

THE INTEGRATION OF LUKTHUNG SONGS INTO THE GERMAN LANGUAGE TEACHING AND LEARNING PROCESS OF THAI STUDENTS¹

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บทคัดย่อ

บทความนี้มีวัตถุประสงค์เพื่อแลกเปลี่ยนประสบการณ์เกี่ยวกับการบูรณาการกระบวนการเรียนการสอนภาษาเยอรมันกับการอนุรักษ์ศิลปวัฒนธรรมไทย ภาควิชาภาษาเยอรมัน คณะอักษรศาสตร์ มหาวิทยาลัยศิลปากร ได้นำเพลงลูกทุ่งไทยมาใช้ในหลายรายวิชา และโครงการต่าง ๆ ทั้งนี้ โดยมีการนำเพลงลูกทุ่งไทยมาแปล หรือประพันธ์คำร้องภาษาเยอรมันเพื่อร้องกับทำนองเพลงลูกทุ่งไทย จากนั้นก็ได้้นำเพลงลูกทุ่งภาษาเยอรมันมาใช้เป็นสื่อการสอนในชั้นเรียน หรือเป็นเนื้อหาในการเรียน ฟังทักษะการแปล และฝึกการร้องเพลงลูกทุ่งภาษาเยอรมัน กระบวนการเรียนการสอนและการฝึกซ้อมเพื่อนำออกแสดงในวาระต่าง ๆ มีส่วนช่วยพัฒนาทักษะภาษาเยอรมันของนักศึกษากลุ่มต่าง ๆ เหล่านี้ อีกทั้งยังเป็นการส่งเสริมการบูรณาการความรู้ภาษาเยอรมันกับสาขาวิชาอื่น กรณีตัวอย่างนี้จึงถือได้ว่าเป็น

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Abstract

This academic article aims to share an experience of integrating German language teaching with the preservation of Thai art and culture. Thai country songs or “Phleng Lukthung” were used as a medium in different courses and projects of the Department of German, Faculty of Arts, Silpakorn University. Lukthung songs were translated into German in addition to German texts which were written to be sung with Thai Lukthung melodies. These texts can be used as teaching materials and study content. The skills necessary to translate and sing Lukthung songs in German were taught, both in classes and during rehearsals for public performances. The integration of German language Lukthung songs in different forms has contributed to the development of German language skills of these groups of learners while at the same time being supportive of the integration of their knowledge with other disciplines. This case study can therefore be considered as a model of good practice on how to integrate Thai art and culture in the process of foreign language teaching and learning.

Introduction

Music often plays an important role in the teaching and learning process of a second or foreign language. It is generally believed that the use of music can provide fun as well as being a source of motivating educational material, and singing can support the learning process by improving different skills in a foreign language such

¹ “การนำเพลงลูกทุ่งมาบูรณาการกับกระบวนการเรียนการสอนภาษาเยอรมันของนักศึกษาไทย”

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as pronunciation, speaking and vocabulary. This paper, however, aims to report on the use of a unique genre of music in an innovative way. The integration of the students' learning process with the preservation of Thai art and culture has been made possible through use of German language versions of some Thai Lukthung songs.

Lukthung, short for *phleng lukthung* (lit. 'song of a child of the fields'), often referred to as Thai country music, is an acculturated song genre of Thailand which draws on modern and traditional cultural forms, and appeals to both urban and rural populations (Mitchell 2011: 69). Lukthung songs typically reflect the hardship of everyday life among the rural poor and can be compared to country songs of the western countries. The term Lukthung was first used in the 1960s, as this hybrid genre of music became popular. Lukthung songs can be slow and sad or upbeat and fun with expressive qualities contained in vocal quavers, especially when expressed in the frequent use of elongated or shortened vibratos. From the beginning, this genre of music has shown the incorporation of different influences. However, one can find connections between Lukthung and a range of traditional symbols (Jittrakorn 2006: 25), such as its roots in folk music, use of simple language and portrayals of common and working-class folk. Thus, Lukthung has become a true national musical form with performers, regional flavors and fans from every corner of Thailand.

One of the missions to maintain quality within Thai universities is to preserve art and culture³. Since the act of preservation here is defined explicitly as national art and culture, which, in this case, means only Thai art and culture, it sounds like an obligation difficult for most departments of foreign languages at Thai universities to fulfill, because, by nature, they focus on knowledge on cultures of the target languages rather than their roots as Thai nationals. The Department of German at Silpakorn University, however, welcomes this new challenge with enthusiasm.

