup>h</sup> looŋ/	'water-river'	4
(69)	tap water	/náam-pra`?-paa/	'water-pipeline'	2
(70)	forest water, flood	/náam-pa`a/	'water-forest'	2

(71)	water from the North	/náam-nu <sup>h</sup> a/	'water-North'	2
(72)	basin of rivers	/lu <sup>h</sup> m-náam/	'flat-water'	2
<b>Group H. States</b>				
(73)	flood	/náam-t <sup>h</sup> u <sup>h</sup> am/	'water-overflow'	53
(74)	polluted water	/náam-na <sup>h</sup> w/	'water-polluted'	16
(75)	dew	/náam-k <sup>h</sup> áaŋ/	'water-hang'	6
(76)	waste water	/náam-si <sup>h</sup> va/	'water-bad'	6
(77)	stagnant water	/náam-k <sup>h</sup> a <sup>h</sup> vŋ/	'water-rain'	2
(78)	overflowed water	/náam-nōŋ/	'water-overflow'	2
<b>Group I. Phrases</b>				
(79)	flash flood	/náam-la <sup>h</sup> ak/	'water-flow fiercely'	8
(80)	Athelete's foot/ tinea pedis	/náam-ka <sup>h</sup> t <sup>h</sup> áaw/	'water-bite-feet'	2
(81)	to water	/rót-náam/	'to water (v.)'	2
(82)	to take a bath	/ʔa <sup>h</sup> ap-náam/	'bath-water'	2
(83)	to drip/ water drop	/náam-jo <sup>h</sup> t/	'water-drop'	2

Table 5: The Related Terms of the Lexeme 'WATER' in Thai (% answers)

No.	Words	% ANSWER
<b>Group A. Drinks/ Refreshments</b>		
(84)	mineral water	16
(85)	drinking water	16
(86)	juice	6
(87)	ice	2
(88)	spring water	2
<b>Group B. Temperature</b>		
(89)	boiled water	2
<b>Group D. Culinary Terms</b>		
(90)	watermelon	8
(91)	soup	2
<b>Group E. Body Parts</b>		
(92)	tear	2
<b>Group G. Natural Resources</b>		
(93)	waterfalls	49
(94)	rain	6
(95)	river	4
(96)	water fountains	2
<b>Group H. States</b>		
(97)	flood	18
(98)	fresh water	8

(99)	liquid	6
(100)	waterproof	4
(101)	watery	4
(102)	clean water	2
(103)	plain water	2
(104)	pure water	2
(105)	dirty water	2
<b>Group J. Verbs</b>		
(106)	watering	8
(107)	to water	4
(108)	to take a bath	2
<b>Group K. Objects</b>		
(109)	aqua	4
(110)	water color	2
(111)	water bottle	2
<b>Group L. Places</b>		
(112)	aquarium	2
(113)	water world	2

Table 6: The Related Terms of the Lexeme "WATER" in English (% answers)

No.	French	English	% ANSWER
<b>Group A. Drinks/ Refreshments</b>			
(114)	eau	water	2
(115)	eau de minerale	mineral water	2
(116)	un glas d'eau	a glass of water	2
<b>M. Cosmetics</b>			
(117)	eau de perfume [sic]	fragrance	4
(118)	eau de toilette	Cologne	10

Table 7: The Related Terms of the Lexeme "WATER" in French (% answers)

No.	Chinese	English	% ANSWER
<b>Group A. Drinks/ Refreshments</b>			
(119)	ho shui	-	4
(120)	re shui	-	4
(121)	bai shui	-	2
(122)	-	drinking water	2
<b>Group G. Natural Resources</b>			
(123)	-	ponds	2
(124)	-	pools	2
(125)	hai	'sea'	2

Table 8: The Related Terms of the Lexeme "WATER" in Chinese (% answers)

