

## THE ART OF ENGLISH USAGES – LESSONS LEARNT FROM A TEACHER DEVELOPMENT FIELD TRIP

**Nguyen Thi Tan**

Van Hien University, Ho Chi Minh City, Viet Nam

### **Abstract**

Field trip is one of the most indispensable ways of learning which has been widely recommended by research scholars, learning English in real life contexts is not a rarity to maximize learners' language capability and universal understanding. However, several groups of Vietnamese English students may not have fully validated the knowledge fact about the key role of English learning recently. This narrative qualitative study conducted by an English teacher is to reveal the tangible benefits of English learning through a teacher development field trip in England, the United Kingdom for students' personal education goals and teachers' professional development aspirations.

**Keywords:** *English Learning, Field Trip, Knowledge, Benefits, Language Uses, Messages*

### **INTRODUCTION**

Learning a foreign language often links to an unblocking new world of possibilities universally, learning English is unexceptional. However, the chance for teachers' field trip to the inaugural country where the language originated remains uncertain for distinct reasons. If English teachers and students really immerse themselves in the beauty of this language to broaden their potential opportunities whilst the rumor about the uselessness of studying English major has appeared on some Vietnamese media forums recently. Even, there is no proof to show that studying English major may have less chance of prosperity, this still worries numerous learners those without the foundation knowledge about the advantages of English language learning. This has convinced a language teacher in this case to have the field trip in the United Kingdom to learn more about the natural beauty of English language uses in the country where English originated, England.

First, English is one of the “big four” language among 7000 languages globally, John, Helen, and Paul, (2018, p39), but knowing and using the language effectively are distinctive. Learning how to use English within specific contexts is a crucial bonus to any English learner. Lifelong English learning can support people to bridge their knowledge gap about the world around daily. There are many effective strategies to learn English (online-learning, face to face learning at school and at work or field trip learning). Many researchers illustrate that each level of English learning favors people with different senses of humor and goals. The elegance of English uses can be interpreted and “tasted” based on learner’s English proficiency and their perceptions to meet life’s expectations.

Second, Kolb (2015, pp19) expressed his view about experience learning that “Lifelong learning is often conceived as a process of learning from direct life experiences that is controlled by the individual.” People can learn a language anytime, anywhere at schools or in communities including language learning on a par with visual ads or in their field trips. “Different outdoor learning experiences offer opportunities for personal and learning skills development in areas such as communication, problem solving, information technology, working with others and thinking skills.” Keith (2010). Sarah & Frances (2021) concluded that field trips are like dream lands for both teachers and students’ enhancement in their learning experience.

Next, acknowledging that field trip is as a studying tour in the real-life context instead of studying in classrooms at schools or university. This way of learning normally brings learners away from their classroom learning routine and encourages them to discover their “out of the box” learning ability to apply what they have learnt from the course books in class to reality. Besides, field trips enforce students to have much more confidence to deal with problems occurring during the trip. If the finding of Pham, & Nguyen, (2022) also valued the concrete implication of participant’s experience learning,

Concisely, this life experience is the reflective time to refresh teacher’s teaching and learning to update, to adapt and to bring new teaching and learning atmosphere learnt in real life situations to classroom teaching lessons. More significantly, the trip’s attainment aims to display a full image reference for both EFL Vietnamese major

students' education purposes and teachers' professional development. Mukuria, (2022, p184) proved that field trips are chances for students "develop essential skills and knowledge to build cultural awareness upon graduating."

### **LITERATURE REVIEW**

The beneficial targets of field trips have been mentioned over time by research scholars in the language education field. Previous studies have provided a variety of perspectives about how to maintain this way of lifelong English learning. These learning experiences may be dissimilar, but the outcome is still to assist learners to expand their personal education and attain human knowledge.

Marc and Teresa (2014) highlighted that fieldtrip enhanced students to widen their "knowledge foundation" about their field for higher education purposes, whilst Lisa and the co-authors (2019) expressed that it is as "the "day off" phenomenon" to explore and develop independently. This may be the most effective learning experience for learners in a real-life environment where they can "taste" and "smell" their favorites "dish" instead of studying the online menu. Joshua and William (2015) advised that field trip should be employed not only because of it rewards and enjoyment but it is also a "full research cycle."

