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Living Thai Literature :Integration of 21st Century Thai Literature Teaching

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Abstract

This research was the implementation of the concept " Thai literature is alive and existent" to be used in teaching; in order to make the students feel appreciated, love, and realize the value of Thai literature. The use of technology and teaching principles in 21st century was integrated in learning management for 28 students in Thai major, Faculty of Education. The process of doing research was 1) Allow students to read Thai literature on "Lilit Phra Lor", 2) Take students to learn history at Phra Lor Park, Phrae Province, 3) Integrate teaching Thai literature and tourism, and 4) Questionnaires and satisfaction interviews about the integrated teaching of students. The research result found that 28 students in Thai major, Faculty of Education, were satisfied with the integration of teaching and learning according to the concept "Thai literature is alive and existent" 4.82 percent.

Keywords: Thai literature, literature teaching, technology media, 21st century

Introduction

Thai literature is regarded as a well-composed fiction. It is a treasure of Thai people and still teaching nowadays. However, the digital society makes technology plays an important role in human life so that Thai youths feel that literature is far from their lives. This article aims to present the integration of teaching Thai literature with the concept of "Thai literature is alive and existent" by bringing modern science and 21st century teaching principles into the hands of students and compare the learning achievement of the 28 students in Thai major, Faculty of Education.

Methodology

This research was the implementation of the concept "Thai literature is alive and existent" to be used in teaching; in order to make the students feel appreciated, love, and realize the value of Thai literature which was considered a national heritage. The use of technology and teaching principles in 21st century was integrated in learning management for 28 students in Thai major, Faculty of Education. The process of doing research was 1) Allow students to read Thai literature on "Lilit Phra Lor", 2) Take students to learn history at Phra Lor Park, Phrae Province, 3) Integrate teaching Thai literature and tourism, and 4) Questionnaires and satisfaction interviews about the integrated teaching of students.

Literature Review

" Living literature" is a product of human beings; important materials for creating literature and life such as the well-being of people and social environment. Therefore, reading literature makes life experience, feeling, and people behavior of different nationalities, different classes, different sexes, different ages, different religions, and different periods through the characters in literature. In addition,

reading literature also enhances the experience; understand various lives that may not be found in real life. It is a principle or way of life in society. (Chanhira and Arthai, 2019)

Lilit Phra Lor is a fable literature which has a real story in the north. It is a tragedy story that contains hidden philosophy. For that reason, the "Awakening the World of Living Literature" at the 8th Children and Youth Festival on July 14-18, 2010 at the Queen Sirikit National Convention Center had occurred. The Publishers and Booksellers Association of Thailand saw the importance of creating reading habits, value of a strong nation, or love in Thai arts and culture; in which these things needed to start cultivating from young children and offering ideas about Thai literature which was a national feature. Therefore, being raised to support the reading culture that was passed on from generation to generation was able to develop the brain and mind of people as well. As well as reflecting the identity of Thailand to proudly join the succession for the Thai nation to be strong. (Aramchareon, 2010)

In addition, the literature has been used to create life artworks at Rong Suea Ten Temple, Chiang Rai province, by bringing various animals found in literature such as Naga, Garuda, and the angels to create the living beautiful artworks and make a tourist attraction for the visitors to come and appreciate the beauty. Moreover, they can also learn about the literature. This can bring literature back into life in the current Thai social context again.

Chanyaingkoon (2011) has written "Khun Chang Khun Phaen Living Literature with Endless Interpretations" that for more than 2 centuries the literature, Khun Chang Khun Phaen, strives to live in the epithet of Thai society. The intense roles which have a starting point from the bond between friends before developing into the love triangle of one female, two male tragedies and chaos that no one can expect have become a charm that binds people who have the opportunity to read. Many people believe that the story of Khun Chang Khun Phaen comes from the real story as shown by reference numbers of places in Suphan Buri province as well as various provinces. Each place is connected to the lives of all the characters.