No.	Japanese	English	% ANSWER
<b>Group A. Drinks/ Refreshments</b>			
(126)	-	water	14
(127)	-	a cup of water	2
(128)	nomimono	drink	2
<b>Group B. Temperature</b>			
(129)	-	ice	2
(130)	-	liquid	2
<b>Group G. Natural Resources</b>			
(131)	ame-	rain	2
(132)	kawa-	river	4
(133)	-	lake	4
(134)	-	sea	2
(135)	-	pond	2
<b>Group J. Verbs</b>			
(136)	-	swimming	2
<b>N. N/A</b>			
(137)	eki	-	2
(138)	misu yokan	-	2

Table 9: The Related Terms of the Lexeme "WATER" in Japanese (% answers)

From the results in Tables 5-9, it can be seen that learners were able to think of more types of the terms related to the lexeme "WATER" in their L1 (Thai) than in their L2 (English) terms and their L3 (French, Chinese, or Japanese) terms.

It can be interpreted that the duration of the language exposure is positively correlated with the size of the language corpus of language learners. In other words, the longer learners are exposed to a language, the more words they can think of and are stored in their long-term memory.

Furthermore, as language and culture are interrelated (Hinton 1994), the terms in languages the learners knew reflected the culture of that language. For example, the learners who have learned French were able to match the term "WATER" to the French equivalent one "EAU" and to link this lexeme to the cosmetics/ fragrance or mineral water, as French is the leading country in fashion and mineral water.

### 5.3.2. Quantitative Results

This section reports the quantitative results of this study. In this study, all terms in Groups A-N were computed in the Excel program and were computerized, based on the languages of the answers. The results are presented in Table 10 below. Table 10 shows the classifications of the terms which are related to the lexeme "WATER", in terms of the number of terms.

GROUPS	L1 (Thai)	L2 (English)	L3 (French)	L3 (Chinese)	L3 (Japanese)
A. Drinks/ Refreshments	9	5	3	4	3
B. Temperature	4	1	0	0	2
C. Senses	5	0	0	0	0
D. Culinary terms	7	2	0	0	0
E. Body parts	4	1	0	0	0
F. Sacred water	2	0	0	0	0
G. Natural resources	10	4	0	3	5
H. States	6	9	0	0	0
I. Phrases	5	0	0	0	0
J. Verbs	0	3	0	0	1

	L1 (Thai)	L2 (English)	L3 (French)	L3 (Chinese)	L3 (Japanese)
K. Objects	0	3	0	0	0
L. Places	0	2	0	0	0
M. Cosmetics	0	0	2	0	0
N. N/A	0	0	0	0	2
<b>TOTAL</b>	<b>52</b>	<b>30</b>	<b>5</b>	<b>7</b>	<b>13</b>

Table 10: The Classifications of the Terms Related to the Lexeme "WATER" (No. of Terms)

The results in Table 10 revealed that there were a total of 117 terms related to the lexeme "WATER," collected from the learners. Of all the terms, 52 terms (49%) were in Thai (L1); 30 terms (27%) terms were in English (L2); 5 terms (5%) were in French; 7 terms (7%) were in Chinese; and 13 terms (12%) were in Japanese.

The results confirmed the fact that learners had more terms in the languages that they have been exposed to for a longer period of time. In other words, learners stored more L1 terms in their corpus, more than their L2 and L3 terms.

#### 5.4. The Grammaticality and the Phrase Structures

In this section, learners were asked to translate Thai words, compounds, sentences into equivalent English ones, and to rewrite ungrammatical English sentences to be the grammatical ones. These tasks were to see how learners can produce L2 morphology and syntax, based on the L1 (Thai) cultural contexts, and to see whether they would use their L1 information in producing their L2 morphology and syntax. This section is subdivided into four subsections: Section 5.4.1 A Monolexemic Word; Section 5.4.2 Compounds; Section 5.4.3 Sentences, and Section 5.4.4 Grammaticality.

