



THE TEACHING STRATEGY FOR ENGLISH FOR PERFORMING ARTS SUBJECT UNDER THE INTRICACY OF STUDENTS' ANXIETY

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Abstract--English for Performing Arts subject becomes an elective subject for Performing Arts students of the Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya Rajabhat University after the students of academic year 2018 requested lecturer Potchanan, a Performing Arts lecturer, to open the subject in the 2nd semester of academic year 2020. This integrated subject of linguistic and artistic principles focuses on developing English skills of communicating, listening, speaking, reading and writing in relation to performing arts since the pre-class survey shows that 50 percent of students have level 5 (highest) anxiety about English subject. The survey also indicates the level of those students' basic language skills in each area: 66.7 percent have level 2 (low/poor) listening skill; 58.3 percent have level 2 (low/poor) speaking and reading skills; and 50 percent have level 1 (lowest/poorest) writing skill. Moreover, it reports that 41.7 percent of students have level 3 (medium) interest in English/awareness of the importance of English to their profession. Consequently, there has been an attempt to introduce solutions and attitude adjustments through basic English for performing arts activities: "the Basic Improvement – A-Z Gesture activity", "the Khon Listening – Vocabulary Learning – Thai Heritage in Global Heritage activity" (basic listening skill), "the Knowing Me – Knowing You activity" (basic speaking skill), "the Rereading – Readable by Phonics activity" (basic reading skill), and "the Voice-following Writing activity" (basic writing skill). Then, there are further activities such as "the A-Z Gesture Creating – Adapting activity", "the Foreign Reporter Role Playing in English activity", "the Fill in the Blank Game (body parts category) activity", "the Word Search Puzzle (direction and movement category) activity", "the Integration of Vocabulary of Body Parts and the Movement of Thai Classical Dancing Art activity", "the Posture Describing and the Listening, Speaking, Reading and Writing Skills in English activity", etc. In regard to the quantitative and qualitative outcome, the post-assessment shows that students in the class acquired grade A to C (60-100 scores) from accumulations and examinations while students' satisfaction assessment indicates that 58.3 percent of the students have less anxiety about English subject at level 4 (high/good); 66.7 percent have more interest in English subject at level 4 (high/good); and 58.3 percent have more awareness of the importance of English to their daily life and their profession at level 5 (highest/best).

Keywords: Teaching strategy, English, Performing arts

INTRODUCTION

Between most arts students in Thailand and English subject, there is often a distance which leads to fear of learning, practicing and using English in daily life. Although studying performing arts can develop student's assertiveness, they are still worried about communication in English, relating to listening, speaking, reading and writing skills. It seems that most students have negative attitude toward English subject and have low awareness of its importance.

Nowadays, English language has become essential for Thai people from everyday life to



cultural distribution among other countries. It can be said that English proficiency is “the true advantage”. Accordingly, the Ministry of Education of Thailand has created a policy of English teaching reform to develop student’s English proficiency for access to knowledge and being up-to-date, as well as to support further self-development and capacity building for national competition. It is, therefore, teachers’ responsibility to provide an English communication course for students in order that they have proper English skills for both in-class and everyday use. (Office of the Basic Education Commission, n.d.: 37) Similar to other professions, English communication skill is beneficial to performing arts, especially for global cultural distribution in order to preserve and promote the value of Thai arts.

Performing arts is the expression of emotion, feeling and explanation of various dimensions such as history, society, way of life, tradition, culture, belief, etc. through a variety of arts, for example, drama (storytelling), Thai classical dancing art (body movement) and music (voice and song), which entirely relates to aesthetics. It can be a direct or indirect communication but the audience will always recognize and respond by words or actions. However, basic artistic dissemination throughout the world requires language to describe the structure, attribute or type. Therefore, English is necessary for the clarity of those communicating processes.

As the use of English for global dissemination of performing arts, especially Thai classical dancing art, is the ground for the awareness of the benefit of English communication skill and the positive attitude toward it, the English for Performing Arts subject is opened for performing arts students of the Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya Rajabhat University, with the use of holistic integration method. Then, the teaching strategy for English for Performing Arts subject under the intricacy of students’ anxiety is applied for greater solutions.