The first German Lukthung songs were written by our students in the winter semester of 2011 as part of a competition with entitled "Kitaniphon Doncai Phasaan Watthanatham Thai German" or in German "Thai-Deutsch-Kombi: Dichtung ohne kulturelle Grenzen" ("Thai-German-Combination: Composition without Cultural Borders")⁴. In the framework of this competition, students were encouraged to translate Thai songs into German or write German lyrics for Thai song melodies⁵. Because songs categorized as too modern

³ According to the policy of the Office of Higher Education Commission (OHEC), all higher education institutions in Thailand have to fulfill four missions: Teaching, research, academic services and preservation of art and culture (Ministry of Education 2011: 44-45).

⁴ In fact, the idea of singing German lyrics in the form of a Lukthung song had already been explored during our annual German Camp in 2010, as one of our students sang a song of German texts, but in the style of Lukthung with high frequency of vibratos (Attaviryanupap 2012).

⁵ For the whole competition, prizes were given in three categories; 1) Translation of Thai song lyrics into German; 2) Composition of German lyrics which can be sung along with Thai song melodies and 3) Composition of German poems using a Thai rhyme scheme.

were not considered for this competition, the students had to choose either Lukthung or Lukkrung⁶ songs as bases for their own works. There were approximately 50 competition participants and 14 Lukthung songs were found among the submitted works.

Since then, there has been an impressive number of Thai Lukthung lyrics translated into German and some new German texts have been written to be sung with the original melody of Thai Lukthung songs. These German Lukthung songs⁷ have been used for different purposes.

In this paper, which is neither based on a research project nor an analysis of a specific corpus, selected forms of activities at our department will be shown as examples of how Lukthung songs can be integrated into the German language learning process of Thai students.

Different forms of Integration

German Lukthung songs have become well-known among German major and minor students at Silpakorn University and are integrated in the students'

learning process both in classes and as part of extracurricular activities.

German Lukthung songs on stage

Before being presented in the form of a Lukthung concert, the German Lukthung texts produced by our students were corrected and adapted several times, especially during the process of rehearsals, until they became 'singable' and grammatically correct as well as being acceptable within the German sound system. The first public performance of our German Lukthung songs took place in August 2012 at the Auditorium of the Thai-German Cultural Foundation in Bangkok as a contribution to the celebration of 150 years of German-Thai diplomatic relations⁸.

The students were invited by the Thai-German Cultural Foundation to sing German Lukthung songs again a few months later. In November 2012, they were back on stage on the day of "Open House Celebrating Thai-German Relations". This time, eight other students joined the activity, demonstrating the increasing level of interest in participating in our Lukthung projects⁹.

⁶ Lukkrung, short for *phleng lukkrung* (lit. 'song of a child of the city'), is the genre of music which serves as a counterpart to Lukthung songs since it was popular in urban area.

⁷ The term "German Lukthung song(s)" used throughout this paper refers to the Lukthung lyrics written in German language. Included are both German texts translated from Thai Lukthung lyrics and freely written German texts composed to be sung with the melody of Thai Lukthung songs. Since 2012, I have collected approximately 60 German Lukthung songs translated or written by our students.

⁸ The Lukthung concert was a part of the performance entitled "Likay-Performance & Lukthung in German". In the first part, the Grimm fairy tale "Cinderella" was performed in Likay style, a kind of traditional Thai musical. For the second part of the programme, there was a concert of nine Lukthung songs. On this occasion, about twenty students performed on stage and about fifteen students helped as staff. Both parts were performed in the German language.

⁹ In the winter semester of 2012, we also organized another competition as a follow-up. The genre of music was limited only to Lukthung. This time, more students submitted compositions and translations. There were about 60 participants.

Since most of the original singing and dancing students had already graduated, a totally new group of students were trained to perform German Lukthung songs during the following year. This new generation of German Lukthung singers and backup dancers confirmed the fact that this kind of activity could be interesting for more of our students. German Lukthung songs have returned to the stage again and again. In the second year of the project, about 25 students studying German in their second, third and fourth years had the opportunity to perform on various occasions, e. g. during the three-day Open House Festivities of our Faculty in August 2013, during the gala dinner celebrating the 70th anniversary of our university in October 2013 and at the closing reception of the International Conference on German as a Foreign Language in ASEAN in December 2013 organized by the German Section of Ramkhamhaeng University, in addition to informal performances within the framework of our own department's activities.

