Implementation for Teaching Thai Literature as a Foreign Language Based on Literature Approach and Five Steps for Student Development Technique for Middle School Students in International School

แนวทางการสอนภาษาไทยในฐานะภาษาต่างประเทศโดยใช้วรรณคดีเป็นฐานร่วมกับการจัดการเรียนรู้บันได 5 ขั้น สำหรับนักเรียนมัธยมศึกษาตอนต้นในโรงเรียนนานาชาติ

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Abstract

This article is an academic article that compiles knowledge and ideas from academic documents and teaching experience in international schools. This article aims to propose learning and teaching guidelines for teaching Thai as a foreign language by using the literature-based learning which can be applied to Thai as a foreign language course in international schools. The author suggests guidelines for learning and teaching Thai as a foreign language by using Thai literature and the Five Steps for Student Development Technique consisting of 1. Learning to Question, 2. Learning to Search, 3. Learning to Construct, 4. Learning to Communicate, and 5. Learning to Serve, and activities based on Visible Thinking Routine, the process of structured thinking, following the Constructivism Theory. As a result of the implementation of these teaching approach guidelines, students are encouraged to learn to deepen their understanding of the meaning and participate more in the classroom and develop their critical thinking skills.

Keywords: implementation of the literature-based approach, teaching Thai as a foreign language, five Steps for student development technique, visible thinking routines

บทคัดย่อ

บทความนี้เป็นบทความวิชาการแบบรวบรวมความรู้จากเอกสารวิชาการร่วมกับประสบการณ์การสอนเชิงวิชาการในโรงเรียนนานาชาติ โดยบทความวิชาการนี้มีวัตถุประสงค์เพื่อนำเสนอแนวทางการสอนภาษาไทยในฐานะภาษาต่างประเทศโดยใช้วรรณคดีเป็นฐานที่สามารถนำไปประยุกต์ใช้กับหลักสูตรการสอนภาษาไทยในฐานะภาษาต่างประเทศในโรงเรียนนานาชาติ ผู้เขียนจึงเสนอแนวทางการจัดการสอน

ภาษาไทยในฐานะภาษาต่างประเทศโดยใช้ร่วมกับการจัดการเรียนรู้บันได 5 ขั้น ซึ่งประกอบไปด้วย 1. ขั้นการตั้งคำถาม 2. ขั้นการสืบค้น 3. ขั้นการสรุปองค์ความรู้ 4. ขั้นการเรียนรู้ด้วยการสื่อสาร 5. ขั้นการเรียนรู้ด้วยการบริการสังคมและจิตสาธารณะ สอดคล้องกับทฤษฎีการสร้างความรู้ด้วยตนเอง (Constructivism) โดยใช้ร่วมกับการ จัดกิจกรรมการฝึกการคิดอย่างชัดแจ้ง (Visible Thinking Routines) ผลจากแนวการ สอนนี้ส่งเสริมให้นักเรียนมีการเรียนรู้เชิงลึก นักเรียนมีส่วนร่วมในห้องเรียนมากขึ้น และมีทักษะการคิดวิเคราะห์มากขึ้น

คำสำคัญ: การสอนภาษาไทยโดยใช้วรรณคดีเป็นฐาน การสอน ภาษาไทยในฐานะต่างประเทศ การจัดการเรียนรู้บันได 5 ขั้น การฝึกการคิดอย่างชัดแจ้ง

Introduction

Teaching Thai as a foreign language in the modern era has continuously attracted the attention of language learners. This can be seen from the admission of foreign students into both government and private educational institutions in Thailand. In addition, many foreign universities also teach Thai language (Pleangsorn, 2018). However, most language teaching and learning focuses on the four communicative skills (listening, speaking, reading and writing) which is the study of language usage only, and excludes context and criticality found in the literary study. As a result, learners tend to be underdeveloped in many areas of important learning processes, such as interpretation skills, connecting skills, and integration skills, causing poor development in language learning. Moreover, the study of Thai literature is considered difficult and uninteresting to general learners. Therefore, introducing literature to foreign learners is more difficult

