THE DEVELOPMENT OF A CONTENT AND LANGUAGE INTEGRATED LEARNING COURSE TO ENHANCE CULTURAL AWARENESS AND ENGLISH COMMUNICATION ABILITY OF THAI UNDERGRADUATES IN THE INTERNATIONAL PROGRAM

Miss Khwanchit Suwannoppharat

A Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy Program in English as an International Language
(Interdisciplinary Program)
Graduate School
Chulalongkorn University
Academic Year 2014

การพัฒนารายวิชาตามแนวบูรณาการเนื้อหาและภาษาเพื่อเสริมสร้างการตระหนักรู้ในวัฒนธรรม
และความสามารถทางด้านการสื่อสารภาษาอังกฤษสำหรับนักศึกษาไทย
ระดับปริญญาบัณฑิตในหลักสูตรนานาชาติ

นางสาวขวัญจิตต์ สุวรรณนพรัตน์

Thesis Title	THE DEVELOPMENT OF A CONTENT AND LANGUAGE INTEGRATED LEARNING COURSE TO ENHANCE CULTURAL AWARENESS AND ENGLISH COMMUNICATION ABILITY OF THAI UNDERGRADUATES IN THE INTERNATIONAL PROGRAM
By	Miss Khwanchit Suwannoppharat
Field of Study	English as an International Language
Thesis Advisor	Associate Professor Sumalee Chinokul, Ph.D.

Accepted by the Graduate School, Chulalongkorn University in Partial Fulfillment of the Requirements for the Doctoral Degree

.... Dean of the Graduate School
(Associate Professor Sunait Chutintaranond, Ph.D.)

THESIS COMMITTEE

.... Chairman
(Associate Professor Supanee Chinnawongs, Ph.D.)
.... Thesis Advisor
(Associate Professor Sumalee Chinokul, Ph.D.)
.... Examiner
(Major Ra-shane Meesri, Ph.D.)
.... Examiner
(Prannapha Modehiran, Ph.D.)
.... External Examiner
(Associate Professor Chaleosri Pibulchol)

ขวัญจิตต์ สุวรรณนพรัตน์ : การพัฒนารายวิชาตามแนวบูรณาการเนื้อหาและภาษาเพื่อเสริมสร้างการตระหนักรู้ใน วัฒนธรรมและความสามารถทางด้านการสื่อสารภาษาอังกฤษสำหรับนักศึกษาไทยระดับปริญญาบัณฑิตในหลักสูตร นานาชาติ (THE DEVELOPMENT OF A CONTENT AND LANGUAGE INTEGRATED LEARNING COURSE TO ENHANCE CULTURAL AWARENESS AND ENGLISH COMMUNICATION ABILITY OF THAI UNDERGRADUATES IN THE INTERNATIONAL PROGRAM) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร.สุมาลี ชิโน กุล, 204 หน้า.

งานวิจัยชิ้นนี้จัดทำขึ้นโดยมีจุดมุ่งหมายในการพัฒนารายวิชาตามแนวบูรณาการเนื้อหาและภาษาเพื่อเสริมสร้างการ ตระหนักรู้ในวัฒนธรรมและความสามารถทางด้านการสื่อสารภาษาอังกฤษสำหรับนักศึกษาไทยระดับปริญญาบัณฑิตในหลักสูตร นานาชาติ เพื่อศึกษาขั้นตอนการพัฒนารายวิชาตามแนวบูรณาการเนื้อหาและภาษาเพื่อเสริมสร้างการตระหนักรู้ในวัฒนธรรมและ ความสามารถทางด้านการสื่อสารภาษาอังกฤษสำหรับนักศึกษาไทยระดับปริญญาบัณฑิตในหลักสูตรนานาชาติ เพื่อประเมิน ประสิทธิผลของรายวิชาตามแนวบูรณาการเนื้อหาและภาษาเพื่อเสริมสร้างการตระหนักรู้ในวัฒนธรรมและความสามารถทางด้าน การสื่อสารภาษาอังกฤษสำหรับนักศึกษาฯ และเพื่อศึกษาความคิดเห็นของนักศึกษาฯ เกี่ยวกับรายวิชาตามแนวบูรณาการเนื้อหาและ ภาษาเพื่อเสริมสร้างการตระหนักรู้ในวัฒนธรรมและความสามารถทางด้านการสื่อสารภาษาอังกฤษ

งานวิจัยนี้เป็นงานวิจัยและพัฒนา ซึ่งประกอบด้วยสองขั้นตอนหลัก คือ การพัฒนารายวิชา และการวิจัย (แบบกลุ่มเดียว วัดก่อนและหลังการทดลอง) ขั้นตอนแรกมีการดำเนินการตามกระบวนการแปดขั้นและวงจรสี่ขั้นในการพัฒนารายวิชาของเกรฟส์ (2000) ผลการวิจัยจากกระบวนการแปดขั้นส่งผลต่อการวางแผนและการออกแบบรายวิชาตามแนวบูรณาการเนื้อหาและภาษา ซึ่งเริ่ม จากการให้คำจำกัดความบริบท ต่อด้วยการเชื่อมต่อความเชื่อ การสำรวจความต้องการ การกำหนดเป้าหมายและวัตถุประสงค์รายวิชา การสร้างกรอบเนื้อหารายวิชา การพัฒนาสื่อการสอน การจัดระบบรายวิชา และการวางแผนการวัดผลประเมินผล

กลุ่มตัวอย่างของงานวิจัยนี้ คือ นักศึกษาไทยระดับปริญญาบัณฑิต ชั้นปีที่สอง วิชาเอกภาษาจีน หลักสูตรนานาชาติ คณะศิลปศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตหาดใหญ่ จำนวน 24 คน ซึ่งเรียนรายวิชาตามแนวบูรณาการเนื้อหาและภาษา เป็นรายวิชาเร่งรัดในช่วงปิดเทอม

เครื่องมือการวิจัยในขั้นตอนที่สองถูกแบ่งออกเป็นสองประเภท คือ เครื่องมือการสอน และเครื่องมือการวิจัย สื่อการ สอนรายวิชาตามแนวบูรณาการเนื้อหาและภาษาใช้ในการสอนนักศึกษาฯ การเปรียบเทียบคะแนนทดสอบก่อนและหลังเรียนถูกใช้ ในการวัดประสิทธิผลของรายวิชาตามแนวบูรณาการเนื้อหาและภาษา แบบสอบถามประเมินตนเองเกี่ยวกับการตระหนักรู้ใน วัฒนธรรมถูกใช้ในการตรวจสอบการตระหนักรู้ในวัฒนธรรมของนักศึกษาฯ ก่อนและหลังเรียนรายวิชาตามแนวบูรณาการเนื้อหา และภาษา นอกจากนี้ แบบสอบถามประเมินความคิดเห็นและการสัมภาษณ์ถูกใช้ในการสำรวจความคิดเห็นของนักศึกษากลุ่ม ตัวอย่างเกี่ยวกับรายวิชาตามแนวบูรณาการเนื้อหาและภาษาที่พัฒนาขึ้น