The techniques of singing German-language Lukthung songs were taught during rehearsals for public performances. The most challenging task for us every time we bring our German Lukthung songs on stage is to make the message conveyed through the German lyrics perceivable to German ears. Most teachers of the German language for Thai learners face the same problems in terms of pronunciation. Some sounds in German do not occur in Thai. Final consonants of a word, especially the plosives *p*, *t*, *k*, are mostly neglected or not clearly pronounced. When there are consonant clusters, some sounds may not be articulated at all. For the singing of German Lukthung songs, the singers were

trained to overcome their pronunciation problems. During the rehearsals for all the above mentioned performances, all the singers improved their pronunciation greatly. Thus, this activity is beneficial to Thai learners of German as a foreign language, although it may not lead directly to fruitful results in term of the development of communicative language skills as mostly expected in teaching and learning of modern foreign languages. Through Lukthung songs, however, the students can develop their phonetic awareness and pronunciation skills and are very motivated to learn. They try to practice German in their free time more often, at least in the form of melodic phrases and sentences.

It should be noted that the singing of German Lukthung songs may not help much in the intonation practice which is mostly controlled and decided by the melody of the song. However, such a problem occurs by nature, even when singing original German lyrics. During our rehearsals, we always tried to sing all words with correct vowel length and stress patterns according to the German sound system. This sometimes led us to change the lyrics or replace some words with synonyms. Some singing techniques such as breathing, phrasing and pausing, shortening or prolonging some notes and matching staccato and legato with the German sound patterns were used. These strategies may sometimes result in cases where the number of syllables in the German Lukthung songs are not exactly the same as in the original Thai version, however the melody is not changed.

Each time they performed, the students had good experiences. Despite time and energy consumption as well as stress and stage fright for some students, they always did a

good job on stage and got positive feedback from the audience. As a result, they were all happy and proud of themselves after every performance.



Figures 1-3: Performances of German Lukthung songs on various occasions

German Lukthung songs in a writing course

Since our students and graduates had performed on various occasions, both inside and outside the university campus, the lyrics, accompanied by video recordings of those performances, have been used as teaching materials and examples of creative writing in a writing course to show students how these German texts originated. In the course “Basic Listening and Writing” for second year students in the first semester of 2013, the 30 students enrolled were encouraged to try to write German texts to match the melody of Thai songs after watching a video of German Lukthung performances. Although they were not able to write their own German Lukthung lyrics or translate any Thai Lukthung songs into German in this course, they showed their interest in the German Lukthung projects of our Department. Nine of these students later joined the Lukthung performances as singers, dancers and make-up artists. Though not all of them sang, they all learned the songs performed each time by heart, even the songs sung by other groups of students. This shows that German Lukthung songs can increase the students’ motivation in the process of learning and also help them to remember more German vocabulary and expressions via the lyrics they were hearing or singing on a regular basis.

German Lukthung songs in the course “German Cinema”

In the course “German Cinema” which is an elective course for fourth-year major and minor students, participants always have to conduct a project to fulfill the requirements of the course, either individually or in groups. However, the

topics and forms of their projects are quite open and cover a very wide range. There are only two requirements, namely that the project has something to do with “film” (no matter whether it is the media of presentation or the subject matter of the studied topic), and the students have to apply their knowledge of German to the project, to a lesser or greater extent. Since our students began to be interested in presenting Thai culture through films and German Lukthung songs had become much more popular among them, in the first semester of 2013, a group of twelve students decided to produce a German-speaking version of the Thai film “Mon Rak Lukthung” (‘Lukthung Spell of Love’).

This 1970 film is probably the most successful musical film ever made in Thailand and its title song of the same name has become a kind of Lukthung anthem (Jaiser 2012: 143)¹⁰. For the production of this film, the group had to write four new German Lukthung songs, make sound recordings and produce music videos to be integrated into the film. The whole process was done under my close supervision: song writing, training of singers, sound recording and so on (Attaviriyapap 2013: 159). All

group members learned a lot about teamwork and film production. They had to write the film script in both languages (Thai and German), look for appropriate locations, contact people to play different roles in the film and prepare everything for the shooting. On shooting days, a lecturer from the Section of Visual Arts and a film student from the Faculty of Information and Communication Technology, both from our university, were also asked for help with the cinematography.

