

Evaluating Factors of Language Proficiency and Cultural Shock and Adjustment through Analyzing Contents of “English Vinglish” Movies: A TESOL and Sociological Perspective

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Abstract: This study aims to evaluate language proficiency factors, cultural shock and adjustments who influence the language learners at multicultural classroom through content analysis at English Vinglish movies based on the principle of TESOL, sociological and cross culture understanding perspective. To obtain the data, this study uses descriptive methods and applied content analysis techniques to know an overview of the message delivered systematically. The researcher uses six (pre-service teachers) rather to validate the result of content analysis. The research finding show that: 1) There are 5 factors who determine the language proficiency of multi-ethnic language learners in ESP class; a) obtaining supportive environment and living at inner circle country , b) having extrinsic motivations, c) desiring to growth occupation and social status in positive way, d) designing an interactive communication activities and creative teaching strategies, e) Influenced by sociological perspective such as normative, psychological, and socio-structural. Meanwhile, there are 4 stage of culture shock and adjustment was faced the main actors; honeymoon phase, 4 crisis phrases, recovery phrase, and adjustment phrase. The ethnic identity who learner come from is various countries; India, Mexico, French, China, Africa, and France.

Keywords: *English Movie Analysis, Language Proficiency Factors, CCU, Sociological Perspective, and TESOL Perspective.*

INTRODUCTION

The pivotal role of media such as movies in ELTL, four scholars-Carmen Herrero, Isabelle Vanderschelden, Ana Valbuena, and Jessica Frye, founded an association, named FILTA (Film in Language Teaching Association). It was founded in 2009 in Manchester, UK, and is an association of language teachers, film educators, and researchers formed for the purpose of providing a forum for the exchange of information related to the use of film in language teaching and concerned with issues dealing with education, instruction, and training in multimodal literacy, language level, linguistic diversity, and intercultural awareness.

The “English Vinglish” movie is a categorized Bollywood movie in the genre of Indian-comedy drama. This movie, prior to its theatrical release, premiered at Toronto International Film Festival in 2012. The movie takes set in an inner circle country, New York, Manhattan, USA; and an outer circle country, India. The movie was directed and written by Gauri Sinde, and was inspired by Sinde’s mother. This movie presents the life of a housewife as well as a small entrepreneur who cooked and sells Laddos, Indian Cake, in an industrial home business. Her name is Sashi Godbole was played by Sridevi. In daily activities as a housewife, due to her low level of English proficiency, she obtains bullied even underestimated, and humiliated by her daughter-Sapna, son-Sagar, and husband-Satish Godbole who more fluent in English because her daughter and son take to study at an international school, and Sapna one of the top students at her school, meanwhile Satish Godbole, her husband is educated employment.

In short, on a great occasion, Sashi was invited by her sister, Manu, to attend the wedding party of Radha, a daughter of Manu who lives in Manhattan, New York, USA for a few weeks with a tuition fee from her Ladoos sale. In short, at this English course, she taught basic speaking by a native English teacher, his name is David Fischer, and met many classmates from other countries such as France, Mexico, Africa, India, Pakistan, Spain, and China for 4 weeks. Of course, in this opportunity, Sashi did not waste time and he decided to take an English course in the inner circle country that uses English as a Native Language (ENL) or first language (L1), or mother tongue such as the USA with the American English. Even though, India is one of the outer circle countries that use English as a Second Language (ESL) due to colonialism factors, a British colony. So that many Second Language Acquisition (SLA) processes can be observed and identified such as the usage of code-switching and code-mixing by students both in a class. Switch code and mix code will be faced by bilingual or multi-language learners within a domain or social situation during take interaction and communication with native speakers (Holmes, 2013). Indeed, internal code-switching, the process of switching language code between two internal languages both first language (L1) or second language (L2); and external code-switching, the process of switching language code from an internal language to a foreign language, is occurred by bilingual or multilingual learners in sociolinguistic context (Chaer and Agustina: 2010; Jamiluddin: 2023).