Robert S (2005, pp15) noted that "the practical experiences – bringing bookwork to life –may not be entirely measurable." Raiyah (2019) added that what students have learnt from the field is extremely rare to find in the classroom. Mentioning field trip's values, Nabors (2009) concluded that field trip brings students opportunities to get to know the facts relating to "all content areas". Instead of lecturing students in the classrooms all the time, based on Krakowka (2012, PP242), "field trips are meaningful learning experience for students". Longergan and Andresen (1998. p74) explained that field experience is a realistic chance for those involved to dig deeper into "how what they are learning is actually relevant".

Evaluating the benefits of field trip, Noel & Colopy (2006, p565) concluded that both teachers and educators in the field were able to work out "the most effective materials and develop a procedure for evaluating them." Or by qualitative research, Foo, and Foo (2022) analyzed and showed the whole picture of precious learning experiences

and cognitive development skills. Also, the practical evidence of Short, & Lloyd, (2017) revealed the history and psychological knowledge improvement after the field trip. Learning from previous scholars, teacher- researcher in this field has experienced the English native contexts in England to answer the wonder question below.

What can an English language teacher benefit from A Teacher Development Field Trip?

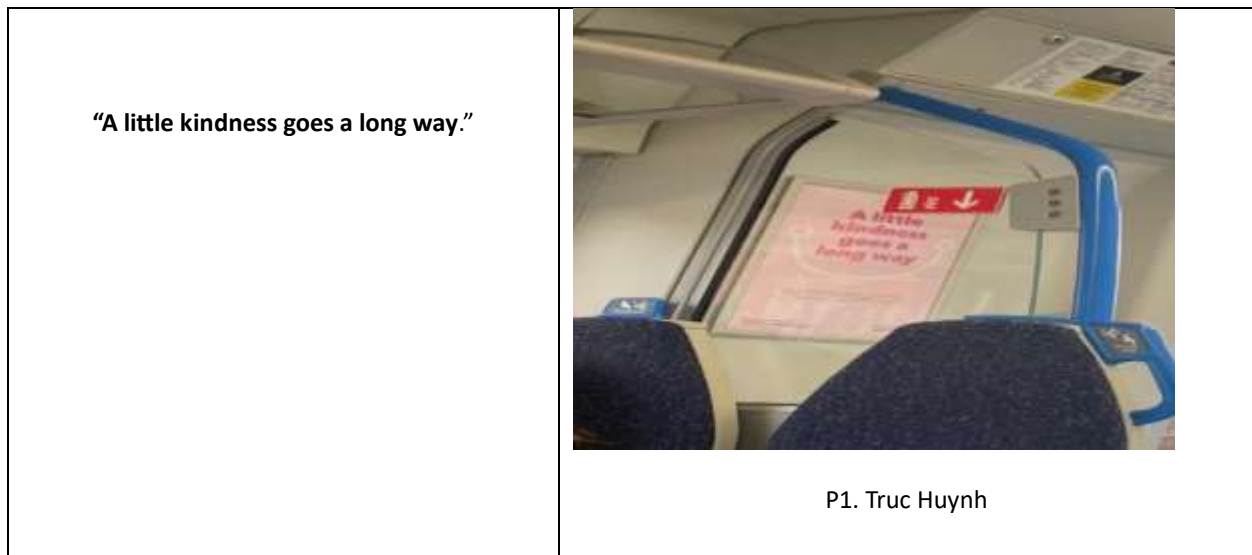
### **METHODOLOGY**

Denzin, and Lincoln (2005, p10) explained that “Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape the inquiry.”. Teacher – researcher in this case spent more than two weeks on the trip from London to Edinburgh in May 2023 to learn about the magnificent English language usages, explore the language culture and discover personal adaptation ability. Among many pictures collected from the trip, researcher has chosen six pictures captured by four oversea postgraduate Vietnamese students, who supported her to take during the field in different days in May 2023 in England only, as samples of English uses. The messages from these photos were investigated and analyzed to refine the original English uses in some parts of England. Yin (2011, p127) mentioned that “qualitative research is particularistic in the sense that understanding the nuances and patterns of social behavior only results from studying specific situations, complemented by attending carefully to specific contextual conditions.” Thus, data compiled from the photos through the trip was first narrated one by one and then analyzed on categories to get much inside detail knowledge about how English uses the language in their day-to-day contexts. O’ Toole (2018, p12) commended that narrative method is to “identify and deconstruct the narrative resources available to people to give meaning to and narrate their personal experiences.”

