

การใช้โครงงานภาษาอังกฤษเรื่องการรำไทย เพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ ของนักศึกษาชั้นปีที่ 2 วิทยาลัยนาฏศิลปนครราชสีมา

English Project Work Instruction on Thai Dances to Enhance
English Learning Achievement of Second Year Students
at Nakhon Ratchasima College of Dramatic Arts

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ABSTRACT

Most students have difficulties with English. They are not confident to use English because they have inadequate communicative skills. They have difficulties in applying their language skills and knowledge in specific field to complete a language task. This research seeks to investigate the effects of learning English through project work instruction on Thai Dances lessons to improve students' English achievement of second year students at Nakhon Ratchasima College of Dramatic Arts, Bunditpatanasilpa Institute, Thailand. The sample consisted of 16 second-year students enrolling in English for Acting Course in the second semester, academic year 2014. The research instruments used in the study were six lesson plans, an English achievement test and a questionnaire. The results were analyzed by using the mean, standard deviation and t-test.

The result of the study indicated that the students' English achievement had been improved. A comparison of the means of the pre- and post-tests informed that the post-test score was higher than the pre-test one. In addition, the students had very positive opinion towards using project work instruction on Thai Dances when learning English.

Keywords : Project Work Instruction, English learning Achievement

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บทคัดย่อ

ผู้เรียนส่วนใหญ่มีปัญหาในการใช้ภาษาอังกฤษ ไม่มีทักษะในการสื่อสารด้วยภาษาอังกฤษเพียงพอ ทำให้ขาดความมั่นใจในการนำความรู้และทักษะในสาขาวิชาชีพเฉพาะที่เรียนเพื่อสื่อสารด้วยภาษาอังกฤษ การวิจัยนี้ต้องการที่จะศึกษาผลของการเรียนภาษาอังกฤษผ่านการสอนโดยใช้โครงการเกี่ยวกับการรำไทยเพื่อพัฒนาผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักศึกษาชั้นปีที่สอง วิทยาลัยนาฏศิลป์นครราชสีมา, สถาบันบัณฑิตพัฒนศิลป์ กลุ่มตัวอย่างประกอบด้วยนักศึกษา จำนวน 16 คน ที่ลงทะเบียนเรียนในรายวิชาภาษาอังกฤษเพื่อการแสดง ในปีการศึกษา 2557 ดำเนินการทดลองโดยใช้เครื่องมือในการวิจัย คือ แผนการสอนที่จัดกิจกรรมการเรียนรู้โดยใช้โครงการภาษาอังกฤษเกี่ยวกับการรำไทย แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่าที (t-test)

ผลการศึกษาพบว่า ผลการเรียนภาษาอังกฤษดีขึ้น คะแนนเปรียบเทียบผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียน นอกจากนี้ ผู้เรียนมีความเห็นในเชิงบวกต่อการเรียนการสอนโดยใช้โครงการภาษาอังกฤษเกี่ยวกับการรำไทยเพื่อการเรียนรู้ภาษาอังกฤษ

คำสำคัญ: การสอนโดยใช้โครงการ ผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ

Introduction

Most of the students at Nakhon Ratchasima College of Dramatic Arts have difficulties with English language. They are not confident enough to use English because they are worried about grammar usage. They can use English only in the English class, but not in the outside situations. Some of them are too shy to speak English even with the teacher. They always keep on sitting quietly when they are asked some questions. Some studies have revealed that the reason for inadequate communicative skills in English language was the students' lack of confidence to use their language. In addition, it was found that most teachers spoke Thai in the English class and they did not have any new techniques to motivate the students to practice their English skills. They have difficulties in applying their language skills and knowledge of their specific field on Thai dances to complete a language task. They are passive learners. They sit quietly, listening and writing down to show their respect

to the teachers. They have no opportunities to use English for their own, both inside and outside the classroom. Their English abilities are quite low. The problems are considered serious and should be solved in an effective ways.

Because of the above mentioned problems, using project work instruction can be one of the most effective ways to deal with these problems. Project work is series of activities that allow the students to study, do research and act by themselves using their abilities, interests, personal experience and aptitudes. It is student-centered and driven by the need to create an end product. It lends itself to many different approaches in a variety of teaching situations. It draws together students of mixed ability and create opportunities for individuals to contribute in ways which reflect their different talents and creativity. This method can help students improve their English achievement not only in communicative activities but also in adapting their language used in their daily life.

Project work usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities (Simpson. 2011, Srikrai. 2008 : 85-111). Learning becomes fruitful for learners because they expose their abilities to plan, manage, and accomplish projects through their content knowledge and language skills (Kloppenborg & Baucus. 2004 : 610-630).

Project work instruction has been proved to be quite efficient in improving English language achievement. This method puts students in situations that require authentic use of language in order to communicate.