ผลการวิจัยแสดงให้เห็นว่านักศึกษาฯ สนใจเรียนรู้ทางด้านวัฒนธรรม และรายวิชาตามแนวบูรณาการเนื้อหาและภาษามี ประสิทธิผลเพราะคะแนนแบบทดสอบหลังเรียนสูงกว่าคะแนนแบบทดสอบก่อนเรียนอย่างมีนัยสำคัญ นอกจากนี้ คะแนน แบบสอบถามการตระหนักรู้ในวัฒนธรรมหลังเรียนรายวิชาตามแนวบูรณาการเนื้อหาและภาษาสูงกว่าคะแนนการตระหนักรู้ใน วัฒนธรรมก่อนเรียนรายวิชานี้ และนักศึกษาฯ มีความคิดเห็นในเชิงบวกเกี่ยวกับรายวิชาตามแนวบูรณาการเนื้อหาและภาษาที่ พัฒนาขึ้นเพื่อเสริมสร้างการตระหนักรู้ในวัฒนธรรมและความสามารถทางด้านการสื่อสารภาษาอังกฤษ จากผลการวิจัยดังกล่าว สรุป ได้ว่าการพัฒนารายวิชาตามแนวบูรณาการเนื้อหาและภาษาช่วยพัฒนาการตระหนักรู้ในวัฒนธรรมและความสามารถทางด้านการ สื่อสารภาษาอังกฤษได้ ดังนั้น จึงควรมีการพัฒนารายวิชาตามแนวบูรณาการเนื้อหาและภาษานี้เพิ่มมากขึ้น

สาขาวิชา ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต ....
ปีการศึกษา 2557	ลายมือชื่อ อ.ที่ปรึกษาหลัก ....

5487756020 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE

KEYWORDS: COURSE DEVELOPMENT / CONTENT AND LANGUAGE INTEGRATED LEARNING / CULTURAL AWARENESS / ENGLISH COMMUNICATION ABILITY / THAI UNDERGRADUATES / INTERNATIONAL PROGRAM

KHWANCHIT SUWANNOPPHARAT: THE DEVELOPMENT OF A CONTENT AND LANGUAGE INTEGRATED LEARNING COURSE TO ENHANCE CULTURAL AWARENESS AND ENGLISH COMMUNICATION ABILITY OF THAI UNDERGRADUATES IN THE INTERNATIONAL PROGRAM. ADVISOR: ASSOC. PROF. SUMALEE CHINOKUL, Ph.D., 204 pp.

This research study aims at developing a Content and Language Integrated Learning (CLIL) course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program. The objectives of the study were: 1) to investigate how a CLIL course can be developed to enhance cultural awareness and English communication ability of Thai undergraduates in the international program, 2) to examine the effectiveness of the CLIL course to enhance cultural awareness of Thai undergraduates in the international program, 3) to examine the effectiveness of the CLIL course to enhance English communication ability of Thai undergraduates in the international program, and 4) to investigate the opinions of Thai undergraduates in the international program towards the developed CLIL course to enhance cultural awareness and English communication ability.

The study is a research and development design study involving two phases: course development phase and research phase (a single group pre- and post- test research design). The first phase was processed following Graves (2000)'s eight-stage process and four-stage cycle of course development. The results from the eight-stage in the course development process influenced on what was planned and designed in the CLIL course. It started from defining the context and following by articulating beliefs, assessing needs, formulating goals and objectives, conceptualizing content, developing materials, organizing a course and designing an assessment plan.

The samples of this study were 24 second-year Chinese-major Thai undergraduates in the international program, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus. This group of students studied the CLIL course as an intensive course in their semester break.

The research instruments in the second phase were categorized into two categories: instructional instruments and research instruments. CLIL course teaching materials were used to teach Thai undergraduates in the international program. To examine the effectiveness of the CLIL course, pre-test and post-test scores were compared. The cultural awareness self-assessment questionnaire was also used to examine the pre- and post-awareness of culture of the research samples. In addition, the opinion evaluation questionnaire and interview protocol were used to determine the research samples' opinions towards the developed CLIL course. Thai undergraduates in the international program were also interviewed to investigate their in-depth opinion towards the developed CLIL course.

The findings of this research study revealed that the undergraduates in this study were interested in learning culture, and the developed CLIL course was effective. It was found that the post-test scores of the research samples were significantly higher than the pre-test scores. Moreover, their post-cultural awareness scores were also higher than the pre-cultural awareness scores. Furthermore, they had positive opinions towards the developed CLIL course to enhance their cultural awareness and English communication ability. Based on the findings of the study, it is recommended that more CLIL courses for Thai undergraduates in the international program and in other disciplines should be developed.

Field of Study: English as an International Language   Student's Signature _____

Academic Year: 2014   Advisor's Signature _____

ACKNOWLEDGEMENTS

CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE:

INTRODUCTION

This chapter introduces a research study conducted in Thailand. It aims to develop a Content and Language Integrated Learning (CLIL) course in order to enhance cultural awareness and English communication ability of Thai undergraduates in the international program and investigate their opinions towards the CLIL course so as to help them improve their English communication ability. This chapter describes the background of the study, rationale of the study, research questions, research objectives, research design, and statement of hypotheses, scope of the study, definitions of key terms and significance of the study.

1.1 Background of the Study

Globalization is a focal factor causing the boundless world. It results in the uniqueness of economy, education, technology, science, media, diplomacy and global networks; therefore, English has been used as a Lingua Franca (ELF), a means of communication among people who have different first languages and cultures (Marsh, 2006; McKey, 2003; Sharifian, 2009; Sharma, 2008). As a result, it is an important vehicular language to help people understand each other, exchange and share their ideas and identities (Graddol, 2006; Kumaravadivelu, 2012; Nga, 2008; Sharifian, 2009). In addition, it is also accepted as the official or semi-official language and education priority in almost every country in the world (Crystal, 2003; Nga, 2008). Accordingly, English proficiency is increasingly perceived as an advantage and demanded in education and career paths (Krachu & Nelson, 2001; Seidlhofer, 2004; Wachter & Maiworn, 2008; Wilkinson, 2004).

The English language is a core language of any media in business, academic and entertainment such as textbooks, academic journals, research articles, newspapers,

magazines, music, advertisement, and other educational sources and documents (Crystal, 2003; Nga, 2008). English language is also demanded as a medium of communication (Cummins, 2005), especially in international business and education, and the English language proficiency improvement is an important key to certify the advantage from the economic and academic liberalization in all areas (Pengnate, 2013). Consequently, English language is increasingly used as an instructional language at any educational levels in most countries in the world. Particularly in higher educational level, English is used as a medium of instruction and to access to knowledge since a lot of textbooks in any fields are written and published in English more and more. Furthermore, there have been more connections and cooperation among educational institutions all around the world (Graddol, 2006; Seidlhofer, 2004; Sharifian, 2009; Wilkinson, 2004). To serve the necessity and demands of using English, English courses are developed and improved since education is a primary source of English development and improvement in order to prepare the students or people who are interested in developing or improving their English skills for the real world with high demand of English proficiency.

Additionally, Thailand is one of member countries of Association of Southeast Asian Nations (ASEAN) in Southeast Asia. The English language has been playing more and more important roles in the ASEAN countries (Association of Southeast Asian Nations, 2009). Due to the Declaration on the roadmap for the ASEAN community (2009-2015) emphasizing an attempt to establish a single market and production base among ASEAN countries (Association of Southeast Asian Nations, 2010) to be the competitive economic region, reasonable economic development and integration with the international economy, in which English is an important language for communication among people in the ASEAN community, English is also called Asian language (Association of Southeast Asian Nations, 2009, 2010; Baker, 2012a; Kirkpatrick, 2010), a medium of communication among Asian people in ASEAN countries.