Moreover, any kind of approach, method, technique, assessment, and teaching aids was implemented and used by the teacher in multicultural classrooms by the teacher. Including identifying general factors of SLA such as gender, age, motivation, social class, ethnic identity, and attitude (Ellis, 2003). Furthermore, the culture shock and culture adjustment stage happened by the main actor, Sashi.

The general research problem is formulated into the following subsidiary questions:

1) How many language proficiency factors at content of the message of English Vinglish movie which is integrated into the principle of TESOL and Sociological perspective?

2) How is analysis result the stage of culture shock and adjustment phrase at English Vinglish movies?

In most studies, scholars often stated that student's English proficiency is influenced by social factors of each individual. Even their claimed focus on learners' identity only, such as race, gender, and ethnicity. However, there are other factors that supposed to be paid attention as these factors certainly give a huge impact on student's English proficiency. They are; social class factors including students, teachers, classroom, and institution and students' motivation in learning.

The explanation above is definitely important to be researched based on what Collins (2006) has been delivered that social class plays significant role for the successful of language learning. The student's interaction in the classroom will be the main case why it means a lot to the mastery of students' language. Social class interaction maybe caused by varied aspects. As Luke (2010) and other researchers had already mentioned that class interaction is impressed by race, gender, ethnicity, religion, and sexual identity. Thereby, the positive or negative impact of social class is mostly affected by personality factors.

On the other hand, motivation is also claimed by the scholars that place one of the most important factors for learning foreign language proficiency. Motivation can be defined as the internal process within individuals that guide person to move forward in achieving the goal or

away from an uncomfortable condition (Wade & Tavis, 1998). Based on the reason above, it can be concluded that motivation is an interesting aspect to be developed more by doing the research dealing with it.

Those two variables are being the researcher's main focus in this research in analysing the movie entitled "English Vinglish" which told the story about the struggle of an Indian women in learning English in the United States because of her external pressure that comes from her own family. More specifically, this paper emphasized on the influence of occupational status as one of the factors of social class and student's motivation in learning English on English Vinglish movie.

LITERATURE REVIEW

Ethnic Identity

According to the some scholars theories such as Gudykunst and Ting-Toomey (1990) in Ficayuma (2019) pointed out that in communicating between people of different ethnic, ethnic identity may influence the way of language is used (or learned if the users are still learning the language). This influence potentially be split up into three parts; normative, socio-psychological, and socio-structural view.

The normative view highlighted the effect of similarities in two cultures, the learner's culture, and target culture. Learners who have cultural similarities to the target culture will be likely more successful to acquire target language than those who are lack of similarities in their culture. For example, a study by Svanes (1988) looked into the acquisition of Norwegian language by three different ethnic students (American/European, African, and Asian) in Norway. The findings were an approval; students from American/European had better grades than middle east African students and then Asian students following with the lowest grade.

The socio-psychological model emphasised the role of attitude towards both own and target culture. Learners who have a positive attitude towards their own culture and towards the target culture can be expected to develop strong motivation and high proficiency in L2 while also maintain their own culture. Gardner et al. (1985) discovered that learners with favorable attitudes showed a little decline, while those with less favorable ones showed significant loss in proficiency.

Socio-structural perspective saw that learners who are concerned with someone's status or the person's social structure in the target culture more likely to converge on target culture norms, therefore more likely to be successful.

Multicultural class and the relation with learning activity

The classroom is the area of academic and social interaction where every single person lives and are influenced by attitudes and values during the process of learning. One of the realities that every single person needs to acknowledge is the acceptance and conceptual understanding of difference which is very important to be success in teaching and learning activity (Gardner, 2001). The awareness of diversity that exist in the classroom affect to the way of teaching and learning process. The cultural diversity in the classroom is often called as 'Multicultural classroom' which describe that there are many students who stay in the class with their different characteristic, culture, language, and so on. Teaching such kind of this class needs a strong struggle from the teacher to manage the multicultural students. The best way in managing the multicultural class is to ensure that the students already realize that they live in the diverse world, and teachers supposed to provide a relevant opportunity to apply the intercultural diversity for

students' better understanding. Davis (1993) emphasises that teacher must make mindful classroom setting that can trigger the students to identify and solve the biasness that interfere the ability to engage with culturally competent teaching.

