

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1. Conclusion**

As a fluent user of the English language, I have experienced and indulged in a variety of activities that contribute to his English language learning in an informal environment. This study is dedicated to pinpoint which informal activities have helped me in guiding my informal language learning, as well as analyzing said activities to determine how influential and beneficial they are in my language learning. The data collected has shown that listening and mimicking music parodies, constantly engaging with social media, and writing fan fiction are the main contributors to my English language learning. However, whether said activities are a thoroughly positive influence in my language learning is an entirely different matter.

In the subject of music parodies, they play a role in improving my capability of listening and speaking the English language, allowing me to learn new words and phrases as I continued to listen to more of them over time and mimicking their lyrics, helping me improve my English pronunciation as well. However, the music parodies have also led me into learning a good number of words labelled as slurs as shown in the lyrics provided, which are inappropriate in most situations. Based on the analysis of my experiences, the prospect of modelling based on Bandura's social learning theory is highly influenced by one's level of interest on the model. Whether the model is of good or bad nature is irrelevant, and it runs the risk of the modeller being badly influenced if left unchecked, just like me who would continue being badly influenced by the parodies if I had not been lectures back then.

Engagement with social media is another informal activity that contributed well to my English learning, allowing me to learn the meaning of a variety of abbreviations and words for my vocabulary, as well as understanding how words can mean differently in a variety of contexts, much like how the verb “slap” can be an adjective under proper context. It also allowed me to express myself freely in the English language, making use of the idioms I learned from others and understanding the abbreviations made by the friends I made online through constant inference, making use of my internal understanding of contexts a la Second Language Acquisition Theory developed by Krashen. Overall, social media engagement played a role in improving my reading comprehension and casual writing, despite the downsides of the online media culture leading me to be comfortable to using slurs.

The last major contributing informal activity in this study is the writing of fan fiction, which was partially motivated by a want to try and be a model for others in regards to writing. Through writing fan fiction, I honed my capability for writing in a far more serious context compared to writing responses in social media, trying to understand how to make a compelling story by combining my vocabulary with my knowledge of stories from reading them before. Through publishing my written fanfiction, I also learn that reviewers are also a good source of feedback, through helpful advice and constructive criticism, which help me improve upon myself as a writer further. This activity overall contributes greatly to my writing capability, but also in realizing that even as a model and language learner, they can improve and be better with the help of others.

With all this in mind, informal activities are a great way to improve upon my language learning in various aspects, whether it be in understanding and using abbreviations and idioms freely, using words in a variety of ways of expression depending on situational contexts, or rather just honing your English capabilities and receiving feedback on others to improve further. The activities I have done outside of the classroom which I made as a point of analysis may be few, but they play a wonderful hand in helping me improve my mastery of the English language if I put my mind into it. It should be chiefly noted that when learning English informally through modelling and inference, self-regulation is key, lest you end up hindering or corrupting your English learning through disruptive influences. Or better yet, treat the bad influences you have modelled as a learning experience to improve yourself further.

## **5.2. Suggestions**

### **5.2.1. For English Learners**

For English learners, if you ever want to hone your English capabilities, there is little need to go abroad just to immerse yourself in an English environment. You can easily practice your English through whatever activity you do outside of the classroom. Whether it be just singing foreign songs loud, chatting with people online, or watching movies with English songs out loud, any informal activity you do can be a way to learn as long as you put your mind into it. Feel free to express yourself, and do not be afraid of criticism, because through taking it in stride, you can strive to be better.

### **5.2.2. For Future EFL Autoethnographers**

In regards to method of autoethnography, I have had considerable trouble in finding supporting studies in locally due to how autoethnography itself is still a relatively nondescript research methodology up until now, especially in the context of EFL learning. For future autoethnographers, do not be afraid to contribute to the use of its method. Autoethnography is all about confronting and reflecting upon certain aspects of yourselves and sharing it with others for discussion. Your experiences may contribute greatly in enhancing how others can improve their English learning, whether your experience is in formal or informal contexts.

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