(Kanchanakuha, 2015). Although the teaching of literature among students studying a foreign language is not popular, many scholars have seen the importance of language teaching as a foreign language. Mckay (1987) comments that teaching language through literature encourages learners to read more and is a good example to practice sentence structures and cultural learning. Lazor (1993) comments that teaching a language through literature allows learners to develop interpretive skills and increase their language knowledge and self-awareness. Kanchanakuha (2015) also comments that although learning Thai literature may be difficult for foreign learners, if teachers use a variety of teaching strategies and integrated teaching, literary texts can be beneficial to learners. Pongpajon (2019) says that the real value of learning literature is to understand the opus by learning and understanding the lives of various literary characters, and to develop learners' life experiences intellectually and emotionally.

For these reasons, the author sought guidelines for teaching Thai as a foreign language by using the literature-based approach, making it suitable for students studying Thai as a foreign language. It should focus on the learning process of questioning, searching out of curiosity, and finding the answer. It also should emphasize the analytical thinking process of the story and the characters that will eventually lead to the construction of learner autonomy. This should be relevant to students' previous experiences rather than rote learning. It emphasizes active participants in the learning process. This teaching approach is in accordance with the Constructivism Theory. The Constructivism Theory believes in the construction of knowledge from what is seen or known such as one's own experience (Khamanee, 2015).

The Five Steps for Student Development Technique is a concept in psychology which was developed by Limbach & Waugh (2010) from the six levels of knowledge (level of memory, level of understanding, level of application, level of analysis, level of synthesis, and level of valuation). Kamnet (2015) explains that teaching and learning by using the Five Steps for Student Development Technique is a psychological concept focusing on learning from questioning and finding answers by having these following five steps in the learning process: learning to question, learning to search, learning to construct, learning to communicate, and learning to service. In addition, literature-based language teaching and learning should focus on organizing activities to provide students with in-depth learning that may encourage them to analyze the elements and characters of the story and apply the knowledge to their daily life. This process is in line with Thinking Visible Routines. Project Zero by Harvard Graduate School of Education (2016) mentions that Thinking Visible Routines is a flexible and systematic research method to integrate student thinking development with content learning on a range of topics. Additionally, Kolius (2021) states that Thinking Visible Routines are an in-depth thought process encouraging learners to participate more in the classroom and to change the role of teachers and students. Teachers will be listeners and learn the thinking process along with the students. From the aforementioned statement, the author is of an opinion that learning management in the Thai as a foreign language classroom by using the literature-based approach with the Five Steps for Students Development Technique and Thinking Visible Routines may help students in the process of learning literature in a meaningful way. Moreover, this activity will encourage learners' curiosity to independently find out additional answers. This is an important skillset for students in the

twenty-first century according to the Basic Education Curriculum 2008 (Sumai, 2015).

International Baccalaureate Programme in international schools

The International Baccalaureate Programme (IB) is the programme that has been accepted by foreign universities which is divided into 3 levels: IB Primary Years Program (PYP), IB Middle Years Program (MYP) for students aged 11 - 16, focusing on academic subjects, and IB Diploma Programme is (IBDP) for students aged 16 – 19.

The International Baccalaureate Programme is a programme that holistically develops students by creating an awareness of different cultures, the willingness to accept differences between individuals and a positive attitude to achieve balance in all aspects to benefit the society, urges students of all ages to think critically, and encourages them to study social contexts of both their community and the world (International Baccalaureate Programme, 2021).

Hopfenbeck (2020) reports that the guidelines of the International Baccalaureate Programme clearly emphasize teaching critical thinking skills. It also contributes to the development of students' critical thinking skills by allowing students to think critically in each subject. Students and teachers of the International Baccalaureate Programme will be encouraged to develop critical thinking skills.