Thailand is not the same as other countries in this region that use English as a second or semi-official language such as Malaysia and Singapore since Thailand was

not colonized by the British or any other European power; therefore, there was a short history of English language contribution in Thailand. On the other hand, Thailand is a famous country in hospitality and tourism industry. Thailand Total Occupancy Costs for offices is also extremely cheaper than other regional competitors, and Thailand is ranked at No. 18 out of 185 on the countries' ease of doing businesses, which are good characteristics for investment (Kongkerd, 2013; Ministry of Industry, 2013). Aforementioned, it is not too difficult for several international business cooperation and organizations to select Thailand as their business destinations. As a result, Thai government targets to be the Regional Operating Headquarter (ROH), the business hub and center for production and regional outsourcing, in which English communication skills are basically demanded. For this reason, English proficiency for communication is a basic advantage for people seeking job opportunities or furthering higher education (Anyadubalu, 2009).

English is the first foreign language Thai students have to study in all educational levels for at least twelve years in primary and secondary levels, a compulsory education (Noom-ura, 2013; Samawathdana, 2010; Watanapokakul, 2006). On the other hand, an English course development to serve the demands of stakeholders such as teachers, students, guardians, educational institution administrators, entrepreneurs, higher education institutions or even career sectors is not an easy event, especially when it is done in the countries where English is used as a foreign language (EFL) causing unsupportive environment. Thailand is one of EFL countries where English is used in only some specific contexts (Kirkpatrick, 2010). Although it has increasingly been used for communication in many organizations, it is not widely used in the real society, in which Thai language is a national and official language. The majority of Thai people still spend most of their time each day in the non-English communication society. There are not many opportunities for them to use English in daily life.

According to EF English Proficiency Index (2014), Thailand is ranked at the 55th of the world very low proficiency index from 60 non-native English countries. English language development and improvement therefore seems to be very important

for Thai EFL people. It is obvious that high level of English proficiency is extremely demanded in Thailand. In addition, the establishment of international programs in several educational institutions helps confirm the importance of English skill development since the international programs have rather been popular in Thailand with the belief that studying through the use of English as a medium of instruction provides good opportunities to get priority in higher education and future career, although the cost of studying in the programs is pretty high (Costa, 2009).

At present, learning English is not only beneficial for learning linguistic competence of the native speakers as it was in the past but also learning culture of other people and getting benefits of technology, commerce, military, politics and education internationally (Krachu & Nelson, 2001; Smit, 2010; Wachter & Maiworn, 2008). As the world has been more globalized and people from all around the world are in the same circle, knowing only language is insufficient. Zhu (2011, p. 119) expresses that, "the more you know about a certain culture, the better the chances for effective communication." Not only English proficiency development is important for people in this world, but also culture should be emphasized because language and culture are intimately linked as people have different linguistic and cultural background (Kumaravadivelu, 2012). Everyone has to learn culture, and it involves patterns of everyday life. As a result, the study of language is intimate the study of culture and vice versa (H. D. Brown, 1994; Seelye, 1993). Furthermore, cultural awareness should also be emphasized because it is the foundation of communication and involves becoming aware of our own cultural values, beliefs and perceptions (Quappe & Cabtatirem, 2005, p. 11) that aim to encourage participants' understanding towards cultural aspects, which are universal and specific (Chen & Starosta, 2003). It is necessary to acknowledge the cultural context when teaching the language. In addition, the language learners must understand the language communication as a cultural process and to be aware of their own culturally based communicative behavior and that of others (Baker, 2012b); consequently, integrating cultural awareness into classroom where English is used as an EFL with authentic materials and alternative assessment is crucial (Chien, 2013).

Subsequently, both teachers and students need to understand cultural differences to recognize that there are differences among people in the world between groups and culture (H. D. Brown, 1994). In language classroom, the students are ideally able to learn both the language and its cultural context that are interconnected. All students need to develop the cultural understanding, attitude, and performance skills needed to function appropriately within a segment of another society and to communicate with people socialized in that culture (Risager, 2007; Seelye, 1993). Furthermore, the increase of cooperation and communication across culture is one of the core development of globalization (Sudhoff, 2010) causing foreign language classrooms become more multicultural. The good teaching practices should thus enhance cultural awareness and promote cultural understanding for international communication while developing language skills (Rodriguez & Puyal, 2012).

1.2 Rationale of the Study

At tertiary level, English is a compulsory subject for Thai EFL undergraduates to complete the degree throughout the curriculum (Samawathdana, 2010; Watanapokakul, 2006). Accordingly, English skill improvement is needed at the university level because Thai EFL undergraduates do not require only English skills for their study at higher education but also their lives in present international community. The weaknesses in English skills of Thai EFL undergraduates may cause the loss of jobs or find it difficult to study or work.

Prince of Songkla University (PSU) is one of Thai universities that provide international programs for the undergraduates due to high demand of English proficiency. One of the international programs at PSU is the 2+2 Chinese International Program. The 2+2, a part of the name of program, means the undergraduates in this program have to study at PSU in Thailand in the first two years and the last two years of them will be spent in a university in China, Shanghai Jiaotong University or Beijing Language and Culture University. As it is the international program majoring in Chinese, both high level of English and Chinese proficiency is expected after the

graduation since English is used as a medium of instruction in other non-major courses taught in the program. Only two years to study three compulsory English courses and five general courses at PSU seemed not to be sufficient for Thai undergraduates in this program to have high level of English proficiency. The program and faculty administrators realized this problem; therefore, several intensive English courses have been provided in order to help the undergraduates develop and improve their English skills and proficiency. Unfortunately, those intensive English courses were not effective, which resulted in the absence from classes.

The reasons why some Thai undergraduates in the international program did not give much importance to the intensive English courses provided by the faculty were expressed by the undergraduates during the interview in the Needs Analysis (NA) process towards studying in the intensive English courses that those intensive English courses were extracurricular courses that do not affect their grade in the evaluation system. Additionally, the courses were designed based on the purposes of Chinese International Program and faculty without doing the NA to investigate the students' needs, strengths and weaknesses. Some of those courses emphasize learning English for academic purposes with an aim to help the students deal with tasks and activities in the general courses taught in English. Nonetheless, they preferred to develop their basic skills before learning academic skills, that is, they did not think they were ready for academic skill development. The undergraduates told the researcher that this caused them have low motivation to learn those intensive English courses since those courses did not affect their grade and did not serve their needs.

In conclusion, the provided intensive English courses did not completely serve the needs and interests of Thai undergraduates in Chinese International Program. The emphasis of academic purposes in some intensive English courses seemed to demotivate them to learn since it was too difficult for the undergraduates who were not good in English to learn academic content and develop academic skills. As a result, the new intensive English courses designed to deal with this situation should be based on the students' needs and interests, and match their English proficiency level.

Furthermore, it must increase the learning motivation of the undergraduates so that the course will enable them to improve their English ability.

In the international world, teaching and learning language always presents cultural dimension because teaching and learning a foreign language cannot ignore the culture (Risager, 2007; Seelye, 1993). In the international community, Thai people probably have to interact with other people from multilingual and multicultural background. English skill improvement of Thai people becomes insufficient if it is learned without learning about culture since they are among people in the international society (Baker, 2012b). Therefore, Thai undergraduates in Chinese International Program's English language skills have to be improved and developed urgently, and cultural knowledge should be emphasized in the classroom in order to encourage the students' cultural awareness. Due to the time limitation (2 years), the teaching approach applied in this study should emphasize content, language and culture because they are going to study in China in their last two years of study, which they will face with different cultures in their lives in there in the last two years of their study. Basically, cultural awareness should be focused because it enables the undergraduates to understand the target language communication to be aware of their own culture and others' for communication, which may be useful for them when spending time for two years in China. Accordingly, cultural awareness is another issue should be focused in English classes.