##### 5.4.1. A Monolexemic Word

In this section, the task for learners was to translate the word /náam/ 'water' from Thai to the equivalent word in English, as in Table 11.

No.	IPA	Grammatical English	Participants' Answers	SUM %
(139)	/náam/	water	water	100

Table 11: Learners' Answers for the word 'WATER'

The results revealed that all 51 learners (100%) were able to translate the monolexemic word /náam/ 'water' in Thai to be the English word 'water'.

##### 5.4.2. Compounds

In this section, learners were asked to translate a disyllabic compound /náam-taan/ 'sugar', a trisyllabic compound /náam-taan-saaj/ 'water+ palm + sand = granulated sugar,' and a four syllabic compound /náam-taan-saaj-k<sup>h</sup>a<sup>v</sup>aw/ 'water+ palm + sand + white = white (granulated) sugar' from the Thai scripts to be in English, as in Table 12 below.

No.	IPA	Grammatical English	Participants' Answers	SUM %
(140)	/náam-taan/ 'water-palm'	sugar	(140a) sugar	86
		brown (color)	(140b) brown	13
(141)	/náam-taan-saaj/ 'water-palm-sand'	granulated sugar	(141a) granulated sugar	57
			(141b) brown sugar	14
			(141c) sugar	24
			(141d) sand sugar	6
(142)	/náam-taan-saaj- k <sup>h</sup> a <sup>v</sup> aw/ 'water-palm-sand- white'	white granulated sugar	(142a) white granulated sugar	2
			(142b) granulated sugar	6
			(142c) white sugar	59
			(142d) baking sugar	2
			(142e) bleached granulated sugar	2
			(142f) sugar	2
			(142g) white sand sugar	10

		(142h) caster sugar	2
		(142i) plain sugar	6
		(142j) N/A	10

Table 12 Learners' Answers for the English Compounds

The results from Table 12 showed that 86% of all learners were able to translate the Thai compound /náam-taan/ 'water-palm' to be the equivalent English term 'sugar'. However, as the Thai compound /náam-taan/ for 'sugar' is homophonous with the word /náam-taan/ for 'brown,' there were some learners (13%) who answered this Thai compound as 'brown' in English. For more complex compounds in (141) and (142), the correct answers dropped to 57% for granulated sugar and 59% for white (granulated) sugar. It can be concluded that there were less correct answers when the Thai-to-English terms became more complex.

5.4.3. Sentences

In this section, learners were asked to translate three Thai sentences into equivalent English ones. Each sentence had the word representing the theme of "WATER." The three sentences ranged from a simple sentence in (143) to more complex sentences in (144)-(145). All sentences were in the Thai contexts, especially Sentences (144) and (145) which were drawn from the Thai media and newspapers (Manager, 2011; Matichon, 2011; Thairath, 2011) during the 2011 great flood. In Sentence (145), it was shown that, in the Thai culture, the flood was treated, personified, and called as /nóŋ/ 'a younger sister' as the title (T) before the word /náam/ 'water' (Brown and Gilman, 1960; Fasold, 1990). In the Thai society, this reflects a common practice, in the case that persons whom we meet for the first time and who are not genetically related to us can be counted as our relatives. Through the language (address terms, in this case), this culture makes the Asian culture different from the western culture. The answers of learners are in Table 13.