In the classroom of the International Baccalaureate Programme, the lower secondary level is divided into 2 classrooms: 1. Language class for students whose native language is their mother tongue (Language A), and 2. Language class for students choosing to

study a language as a foreign language (Language B). The aim of learning a language as a foreign language (Language B) is, as mentioned by The International Baccalaureate Programme (2016), to understand the use of language in different contexts and purposes including understanding foreign cultures through the study of languages. The assessment is divided into 4 areas, namely listening, speaking, reading, and writing with contents covering communication, ideas, creativity and culture. The assessment indicators are analysis, communication, interpretation, compilation, and the use of language. The students are divided into beginner, intermediate and advanced levels.

Sam & Amos (2017) state that students in the IB course studying language as a foreign language in the advanced secondary education level will study the language through literature. The author's experiences in teaching Thai as a foreign language with the use of the literature-based approach differs from teaching Thai in general classrooms. In a general classroom, learners do not incorporate all communicative skills (listening, speaking, reading, and writing) and do not practice critical thinking in response to the story. This is against the holistic nature of language learning in humans. As noted by Daskalovska (2012), the benefit of learning a language through literature helps students to learn a language in a meaningful way by being imaginative and can lead to the opportunity for content analysis. It also engages learners in a continuous and stimulating discussion in the classroom.

Literature-based approach to language teaching

Many educators mention the literature-based approach to language teaching. For example, Pongpajon (2019) says that

the literature-based approach to language teaching is teaching by using literature as a medium to create a learning experience that develops students' communicative skills through various meaningful activities. Goodman (1986) states that the literature-based approach is a holistic language teaching. Students learn the language from an overview first and this is then broken down into communicative skills (listening, speaking, reading, and writing skills). Magirius (2018) states that the literature-based teaching approach encourages students to have a thinking process that allows them to analyze the story and characters, leading to a self-knowledge process based on the Constructivism Theory.

The importance of the literature-based approach to language teaching

Literature is a necessary component in the learning of a foreign language because it can demonstrate the culture, society, and attitude of the target language. Teaching a language using the literature-based approach gives students a well-rounded view of a language. The importance of the literature-based approach in teaching language as a foreign language is as follows:

1. Developing an ability to understand the language: students can learn a language through reading literary texts, which can help them to practice reading comprehension and extend their knowledge. Moreover, Krashen (1985) states that encouraging learners to read books from the same author or the same genre will help them to become more familiar and understand the linguistic patterns.

2. Authentic usage of a language: the literature-based approach to language teaching may be considered as an authentic usage of a language. When literary content is adapted into short stories, learners may be able to observe the authentic use of language in various contexts. Duff & Maley (1990) state that students will have the opportunity to see real examples of the language through literature. In addition, Daskalovska (2012) states that students will see real-world examples of language and have the opportunity to learn and practice using them in the classroom.

3. Language integrated learning: Goodman (1986) states that the theory of holistic language teaching can lead to the learning of communicative skills as well as content, literary values, structural and grammatical aspects.

4. Affective domain of learning: Floris (2004) states that literature-based approach language instruction allows students to relate their personal experiences to that which is expressed in literature. Unlike the general language teaching that aims to impart the knowledge to students, this teaching method functions like a mirror with which students can reflect their ideas on the world society.

5. Encouraging interpreting skill: the literature-based approach also emphasizes the process of analyzing the content and characters of literature. As Wilén (2016) states, it gives students the ability to think critically about literature, to question, to have culturally-based discussions, and to train their thinking processes with the point of view relevant to their lives.

From the study of documents and research on the importance of the literature-based approach in teaching language as a foreign language from 1998 to 2019, five academic articles and one research

article (Daskalovska, 2012; Soiferman, 2016; Custodio & Sutton, 1998; Sam & Amos, 2017; Babaee & Wan Yahya, 2014 and Greene, 2019, respectively), the researchers constructed a synthesis of comparative data between general foreign language classrooms and foreign language classrooms using the literature-based approach based on the aforementioned studies as shown in Table 1.