Social Class and the impact for students' English proficiency

The significant role of social class for learners to catch the targeted language proficiency was already acknowledged by many scholars. The combination of variables within the class can create a different situation either that situation can help students to be proficient or not, depends on how social class atmosphere brings them. In analysing social class, the researcher has to understand all variables of the class like, students, teachers, classroom and institution (Vandrick, 2014). All those variables are the creators of how social class atmosphere is built. Therefore, social class is very contextual. It depends those variables above as the creators of social class itself.

According to Vandrick (2014), social class is shapeless term, but it can globally be explained as nonformal hierarchical level of people in society who are ranked based on their economic, social, educational, and occupational status. The way of categorizing the people status is vary, such as Gilbert (2002) who divided society's status based on six-level division into upper, upper-middle, middle, and lower-middle class; working poor and the underclass. This phenomenon makes class is often changed rather than permanent. Therefore, the number of diversities within the class are definitely creating a new social interaction which possibly can give a huge impact for the language learners in learning the language.

It cannot be denied that language is the most effective tool of transmitting culture and a source of confusion, even for among the one of the same cultures (Stavenhagen, 1990). Moreover, language is the product of culture. It is common to be found when societies share the

same cultural orientation or speak in the language that is completely different either structurally or verbally.

Motivation and the relation with student's English proficiency.

Woolfolk (2004) defined that motivation is the internal condition that arouse, direct, and maintain behaviour. While Feldman (2004) argued that motivation is a factor of directing and energizing the behaviour of humans and another organism. Additionally, Fernald (2005) stated that motivation is the intrinsic impression on human's behaviour as the effect of human's physiological condition, interests, aspires, and attitudes. By those definition, it can be concluded that motivation is a positive feeling which direct people to have strong willingness in doing what have interested in to do with.

Thus, what is the correlation between motivation and students will of fire in learning? Gardner (1985) conveyed that motivation can be constructed by learners as well as they have a specific purpose of their learning to achieve the goal or objective. It means that, there must be a fundamental objective of learning that becomes the inner motivation for students to learn. Based on Gilakjani, Leong, and Saburi (2012) in Alizadeh (2016), the successful of any action is depend on the extent of students' ambition and desire to achieve the goal. The more desire and ambition they have, the more possibilities they will get to achieve successfulness.

In correlation with language learning, motivation is extremely crucial to be had by language learners. The level of motivation to learn the language can be an effective measurement to measure how well students will acquire the language. It specifies the readiness of students to learn something new ad to use the new language for communication.

Motivation is constructed by two combinations of attempt and desire to get the target of language learning. Motivation is the guidance of the learners to get the target. It provides learners with an aim and direction to follow (Alizadeh, 2016). Therefore, it places fundamental role for language learners.

Like the explanation above, without motivation learners will lose their energy to learn because they have no any desire, goal, and direction to pass through. That is why, it is very impossible to get an extraordinary development in language proficiency if the students don't have any motivation in learning the language.

Generally, there are two types of motivation for the language learners. Those are called intrinsic and extrinsic motivation (Dornyei, 1998). Intrinsic motivation is defined as motivation that trigger people to be unjoyful in doing the activity. While extrinsic motivation refers to the activity done by people to achieve some instrumental purposes such as getting a reward and avoiding punishment.

In this case students in learning the language are absolutely influenced by these two motivations. It can be one of them or even both. It depends of what is exactly the goal of students in learning the language. If the language is learned because they have inner interest for learning the language, means that they have intrinsic motivation in their study. Yet, when the learning activity is done because of some specific purposes, it indicates that the learners have extrinsic motivation.

METHODOLOGY

This study aims to determine the information or contents of the movies based on the principle of TESOL, external factors, and character building. This study uses descriptive methods and applied content analysis techniques to obtain an overview of the message delivered systematically. In this study, content analysis and descriptive research

design are applied. Several data collection techniques such as searching and watching the movie, reading the movie script, analyzing and evaluating the content based on the principle of TESOL and character building, added identifying conversation based on SLA factor, and code-switching were done by the researcher.