1. Materials

Integrative learning method is an innovation to replace the old study method. It is a method to support student’s learning process by integration of each matter so that student can study all matters coherently (Pradit & Natpatsorn Laonate, 2006: 7).

Integrative learning is a learning method that links teaching method and virtue strengthening with student’s ability in order that they can apply knowledge and experience in daily life properly (Wisate Chinnawong, 2001: 28). It provides learning experience for student by combining knowledge in the same group of subjects or concordantly linking the knowledge of different groups of subjects through learning, thinking, problem solving, studying, Information seeking and examining processes (Pradit Laonate, 2002: 1).

Holistic integrative learning means the integration of matters and the process of learning relevant things in the local area, living environment or changes and trends occurring around the world which lead to knowledge and clear, deep and comprehensive understanding useful for living and social problem solving (Office of the National Education Commission, 2000: 32).

The holistic integrative learning method, an approach to student-centered education, is applied through participation of students or activities between them, namely,

- 1) Simulation
- 2) Role-playing
- 3) Investigation
- 4) Problem Solving
- 5) Library Study
- 6) Storytelling
- 7) 4 MAT
- 8) Inductive Thinking



- 9) Field Trips
- 10) Signal Group Discussion
- 11) Projects
- 12) Cooperative Learning
- 13) Games

2. Results

English for Performing Arts subject becomes an elective subject for Performing Arts students of the Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya Rajabhat University after the students of academic year 2018 requested lecturer Potchanan, a Performing Arts lecturer, to open the subject in the 2nd semester of academic year 2020. This integrated subject of linguistic and artistic principles focuses on developing English skills of communicating, listening, speaking, reading and writing in relation to performing arts since surveys show that most students have high anxiety about English subject. In order to reduce students' anxiety, their basic English skills, behavior, attitude and learning method need to be improved deliberately through learning activities. Those student-centered activities are organized with holistic integrative learning method and divided into 2 parts:

Part 1: Basic English skills improvement activities Part 2: English skills for performing arts integrating activities

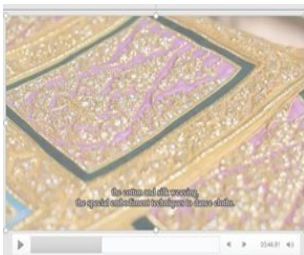
Part 1: Basic English skills improvement activities

1.1 “The Basic Improvement – A-Z Gesture activity”: An icebreaker activity to reduce anxiety and prepare for learning English by learning and following symbolic gestures from teaching materials.



Picture 1: The Basic Improvement – A-Z Gesture activity Credit: Potchanan Pantham

“The Khon Listening – Vocabulary Learning – Thai Heritage in Global Heritage activity”: A basic listening practice by finding recognized words or remembering sound of new words and taking note for additional study.



Picture 2: The Khon Listening – Vocabulary Learning – Thai Heritage in Global Heritage activity Credit: Potchanan Pantham



1.2 “The Knowing Me – Knowing You activity”: A basic speaking practice by self-introduction and talking with a partner.



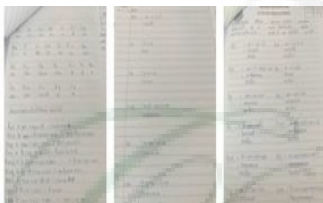
Picture 3: The Knowing Me – Knowing You activity Credit: Potchanan Pantham

1.3 “The Rereading – Readable by Phonics activity”: A basic reading practice using Phonics to improve students’ understanding and confidence.



Picture 4: The Rereading – Readable by Phonics activity Credit: Potchanan Pantham

1.4 “The Voice-following Writing activity”: A basic writing practice after the reading practice activity by writing words using Phonics, including the use of writing skill by taking note in the listening practice activity.



Picture 5: The Voice-following Writing activity Credit: Potchanan Pantham

Part 2: English skills for performing arts integrating activities

2.1 “The A-Z Gesture Creating – Adapting activity”: An activity of A-Z alphabets integration using listening, speaking, reading and writing skills for presentation with the movement principle of performing arts.