No.	Sentence	Participants' Answers	SUM %	Gr	Ungrammatical				Word Choice
					Tense/ aspect	Art.	S-V	Frag ment	
(143)	/náam-laʋj/ 'water-flow' = "Water flows."	<b>(143a) Water flows.</b>	<b>31</b>	√					
		(143b) The water flows.	8	√					
		(147c) The water flowed.	2	√					
		(143d) Water flow.	2				√		
		(143e) Water runs.	4	√					√
		(143f) * Flowing water	25					√	
		(143g) the flowing water	2					√	
		(143h) * running water.	6					√	√
		(143i) * moving water.	2					√	√
		(143j) * water flowing.	2					√	
		(143k) * flow water.	6					√	
		(143l) N/A	6						
(144)	/náam t <sup>h</sup> u^am sa'ʔ-naʋam-bin-dɔɔn-muaŋ/ 'water-overflow-field-fly-Don Muang' = "The Don Muang airport was flooded."	(144a) (The) Don Mueng Airport is flooded.	10		√				
		<b>(144b) (The) Don Mueng Airport was flooded.</b>	<b>37</b>	√					
		(144c) Don Mueng Airport has been flooded.	2			√			
		(144d) *Don Meaung International Airport was flood.	2		√	√			
		(144e) *Don Muang airport flooded.	4		√	√			
		(144f) *Don Muang airport flood.	2		√	√			
		(144g) There is flood at Don-	4		√	√			

		Mueng Airport.							
		(144h) There are flood at Don-Mueng Airport.	2		√	√	√		
		(144i) *Flood covered up Don Muang Airport.	2			√			
		(144j) Flood attacked Don Meung airport.	2			√			
		(144k) Flood comes to Don Meaung Airport.	2			√			√
		(144l) The flood affected the Don Muang Airport.	2						√
		(148m) Flood strike at Don-Muang airport.	2				√		√
		(144n) The flood inundates the airport.	2						√
		(144o) The flood is covered Don Mueang Airport.	2		√				√
		(144p) *Water flooded the Don-Mueang Airport.	4		√				√
		(144q) *Water flood the Don-Mueang Airport.	2		√				√
		(144r) *The water floods Donmeung Airport.	2		√				√
		(144s) *Flood at Don-Mueng airport.	4			√		√	
		(144t) *Flood in Don-Mueng airport.	2			√		√	
		(144u) *Flooded at Don-Mueng airport.	4			√		√	
		(144v) *flooded at Don-Mueng airport.	2			√		√	
		(144w) *Flooding in Don-Muang airport.	4			√		√	
(145)	/nɔ̌ɔŋ-náam maa <sup>h</sup> u <sup>v</sup> ŋjæ^æk la^at p <sup>h</sup> ra'aw/  'sister water come reach intersection Ladphraw'  = 'The flood reached the Ladphraw intersection.'	<b>(145a) The flood reached Ladprao Intersection.</b>	<b>10</b>	√					
		(145b) Flood reached Lad-praw intersection.	2			√			
		(145c) (The) water reached Lad-praw intersection.	6						√
		(145d) The water current reached the lad Praow intersection.	4						√
		(145e) The flood arrived Ladprao intersection.	2			√			
		(145f) The flood already arrived Ladprao intersection.	6			√			
		(145g) Flood came to Ladprao intersection.	6			√			√
		(145h) Flood was at Ladprao intersection.	2			√			
		(145i) The flowing water is at Lad-prao intersection.	2		√	√			√
		(145j) The flood flows to Lad--Prao intersection.	2		√	√			√
		(145k) The flood reaches Ladprao.	4		√	√			
		(145l) The flood arrives Lardprao intersection.	2		√	√			
		(145m) Flood comes to Lad Prao intersection.	2		√	√			