As English has been functioning as an EFL in Thailand, English communicative skills are principally crucial. Listening and speaking skills seem to be the first communicative skills Thai people have faced, especially in the hospitality and tourism industry. In addition, the increase of international investment probably causes the establishment of new offices, companies, factories of international investors in Thailand; therefore, English reading and writing skills are also important for working in the office or contact with the business partners through English documents. Due to international connection and cooperation among educational institutions around the world, there have increasingly been exchange programs of both students and educational staff between Thai educational institutions and international institutions,

English communication skills in education is also necessary. Baker (2012b), Richards and Rogers (2001) and Seelye (1993) state that people learn better when they acquire information through subject matter. Therefore, there are three main key words to be considered for selecting an instructional approach for an English course development to enhance cultural awareness and English communication ability, cultural awareness, English used as a medium of instruction, and content and language integration.

Content and Language Integrated Learning (CLIL) approach was then selected for course development in this research study. CLIL is an innovative teaching approach. It is, "a dual-focused educational approach, in which an additional language is used for the learning and teaching of both content and language" (Colye, Hood, & Marsh, 2010, p. 1). It is seen as an umbrella term for those approaches in which some forms of specific and academic language support is offered to higher education students in order to facilitate their learning of content through that language (Mephisto, Frigols, & Marsh, 2008; Nowak, 2011). The additional language is a foreign language of the learners. It refers to educational setting where a language other than the students' mother tongue language is used as a medium of instruction (Dalton-Puffer, 2011; Dalton-Puffer, Nikula, & Smit, 2010; Dalton-Puffer & Smit, 2007; Delanoy & Volkmann, 2008; Jappinen, 2005; Nowak, 2011). Common of the European Communities (2005) states that "the CLIL approach opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education."

According to Coyle (2011), Colye et al. (2010), Dalton-Puffer et al. (2010), Eurydice (2006), Garcia (2012), Graddol (2006), Martinez (2011) and Nikula (2010), CLIL is an ultimate communicative methodology involving active participation of the learners in developing their latency for acquiring knowledge and skills through a process of inquiry and by using complex cognitive processes and means for problem solving. It is the most updated teaching approach emphasizing the functional roles of language in learning content and language aiming to achieve a dual-focused form of instruction. It emphasizes on what to teach and how to teach content. It boosts the students' cognitive engagement and creative thinking development. In CLIL classroom,

the target language becomes the medium of instruction and communication. Language knowledge is a means of learning content. It emphasizes the attempt to increase motivation and the study of natural language seen in the context that helps to encourage the students' interests, and the interests of students motivate themselves to learn and acquire knowledge to communicate.

It also emphasizes intercultural knowledge and understanding and communication; as a result, it expects the students to understand and use the content to learn the language and support content learning achievement. It fosters the use of foreign language as a tool to communicate and work on content. It is an instructional approach to student-lead learning; the student is active learning to learn, not passive learner to receive the knowledge from the teacher (Colye et al., 2010; Dale & Tanner, 2012; Dalton-Puffer, 2011; Jappinen, 2005; Martinez, 2011). Moreover, learning occurs in relaxing way since the CLIL classes are associated with uncomplicated, natural and incidental language acquisition (Spies, 2012). The main role of teacher in CLIL classroom is a facilitator, prompter, guide and counselor who provides assistance for the students' learning; therefore, learning to acquire knowledge employing individual learners' own power and peer group powers of perception, communication and reasoning (Colye et al., 2010). Therefore, it can be concluded that CLIL learning is a mixture of language, culture and content, which is an idea of Vygotsky. It focuses on the relationship between language and thought that relates to environments and culture, in which language is what the learners think about and a part of learning process. It aims to encourage the students to be active learners rather than passive knowledge receptors; therefore, they are as active meaning makers and problem solvers (Cole & Wertsch, 2002; Lantolf & Thorne, 2006).

CLIL was firstly developed in Europe in the mid of 1990s by the European Network of Administrators, Researchers and Practioners (EUROCLIL). It works on continuum of the foreign language and non-language content without specifying the importance of one over another (Marsh, 2002). The CLIL implementation took place because the belief that CLIL model can attract international students, promote high level of communication between teachers and learners and eventually adapt to higher

education institutions to the new demands of the job market. Furthermore, it also connects to culture, environment and learning (Cendoya & Bin, 2010; Graddol, 2006). CLIL emphasizes on what to teach and how of teaching content to promote student-lead learning encouraging active students learning (Cummins, 2005).

CLIL encourages the students to be ready for internationalization by being motivated to learn a foreign language, improve specific language expressions, express the intercultural communicative competence, activate high levels of communication between teachers and learners and among themselves; as a result, it is believed to be an instructional approach that helps improve overall language competence in the target language and develop their oral communication skills (Lasagabaster, 2008; Marsh, Maljers, & Hatiala, 2001). Furthermore, through learning processes of CLIL, the learners are able to engage subject-specific vehicular language terms and be prepared for future studies and working life.

Content selection in CLIL is really flexible, in other words, the appropriate content for the CLIL course depends on contextual variables – teacher availability, language support, learner's age, learning environment demanded by the society. Moreover, CLIL teachers need to encourage active learning so that the learners can think and articulate their own learning with awareness of learning through metacognitive skill development (Colye et al., 2010; Coyle, 2007, 2011; Dalton-Puffer & Smit, 2007). The implementation of CLIL has brought a lot of advantages in language learning, that is, its implementation creates prime naturalistic language learning conditions. Moreover, arranging the CLIL course based on the students' interests is a way to build up motivation in learning to the students. They are able to acquire language for communication more effectively (Mephisto et al., 2008). CLIL is suitable for all levels of education, form elementary to graduate or vocational to professional education (Bonces, 2012).

CLIL differs from other forms of bilingual education as it is about using a foreign language, not a second language, and the teachers are not native speakers of the target language (Dalton-Puffer et al., 2010). According to Marsh (2002, p. 37), "what differentiate CLIL from other development such as the Canadian immersion program

and Content-Based Instruction (CBI) is CLIL can be seen as a powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself." In addition, CLIL is used to teach both content and language cooperating with several teaching methods such as CBI, theme-based language teaching, foreign language medium instruction, or learning with language. Both CLIL and CBI manage on the same core principles, but CLIL represents a more elaborating application of CBI. CLIL promotes and fosters linguistic diversity in the ways that transcend the more survival oriented nature of CBI. It enhances more opportunities for interaction than CBI.

The differences between CLIL and CBI can be expressed in three dimensions. Firstly, medium of instruction in CLIL is the target language that is purely used in the classroom. Whilst in CBI classroom, bilingualism may be implemented in the classroom. Secondly, the framework of CLIL focuses on the 4Cs (Content, Culture, Communication and Cognition), but CBI framework focuses on only content and language. Finally, the goal of CLIL emphasizes intercultural knowledge, content and language understanding and communication as it aims to develop multilingual interest and attitudes, but CBI emphasizes the acquisition of academic content and related language (Dalton-Puffer et al., 2010; European Commission, 2008; Lasagabaster, 2008; Nikula, 2010).