**RESULTS AND DISCUSSION**

***The beauty of English usages for daily education purposes***

Theory from previous studies have favored the “pros” of field trip in EFL learning and teaching. Kasumu, and Kasumu, (2023, p10) also proved that “A field trip is an excursion outside of the typical classroom where students can try new things, engage in novel experiences, and pick up important life lessons”. English, itself is totally “crowning glory” of England. People use their language like “Rose and Tea” of their county every day. Beside communication purpose, English use the language to nurture their charm in their daily lives or in public places to make their lives more convenient and meaningful. There will be a valuable opportunity for English language lovers to see and taste the magnificence of this language uses, and to feel the language like it flavors human’s verse cells.



1. An English lesson about promoting kindness on a train in London

Firstly, when I was on the train from Luton to London city center, the note “A little kindness goes a long way” from P1 on the train proof attracted me exactly. In this situation, I have totally flown away by the art of English usages because instead of saying “These priority chairs for... people.,” native speakers use English for moral education purpose in flexible way slightly, but it has spreading impact to the visitor like me. Asking Truc Huynh-my past student



to take that photo for me as a reference for my work, as an English learner passenger, if it may be true that English natives use their language to nurture their personal kindness and discriminate other people. One seven-word simple sentence can touch people's soul, catch people's attention morally. Passengers from every corner around the world will be willing to support each other in the situation. Thus, the language used for educational purposes may reach their goal in the most natural way. Whether this originates British value 'The sense of duty' Norbury (2015) which I have been tutoring my English major students about during their British and American Culture course?

From public transports to educational environments, local people tend to use English to fulfill human communication roles and to convince people to be their better version of themselves. The ways people select English words, phrases, and sentences to convey information can influence other people mood and spread an inspiration in the community as well. Reading messages like this, people may want to continue conversations, relationships, work, and even education courses or not. The beautiful language usages in the situation may have been inheriting from length of British culture history and culture so far.

Whether re-evaluating the outcome of English learning is not only for finding a job as people assume, but it is to communicate and to better people's life, knowing the language does not mean that it is simple to understand the whole picture behind the language uses? This may be the time to dig deeper to this example to know more about the arts of using English in future directions.



P2. Truc Huynh

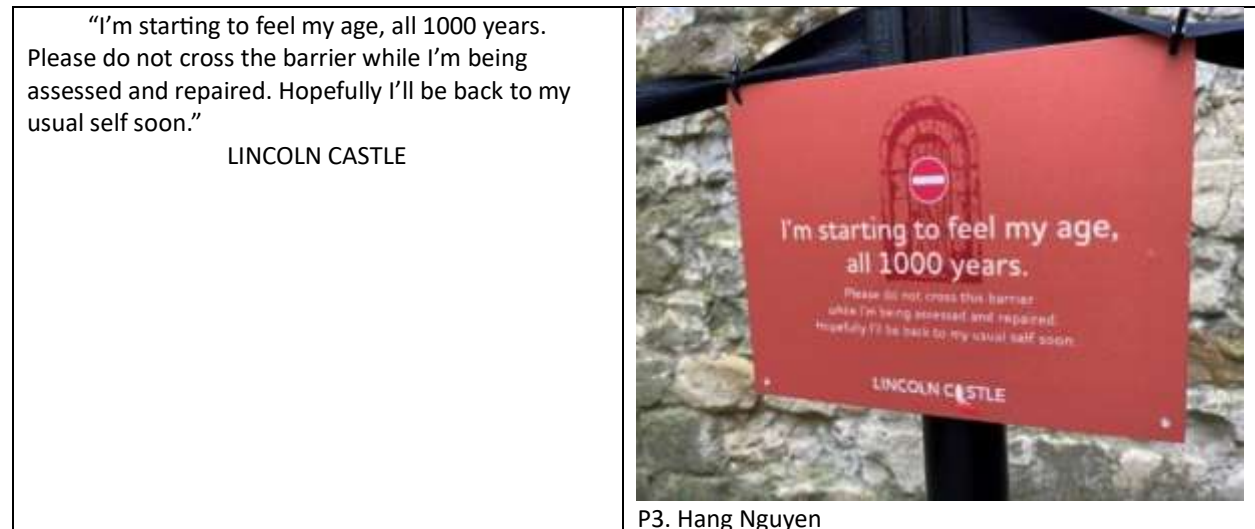
**“Help keep us outside! please close windows as you leave”**

2. An English lesson about protecting wildlife animals and school assets.

Secondly, the announcement “help keep us outside! Please close windows as you leave” from P2 on the window of Sheffield Hallam University library in Sheffield city, England is the other story lesson about the purpose of using language to remind students to acknowledge their responsibility about wildlife birds and protect University assets. A short and simple sentence can convey an enormous message to human beings, it is the most significant way of educating people about wildlife and asset protection’s duty, isn’t it?