The four German Lukthung songs emerging in this course have not been used as a corpus for any further analysis. However, the production of this musical film is an example of how German Lukthung songs can inspire students and lead them to a new creative project which also allowed them to work in an interdisciplinary environment.

¹⁰ We also have German Lukthung lyrics for this song. The text was creatively written to be sung with the melody of the song “Mon Rak Lukthung”. The German version was performed several times by the composer himself and can be regarded as one of our most successful German Lukthung songs. Wachirawit Tupimon, the composer and singer of this song, one of our graduates, was also the first person to creatively sing a text written in the German language with heavy vibrato in Thai Lukthung style and was an inspiration for us to instigate projects on writing German Lukthung songs later on.



Figures 4-5: Shooting of the film “Mon Rak Lukthung”

German Lukthung songs in translation courses

Parallel to the previously mentioned follow-up competition “Thai-Deutsch-Kombi Saison II: Lukthung auf Deutsch” (‘Thai-German-Combination Season II: Lukthung in German’) where we concentrated only on the Lukthung genre, the translation of Thai Lukthung songs into German was integrated into the translation course I taught in the winter semester of 2012. Since the main focus of this course as specified in the curriculum is literary translation, it allowed me to devote one or two sessions to the topic “song translation” with the emphasis on the translation of Thai Lukthung songs into German, which has, more and more, become the highlight and expertise of our department. On one hand, the integration of this topic into the course syllabus also made the competition more widely interesting and it became a real project which was integrated into the teaching and learning process. On the other hand, the students had the opportunity to learn some techniques, brainstorm, and get some suggestions for their translation task of Lukthung songs.

Though it is common for Thai song lyrics to use rhymes, the rhyme scheme is not as strictly controlled as in the typical verse forms. We can see that in modern song lyrics, no matter which genre, rhymes may not be used consistently. In the translation of Thai Lukthung songs into German at our university, the students are not obliged to create rhymes in the translation. However, the Thai Lukthung lyrics cannot be translated in a normal sentence with normal word order into German, because they must be written for singing and not just for reading. The skills for the translation of Thai Lukthung

songs were thus taught in class through group work. Two songs were selected and each was translated by two groups of students in class in order to compare the translations and discuss the optimal translation at the end of their presentation.

Some of the translation problems found in class were common, such as morphological, lexical, syntactical or idiomatic errors. However, for the translation of Lukthung songs we had to discuss more on the use of different words (synonyms) or variation of linguistic structures of German language (e. g. phrases vs. clauses) to search for the most appropriate version of the translation where the German lyrics can be sung to the original Thai melody. Several important strategies were suggested, such as using different kinds of dictionaries and Internet searching engines as well as consulting with native speakers. After this session in class, each of them had to choose a Thai Lukthung song and provide its translation in German. They had about one month for this individual task and their translation was also eligible to be handed in for the above mentioned competition. This produced some very fruitful results and led to a fine selection of German Lukthung songs entered into the competition. In the last session of this translation course, we discussed the problems of translation of Thai Lukthung songs into German again. The students also gave very positive feedback and they really enjoyed this task as part of the course.

The translation of Thai Lukthung songs into German has been developed further. In the winter semester of 2013, the topic was integrated into the syllabus of the same translation course again. This time, the group of learners was larger and the data of the translated texts were also collected for a

research project ¹¹, giving a more systematic analysis of some of the problems of translating Thai Lukthung songs into German. Four songs were used in class for practice purposes, each being translated by two groups of students. After the discussion, each of them drew lots for two songs to be translated as an individual task. So for each of the 12 selected songs for the analysis of translation problems, there were five or six translated versions to be compared. Though the tasks seemed to be difficult, the feedback from the students was, again, positive. Some even made a suggestion that a whole course on “translation of Lukthung songs” could be offered in the future.

German Lukthung songs and grammar teaching

Lukthung songs can also be an integrated part of the teaching of German grammar. Since the performance of our first German Lukthung concerts, some students became especially interested in the lyrics of a few German Lukthung songs. Therefore, those texts were occasionally brought into class and taught in terms of vocabulary and syntax as well as intercultural aspects ¹². Besides the

enjoyable atmosphere, the students were able to remember several expressions in German through singing along.