CLIL has also been implemented in the classrooms around the world due to the beliefs in its advantages, "CLIL is a pedagogical product implemented in foreign language learning that has been subject of global approval because of its many advantages for creating the suitable environment for learning," (Sonia, 2008, p. 1). Its model can attract international students, promote high level of communication between teachers and learners (Cendoya & Bin, 2010; Graddol, 2006; Marsh, 2002). It is as an educational model for context, in which the only site for learners' interaction in the target language is provided in the classroom (Dalton-Puffer, 2011).

Although many people are afraid of ineffective outcomes since the medium of instruction is not the students' first language (L1), and the teacher may simplify the content before the instruction (Hajer, 2000), the findings of many CLIL research

confirm that CLIL course affects the students' learning positively. In other words, CLIL learners gain the same quantity of content knowledge as well as their friends taught by L1. They work more firmly on tasks. It shows higher patience of prevention so that a higher degree of procedural competence in the subject is achieved (Vollmer, Heine, Troschke, Coetzee, & Kuttel, 2006). CLIL provides the profound advantages: positive attitude in learners towards learning a language and towards themselves as language learners because it connects the learners to their world by focusing on the learners' interests and emotional dimension of learning. They have positive attitude towards content learning that enables them to acquire the language knowledge.

One of the important factors influencing on successful learning is high motivation and vice versa (Cook, 2001). Motivation is an important issue in CLIL classroom. If the learners participate in all activities in the CLIL classes voluntarily, it can enhance overall motivation towards subject itself and additional language used as a medium of instruction. In addition, CLIL also helps develop cognitive competence, both cognition and motivation can enhance content learning. Positive attitude affecting on needs to learn and language skill development can be nurtured in CLIL (Marsh, 2000).

In addition, authenticity and relevance are major keys for successful learning. Through CLIL instruction, the learners can achieve successful language learning when they are taught by good instruction and practice in real-life situations where they can acquire the language more naturalistically (Colye et al., 2010; Costa, 2009; Dale & Tanner, 2012) because CLIL can offer the learners a natural situation for language development building up learning forms. In CLIL process, the motivation of learners is supported by the natural use of language encouraging their demands to learn language; therefore, naturalness is a major importance of CLIL that enables the learners to succeed in both language and subject learning (Marsh, 2000).

CLIL approach was firstly implemented in Thailand in 2006 under the cooperation between the Ministry of Education in Thailand and the British Council because of the belief that it can help improve Thai educational failures (MacKenzie, 2008). The first CLIL 18-month project was launched at six schools (three primary

schools and three secondary schools) in September 2006. The project's findings showed that the CLIL approach was useful for language learning in Thai context. English skills of the students were improved, and they had positive attitudes towards learning language. The series of CLIL project have been built up to plan a vision for the future of language learning and teaching in Thailand (British Council, 2006; Prasongporn, 2009). The Ministry of Education in Thailand has planned a vision for the future of language learning and teaching in Thailand as a long-term national language policy and strategy. The two of four main vision statements for Thailand in 2025 are English will be one of core languages and school students will learn through CLIL approach with appropriate standards-based assessment methods through the use of Information and Communication Technology (ICT) (British Council, 2006; MacKenzie, 2008). CLIL seems to be the most appropriate approach to enhance cultural awareness and English communication ability in this research study.

1.3 Research Questions

This research study attempts to answer four research questions regarding the effectiveness of CLIL course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program:

1) How can a Content and Language Integrated Learning (CLIL) course be developed to enhance cultural awareness and English communication ability of Thai undergraduates in the international program?

2) To what extent can the CLIL course enhance cultural awareness of Thai undergraduates in the international program?

3) To what extent can the CLIL course enhance English communication ability of Thai undergraduates in the international program?

4) What are the opinions of Thai undergraduates in the international program towards the CLIL course in enhancing cultural awareness and developing English communication ability?

1.4 Research Objectives

Parallel with the research questions, this research study includes four main research objectives:

1) To develop a Content and Language Integrated Learning (CLIL) course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program.
2) To determine the effectiveness of the CLIL course in enhancing cultural awareness of Thai undergraduates in the international program.
3) To determine the effectiveness of the CLIL course in enhancing English communication ability of Thai undergraduates in the international program.
4) To investigate the opinions of Thai undergraduates in the international program towards the CLIL course in enhancing cultural awareness and develop English communication ability.

1.5 Research Design

This research study is a research and development (R&D) design study, the process of researching the needs of learners and developing a course to fulfill the needs, with two main phases:

1) Course development phase
2) Research phase (a single group pre- and post-test research design)

1.6 Statement of the Hypotheses

Based on an extensive review of literature (Colye et al., 2010; Coyle, 2005, 2007, 2011; Marsh, 2002; Mephisto et al., 2008; Moate, 2010; Nikula, 2010; Ruiz-Garrido & Fortanet Gonez, 2009; Spies, 2012), it can be concluded that teaching English based on the CLIL approach probably helps increase English for communication ability achievement and enhance cultural awareness.

In the light of these studies, three hypotheses are proposed in the present study:

Hypothesis 1: After Thai undergraduates in the international program are taught with the CLIL course, their cultural awareness is improved.

Hypothesis 2: After Thai undergraduates in the international program are taught with the CLIL course, their English communication ability is developed.

Hypothesis 3: After Thai undergraduates in the international program are taught with the CLIL course, they have positive opinion towards learning English language with the CLIL course.

1.7 Scope of the Study

This research study aims at investigating how to develop a CLIL course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program, its effectiveness in enhancing cultural awareness and English communication ability of Thai undergraduates in the international program and their opinions towards learning English language with the CLIL course. It is a research and development study with one group pre-test and post-test design. The research study was restricted in the following areas:

1.7.1 Area of the Study

This research study was conducted at the Faculty of Liberal Arts, Prince of Songkla University (PSU), Hat Yai Campus.

1.7.2 Population of the Study

The population of this research study is a group of 78 Thai undergraduates in the 2+2 Chinese International Program at the Faculty of Liberal Arts, PSU, Hat Yai Campus. These undergraduates spend that first two years of study at PSU, and the last two years in a university in China.

1.7.3 Samples of the Study

The samples of this research study were composed of 24 second-year undergraduates in the 2+2 Chinese International Program who are EFL learners and already passed the compulsory fundamental English courses, English I and English II.

1.7.4 Type of Course

The CLIL course implemented in this research study is a 30-hour intensive course focusing on Cultural Studies. Three hours were spent in each lesson, with the total of ten lessons. It was an additional course provided in the semester break in helping the undergraduates brush up their English proficiency before the next semester starts.

1.8 Definitions of Key Terms

The terminologies employed in this research study can be defined as follows:

1.8.1 Content and Language Integrated Learning (CLIL) Approach

Content and Language Integrated Learning (CLIL) approach is a teaching approach focusing on the 4Cs, Content, Communication, Cognition and Culture, in the learning process by using English as the medium of instruction to introduce new ideas, content and language with the aims of preparing students to be aware of the importance of their own culture and compare their culture with other cultures and develop English communication ability through the use of content course so that the students learn the language through subject matter within the specific context.

1.8.2 Content and Language Integrated Learning (CLIL) Course

Content and Language Integrated Learning (CLIL) course is designed based on the framework and concept of CLIL approach. It is an intensive course using content theme, Cultural Studies, to teach both cultural content and English language to develop the students' cultural awareness and basic integrated skills for communication in education and daily life. The 4Cs in the CLIL course is linked to research variables of the research study: Cultural Studies (Content), English communication ability (Communication), cognitive process (Cognition) and cultural awareness (Culture).