Thirdly, it is another example of English used (P3) on the wall of Lincoln Castle, in Lincoln City, England, which I asked Hang Nguyen to capture in the day she went with me because the message immediately touched my soul (the visitor’s soul) during their tour around the castle. The art of using language here has blown the tired of walks away whilst the tourists catch these vibrant energy heart-touching words, this transforms tourist negative feeling about the old in ruin wall to the future brighter new image after the restoration. The written message has led visitors from normal human emotion to a deeper spirit when seeing something under unusually positive eyes to feel life is

much more comfortable and lovely. Information has been transformed artistically because it converts emotionless things to tell a human being story that makes sense.



3. An English lesson about history from the renovation wall of Lincoln Castle.

Next is one simple humane message "open me" used from P4 below instead of a note "open here" in the Steal Factory in Sheffield City, England which convinces visitors to discover a whole story about "All kinds of blades". The context of the language is still consistently, but the way of using English in this photo makes things go further because visitors can interpret the message's meaning by the positive way to adapt a new knowledge field and explore the history story of blades' journey and those who had done these tools by the time.





P4. Trang Dao

**"OPEN ME"**

#### 4. An English lesson about the story of blades from an ancient steel factory in Sheffield

Then, When I visited an ancient steel factory in Sheffield, caught by the OPEN ME," I asked Trang Dao to take it for me. And my wondering about the fact that knowing and understanding something are two distinct factors. Knowing something does not guarantee that we can fully understand and apply something effectively. This is like the process of English we need to know, understand then use the language within specific contexts to bring the most effective features to human living and society distinctively. Added to this, it is not too challenging to realize that the concise message appearing in this busy steel work field may partly make people feel more connected to what they have been doing instead of feeling tired of their load.

Following up with the uses of English language in the factory, the ultimate guide labeled on a bottle of P5 has displayed the environment education lesson about the recycle section. The advantages of using language to remind consumers' duty about waste and the environment are meaningful each time customers use the product.



P.5Truc Huynh

"I'm 100% recycled aluminum.  
 Don't break the  
 cycle."

5. An English lesson about environmental protection from recycled aluminum.

By a little notice about recycled products at the Body Shop can lead people to a story of language uses for environment protection education. The useful information here convinces consumers to use recycled litter to save their money and protect their environment. Additionally, not only does it aim to convey the giant leap story of trash recycle information to the customers, but this also obtains the environmental education targets.

"Can you think of something where the design has changed? Can you think of something where the design has stayed the same?  
 Explore the design of one object over time. Track the similarities and differences and investigate how and why these changes took place."



P6. Trang Dao

6. An English lesson about promoting daily research activities in an ancient steel factory

Eventually, from the succinct note (P1) above to the long message (P6) here, the language uses are not only for educational purposes, but it is obviously for innovative ones. When the audiences look at the note, they are convinced to learn about the “change” and recognize it as the way to reflect their personalities scientifically in their daily basics. With the foundation evidence specifying the full process of tool design, the author has accomplished a benchmark picture outside the designation fields to employ them in tangible. The message is also a guideline research proposal sample for individuals that can promote social research activities. Learning from this picture, people may also change to be much more flexible, creative, responsible, and adaptative to fit in their communities and society. Acknowledging the minor changes can sometimes lead to huge achievements, surprisingly. If people can implement the implicit meaning in these contexts to refresh themselves in their normal day, the world will be better.

***Using personal pronouns to refer to things or animals in ordinary contexts.***

It is not too complicated to state the words used in these six photos, it is frequently to catch personal pronouns (I, my, me, and us) in four out of six pictures used to refer to things or animals. This displays the art of using language for human education in English society flexibly based on the contexts and education purposes. Catching personal pronouns occasionally in these contexts naturally may be the opportunity to promote the charm of this language and to develop the connection between authors and the world around. This reassembles things and animals to be closer to humanism. For instances: P2 with object pronoun “us” to mention birds with the verbs “help and keep” in an abbreviation sentence “Help keep us outside!” reminds students about protecting wildlife, the left sentence “please close the windows as you leave” is for two purposes (preventing birds getting into the room and minimizes other problems caused by birds). This suggests that the maximized goal of communication in this situation is to reach education objectives.