Sornjai (2011) said that what makes Khun Chang Khun Phaen more interesting than other literature is the characteristics of various characters which is very similar to a real person. It is not a heroine in general literature or the hero must be a hero only, but it has the humanity in the script. The key is that the frame is clear and solid. The storytelling is very complete; therefore, making this literature a catchy of those who read. In addition, the author and the creator had remade and frequently broadcasted in new forms: novels, tales, cartoons, movies, TV dramas, stage plays, musical folk dramas, and animations including dozens of songs that have picked up the names of the characters to talk about. Narongsak pointed out that each production is repeated not only making creative forms but also being interpreted according to the context of society and the feelings of the creative person.

In addition, the South Asian Language, Department of Eastern Languages, Faculty of Arts, Chulalongkorn University has organized a seminar on the topic of "Book to the Stage when Literature is Alive" in 2016 to exchange ideas, create cultural understanding, and create artistic work including presenting ideas for creating works of art, inspiration from literary literature to the stage: music, dance, or other art.

Lately, Department of Thai Language, Faculty of Humanities, Chiang Mai University, has organized "the 2nd Living Literature Project, Literature and Cultural Tourism" on Friday, October 5, 2018, by bringing travel stories to blend perfectly with literature. If tourists know the literature that tells about the places, it will make travel more enjoyable. Making a cultural tourism map using literature as a tour guide

is considered as the integration of various knowledge for maximum benefit which will benefit the learners, the community, and the tourist attractions in a sustainable manner and is a wake-up call for the place and literature along with reading the literature. This helps make literature alive. (Phisaphumvithi, 2018)

According to out of class studying, Limtasiri (2017) mention that learning beyond classroom can extend experiential education and affects knowledge, understanding, skill, attitude, and awareness of environment in learner. These are the important concept of learning in the 21th century which integrative of various of science that promote learning experience.

Based on the previous of the review literature, the concept of living literature represents that literature is related to context of society and life. Additionally, this concept is also about theory of teaching and learning in the 21th century that enhance learners seek for knowledge, work as a team, and learn from the real place.

Findings

The results of this research were as follows:

Students Read Thai Literature on Lilit Phra Lor

Students read Thai literature on "Lilit Phra Lor," then let the students thoroughly told the story, took the video clip and uploaded on YouTube. It was found that students could tell the story of Lilit Phra Lor by dividing into 28 people to tell the divided story; this activity is a group learning activity. Interested parties can follow at <https://www.youtube.com/watch?v=Hm1YezgD2yI&feature=youtu.be>