	(145n) Water arrives at Lad Phrao intersection.	2		√	√			
	(145o) Flood flow to the Ladprao intersection.	2		√	√	√		√
	(145p) The flood reach Lad Praw intersection.	2		√	√	√		
	(145q) The flood is coming to Lad-Prao intersection.	2		√	√			√
	(145r) The water is coming to Lat Prao intersection.	2		√	√			√
	(145s) The flood has come to Ladpraw.	6		√	√			√
	(145t) The flood has arrived at Ladprao intersection.	4		√	√			
	(145u) The water has arrived Ladprao intersection.	2		√	√			√
	(145v) Water had arrived Ladprao intersection.	2		√	√			√
	(145w) The flood has flow to Lard Praw intersection.	2		√	√			
	(145x) The flood has reach Ladprao intersection.	2		√	√			
	(145y) Water has come to Lad Prao intersection.	2		√	√			√
	(145z) Flood water has come to Ladprao intersection.	2		√	√			√
	(145aa) The water has reached Ladprao intersection.	0		√	√			√
	(145ab) Sister Nam has reached Lat Prao Intersection.	2		√	√			√
	(145ac) My sister, Nam, alives at Lad Praw intersection.	2		√	√			√
	(145ad) Nong Nam arrived Ladprao.	2		√	√			√
	(145ae) Nong Nam comes to Lad-Prow.	2		√	√			√
	(145af) N'Nam arrived at Ladplao intersection.	2		√				√
	(145ag) N'Nam reaching Ladpraw intersection.	2	√	√			√	√
	(145ah) Nam is coming to Lad Prao intersection.	4	√	√				√
	(145ai) Flooding is come at Lad-Praow intersection.	2	√	√		√		√

Table 13: Learners' Answers for Thai-to-English Sentences

**Notes:**

- 'SUM' means the total number of learners (in %) who wrote the Thai-English answers.
- 'GR' means that this sentence is grammatical.
- 'Ungrammatical' means that this sentence is ungrammatical due to the wrong usage of its tense and aspect (Tense/aspect), of the articles (art), of the subject-verb agreement (S-V), of the incomplete sentence (Fragment), and of the wrong word choice (Word Choice).

The answers in Table 13 showed that 31% of all learners successfully translated the Thai sentence into the English sentence "Water flows." for Sentence (143). 37% of all learners successfully translated the Thai-English sentence "(The) Don Mueng Airport was flooded." for the Sentence (144). In addition, only 10% of the learners translated the Thai-English sentence "The flood reached the Ladpraw intersection." for the Sentence (145).

Furthermore, the results revealed further that, Sentence (145) was rich in the L1 language and culture through the use of the L1 address term system e.g., the flood can be addressed in Thai as /นอ๑๓ น๑๓/ ‘sister + water’ (Brown and Gilman, 1960; Fasold, 1990). Thus, this sentence was complex for learners to transfer the L1 contents in the L1 contexts to be the standard L2 sentence, as seen from the large variations of the answers of (145a-145ai). It was found that some learners still produced their L2 sentence with a strong L1 influence and with the romanized Thai address term ‘Nong’ or its shortened form ‘N’ for a younger sister, as in (145ab-ah).

The next section covers the grammaticality of English (L2).

5.4.4. Grammaticality

In this section, learners were asked to rewrite five ungrammatical English sentences to be grammatical ones (146-150). All the sentences were designed with the wrong word order, or the wrong positions of the subjects, verbs, and other constituents. The design was based on the syntactic typology in that English is an SVO language (Whaley, 1997). The results are in Table 14.

No.	Sentence	Participants' Answers	SUM %	Gr	Ungrammatical				Sent. Struct.
					Tense/ aspect	Art.	S-V	Frag ment	
(146)	<p><b>Sentence:</b> Water not do the rose beds on.  <b>Answer:</b> Do not water (on) the rose beds.</p>								
		(146a) Do not water the rose beds.	18	√					
		<b>(146b) Do not water on the rose beds.</b>	<b>53</b>	√					
		(146c) Do not water on this rose's beds.	2			√			
		(146d) You do not water on the rose beds	2						√
		(146e) Water does not rise on the (rose) beds.	8						√
		(146f) Water do not rose on the bed.	4				√		√
		(146g) Water do not rise on the beds.	4				√		√
		(146h) Water do not on the beds.	2				√		√
		(146i) Water is not on the rose beds.	2						√
		(146j) The rose do not bed on the water.	2				√		√
		(146k) The drinking water is not on the rose beds.	2				√		√
		(146l) The beds do not rose in water.	2				√		√
(147)	<p><b>Sentence:</b> Lie on water bed this.  <b>Answer:</b> Lie on this water bed.</p>								
		<b>(147a) Lie on this water bed.</b>	<b>73</b>	√					
		(147b) Lie water on this bed.	2						√
		(147c) Lies the drinking-water on this bed.	2						√
		(147d) Water lie on this bed.	4				√		√
		(147e) The water lies on the bed.	2						√
		(147f) This water lie on bed.	2				√		√