FINDING AND DISCUSSION

Summary of English Vinglish Movie: An Environment

Briefly, English Vinglish movie show the struggle of house wife in learning English as a second language in inner circle country, USA; because of the pressure from her family and the situation at US. Her name is Shashi Godbole. She is a home entrepreneur in making ladoos (the traditional food of India). In the house, Shashi lives with her mother, husband, and two of her children. She was faced through the condition where she was forced to learn English in order not to be underestimated by her family and the determination when they long stay at US, due to she was very poor in English communication. Her husband was an active business man who often use English as communication with his partner, as well as her first daughter is a fluent student in English because the school uses English for communication. As a result, to make conversation fluently and to build a good relation with her husband and daughter who actively use English in their daily life is challenging.

She often faced mispronunciation, misspelling, misunderstanding in meaning making. Even, their family always underestimate Shashi because she could not even communicate in English while she was surrounded by environment which English is mostly used for communication, especially her husband and daughter. The case above is the main reason why Shashi has strong willingness to learn English. That opportunity comes when She has to go to US to help her niece's marriage.

At that country Shashi took an English course to learn English in four weeks with multicultural learners as her classmate. Another, she has many strategies to deal proficient in English such as evaluating the grammar, asking their niece if finding difficult words, memorizing the speech text, taking note difficult vocabulary when watching news anchors delivering the news, reading an English newspaper, etc. Finally, after the course she could approve to her family that she could speak English as well.

In short, it can be concluded that environment is one of the factors which influence on the process of acquiring the target language of learners. Furthermore, It is in line with the statement of Renandya (2020) who highlighted that learning English and stay in the inner circle country such as America, Australia, England, and New Zealand have a big impact on the process of helping the language learning acquire their target language quickly.

An Internal Factor of Learning ESP: An Extrinsic Motivation

As motivation places one of the most influential factors for SLA, the researcher tends to analyze how motivation cause students' achievement in acquiring language in the movie. Here, the researcher found that all the learners at this movie have their own motivation based on their personal background and experiences in their country and their profession. However, mostly the motivation had by the learners can be categorized as extrinsic motivation rather than intrinsic motivation. It means that, they learn the language because of specific purpose such as for getting a job, determining their workplace to be fluent in English, being away from environmental underestimate, and so on such as what have been already shown by the main actor in this movie. As a result, all learners are having internal desire to study because of the specific purpose that wanted to be achieved.

Furthermore, the progress of acquiring the language by the learners was extremely great. In each day, all the learners have massive

development on their English skill. It can be proven from the way how Shashi delivered the speech in her niece's marriage which was very fluent, and her classmate already did not have any problems deals with communication surround their environment.

The Correlation of Occupation and SLA: A Social Class

In the English Vinglish class there are seven learners and a teacher from very different background of personality. Each of them was coming from different country, different occupation, and of course with different mother tongue. It can be seen on the following table.

Table 1.1. The List of Actor and Actress at English Vinglish Movie

No	Actor or Actress	Film Name	Role	Country
1	-	-	Head Master	India
2	Cory Hibbs	David Fischer	Teacher	USA
3	Sridevi	Sashi Godbole	Student	India
4	Mehdi Nebbou	Laurent	Student	France
5	Ruth Aguilar	Eva	Student	Mexico
6	Sumeet Vyas	Salman Khan	Student	Pakistan
7	Rajeev Ravindranathan	Ramamurthy	Student	India
8	Damian Thomson	Udumbke	Students	Afrika
9	Maria Romano	Yu Son		China
10	Neelu Sodhi	Meera		
11		Jennifer	Admin NYLC	USA

12	Adil Hussain	Satish Godbole	Husband	India
13	Navika Kotia	Sapna	Daughter	India
14	Shivansh Kotia	Sagar	Son	India
15	Sulabha Deshpande	Nyonya Godbole	Mother-in- Law	India
16	Priya Anand	Radha	Nephew	
17	Sujata Kumar	Manu	Close Friend	

Therefore, this reality creates a very unique atmosphere of learning in the cross-learners classroom. As what have been stated by Vandrc (2014) that social class is influenced by four global personal status: Financial, social, educational, and occupational status. These four categories often create the reason why people need to learn or achieve something. The researcher found that all the learners at the class in this movie were impressed to learn English because they believe that English could help them socialize with their work field.