Table 1

Synthesis of comparative data between general foreign language classrooms and foreign language classrooms using the literature-based approach

General Foreign Language Classrooms	**Foreign Language Classroom Using the Literature-based Approach**
1. Teaching focusing on rote learning	1. Teaching and learning emphasizing thinking, analyzing, interpreting, and discussing skills and applying them in daily life
2. Teaching and learning focusing on general knowledge yet lacking imagination	2. Teaching and learning emphasizing affective domain, allowing students to experience and exercise empathy
3. Teaching and learning with an exclusive focus on communicative skills	3. Teaching and learning with integrated learning

General Foreign Language Classrooms	Foreign Language Classroom Using the Literature-based Approach
4. Teaching and learning focusing on the structure of language	4. Teaching and learning focusing on learning the meaning and structure of language
5. Learning outcomes are geared towards understanding of the meaning of the language	5. Learning outcomes are geared towards a more well-rounded understanding of the meaning and the language, including cultural values and perspectives from native speakers

Learning by using Five Steps for Student Development Technique with the concept of Constructivism Theory

The Five Steps for Student Development Technique is a psychological concept that was developed by Limbach & Waugh (2010) by selecting six levels of knowledge principles namely knowledge and memory level, understanding level, analytical level, application level, synthesis level, and evaluation level. All of them are adapted into Five Steps for Student Development Technique. Kamnet (2015) explains that learning by using the Five Ladder Techniques focuses on learning from questions and finding out answers based on the theory of multiple intelligences, in which teachers must understand and appreciate the differences among learners. Each learner has different knowledge and experiences. Many educators will see

the potential in every learner with the ability to learn from different experiences and concepts. There are five steps to the learning process: 1. Learning to Question, 2. Learning to Search, 3. Learning to Construct, 4. Learning to Communicate, and 5. Learning to Serve. Teachers are in charge of preparing the instruction that allows students to learn and access knowledge by themselves with an assistance of the Five Steps for Student Development Technique.

This Five Steps for Student Development Technique is an in-depth learning process that arises from the learners' questioning, making hypotheses, and seeking answers. This process corresponds with the Thinking Visible Routines process, which will be further elaborated in the following section.

Visible Thinking Routine

Visible Thinking (2016) is 'a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters'. It was developed by Project Zero, a project of Harvard Graduate School of Education. Kolius (2021) has presented that this process of Visible Thinking Routines Activity is in-depth teaching for understanding, identifying, and creativity. It can also help to cultivate learners' engagement that comes from listening and questioning others. The roles between teachers and students are interchangeable in order to develop sustainable learning and higher learning achievements. Dawkin, S., (personal communication, 28 August 2021) states that teaching by using Visible Thinking Routines was highly effective. Dawkin had trialed Visible Thinking Routines in an

English as a foreign language classroom with lower secondary school students. Her result shows that the students were more interested in learning the language and engaged more in the classroom. In addition, students also discussed and provided their opinions relevant to their own experiences.

Visible Thinking Routine is consistent with teaching and learning by using the Five Steps for Student Development Technique that emphasizes the process of asking questions and finding out answers independently. By using Visible Thinking Routine, learners develop an integrated thinking process, reasoning, linking knowledge, asking questions, and managing one's own idea for effective discussion and reasoning with others. Hence, Visible Thinking is suitable for the teaching and learning of the International Baccalaureate Programme (IB) in international schools because it focuses on critical thinking and hands-on learning. Grace (2021) explains that lower secondary school students studying IB programme use various skills promoted by Approach to Learn (ATL), including critical thinking and creativity. Visible Thinking Routines is a very useful tool for various activities such as students' in-depth perception, a reasonable conclusion, and the creation of new ideas.

Guidelines for teaching Thai language by using the literature-based approach and the Five Steps for Student Development Technique in the International Baccalaureate Programme (IB)

As previously explored in the above sections, the International Baccalaureate Programme (IB) focusing on the teaching process is in line with the Five Steps for Student

Development Techniques based on the Constructivism Theory and the process of Visible Thinking Routines. The author, hence, proposes guidelines for teaching Thai as a foreign language by using the literature-based approach with the Five Steps for Student Development Techniques as demonstrated in the below diagram.