1.8.3 Cultural Awareness

Cultural awareness is an ability to become aware of own cultural values, beliefs and perceptions, and look outside by linking and comparing own culture with neighbor culture and international culture, consisting of three elements, perceiving cultural diversity, being flexible and recognizing other cultures and being considerate.

In this research study, cultural awareness was measured by the use of cultural awareness self-assessment questionnaire towards awareness of cultural diversity, flexibility and appreciation, and understanding others.

1.8.4 English Communication Ability

English communication ability of Thai undergraduates in the international program refers to an ability to express personal opinions, share and exchange it with others' towards particular topics in both oral and written forms. Therefore, it refers to oral communication skills and written communication skills, that is:

Since speaking and listening skills are interrelated skills in the process of constructing knowledge in communication, oral communication skills refer to students' oral communication skills as a result of their interaction in listening activity as the result from the understanding of what they hear and respond appropriately to give information and express personal opinions towards particular topics.

As known that writing and reading have long been considered to be related activities, written communication skills refer to writing skills as a result of the students' interaction in reading tasks to give information, reply and reflect the ideas in reading texts towards particular topics and present agreement or disagreement to other people's ideas from the reading texts. Therefore, agreement or disagreement in the web post and e-mail writing are focused in this research study.

1.8.5 Opinion

Opinion is a statement of what someone thinks or believes. In this research study, it refers to the students' belief that their learning experience individually and collaboratively in the CLIL course was fun, useful, meaningful, and relevant to their daily life, academic work and future professional needs. The opinion of the

students about the CLIL course in this research study was reflected in the questionnaire and interview.

1.8.6 Thai Undergraduates in the International Program

Thai undergraduates in the international program refer to EFL students who are studying in the 2+2 Chinese International Program at the Faculty of Liberal Arts, PSU, Hat Yai Campus. They study all non-major courses in English and spend their first two years of their study at PSU in Thailand and the last two years in a university in China.

1.9 Significance of the Study

The research study aims to develop and evaluate a CLIL course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program and investigate the opinions of the undergraduates in the international program towards developing English communication ability with the CLIL course. The expected outcomes of this research study are as follows:

1) The course based on theoretical concepts of CLIL approach was created, validated and implemented. The effectiveness of the course can then be systematically proved in terms of research.

2) The CLIL course can be alternative method to enhance cultural awareness and English communication ability.

3) The products of the CLIL course such as teaching materials, lesson plans, tests, can be used as guidelines for other teachers who are interested in using CLIL approach in the instruction.

1.10 Overview of the Study

There are five chapters in this dissertation.

Chapter one presents the background of the study, rationale of the study, research questions, research objectives, research design, and statement of the hypotheses, scope of the study, definitions of key terms and significance of the study.

Chapter two reviews the underlying five key concepts, namely, course development, CLIL approach, cultural awareness, English communication ability and opinions towards learning English language with the CLIL course.

Chapter three describes the population of the study, research design and procedures, instrumentation, data collection and data analysis.

Chapter four presents the research findings gathered from the five research instruments. Both quantitative and qualitative findings are presented in relation to the research questions.

Chapter five firstly presents the summary of the study and findings. The research findings are then discussed in relation to the research hypotheses. This chapter includes the contributions of the study, pedagogical implications, limitation of the study and recommendations for further study.

CHAPTER TWO:

LITERATURE REVIEW

This chapter presents the different theoretical perspectives on the six key concepts: course development, Content and Language Integrated Learning (CLIL) approach, Sociocultural Theory, cultural awareness, English communication ability and opinion towards learning English language based on the research objectives presented in the previous chapter. The framework of course development is firstly presented; then the principles of CLIL approach is later introduced, following by Sociocultural Theory, cultural awareness, English communication ability, opinions towards learning English language and discussion on previous studies towards the CLIL approach conducted for EFL learners' English proficiency development.

2.1 Course Development

The course development is sometimes called a course design; it is a work in progress of modifying the course to serve the needs of students. A language course development involves several components and steps. It is an interrelated set of processes and products as a system (Graves, 2000). The teacher who designs the course can consider what should be modified, added or changed to suit the interests and needs of a particular group of students (Sysoyev, 2000).

There have been several frameworks of course development process proposed by various scholars, but many of them restrict the course developer to follow steady order that seems limit the autonomy of course design; for example, Gustafson (1996) identifies that there are four steps of instructional design: analysis of what to be taught or learn, determination of how it is to be taught or learned trying out and making revision and course assessment. Taba (1962, p. 12) proposes an order of classical curriculum development consisting of diagnosis of needs, formation of objectives,

selection of content, organization of context, selection of learning experience, organization of teaching experience and determination of what to evaluate and of the ways and means of doing it. Gustafson (1996) and Taba (1962)'s steps of course development seem to emphasize the predetermined order to design the course; nevertheless, there have probably been some factors causing inability to follow the specific steps such as learning context, students' conditions, educational policy, etc.; therefore, an unlimited-order course development framework is likely more appropriate to allow the course developer to design a course spontaneously.

2.1.1 Course Development Process Framework of Graves (2000)

Another interesting model of a course development is the model of Graves (2000) because it is not a linear list, so it is not necessary to design a course in specific order. The course developer can begin anywhere depending on beliefs, understandings, and the context or setting.
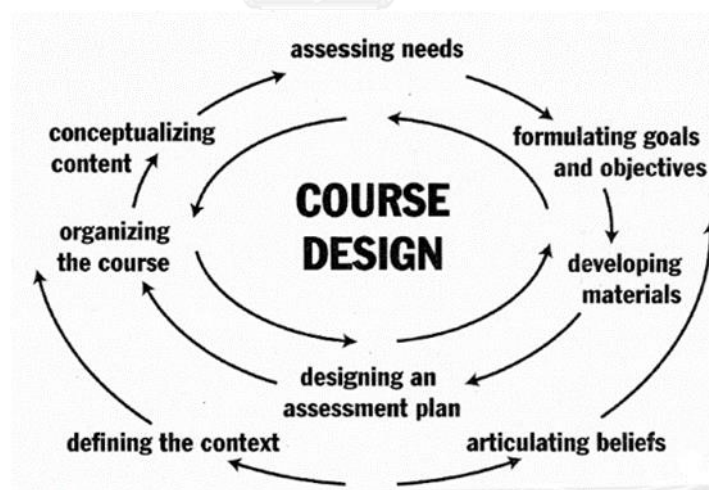
Figure 1: Framework of Course Development Process (Graves, 2000, p. 3)

Figure 1 presents two aspects of course development following Graves (2000)'s course development process framework. According to Graves (2000, p. 3), "the first aspect is there is no hierarchy in the processes and sequence in their

accomplishment." The first step is begun in anywhere in the framework depending on the course designer's beliefs and understanding, and how to problematize situation, and secondly, the components are interrelated, and each of them influences and is influenced by the others in some ways. The description of course development stages in Graves (2000)'s course development process framework is as follows:

2.1.1.1 Defining the Context

Graves (2000, p. 15) expresses that, "the more information you have about the context, the easier it will be for you to make decisions about what to teach and how," because the context information helps make decisions towards the course and think about the important information to design a course. Any courses are designed for a specific context that's why the course developer has to define the context. The course content and objectives are based on the context since the resources and constraints guide the course developer's decisions. Both content and objectives are designed based on the length of the course instruction, its purposes, students, and other aspects of the curriculum.