Different occupation produces a different way of communication. Essentially, people will be more interested to know something new rather than the common think. So that, in several parts of the conversation in this movie, every learner brings their own life background to be shared, especially about the job or occupancy. They share their daily activity that usually done when doing the job, deliver the ideas and so on. For the language learners, such this diversity is helping a lot to acquire the language because they have something to share when learning and the class atmosphere will be alive because the communication between the students and the teacher is running well. In addition, all the students will have a lot of practices in the real life when they are socializing during the work. It would help them to acquire the language faster.

The Effect of Diversity Classroom on Communication & Interaction: Teacher Role and Teaching Strategy

Another aspect that the researcher pays attention through this movie is that the multicultural condition in the classroom which all the learners are coming from different countries. It can be believed that they certainly bring their different culture, language, food and others. There are two possibilities that might be happened when the class is full of diversity like in the movie. The first is that the class will be meaningless even uncontrolled when the environments especially the teacher cannot provide a comfortable situation to socialize. On the contrary, the class will be so alive and meaningful when the teacher plays the role well as the mediator for students to learn and socialize. Therefore, Gardner (2001) in the previous literature review that people should realize that they need to accept the diversity in order to get a successful teaching.

On this movie, David (a teacher of English Vinglish Class) was successful to create an enjoyable class where all the students from different background could communicate easily without any trouble. Even, they feel enjoy with the condition of the class because they are not only learning English but also learning something new from their friends. Additionally, David, with his humorous character, could guide the learners to be motivated in learning English. Every meeting he directs the students to have a cheerful learning activity by training them to have a small talk dealing with their life and their original culture. Therefore, the class never miss the meaningful values for the learners.

An Ethnic Identity at Sociological Perspective: Normative, Psychological, and Socio-Structural.

Many scholars in SLA field have defined specific factors affecting SLA from a sociology perspective. Communication is a form of social interaction and therefore the role of sociology in language learning should be not ignored by educators. It is in line with the content at *English Vinglish* (2012) movie. As what happened in the movie that

the main character Sashi was studying English in a diverse classroom with different ethnic background learners, therefore, the ethnic identity factor became important to analyse for the sake of language learning in such a classroom. In short, the researcher was done to analyse and conclude that sociocultural factors influencing English language learning progress by some learners with different ethnic background is ethnic identity. This result also agreed by Gudykunst and Ting-Toomey (1990) who stated that one of influence factor in SLA is ethnic identity by used to examine the condition, and the results were commending.

The findings showed a correlation to the ethnic identity influence in learning language previously stated. Those are:

a. The main character in *English Vinglish*, Sashi, performed what meant in a socio-structural perspective. In a cafe when ordering her food and drink, as she was lack in English and the waitress was English-speaking, Sashi tried to imitate saying her order in English by imitating the offer from the waitress. This represents the ‘converging’ period as the learner copies the target language while also learning it.

This process of learning will give impact to Sashi, when she was ordering food in her next visit to other restaurant; she was able to order food perfectly in English. This part also happened when she tried to imitate the train station keeper and in the airport.

b. Another point represents the theory used is when Sashi was on airplane from India to US. On the plane, her seatmate, an oldman with pretty good English taught her some short phrases in English. He also told Sashi that she need not to be scared of being in a foreign place and to be confident with her ethnic. With those in mind, learning a language will be easier. This symbolise the socio-psychological term, where ones do not leave their own culture behind while learning a new culture, as this lead to better understanding of the culture difference between their own and target.

c. In addition, at English course she joined, there was one man from Africa who joined the same class. This African did not speak as fluent as Sashi. One possibility of

the reason of this was that from normative or ‘cultural distance’ aspect. As African culture might have less similarities to American culture, than Indian where English language is spoken as a second language, caused him to be in difficult in learning English.