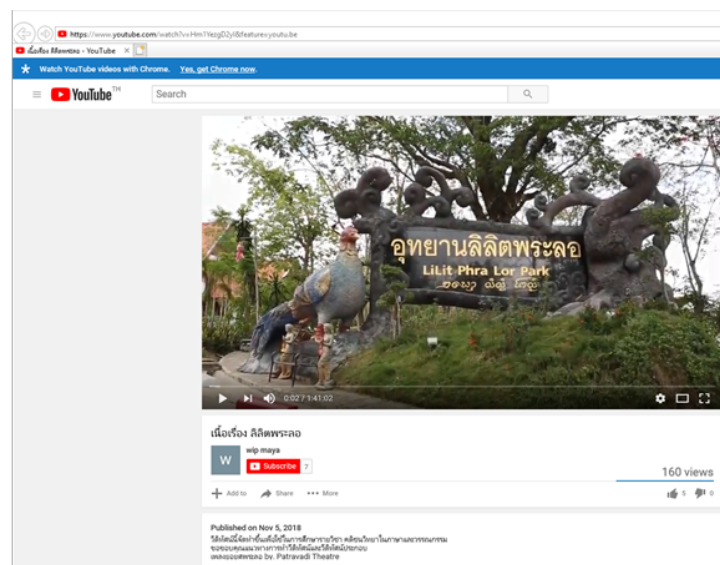


Figure 1: Lilit Phra Lor Park

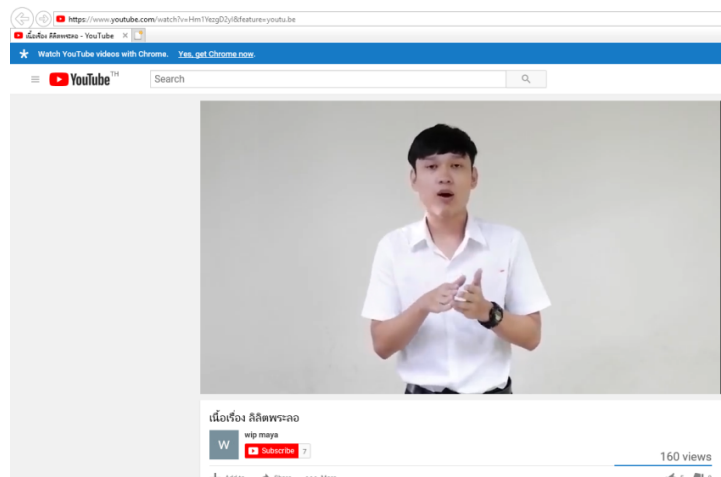


Figure 2: The students told the story of Lilit Phra Lor from the literature

Students Travel to Learn Literature on Lilit Phra Lor

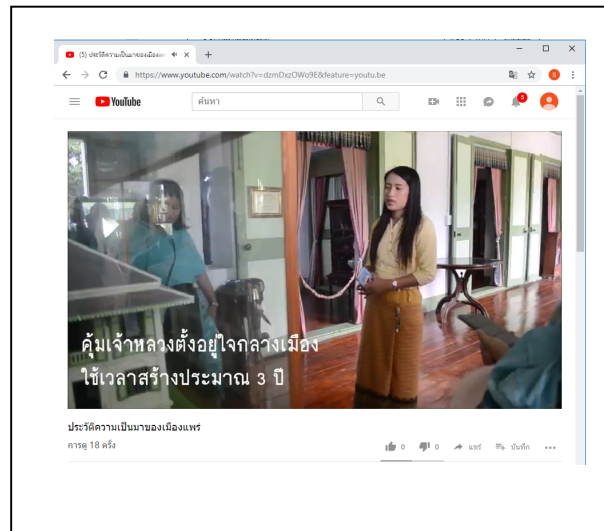
Students travel to learn literature on Lilit Phra Lor at Lilit Phra Lor Park in Phrae province.



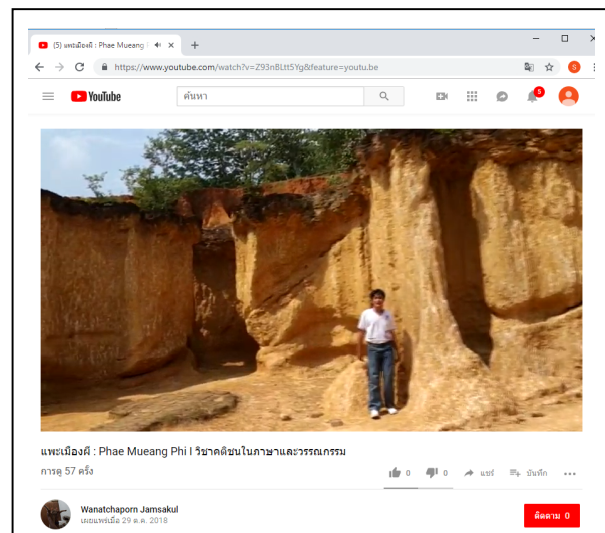
Figure 3: Students went to learn about the literature on Lilit Phra Lor at Lilit Phra Lor Park.

Integration of teaching Thai literature and tourism is teaching literature and tourism by bringing students to learn literature in real places and allowing students to have the opportunity to learn according to the major tourist attractions in Phrae, including Wat Phra Lor, Pu Chao Cave (Pu Chao Samingphrai), Phae Muang Phee Park, and Wat Chom Sawan etc. for students to gain knowledge about Phrae province which is the place that appears in Thai literature about Lilit Phra Lor along with allowing students to make video clips to present various tourist attractions in Phrae province according to the students' creativity. Interested parties can follow YouTube at:

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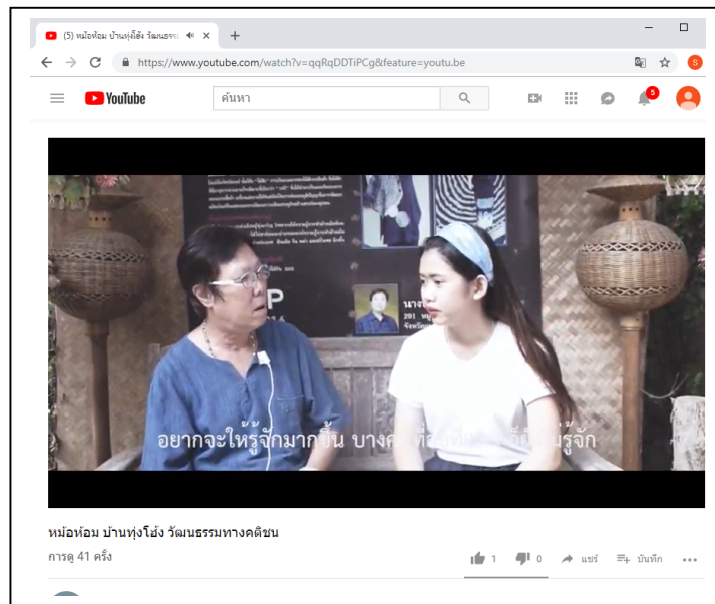


Group 1: History of Phrae Province <https://youtu.be/dzmDxzOWo9E>

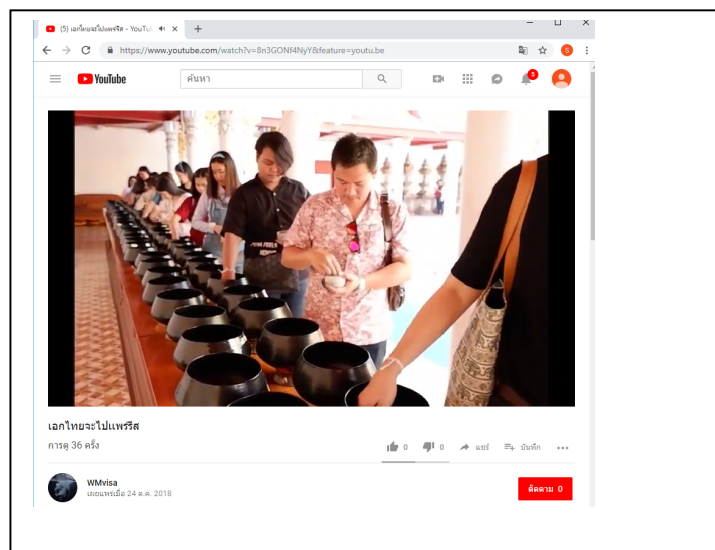


Group 2: Legend of Phae Muang Phee Park <https://youtu.be/Z93nBLtt5Yg>

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Group 3: Learning the wisdom and history of making Moh Hom clothing
<https://youtu.be/qqRqDDTiPCg>



Group 4: Learning the way of life, culture, beliefs and dialects
<https://youtu.be/8n3GONf4NyY>

The Satisfaction Questionnaire about the Integrated Teaching of Students**Table 1: Results of the satisfaction assessment of the project (n = 30)**

Description	\bar{X}	S.D.	Meaning
1. Service process			
1.1 Publicity of the project	4.50	0.51	High
1.2 Appropriateness of the location	4.87	0.43	Highest
1.3 Appropriateness of time	4.70	0.53	Highest
1.4 Ranking of activities	4.53	0.51	Highest
Total	4.66	0.50	Highest
2. Lecturers			
2.1 Knowledge in the content of the lecturers	4.70	0.47	Highest
2.2 Ability to transfer knowledge	4.67	0.48	Highest
2.3 Answering questions	4.63	0.49	Highest
2.4 The appropriateness of the lecturers in the overview	4.67	0.48	Highest
Total	4.67	0.47	Highest
3. Facilitation (Of the organized agency)			
3.1 Documents	4.63	0.49	Highest
3.2 Visual aids	4.57	0.50	Highest
3.3 Support staff	4.63	0.47	Highest
3.4 Food, drinks, and places	4.67	0.43	Highest
Total	4.67	0.47	Highest
4. Service quality			
4.1 You have gained knowledge, concepts, skills and new experiences from this project / activity.	4.83	0.46	Highest
4.2 You can apply what you received from this project / activity to use in learning / practice.	4.73	0.52	Highest
4.3 What do you get from this project / activity that meets your expectations?	4.70	0.53	Highest
4.4 The proportion between theoretical and practical training (if any) is appropriate.	4.53	0.57	Highest
4.5 Benefits from the project / activity	4.80	0.48	Highest
Total	4.72	0.52	Highest
5. Your satisfaction with the overall project	4.82	0.38	Highest