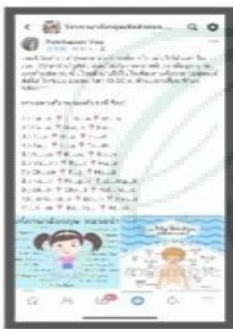
Picture 6: The A-Z Gesture Creating – Adapting activity Credit: Potchanan Pantham

2.2 “The Foreign Reporter Role Playing in English activity”: An activity of short essay integration using listening, speaking, reading and writing skills in English for presentation with role playing by performing arts techniques.



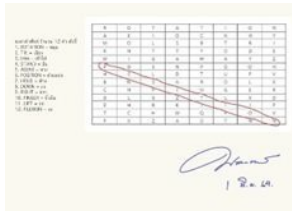
Picture 7: The Foreign Reporter Role Playing in English activity Credit: Potchanan Pantham

2.3 “The Fill in the Blank Game (body parts category) activity”: A learning activity by remembering English vocabulary in body parts category through playing the Blank Game: finding words from pictures and guessing words from gestures.



Picture 8: The Fill in the Blank Game (body parts category) activity Credit: Potchanan Pantham

2.4 “The Word Search Puzzle (direction and movement category) activity”: A learning activity by remembering English vocabulary in direction and movement category through playing the Word Search Puzzle.



Picture 9: The Word Search Puzzle (direction and movement category) activity Credit: Potchanan Pantham

2.5 “The Integration of Vocabulary of Body Parts and the Movement of Thai Classical Dancing Art activity”: An activity of integrating English vocabulary in body parts category and direction and movement category with the English description of the movement of Thai classical dancing art for student’s basic communication and the skill of describing Thai dance postures (a type of performing arts) to a foreigner or interested person.



Picture 10: The Integration of Vocabulary of Body Parts and the Movement of Thai Classical Dancing Art activity Credit: Potchanan Pantham

2.6 “the Posture Describing and the Listening, Speaking, Reading and Writing Skills in English activity”: A practical activity of

1) Describing by listening and speaking: following the description using Thai dance postures and answering the postures name.



Picture 11: the Posture Describing and the Listening-Speaking Skills in English activity Credit: Potchanan Pantham



2) Describing by reading and writing: reading and describing Thai dance postures such as head, arms and legs postures according to the principle of Thai classical dancing art by writing in English.



Picture 12: the Posture Describing and the Reading -Writing Skills in English activity Credit: Potchanan Pantham

DISCUSSION

This paper will discuss the overall result of the English of Performing Arts subject in the 2nd semester of academic year 2020 by quantitative and qualitative analysis.

4.1 The quantitative analysis from the assessment of academic achievement in the 2nd semester of academic year 2020, divided into 3 parts:

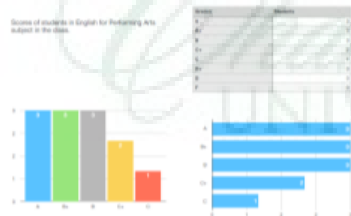
Part 1: Accumulative score

Part 2: Midterm examination score Part 3: Final examination score

The assessment criteria:

| | | | |
|---|----------|----|---------|
| A | = 80-100 | B+ | = 75-80 |
| B | = 70-75 | C+ | = 65-70 |
| C | = 60-65 | D+ | = 55-60 |
| D | = 50-55 | F | = 0-50 |

The students can pass all activities by the assessment of 100 total scores consisting of 50 accumulative scores, 25 midterm examination score and 25 final examination score. The assessment indicates that 25 percent of students acquired 80-100 scores (A), 25 percent acquired 75-80 scores (B+), 25 percent acquired 70-75 scores (B), 16.66 percent acquired 65-70 scores (C+) and 8.3 percent acquired 60-65 scores (C). It was found that no student acquired lower score than 60 or failed the assessment criteria.