	(147g) This bed lies on water.	6						√
	(147h) This bed lie on water.	6				√		√
	(147i) This bed flows on the water.	2						√
	(147j) This bed is lie on water.	2				√		√
(148)	<p><b>Sentence:</b> Japanese territorial waters.  <b>Answer:</b> These are Japanese territorial waters.</p>							
	<b>(148a) These are Japanese territorial waters.</b>	<b>29</b>	√					
	(148b) There are Japanese territorial waters.	2	√					
	(148c) This is Japanese territorial's waters.	6				√		
	(148d) It's territorial Japanese waters.	2				√		
	(148e) Japanese has territorial waters.	8	√					
	(148f) The water is Japan's territory.	2						√
	(148g) Territorial waters are Japanese	4						√
	(148h) Japanese water's territory.	2					√	√
	(148i) Japanese waters territorial.	2					√	√
	(148j) Japanese's territorial water(s).	6					√	√
	(148k) Japanese Territorial water	2					√	√
	(148l) Japanese surround of water.	2					√	√
	(148m) The Territorial waters of Japan	8					√	√
	(148n) Territorial waters of Japan	6					√	√
	(148o) Territorial Japanese water.	12					√	√
	(148p) Territorial waters Japanese.	2					√	√
	(148q) N/A	4						
(149)	<p><b>Sentence:</b> Water runs deep still.  <b>Answer:</b> Still waters run deep.</p>							
	<b>(149a) Still water runs deep.</b>	<b>53</b>	√					
	(149b) Still water run deep.	2					√	
	(149c) The still water runs deep.	4				√		
	(149d) Water still runs deep.	27						√
	(149e) Water still runs deeply.	2						√
	(149f) Deep water runs still.	10						√
	(149g) The water runs deep still.	2						√
(150)	<p><b>Sentence:</b> This food smells so good. It is mouth-water.  <b>Answer:</b> This food smells so good. It is mouth-watering. (Sosoithikul 1991: 411-414).</p>							
	<b>(150a) This food smells so good. It is mouth-watering.</b>	<b>80</b>	√					

	(150b) This food smells so good. It is mouth-waterful.	2						√
	(150c) This food smells so good. It is mouth-water.	6		√				
	(150d) This food smells so good. It is mouth-watered.	2		√				
	(150e) It is mouth-water because this food smells so good.	2		√				
	(150f) This mouth-watering food smells so good.	2						√
	(150g) N/A	2						

Table 14: Learners' Answers for Thai-to-English Sentences

- Note: 'Sent.Struct.' means that the structure of the sentence is not an English sentence.

Table 14 presented the results of the five sentences. The results revealed that EFL learners were able to correct English Sentences (146, 147, 149, and 150) at a higher rate (53-80%) than Sentence (148) at the correct rate of only 29%. The latter sentence (Sentence 148) required the learners to add more syntactic constituents to make the sentence become a grammatical one. Adding the L2 syntactic constituents would be the most difficult task for the learners in this research.

In sum, in this section, learners had different L2 backgrounds and were able to transfer their L1 (Thai) contents in the L1 contexts to the L2 (English) equivalents at different levels. This was why the answers varied. In other words, learners with high English proficiencies were able to turn the L1 sentences to the L2 equivalents successfully. However, the other group was still influenced by their L1 language and culture, and gave the answers with a strong L1 influence. Furthermore, the task which needs additional syntactic constituents became the most difficult one for the latter group of learners.

The next section is a survey for gaining the opinions from the learners.