Furthermore, defining the context is a step to problematize the course: to look at the context and define the needed challenges to meet in order to make the course successful. Those challenges probably involve class size, multi-levels of students' English proficiency, number of hours, and resources. It is assumed that the teacher who teaches the course is the best equipped to understand the challenges and to gather the available resources to meet the challenges. As a result, it can be concluded that problematizing enables the course developer to decide what to start and what to focus on in planning the course.

Although it is not necessary to follow the specific order, each step in Graves (2000)'s course development process framework connects to each other, that is, planning a component will contribute to others, so changing one component will influence on all the others. If the course developer get clear content, it will be easy to

write the objectives. If the content is changed or adjusted, the objectives will be changed or adjusted following the changes of content.

Several aspects of context can be defined for a course design as shown in the following figure.

People
student:
    how many, age, gender, culture(s)
    other language(s), purpose(s),
    education, profession, experience
other stakeholders:
    school administrators
    parents
    funders
    community

Physical Setting
location of school: convenience, setting
classroom: size, furniture, light, noise
always same classroom?

Nature of course and institution:
type/purpose of course
mandatory, open enrollment
relation to current/previous courses
prescribed curriculum or not
require tests or not

Teaching resources:
materials available
required text?
develop own materials?
equipment: cassettes, video,
photocopying, clerical support

Time:
how many hours total over what span of time
how often class meets
for how long each time
day of week, time of day
where fits in schedule of students
students' timeliness

Figure 2: Factors to Consider in Defining the Context (Graves, 2000, p. 16)

Figure 2 presents the factors that should be considered to define the context for a course development. It is possible that the course developer may not be able to get all information in Figure 2 before teaching it. Some information can be found during initial or ongoing needs assessment, and some listed information may be more relevant to one context than another.

2.1.1.2 Articulating Beliefs

Beliefs are from work experience and the discourses of the workplace, what constitutes success and works in each setting, and what perceive to be important or necessary. The beliefs affect decisions at each stage of course design since the course design helps us learn to understand and articulate our beliefs in providing a basis for making choices. Although there are several possibilities, justifications and answers, what should be chosen depends on the context, experience and beliefs and understandings. In the process of course design, what is chosen is based on its importance to teaching and learning a language. Stern (1992) states that any theory of language teaching has to address the concepts of language, society (social context), learning and teaching.

According to Stern (1992), a framework for articulating the beliefs consists of four aspects in the framework for articulating beliefs to design a course: view of language, view of social context of language, view of learning and learners, and view of teaching. The descriptions of four aspects are presented as follows:

1) View of Language

It focuses on the view of what language is taught and how it is taught. The beliefs about which view of language should be emphasized will be translated into beliefs about how the language should be learned.

2) View of Social Context of Language

The social context includes sociolinguistic, sociocultural, and sociopolitical issues in language teaching.

(1) Sociolinguistic issues are concerned with how language is adapted to fit the social context.

(2) Sociocultural issues are concerned with the interaction between language and culture.

(3) Sociopolitical issues are concerned with how a given language or social group is viewed by other social groups, access to language and services, and a critical awareness of how language is used.

3) View of Learning and Learners

The view of how people learn and the roles enabling them to learn are concerned. Learning should be viewed as a process, and a learner should be viewed as a knowledge maker.

4) View of Teaching

It focuses on the role of teacher connected to beliefs about learning.

2.1.1.3 Conceptualizing Content

The conceptualizing content process encompasses thinking about what the students should learn in the course, who they are, what their needs are and what the purposes of the course are, deciding about what should be included, what should be emphasized and what should be dropped and organizing the content to reach the decisions about: what objectives are focused, which materials are used, what the course sequences are and how to evaluate.

Furthermore, there are three categories for conceptualizing content, which focus on language (linguistic skills, situations, topics or themes, communicative functions, competencies, tasks, content and skills), learning and learners (affective goals, interpersonal skills and learning strategies) and social context (sociolinguistic skills, sociocultural skills and social political skills).

2.1.1.4 Formulating Goals and Objectives

Goals are the main purposes as the ultimate expected outcomes of the course, that is, what the students should be able to do by the end of the course as the benchmarks of success for a course. Stating goals enables the course developer to bring into focus for the course visions and priorities.

While objectives are statements about how the goals will be achieved. Achieving the objectives, the goal will be reached. It must relate to the goal since it is in a hierarchical relationship to the goals. Furthermore, one objective may serve more than one goal.

As a result, formulating goals and objectives helps to build a clear vision of what will be taught in the course.

2.1.1.5 Assessing Needs

Needs assessment is also called as Needs Analysis (NA). It is a systematic and ongoing process involved in gathering information to serve as the basis for curriculum development (J. D. Brown, 1995; Graves, 2000). It is a set of process for specifying the limited factors of the course study such as syllabus design, course content, course length, material development and methodology (Dehnad, Bagherzadeh, Shoaleh, Hatami, & Hosseini, 2010; Nunan, 1988). The NA provides curriculum developers with valid information to base their curricular decisions (Grier, 2005).

The process of NA involves a set of decisions, actions, and reflections, which are cyclical in nature: deciding what information to gather and why, deciding the best way to gather it: when, how and from whom, gathering the information, interpreting the information, acting on the information and evaluating the effect and effectiveness of the action. In addition, the information gathered when assessing needs is about the learners, their levels of English proficiency, level of intercultural competence, interests, learning preferences, goals and expectations, target

3) sequencing the units

4) determining the language and skill content of the units

5) organizing the content within each unit

The ways to organize the course depend on several factors such as content of the course, goals and objectives of the course, the course developer's experiences, needs, beliefs and understanding, methodology used in the course and context. The foundation for organizing the course is the way used for conceptualizing the content and defining goals and objectives of the course that depends on the teaching and learning experience in general of the course developer, including the understanding about how people learn languages and students' needs.

2.1.1.7 Developing Materials

Material development is a process of course planning, in which the teacher creates units and lessons to achieve the goals and objectives of the course. The material development helps making choices based on what the teacher wants the students to learn according to the goals and objectives and syllabus. The material development relates to beliefs, understandings, and experience depending on the goals and objectives, the way to conceptualize the course content, organize and sequence the course and students' needs.

There are several factors have to be considered for developing materials: learners (making relevant to their experience and background, needs outside of class and their affective needs), learning (engaging in discovery, problem solving and analysis, and developing specific skills and strategies), language (targeting relevant aspects such as grammar, functions, vocabulary, etc., integrating four skills of speaking, listening, reading and writing, using/understanding authentic texts), social context (providing intercultural focus, developing critical social awareness), activity/task types (aiming for authentic tasks, varying roles and groupings, activities and purposes) and materials (authentic texts/realia, print, visual, audio, etc.).

2.1.1.8 Designing an Assessment Plan

This process emphasizes the assessment of students' learning and course evaluation and focuses on how the assessment fits into the overall framework of the course design. The assessment includes formative and summative assessment.

Formative assessment happens in the course in progress indicating how well the students are doing, what they need to work on and how well the course is meeting the students' needs.

Summative assessment is processed at the end of the course indicating the students' overall achievement as well as the overall effectiveness of the course. Students' learning (assessing proficiency, assessing needs, assessing progress and assessing achievement) is assessing; the students are also assessing what they have achieved with respect to what they have been learning in the course. This research study focuses on the CLIL approach; therefore, both content and language will be assessed in both formative assessment and summative assessment.