Picture 13: Scores and assessment charts Credit: Potchanan Pantham



4.2 The qualitative analysis from the assessment of learning result and students' satisfaction in the 2nd semester of academic year 2020, divided into 3 parts:

Part 1: Before the class Part 2: During the class Part 3: After the class

The assessment criteria:

- Level 5: Highest/Best
- Level 4: High/Good
- Level 3: Medium
- Level 2: Low/Poor
- Level 1: Lowest/Poorest

Part 1: Before the class

- 1) Students' interest in English subject: **Most students** (41.7 percent) are on level 3 (medium).
- 2) Students' English listening skill: **Most students** (66.7 percent) are on level 2 (low/poor).
- 3) Students' English speaking skill: **Most students** (58.3 percent) are on level 2 (low/poor).
- 4) Students' English reading skill: **Most students** (58.3 percent) are on level 2 (low/poor).
- 5) Students' English writing skill: **Most students** (50 percent) are on level 1 (lowest/poorest).
- 6) Students' overall English skill: **Most students** (41.7 percent) are on level 2 (low/poor).
- 7) Students' awareness of the importance of English to performing arts profession: **Most students** (41.7 percent) are on level 3 (medium).
- 8) Students' fear or anxiety about the subject: **Most students** (50 percent) are on level 5 (highest).
- 9) The reasons or negative experiences behind students' fear or anxiety about English subject or using English in daily life:
 - No English speaking and writing skills
 - Experiences of embarrassment from ungrammatical speaking in English
 - Fear of pronunciation and word choice as well as anxiety about grammar leading to lack of confidence in English communication
 - Experiences of embarrassment from being unable to answer a foreigner despite some understanding of the conversation
 - Fear of making mistake in conversation
 - Anxiety about reading and correct pronunciation as well as grammatical writing
 - Negative experience of poor basic English skills, compared with friends, in childhood leading to the feeling that English is difficult and there is a wall between them.
 - Experiences of wrong word choice or misspelling words
 - Experiences of embarrassment from poor pronunciation
 - Fear of ungrammatical speaking
 - Fear of a failure of conversation with a foreigner

Part 2: During the class

- 1) Students' participation and learning in "the Basic Improvement – A-Z Gesture activity": **Most students** (50 percent) are on level 4 (high/good).
- 2) Students' satisfaction and the benefit of "the Basic Improvement – A-Z Gesture activity": **Most students** (50 percent) are on level 5 (highest/best).
- 3) Students' participation and learning in "the Khon Listening – Vocabulary Learning – Thai Heritage in Global Heritage activity" (basic listening skill): **Most students** (41.7 percent) are on level 4 (high/good).