5.4.5. Learners' Opinions.

This section illustrates how learners viewed the use of the lexeme "WATER" as the theme for a linguistic course in terms of whether the theme "WATER" was up-to-date, and whether the theme would broaden their worldview. Table 15 below shows the opinions of learners.

Questions	% Answers				
	(Least	> less	> OK	> good	> most)
	1	2	3	4	5
1. You think that the theme "WATER" is up to date.	0	4	19	45	32
2. You understand the word "WATER" better in your L1.	0	4	18	25	53
3. You understand the word "WATER" better in your L2.	0	8	37	33	22
4. You think that this theme "WATER" is useful for learning morphology and syntax.	0	6	37	47	10
5. You think that the theme "WATER" can broaden your worldview of your L1.	0	8	31	43	18
6. You think that the theme "WATER" can broaden your worldview of your L2.	0	12	33	43	12
7. You think that the theme "WATER" is helpful for learning L2.	2	6	39	43	10

Table 15: Learners' Opinions

The opinions gained from learners in Table 15 suggested that this theme was up-to-date. Learners understood the concepts of 'WATER' better in their L1 but less in their L2. In addition, the theme "WATER" can broaden their worldview better in their L1 but less in their L2. In addition, the theme was useful in learning L2 and the linguistic course.

To summarize, the qualitative and quantitative results presented in this section included the L1-L2 backgrounds of learners. It appears that their L2 backgrounds were correlated with the size of the lexical corpus, the morphological, syntactic, and sociolinguistic knowledge of learners.

6. Discussion and Conclusion

- This research was designed to combine and apply an integrative method to the teaching and learning theoretical linguistic theories in English morphology and syntax, along with theories in transformative learning, multiliteracies, language acquisition, and sociolinguistics. The results revealed the fact that the L1-L2 backgrounds of learners have affected the

theoretical linguistic acquisition of learners. In light of this, the results suggested three main points: learners, classrooms, and the national education.

- *Learners*. The results showed that the duration of language exposure was an important factor for learners to build their linguistic corpus and syntax. The longer learners are exposed to a language, the more native-like L2 outputs they can produce.
- Furthermore, the L1 information which has influenced learners include the L1 culture through the language use of learners. In this research, it revealed that some learners were still influenced by the L1 culture, and thus used the L1 culture in producing the L2 outputs.
- This information can be implied that L2 should be introduced to learners as early as possible both in and outside classrooms, so that learners are able to be exposed to the L2 at a longer period of time.
- *L2 Classrooms*. The results of this research reflected the importance of transformative and integrated learning. Learners need to absorb their L2 in all aspects, including the similarities and differences between L1 and L2 in terms of language, culture and contexts. Moreover, the up-to-date materials and the method of multiliteracies have strongly interested learners and become more effective tools for the classroom pedagogy.
- *The national and global educational policy on L2*. The results of this research clearly pointed out that the duration of the language exposure was a key factor for learners to advance learners' second or foreign languages. In addition, as English would become an ASEAN and global language for learners, it can be suggested here that the national and global educational policy should allow, encourage, and support learners to start absorbing English at an earlier age. As said before, the curriculum should include all aspects of English information for learners to improve both the English language and culture, so that their English can progress to be toward the native-like L2 end, as in the theory of interlanguage (Selinker, 1972; Tarone, 1983).
- To conclude, this research exemplified how an integrated method can be applied to the theoretical linguistic session, embedded with the applied linguistic theories on language acquisition and sociolinguistics. Learners in this session can absorb not only the knowledge of English morphology and syntax, but also the way to transfer their L1 information in the L1 contexts to the Standard L2 equivalent. However, this research partially reflected learners' L2 outputs. Thus, future research needs to be conducted further and more extensively to find a way to help learners master their L2 at an earlier age to be able to use their L2 as a lingua franca in both ASEAN and global contexts. Last but not least, it is hoped that this research will shed light on to other future research in linguistics and interdisciplinary areas such as L2 teaching and learning, language, culture, translation, and liberal arts education.

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