Project work concentrates on the theme of interest more than specific works, and also relates with time for doing project topics, finding information, rehearsing the end products, students should be suggested selecting a topic with available sources of information. One of the interesting topics is Thai dances. Project work also relates with time for doing project topics, finding information, rehearsing the end products, students should be suggested selecting a topic with available sources of information. One of the interesting topics is Thai dance. Thai dance is the dramatic art forms of Thailand, relying on movement of the body, rhythm, and music. It consists of Thai classical dance, and Thai folk dance. The content on Thai dances is suitable for students at Nakhon Ratchasima College of Dramatic Arts as they learn a specific course in arts education. They have some prior knowledge about Thai dances in Thai version. Students obtain the advantages from receiving the information in English and perform the knowledge that they get in a natural context.

Objectives

1. To investigate the effect of learning English through Project work instruction on Thai dances on second-year students at Nakhon Ratchasima College of Dramatic Arts.
2. To explore students' opinion towards learning English Project work instruction on Thai Dances.

Research procedure

1. Population and Sample

Population: The population of this study consisted of second year students at Nakhon Ratchasima College of Dramatic Arts who were enrolling in the English for Acting course in the second semester of academic year 2014.

Sample: The sample of the study were selected by purposive sampling method consisted of 16 students, enrolling in English for Acting Course at Nakhon Ratchasima College of Dramatic Arts, in the second semester of the academic year 2014.

2. Research design

The research design used was one group sample with a pre-test and a post-test as represented in Figure 1 below.

Figure 1: The research design: One group pre-test / post-test

| Pre-test | Treatment | Post-test |
|----------------|-----------|----------------|
| O ₁ | X | O ₂ |

O₁ represents the pre-test administered to the students before the treatment.

X represents the experiment of teaching through Project Work on Thai dances.

O₂ represents to the post-test of students'

English achievement after the treatment.

3. Research instruments

This study was a pre-experimental design, that used one experimental group, and a treatment of 6 lesson plans about Thai dances conducted over a period of 10 weeks, 20 hours. The content consisted of 2 aspects: Thai dances and English project work instruction.

4. Data collection

The instruments involved in the data collection of this study were:

4.1 English learning achievement test: The English learning achievement test consisted of 60 multiple choice questions with four alternatives. The total scores were 60, and the passing score was set at 60 percent. The time allowed to take the test was one hour. The aim of the test was to examine the effect of learning through English project work instruction on Thai dances on students' learning achievement.

4.2 The questionnaire: The questionnaire aimed to explore students' opinions towards learning English lessons among second year students after learning through Project work instruction. The questionnaire had a total of 12 questions with a Likert rating scale from 1-5. 5 was assigned to the response that indicated the most favorable attitude or strongly agree and 1 to the response which indicated the least favorable attitude or strongly disagree (Monsit Sittisomboon. 2007:101-102; Kumar. 2005: 145-151). The samples were asked to answer questions rating to opinion after learning through project work.

5. Data analysis

5.1 Pre-test and post-test data

Table 1: Summary of the pre-test and post-test results

| Students | Pre-test | Post-test |
|-----------|----------|-----------|
| 1 | 27 | 30 |
| 2 | 25 | 31 |
| 3 | 24 | 31 |
| 4 | 34 | 46 |
| 5 | 35 | 46 |
| 6 | 27 | 33 |
| 7 | 39 | 48 |
| 8 | 25 | 31 |
| 9 | 36 | 49 |
| 10 | 33 | 45 |
| 11 | 24 | 30 |
| 12 | 31 | 44 |
| 13 | 32 | 45 |
| 14 | 27 | 30 |
| 15 | 24 | 30 |
| 16 | 33 | 44 |
| \bar{X} | 28.062 | 38.312 |
| S.D. | 3.940 | 7.939 |

As shown in table 1, the highest score of the pre-test was 39 (one student) and the lowest score was 24 (three students). After learning English through project work based on Thai dances, the highest post-test score was 49 (one student) and the lowest score was 30 (four students). The lowest score in the pre-test increased from 24 to 30 and 31 in the post-test. The mean score of the pre-test increased in the post-test from 28.062 to 38.312. The comparison of mean score from the pre-test and post-test of English achievement test of the students was shown in table 2.

Table 2 : The comparison of mean score from the pre-test and post-test of English achievement test of the students.

| Mode of assessment | N | \bar{X} | S.D. | t | p |
|--------------------|----|-----------|------|--------|------|
| Pre-test | 16 | 28.06 | 3.94 | 6.599* | .000 |
| Post-test | 16 | 38.31 | 7.93 | | |

*Significant level .05

From table 2, the result showed that the post-test mean score of English achievement test of the students learning through the process of English project work on Thai dances was significantly higher than the students' pre-test mean score at the level of .05. This indicated that the students' English

achievement had improved after learning through English project work instruction on Thai dances.