There are three perspective offered in the impact of ethnic identity in learning language: 1) Normative, 2) Socio-psychological, and 3) Socio-structural. Generally, Sashi can manage how she learn English by joining course and imitating from other people and videos. She was more in the socio-psychological phase as tried ‘to become closer’ to the target culture by doing so in many occasions. After time, she finally could speak English correctly as showed in her sister’s wedding ceremony. As for implication from the movie and the theory, as teachers, we can try to promote this intercultural interaction by considering the theory and not to be racist, as difference in people are good.

1. The Cross Culture Understanding Factor

Based on analysis result, the culture shock faced by Sashi can be seen in the following table. According to the stage of culture shock and culture adjustment.

Table 1.2. The Culture Shocks and Adjustment Phrase at English Vinglish Movie

1ST STAGE	Honeymoon Phrase	Sashi feels excited about arriving the Manhattan, USA. Then, she amazes with the skyscraper in New York.
2ND STAGE	Crisis Phrase	Sashi is confused on fulfil the form at the Airport and asked one of the passengers about the form in the Hindi language.
		Sashi confused for ordering food and drink at cafe. She cannot understand well what employment means.

		When she come to the coffee shop and in line entree. Then man act ladies first as an England culture. At the time, Sashi shock culture with kissing was done by young man and female.
3RD STAGE	Recovery Phrase	Sashi solved her problem by joining an English class.
4TH STAGE	Adjustment Phase	Sashi struggle on learning English with various learning strategy and practice it.

The conversation was happed between Shasi and Coffee shop staf can be evaluated clearly at the following table. It was the first culture shock was faced by Sashi.

Table 1.3. The Script of Culture Shock Conversation at Coffee Shop

		Come to the coffee shop and in line entree. Then man act ladies first as an England culture. At the time, Sashi shock culture with kissing was done by young man and female.
Coffee employee	:	How are you doing today, ma'am?
Sashi	:	I want too.
Coffee employee	:	I asked how you were doing today.
Sashi	:	Doing, I am doing...
Coffe employee	:	You can't take all the time! I got a long line here.
Sashi	:	Sorry, what to eat?
Coffee employee	:	Are you kidding me? Please, hurry up lady!
Sashi	:	Vegetarian.
Coffee employee	:	Vegetarian is fine. What do you want to eat?
Sashi	:	Only vegetarian.
Coffee employee	:	A bugle, a rub, a sandwich
Sashi	:	Sandwich.
Coffee employee	:	And what can of filling inside? Do you want cheese, tomato, lettuce.
Coffee employee	:	Lady, do you see, do you not my line. Yes, the cheese. Anything to drink?

Sashi	:	Water?
Coffee employee	:	Still or sparkling?
Sashi	:	Only water.
Sashi	:	Coffee?
Coffee employee	:	We have the have Manhattan coffee.
Coffee employee	:	Americano. Ten dollar twenty Sen.
Coffee employee	:	Hello do you not want to say thank you.
Sashi	:	Sorry and thank you. Then, Sashi breaks the plate.

CONCLUSION

The studying this article is to evaluate factors which influence English language proficiency factors. What an external factor and internal factors such as environment, social class, and motivation affect to the students' achievement in SLA. This analysis is taken from the movie entitled English Vinglish movie which tells about the struggle of Indian women in learning English because of her internal problem in her family. There are two variables in this research as the main focus of the researcher. Those are; social class which specifically deals with personal occupation and students' motivation in learning English. These variables become more complicated when the English class was very multicultural because all the students were coming from different country. Therefore, multicultural classroom becomes additional focus in this study to be analyzed. The result of the research was positively great. Based on the theory and the analysis and discussion, the researcher found that environment, social class, sociological factors and motivation are positively give great impact on students' language acquisition. It was supported by their diversity that makes the learning process becomes

more alive, due to the teaching strategy was built by the teachers in creative way through giving assessment which ask them to delivering speech. Learners, in this movie, were able to produce big progress in only four weeks study. They could speak in English fluently and be the great English communicator.

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