The usage of songs in the foreign language classroom is certainly not a new technique and the integration of target language lyrics and melodies into classroom grammatical lessons to enhance the student's ability to recall specific points of grammar is common (cf. e. g. Kramer 2001). However, learners seem to pay much more attention to the songs when they are written by people they know such as their classmate, senior students or graduates from our department. This strategy of song selection works very well and should be used as one of the criteria in the integration of music into a foreign language classroom. Here is an example of a German Lukthung song with its English translation:

Wenn ich jetzt viel Geld hätte,
wäre ich schön wie Miss Thailand.
Herr Doktor kann mir helfen.
Er baut mich um,
wie in der Werbung.

Meine Wange, meine Brüste, meine Nase,
meine Augen können operiert werden.
Für die Schönheit werde ich alles tun.

Alle wollen schön sein,
aber ich muss das akzeptieren.
Die Reichen, sie können alles tun.
Arme wie ich, das ist kein Vergleich.

In Wirklichkeit bin ich nicht schön.
Ich schmink' mich schön,
aber noch nie genug.
Wenn du mich liebst, werden wir ein Paar.
Vielleicht siehst du die Schönheit in mir.

¹¹ The students' translations collected in this course were also used as a corpus for the research project “Problems in Translating Thai Country Songs into German” financially supported by the Faculty of Arts, Silpakorn University. Results of the first-step analysis are reported in Attaviryanupap (2014).

¹² The intercultural aspects treated here are only a small excursion in the foreign language classroom. Some of our German Lukthung lyrics contain comparison of Thai and German culture, such as food, folk festivities or image of women etc. Such lyrics can thus be used to stimulate a discussion in grammar

classroom where students have to practice using various structures in German to express their opinions.

Translation

If I had a lot of money now,
I would be so beautiful like Miss Thailand.
The doctor can help me.
He can perform surgery on me,
like in the advertisement.

My cheek, my breasts, my nose,
my eyes can be operated on.
I will do everything for my beauty.

All people want to be beautiful,
but I have to accept this.
The rich, they can do everything.
A poor one like me, there is nothing comparable.

In reality, I am not beautiful.
I put my face on to make myself beautiful,
but that is not enough.
If you love me, we will be a couple.
Perhaps you will see the beauty in me.

Unlike normal situations where songs are annotated according to pedagogical strategies at which they are aimed (e. g. specific grammar rules or expressions), the cited text had not been written for the purpose of grammar teaching¹³. Thus, it contained inconsistencies of grammatical structures and may not provide enough input for any specific structures. However, the song text contains some subjunctive forms, *if*-clause constructions, a passive sentence, a reflexive verb, and several modal verbs. Thus, it can be used as an introduction before working on the target structures to be focused on in each particular lesson. The song may even be used as an

introduction in a beginner class to teach basic vocabulary like body parts. The amusing content of the lyrics allows an enjoyable introduction to various grammatical phenomena found in the text which can be applied to suit the level of learners.

German Lukthung songs and students' teaching experience

In my grammar class for advanced students¹⁴ in the first semester of 2013, students were also confronted with the situation where they learned to teach German grammar themselves. They were thus provided with some selected German Lukthung songs and then they worked in groups to analyze how they could use these songs for teaching German to Thai learners at different levels. After that, they presented their results in front of the classroom.

This exercise in class at the university which helped the students to consolidate their grammatical knowledge, also provided the basis for another relevant extracurricular project. In the same semester, in August 2013, some students had the chance to represent our department in providing academic services to the public outside the university by joining the project "Teaching German through Lukthung Songs". Four groups of 3-5 students taught German lessons by using our German Lukthung songs at the School of Thai-German Language and Culture of the Thai-German Cultural Foundation and during the Open House Festivities of our faculty.

¹³ Watchara Chaikornsakul, a third-year student at that time, translated the Thai Lukthung song "Tha Chan Ruay Ca Suay Hai Du" ('If I were rich, I would show my beauty') into the German version for a performance in November 2012.

¹⁴ They are fourth-year major and minor students at the B2 level.