Figure 1
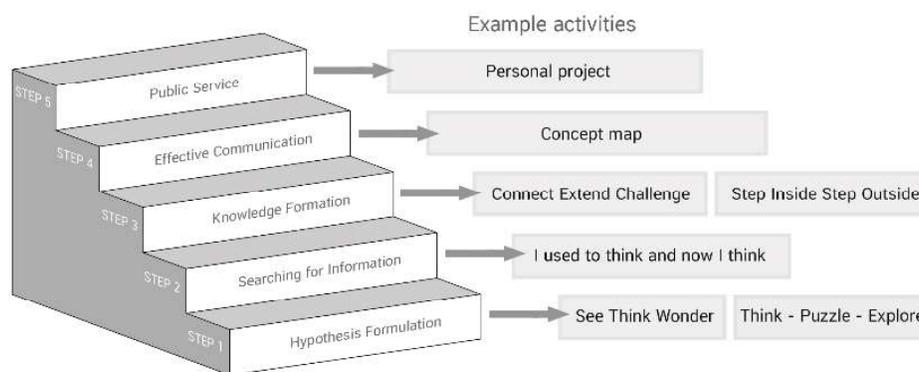
Note: Learning by using the Five Steps for Student Development Technique with an example of activities which the author synthesized from the Five Steps for Student Development Technique of Limbach & Waugh (2010) and Visible Thinking Routine activities of Project Zero (2016)

Step 1: Hypothesis Formulation

This step involves encouraging students to ask questions and set hypotheses before studying the contents. Teachers may ask questions or invite students to ask questions from the pictures and discuss them in class as a lead-in. For example, a question about an illustration of a scene from Thai folktale 'The Adventure of a Boy in a Golden Conch,' in which Rotjana selects her suitor, may include 'what

do students think they are doing?', 'Why do people need to get married?', 'In your country, what are different kinds of marriage or how a suitor is chosen?' etc.

Visible Thinking Routines activities for **the first step** are as follows:

1. See-Think-Wonder is an activity bringing learners into the lesson. The teacher will use a picture from the literature to teach and ask learners questions, such as 'what do you see from this picture?', 'What do you think about this picture?', and 'what puzzles you about this picture?'

2. Think-Puzzle-Explore begins by asking what students think about this topic. Then, teachers may ask students what in this topic is puzzling to them. Teachers may also help guide the exploration by asking students questions arising from students' puzzlement such as 'How will you solve this puzzle or question?'

Step 2: Searching for Information

Ask students to find information on the internet or in the library. For students of an advanced level, they can collect the data or conduct an interview with folk philosophers or wise persons from learners' community. For example, using the Thai folktale 'The Adventure of a Boy in a Golden Conch', the students may continue to search for an answer to the question such as why Thai wedding ceremonies use conch.

Visible Thinking Routines activity for step 2

Ask students to do research and summarize, then use 'I used to think and now I think' activity to compare between what students think before and after searching for the data.

Observe if they come up with an idea or change their previous ideas.

Step 3: Knowledge Formation

This step aims at reflecting knowledge, allowing learners to discuss their understanding, answers, and what they have learned. As their answers may differ, teachers should provide students with an opportunity to express their individual opinions, and criticize the acquired information from different perspectives to conclude the entire body of knowledge. For example, from the Thai folktale 'The Adventure of a Boy in a Golden Conch', Step Inside Step Outside activity can be applied to discuss the scene in which Prasang escapes from Phanthurat.

Visible Thinking Routine activities for step 3

1. Step Inside Step Outside: This is a role play-based activity. For the 'Step Inside', teachers may suggest that students imagine themselves as Prasang and ask what they would do when they learn that their mother is a giant. Allow time for students to answer the question. Next is the 'Step Outside,' which allows students to compare their answers from the 'Step Inside' with their answers coming from their own perspective. Teachers may ask what they will do if they must give advice to children whose parents or loved ones behave badly such as swearing, being ill-tempered, or harming others. Teachers produce two big posters, one with 'I am Prasang' and the other with 'Myself' written in the middle. Students write their answers on post-it notes, then stick them on the two posters.