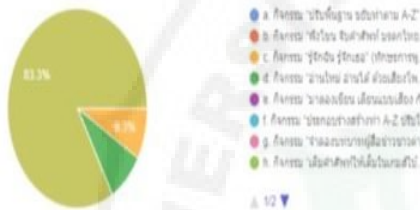


- 4) Students' satisfaction and the benefit of "the Khon Listening – Vocabulary Learning – Thai Heritage in Global Heritage activity" (basic listening skill): **Most students** are equally (33.3 percent each) on level 4 (high/good) and level 5 (highest/best).
- 5) Students' participation and learning in "the Knowing Me – Knowing You activity" (basic speaking skill): **Most students** (58.3 percent) are on level 4 (high/good).
- 6) Students' satisfaction and the benefit of "the Knowing Me – Knowing You activity" (basic speaking skill): **Most students** (66.7 percent) are on level 5 (highest/best).
- 7) Students' participation and learning in "the Rereading – Readable by Phonics activity" (basic reading skill): **Most students** are equally (41.7 percent each) on level 4 (high/good) and level 5 (highest/best).
- 8) Students' satisfaction and the benefit of "the Rereading – Readable by Phonics activity" (basic reading skill): **Most students** (66.7 percent) are on level 5 (highest/best).
- 9) Students' participation and learning in "the Voice- following Writing activity" (basic writing skill): **All students** are equally (50 percent each) on level 4 (high/good) and level 5 (highest/best).
- 10) Students' satisfaction and the benefit of "the Voice-following Writing activity" (basic writing skill): **Most students** (75 percent) are on level 5 (highest/best).
- 11) Students' participation and learning in "the A-Z Gesture Creating – Adapting activity" (adapting all skills for performing arts): **Most students** (83.3 percent) are on level 5 (highest/best).
- 12) Students' satisfaction and the benefit of "the A-Z Gesture Creating – Adapting activity": **Most students** (75 percent) are on level 5 (highest/best).
- 13) Students' participation and learning in "the Foreign Reporter Role Playing in English activity" (adapting all skills for performing arts): **Most students** (66.7 percent) are on level 5 (highest/best).
- 14) Students' satisfaction and the benefit of "the Foreign Reporter Role Playing in English activity": **Most students** (66.7 percent) are on level 5 (highest/best).
- 15) Students' participation and learning in "the Fill in the Blank Game (body parts category) activity": **Most students** (91.7 percent) are on level 5 (highest/best).
- 16) Students' satisfaction and the benefit of "the Fill in the Blank Game (body parts category) activity": **Most students** (91.7 percent) are on level 5 (highest/best).
- 17) Students' participation and learning in "the Word Search Puzzle (direction and movement category) activity": **Most students** (75 percent) are on level 5 (highest/best).
- 18) Students' satisfaction and the benefit of "the Word Search Puzzle (direction and movement category) activity": **Most students** (75 percent) are on level 5 (highest/best).
- 19) Students' participation and learning in "the Integration of Vocabulary of Body Parts and the Movement of Thai Classical Dancing Art activity": **Most students** (66.7 percent) are on level 5 (highest/best).
- 20) Students' satisfaction and the benefit of "the Integration of Vocabulary of Body Parts and the Movement of Thai Classical Dancing Art activity": **Most students** (58.3 percent) are on level 5 (highest/best).
- 21) Students' participation and learning in "the Posture Describing and the Listening and Speaking Skills in English activity": **Most students** (66.7 percent) are on level 5 (highest/best).
- 22) Students' satisfaction and the benefit of "the Posture Describing and the Listening and Speaking Skills in English activity": **Most students** (66.7 percent) are on level 5 (highest/best).
- 23) Students' participation and learning in "the Posture Describing and the Reading and Writing Skills in English activity": **Most students** (66.7 percent) are on level 5



(highest/best).

- 24) Students' satisfaction and the benefit of "the Posture Describing and the Reading and Writing Skills in English activity": **Most students** (83.3 percent) are on level 5 (highest/best).
- 25) Students' opinion on the most useful activity for their profession: 83.3 percent said all activities, 8.3 percent said "the Knowing Me – Knowing You activity" (basic speaking skill) and 8.3 percent said "the Rereading – Readable by Phonics activity" (basic reading skill).



Picture 14: Students' opinion on the most useful activity for their profession Credit: Potchanan Pantham

Part 3: After the class

- 1) The reduction of students' fear and anxiety about using English for performing arts: **Most students** (58.3 percent) are on level 4 (high/good).
- 2) The increase of students' positive attitude toward English subject: **Most students** (66.7 percent) are on level 4 (high/good).
- 3) The increase of students' awareness of the importance of English to their daily life or profession: **Most students** (58.3 percent) are on level 5 (highest/best).
- 4) The increase of students' tendency to use English for their profession: **Most students** (50 percent) are on level 4 (high/good).
- 5) The increase of students' confidence in their English listening skill: **Most students** (41.7 percent) are on level 3 (medium).
- 6) The increase of students' confidence in their English speaking skill: **Most students** (50 percent) are on level 3 (medium).
- 7) The increase of students' confidence in their English reading skill: **Most students** (41.7 percent) are on level 3 (medium).

The increase of students' confidence in their English writing skill: **Most students** (50 percent) are on level 3 (medium).