The result of the questionnaire used to explore the students' opinion after learning through English project work instruction on Thai dances was shown in table 3.

Table 3 : The result of students' opinion towards learning through English project work instruction on Thai Dances.

| Item | \bar{X} | S.D. | Meaning |
|--|-------------|-------------|-----------------------|
| 1. Activities in learning English through project work on Thai dances are enjoyable. | 4.81 | 0.39 | Strongly agree |
| 2. Project work on Thai dances helps students learn new vocabularies. | 4.75 | 0.43 | Strongly agree |
| 3. Project work on Thai dances helps students gain more confidence in using English. | 4.69 | 0.46 | Strongly agree |
| 4. Project work on Thai dances encourages students to use English out of class. | 4.63 | 0.48 | Strongly agree |
| 5. Project work on Thai dances makes students become more responsible in learning. | 4.69 | 0.46 | Strongly agree |
| 6. Gaining higher achievement in all skills of English. | 4.75 | 0.43 | Strongly agree |
| 7. Project work makes learning English more interesting. | 4.88 | 0.33 | Strongly agree |
| 8. Applying modern technology more in learning English language. | 4.81 | 0.39 | Strongly agree |
| 9. Knowing more about Thai dances. | 4.88 | 0.33 | Strongly agree |
| 10. Participating more in the community on a true social contexts. | 4.63 | 0.48 | Strongly agree |
| 11. Gaining life skills by doing the project. | 4.69 | 0.46 | Strongly agree |
| 12. The experiences from doing the project can be adapted to daily life. | 4.75 | 0.43 | Strongly agree |
| Total | 4.74 | 0.44 | Strongly agree |

From table 3, the result of the questionnaire showed that the students strongly agreed with all items. According to the mean score, item 7 and item 9 were in the first position with the statistical rating of $\bar{X}=4.88$ and S.D. = 0.33. This could be interpreted that, during the project procedures, students were interested in learning English through project work and gained more knowledge about Thai dances. Item 1 and item 8 were rated the second position which revealed that students enjoyed learning through project work and had a chance to use more modern technology in learning English. Item 4 and item 10 were ranked last with the mean scores of 4.63 and the S.D. of 0.48. The students agreed that their English skills were improved after the treatment. This could be summarized that the students had positive opinion towards learning English through project work on Thai dances.

Discussion

An important factor for success in the research could be ascribed to the use of project work instruction on Thai dances as a new and interesting technique to promote English learning achievement. Students had a chance to obtain knowledge of English through a process of forming groups, using real information sources, processing the information and evaluating them. The researcher implemented this method of using project work process for the advantages of students in gaining the targeted language while working in teams. Students constructed their own knowledge under the advice of the teacher within a teamwork concept of mix-ability students (Stoller, 2003; Haines, 1989; Fried-Booth, 1982). In addition, teachers who conducted English project work mentioned that the experiences that they received were absolutely important (Fragoulis. 2009).

Project work concentrated on interpersonal relationship and the development of the individuals in learning a language through project processes. While complementing the project, students developed the ability of English, understood the text on Thai Dances. The researcher agreed that English project work with the theme of Thai Dances in English would lead students to succeed in learning goals of education. During the project work processions, students interacted with the community and shared knowledge as well as using modern technologies. Then, the students collected data, analyzed them and presented the analyzed information in the end products as written reports, slide presentations and performances. In spite of some problems about the limited time of doing a project, college activities and study workloads as well as the lack of experience in English project, they managed to do them successfully. Following this well planned procedure, students' ability in English could be improved as clarified in the results of their opinion through the response of the questionnaire.

The results of the questionnaire indicated that the students' opinion after learning through the process of English project work on Thai Dances was positively high. They enjoyed most activities in English project work on Thai Dances and, at the same time, learned new vocabularies which benefited their English achievement. They felt that learning through project work was interesting; they enjoyed interacting with the community, presenting their project products with many pictures and performances as well as using modern technologies in the final stage. In addition, during the project presentation stage, they gained more confidence in using English and working in team. The results of the questionnaire notified that all of the

students felt they obtained life skills from applying the project on Thai Dances which were both authentic and adaptable to daily life.

Conclusion

The conclusion drawn from the pre-test and post-test data indicated that the English achievement of the majority of the students in this study improved positively after they were taught using project work instruction on Thai Dances. English project work instruction on Thai Dances did help enhance the students' English achievement to a large extent.

The students also had very positive feelings towards using project work instruction on Thai dances. In their responses to the questionnaire, the students informed that they were interested in learning English through project work and gained more knowledge about Thai dances. They also had a chance to use more modern technology and their English skills were improved.

Recommendation

Both teachers and students have to evaluate a project work in the same direction for accurate assessment. The teacher should let the students know what to be assessed and how. Students can assess their peers, reflect their studying through speaking and writing to develop themselves.

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