Furthermore, the subject pronoun “I” from P3 three - time repetition with possessive adjectives two-time repeating “my, my...self” seem to identify that this is to tell a biography of a human being rather than a whole history story of a Lincoln Castle wall. Also, “me” from P4 “Open me” leads people to explore the world history of “blades”,

and using the brevity in this case may have been the most eager way to persuade visitors to learn more about the blade making industry. In addition, with short simple and abbreviated sentences, a full message about environmental education lesson from P5 is on display with the personal pronoun “I” refer to a bottle of shampoo. From time to time, it is evident that using language to personify animals and things may partly have increased communicational objects in these cases actively.

Referring to the above discussions, English uses their flexible words, structures not only to fill in the communication goals, but it is for educations in many industry fields, this includes personal moral, culture value, duties, social and problem dealing skills, environment protection, asset protection, history, and research innovation. Extended knowledge gained from the trip has contributed to teacher- learner’s career development and personal education goals.

No	Photo Messages	Place	Personal Pronouns	Meaning references
1	<i>“A little kindness goes a long way”</i>	London Train	None	
2	<i>“Help keep us outside! please close windows as you leave”</i>	Sheffield Hallam University	Us	Birds
3	<i>“I’m starting to feel my age, all 1000 years. Please do not cross the barrier while I’m being assessed and repaired. Hopefully I’ll be back to my usual self soon.”</i>	Lincoln Castle	<i>I, my, I, I, my self</i>	Lincoln Castle Wall
4	<i>“Open me”</i>	Sheffield Steel Factory	Me	A drawer
5	<i>“I’m 100% recycled aluminum. Don’t break the cycle.”</i>	The body shop	I	A shampoo bottle
6	<i>“Can you think of something where the design has changed? Can you think of something where the design has stayed the same? Explore the design of one object over time. Track the similarities and differences and investigate how and why these changes took pace.”</i>	Sheffield Steel Factory	You, you	People working in Steel factory



**Using positive words to inspire people.**

If four out of six photos above provide the focus of metaphor words for education purposes, the other two left use comparative English words and question words to inspire people in their ordinary education contexts. This accelerates that the plus of English uses may have influenced the social perception of personal moral and professional development as well. For example: The contrast adjective words “a little- a long” in P1 are the most unique modes to nurture people’s awareness of “kindness” lessons as their duty in community and society willingly. Or a two pair considerable antonym words and phrases in P6 “similarities- differences”, “changes and the same”, verbs “change- stay, think, design, explore and investigate” and question words “how, why and where” have emphasized the innovation stages inspirationally. This also implies the logical thinking theory about universal law of positive language uses. Obviously, the most persuasive way to pronounce the proficient messages that support human to deal with life changing communicative situations need more work.

No	Photo Messages	Place	Positive words	Positive outcomes
1	“A little kindness goes a long way”	London Train	A little – a long	Moral education
6	“Can you think of something where the design has changed? Can you think of something where the design has stayed the same? Explore the design of one object over time. Track the similarities and differences and investigate how and why these changes took pace.”	Sheffield Steel Factory	Changes - same, similarities- differences Think, design, explore, Tracks, Investigate, where how and why	Professional Development Day to day learnings Innovation and adaptation skills



## CONCLUSION

The data analysis of this field trip has continuously emphasized that there is always worldwide knowledge for English language learners to enrich outside the classroom due to their language capacity. Being aware of English uses may have impacted enormously on both human communication and education mood. It is convincing to use positive English words and suitable structures to inspire people. In other words, carefully choosing and minimizing using negative vocabulary and impractical sentences in working and education environment should be paid more attention by teachers, educators because of its social influence. By experiencing where English originated with the native language culture, teacher-learner has interpreted, upgraded, and expanded useful knowledge about the language usages more efficiency for personal education achievements and professional improvement. The more understanding the language the teacher benefits, the better transformations can be approached in teachers' teaching lessons. Thus, is it necessary to expand language learner's perception about the art of using positive language in real life situations for a better and nicer world that research spheres need to address because of compensating the field trip expenses. However, for those considering an English field trip to the country, carefully planning, good physical and mental health preparation as well as financial budget consideration in advance are always advisable to prevent English culture shock, public transport, and other occurring issues. Finally, spring may be the most wonderful time to experience the glory of the long historical country with warm weather and flowers blossoming for English language fans.

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Author Biography

Nguyen Thi Tan is a Full Time ESAP Lecturer in the Faculty of Foreign Languages at Van Hien University (VHU). She holds an MTESOL from Victoria University, Melbourne, Australia, and a BA in English from Vietnam National University (Hanoi). She has been teaching EFL especially (EAP& ESAP) for many years. Her research interests encompass EFL teaching and learning, teacher development and well-being.