From Table 1, found that the participants had an overall opinion about the project operation at a high level (\bar{x} = 4.82) and when considered in each aspect found that the content and activities; the highest satisfaction is getting new knowledge, concepts, skills and experiences from this project / activity at a high level (\bar{X} = 4.83), followed by the benefits the participants received from the project / activity (\bar{x} = 4.80) and the lowest is the proportion between the theoretical training and the practice (if any) is appropriate (\bar{x} = 4.53).

The lecturers: The highest satisfaction is knowledge in the content of the lecturers (\bar{x} = 4.70), followed by the ability to transfer knowledge / appropriateness of the lecturers in the overview (\bar{x} = 4.67), and the lowest is to answer the question (\bar{x} = 4.63).

Facilitation (Of the organized agencies): The highest satisfaction is food, beverages, and places (\bar{x} = 4.67), followed by support staff / documents (\bar{x} = 4.63), and the lowest is visual aids (\bar{x} = 4.57).

Service: The highest satisfaction is the appropriateness of the location (\bar{x} = 4.87), followed by the appropriateness of the time (\bar{x} = 4.70), and the lowest is the appropriateness of the time period (\bar{x} = 4.40).

Discussion

This research shows that the introduction of the “ literature is alive and existent” concept in the teaching of Thai literature in the 21st century is an important part in the development of knowledge about Thai literature of students. It also integrates in learning of Thai literature and Thai tourism as well which corresponds to the idea of Rasameejam (2018) that discusses the teaching and learning of Thai literature in the Thai era 4.0: "The selection of outstanding literature and top stories in various fields in the educational program, with the aim to allow young children to read and receive various experiences from reading and able to extend the reading of long stories, either consciously or unconsciously. Readers will have creative thinking and fun which are suitable for the era of Thailand 4.0. Traditionally, literature may be seen as a modern issue because there are new media's occurrences and Thai literature is not only about literary values, but also reflects the way of life of people, tells stories in society, learns history, and teaches from ancestors that are often intertwined with both morals and life philosophy. Let the latter version think even though the time has passed, how many times the literature is still valuable? "The introduction of students to real places and the teaching of content in Thai literature also make students feel that literature is alive and actually can be touched and close to everybody, not feeling far from real life. That is consistent with kanjanakuha (2019) who said that teaching and learning of Thai literature, in the present, must be changed playing role by assigning out of class study to learners for true learning. Same to Limtasiri (2017), the researcher reported that outdoor studying can promote learning experience and high-level thinking which is important principle of the 21th of learning involves long life learning.

In addition, there are also young people who are interested in Thai literature and have fun telling new stories on YouTube to disseminate knowledge in Thai literature in a fun, not boring manner. As Opasphantawong (2018) mentioned, "View" Chananya Techajaksema, a girl who is the author of the work “Thai Digest Literature” that brought the story of Thai literature to be recounted in a fun way to become an important YouTuber in Thailand seen from the top of the people. Subscribe through millions and each view is not a little. Some millions of clips, some of the main clips, YouTube, are the channels that she intends to create to tell about literature, folk tales, and history until she won the Popular Vote. This phenomenon shows that teaching and learning Thai literature is no longer boring and far away. Thai literature learners can experience that literature is alive and valuable to Thai society in every generation.

Conclusion

Thai language students, Faculty of Education, 28 students have known Thai literature on Lilit Phra Lor and can also integrate literature and tourism. They satisfied with the integration of teaching and learning according to the concept "Thai literature is alive and existent", representing 4.82 percent, and can also produce learning innovations on YouTube channel, which is considered a teaching and learning activity in Thai literature in the 21st century.

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