2. Connect-Extend-Challenge: This activity involves the selection of teaching materials such as interesting and

relevant texts and videos for the lesson and asking students how these teaching materials connect to the knowledge that they have and how they want to extend their knowledge further from the teaching materials. After studying, teachers should observe changes of students' mindset and remaining questions that they may need answers.

Step 4: Effective Communication

Teachers assign individual or group work to students and allow them to present their acquired knowledge through communication, either by speaking and writing. Teachers may design activities further from the lessons to encourage students to further express personal opinions. For example, teachers may ask students to imagine themselves as other characters in a similar manner as 'Step Inside' of Visible Thinking Routine activities for step 3 but from the beginning to the end of the story. Allow the students to discuss the characters' personalities and how they can apply the lessons learned from the story to benefit the society.

Visible Thinking Routine activity for step 4

Concept map is an activity allowing students to create a mind map by writing a summary and keywords of the story on physical paper or online on Padlet website. Then, allow them to connect their ideas into one picture. Using this concept map, students then deliver their presentation in front of the class and share their opinions acquired from their reading of Thai folktale 'The Adventure of a Boy in a Golden Conch' and their suggestion of real-world application of lessons learned from the story.

Step 5: Public Service

After study and production creation, teachers may assign students a task of knowledge transfer to the public domain. Students may use technology to create an access to their knowledge for the public. This can be their presentation of a lesson plan for vocabulary teaching based on words learned from the story using their mother tongue or of their creative writing of a sequel focusing on positive lessons from the story they read.

Visible Thinking Routine activity for step 5

Personal Project and Community Project is an activity that allows students to choose from Visible Thinking Routine or any activity that interests them and transfer their knowledge to the public.

Conclusion

The application of literary texts and content in foreign language classrooms such as English as a foreign language is evident and practiced by adapting from literature such as short stories or simplifying the language to facilitate learners of a foreign language. However, for a Thai as a foreign language classroom, the literature-based approach is not widely practiced, although it can bring about many advantages and benefits as previously demonstrated.

In addition, the literature-based approach is also consistent with the instruction in schools offering IB courses, which emphasizes critical thinking skills, connecting knowledge, and asking questions relevant to real-life implication. The literature-based approach can be modelled by adapting the Five Steps for Student Development

Technique, which is based on the Constructivism Theory, and the Visible Thinking Routine, to produce an instruction of Thai as a foreign language that is suitable for foreign students and aims at critical thinking skills than rote learning.

The author suggests that teachers should teach literature content connecting to the students' life and allow them to draw ideas and make a social commentary by criticizing the story with judgment and reasoning. The literature-based approach can be a teaching of a language art and life experience. Teachers may organize and design teaching and learning activities focusing on the development of students' thinking and allowing students freedom of thought and expression. Moreover, teachers might adapt or simplify the literary content to facilitate the development of students' cultural awareness and language.

From the teaching experience at international schools offering an IB course, it is reported that the literature-based approach to teaching a language as a foreign language with the Five Steps for Student Development Technique and Visible Thinking Routine is highly related. Therefore, the author highly recommends the application of the literature-based approach in a Thai as a foreign language classroom to develop students' abilities as a necessary component to the routine practice because this approach allows students to connect their knowledge with their previous experiences and to independently create new knowledge.

Furthermore, this approach can also simultaneously support the communicative skills and critical thinking skills as well as promote in-depth learning. Students participate and develop an analytical thinking skill in the classroom. They can also apply their communicative skills and analytical thinking skill to benefit themselves

and society. In conclusion, the literature-based approach can be considered as another effective holistic learning approach that aims to enhance and equip the students with an important skillset for the twenty-first century.

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