The success of the project “Teaching German through Lukthung songs” confirmed to us that our students were very proud of having the chance to teach. In the winter semester of 2013, we launched another project of this kind. The project “Techniques of Singing German Lukthung Songs” initiated as part of our academic service was conducted in two stages. After showing students video clips of previous performances of our German Lukthung songs in some relevant courses, we encouraged them to join this project on a voluntary basis. With a total of 28 participating students, five regular meetings were organized. I taught this group of students to sing many German Lukthung songs we have in the repertoire of our department. During our sessions I tried to point out the techniques to make these songs sound as ‘German’ as possible. They learned, for example, where to make pauses, where it is and is not suitable to make a longer syllable and which words must be stressed etc. In the second stage of the project, the students were divided into three groups, each with the task to prepare German Lukthung lessons for the students of Ramkhamhaeng University, Thaweethaphisek School and Kanchanaphisek School respectively. The preparation was done under my supervision. They also had to choose songs they wanted to teach, write a teaching plan and assign different tasks to each member of their groups. One week after they had given the lessons of German Lukthung songs, we ended our project with a session of evaluation and discussion. The feedback from the students, both our own students and those they had taught, was very positive.

Discussion and Conclusion

Student projects and activities with Lukthung songs in German conducted at

the Department of German, Silpakorn University, have brought fruitful results and offered convincing chances for a creative way of learning a foreign language. The activities related to German Lukthung songs not only show the development of German language skills on the part of the learners who participated in different roles (as singers, dancers, make-up artists, teachers, song writers etc.), but also support the integration of the students’ German knowledge with other disciplines, and, last but not least, with their own roots in Thai culture.

The most explicit impact observed was the motivation of the students in our Department of German. In an unofficial survey of 34 students taking part in different Lukthung projects in the academic year of 2013, students were requested to give feedback regarding their overall impressions as well as their motivation in joining extracurricular Lukthung projects and the relevance of these projects to their learning process of German. Their comments were overwhelming positive. Among the most cited reasons why they joined German Lukthung activities was their intention to show the creativity and potential of Silpakorn University’s Department of German to the outside world. After observing their senior students’ activities related to German Lukthung songs in the previous year, the students were conscious of how valuable these songs were, since they combine the German language with Thai Lukthung songs in harmony. They also mentioned that their relationship among classmates, with students from other years as well as with lecturers, became better through working in teams. Last, but not least, they felt warmly welcomed by the Department of German.

They also confirmed that participation in these projects helped them to improve their competency in the German language. Through singing and dancing, they were all able to remember the German lyrics by heart and thus several new words, expressions and sentence structures. Students who were singers also improved their pronunciation in German to a great extent. Thus, German Lukthung songs brought the German language closer to them, improved their phonetic awareness, broadened their vocabulary and strengthened their knowledge of German grammar. In regard to the overall impressions, some of the keywords found repeatedly in this survey were “pride”, “joy” and “happiness”. Here are two quotations from the students' survey responses:

I am very proud that I had the chance to perform several times. The presentation of the German version of Thai Lukthung songs is a big project for our department, since we can show Thai culture to foreigners through German lyrics.

With this kind of project, we can show the competence of the lecturers and students of the German Department at our Silpakorn University. The smiles and compliments of the audience always make us happy. I feel proud that I have joined this kind of activity and had the chance to show the potential of our university to a wide public, even though my contribution was only small.

In spite of the fact that, nowadays, Asian languages such as Japanese, Chinese and Korean are much more popular than

western languages, we still hope to strengthen our teaching and support the students' learning context by being open to the creativity of young learners and optimizing all the useful ideas and opportunities we can observe. Through Lukthung songs, the German language can be taught in a special way which can only be possible in the Thai context and thus has both practical and theoretical implications. The increase of competency in the German language can be combined with reflections on one's own culture. Lukthung is a good choice for this experiment and worthy of further study. As stated by Jittrakorn (2006: 24), Lukthung has been shaped and reshaped by larger socio-economic conditions since its earliest period. It is associated with the notion of both Thai traditional culture and authenticity. Thus, in my opinion, Lukthung is a music genre closely linked with the notion of the real Thainess in the modern world which is both traditional and modernized at the same time.

The whole process, ranging from the creative writing and translation through the rehearsals to the actual performances and the integration of German Lukthung songs in various courses and extracurricular activities at the end, proved to be hugely beneficial. It encouraged the successful development of German language skills on the part of these groups of learners while at the same time being supportive of the integration of their knowledge with other disciplines and the use of their foreign language competency to promote Thai art and culture. This case study can therefore be considered as a model of good practice on how to integrate Thai art and culture in the process of foreign language teaching and learning and help to preserve and disseminate Thai art and culture at an international level.

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