- 8) The improvement of students' overall English skill: **Most students** (50 percent) are on level 4 (high/good).
- 9) Students' opinion on the benefits of the English for Performing Arts subject:
 - The skill of using vocabulary for performing and the practice for more confidence
 - Adapting the matters in the class for daily life and the improvement of confidence in speaking from the icebreaker activities
 - The basic improvement by practices of speaking, listening, reading and writing which leads to adapting for daily life and performing arts works



- More assertiveness
 - The knowledge of English vocabulary and language use leading to correct pronunciation and confidence in communicating
 - Learning new vocabulary and intensive pronunciation technique
 - Improvement of communication skill and knowledge of new vocabulary for studying and performing
 - The new style practice of the integration of English skills and performing arts knowledge which can be beneficial to daily life
 - Learning new vocabulary and sentence arrangement
 - Using for daily conversation
 - More confidence
 - Feeling of more confidence and less difficulty of using English
- 10) Students' opinion on adapting English for performing arts profession
- Describing Thai classical dancing art to interested foreigners which is beneficial to the global distribution
 - Adapting for dramatics and teaching Thai dance
 - Adapting for introducing the performance, the history and the dancing posture.
 - Adapting for speaking techniques
 - Using for communicating with foreigners and learning new knowledge
 - Describing the dancing postures to foreigners in order in order that they can follow
 - Adapting for teaching Thai classical dancing art for foreigners
 - Adapting for reading, speaking, listening and writing
 - Describing the postures in English
 - Adapting for transliteration in performing arts for greater understanding
 - The knowledge of vocabulary related to performing
 - Adapting for writing the posture language in English

Students' additional feedbacks

- Preferring more classes because of the activities
- Preferring all activities which are enjoyable and relaxing and improve confidence in speaking and pronunciation
- The class is enjoyable and relaxing

CONCLUSION

English for Performing Arts subject becomes an elective subject for Performing Arts students of the Faculty of Humanities and Social Sciences, Phranakhon Si Ayutthaya Rajabhat University after the students of academic year 2018 requested lecturer Potchanan, a Performing Arts lecturer, to open the subject in the 2nd semester of academic year 2020. This integrated subject of linguistic and artistic principles focuses on developing English skills of communicating, listening, speaking, reading and writing in relation to performing arts since the pre-class survey shows that 50 percent of students have level 5 (highest) anxiety about English subject. The survey also indicates the level of those students' basic language skills in each area: 66.7 percent have level 2 (low/poor) listening skill; 58.3 percent have level 2 (low/poor) speaking and reading skills; and 50 percent have level 1 (lowest/poorest) writing skill. Moreover, it reports that 41.7 percent of students have level 3 (medium) interest in English/awareness of the importance of English to their profession.

Consequently, there has been an attempt to introduce solutions and attitude adjustments



through basic English for performing arts activities: “the Basic Improvement – A-Z Gesture activity”, “the Khon Listening – Vocabulary Learning – Thai Heritage in Global Heritage activity” (basic listening skill), “the Knowing Me – Knowing You activity” (basic speaking skill), “the Rereading – Readable by Phonics activity” (basic reading skill), and “the Voice-following Writing activity” (basic writing skill). Then, there are further activities such as “the A-Z Gesture Creating – Adapting activity”, “the Foreign Reporter Role Playing in English activity”, “the Fill in the Blank Game (body parts category) activity”, “the Word Search Puzzle (direction and movement category) activity”, “the Integration of Vocabulary of Body Parts and the Movement of Thai Classical Dancing Art activity”, “the Posture Describing and the Listening, Speaking, Reading and Writing Skills in English activity”, etc.

In regard to the quantitative and qualitative outcome, the post-assessment shows that students in the class acquired grade A to C (60-100 scores) from accumulations and examinations while students’ satisfaction assessment indicates that 58.3 percent of the students have less anxiety about English subject at level 4 (high/good); 66.7 percent have more interest in English subject at level 4 (high/good); and 58.3 percent have more awareness of the importance of English to their daily life and their profession at level 5 (highest/best).

Finally, although English listening, speaking, reading and writing skills of most students cannot develop into the expert level in a period of one semester, they have considerable improvement of basic English skills continuously from low to medium and high level. They have more confidence and positive attitude toward English subject. Furthermore, the students have positive reaction to all activities as the survey shows that they feel joyful and relaxed and prefer to participate in such activities again. It can be seen that the measurement and the assessment of the integrative learning, which are based on real condition, nature and ability of students throughout the process, indicate the students’ greater development and participation.

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