There are four major purposes of students' language abilities and learning assessment in course design as shown in the following figure.

Assessing proficiency	**Diagnosing ability/needs**	**Assessing progress**	**Assessing achievement**
pre-course: to place students appropriately	*pre and during course:* in order to identify and meet needs	*during course:* to assess progress	*at end of course or unit:* in order to assess what has been learned and/or assign a grade
post-course: may be done to assess achievement			

Figure 4: Four Major Purposes for Assessing Learning in Course Design (Bailey, 1998, p. 39)

Figure 4 shows that there are four main purposes for assessing learning in the course design. The proficiency assessment is processed to investigate

what the learners are able to do in the language, and it can be done covering four integrated skills, speaking, listening, reading, and writing. It gives an idea of the students' abilities to ensure the appropriateness of goals, objectives and materials to difficulty level of targeted skills. The proficiency testing may be done as a part of the placement process or initial needs assessment.

Diagnostic assessment is done to examine the ability and disability of the learners, that is, what they can and can't do with the respect to a skill, task, or content area deriving from the content and objectives of the course.

Assessing progress means investigating what the learner has learned at different points in the course. It is an assessment that assesses only what has been taught.

Assessing achievement is a summative assessment to find out what the students have mastered to knowledge and skills taught in the course or unit. It can be also used as one of the bases for giving grades.

2.1.2 Course Development Cycles

The course development process framework of Graves (2000) follows the course development cycle as shown in the following figure.
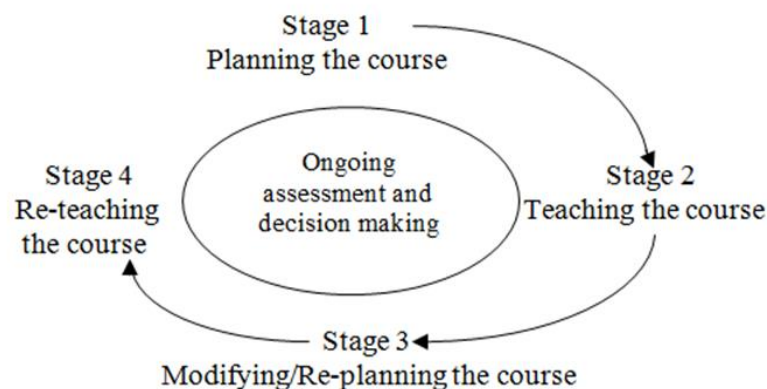
Figure 5: Course Development Cycles (Graves, 2000, p. 11)

Figure 5 presents the complete cycles of course development in Graves (2000)'s model that includes planning the course (conceptualization), teaching the course (practicing and evaluating the course), re-planning the course (based on the evaluation and re-conceptualizing it) and re-teaching the course (teaching it again in the re-planned version).

2.2 What is Content and Language Integrated Learning (CLIL) Approach?

Content and Language Integrated (CLIL) approach was firstly developed in Europe and has spread across the European area since 1994 by David Marsh to serve communicative purposes (Garcia, 2012; Munoz, 2007). In 1990, the CLIL approach increasingly became well-known. It has been a teaching innovation in Europe, in which foreign languages are used to teach not only language course but also content courses (Eurydice, 2006); therefore, language and subject have a cooperative role (Coyle, 2007; Marsh, 2002).

CLIL is defined as, "an approach to bilingual education in which both curriculum content … and English are taught together. It differs from simple English-medium education in that the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning study. Hence, it is a means of teaching curriculum subjects through the medium of a language still being learned, providing the necessary language support alongside the subject specialism. CLIL can also be regarded ... as a means of teaching English through study of specialist content," (Graddol, 2006, p. 86). While Dalton-Puffer and Smit (2007, p. 1) define CLIL as, "educational settings where a language other than the student's mother tongue is used as medium of instruction and using a language other than the L1 as a medium of instruction."

Thus it is called dual-focused education because it monitors two main aims, learning of content and learning of language used as a medium of instruction as an additional language (often English) (Dale & Tanner, 2012; Marsh, 2002; Marsh &

Lange, 2000). Some forms of specific and academic language support are offered to higher education students in order to facilitate their learning of content through the language (Mephisto et al., 2008; Nowak, 2011). It focuses on the message (topic, content), medium (language) and social interaction with others (Vilkancience, 2011).

A goal of CLIL is to encourage the students to understand their learning process (Richards & Rogers, 2001). It works on continuum of the foreign language and non-language content without specifying the importance of one over another (Dalton-Puffer et al., 2010). A dominant identity of it is a content-driven approach, which broadens a language learning experience, which makes it different from other teaching approaches (Dale & Tanner, 2012). The CLIL approach is as a new paradigm in both language and content instruction (Rodriguez & Puyal, 2012). It promotes both literacy and fluency in the target language while the students are applying prior knowledge and using cognitive skills (Marsh & Lange, 2000). The dual aim of it enables the students to understand and use the content motivating them to learn the language, so learning skill development supports content and language goals achievement in CLIL classroom.

2.2.1 CLIL Framework

CLIL involves learning to use language appropriately and using language to learn effectively (Colye et al., 2010). To understand CLIL approach, it is necessary to study the 4Cs Framework, the core element of CLIL instructional process, which is illustrated in the following figure.
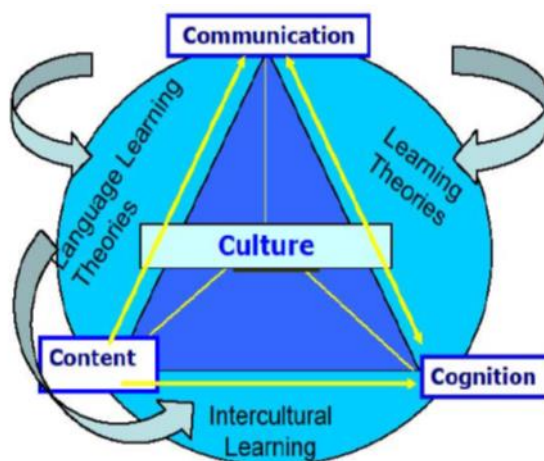
Figure 6: The 4Cs Framework of CLIL Approach (Coyle, 2011)

Figure 6 shows the 4Cs Framework of CLIL approach consisting of interrelated components: Content, Communication, Cognition and Culture (Colye et al., 2010; Coyle, 2005, 2007, 2011; Marsh, 2012; Mephisto et al., 2008).

In the 4Cs Framework of CLIL approach consists of:

"*Content*" refers to subject matter, themes, and cross-curricular approaches that are the basis for learning in achieving acquisition of knowledge, skills and understanding through content and language integration. The content matter is about acquiring and creating knowledge relating to learning and thinking.

"*Communication*" means language learning and using for communication and learning. To develop the language skills, the students have to respond to the content and language environment. They have to make learning on enriching personal and social experiences. Language needs to be related to the context, cognitive processes and the content construction.

"*Cognition*" refers to learning and thinking process to think, review and engage in high order thinking skills to construct understanding.

"*Culture*" focuses on developing intercultural understanding and global citizenship and awareness of self and others to increase cooperation in learning content and language. Interaction is thus a fundamental in the learning context, and the awareness of culture is a fundamental of CLIL.

Among the 4Cs Framework of CLIL approach, *"Culture"* permeates the other elements. It helps facilitate the knowledge acquisition about neighboring countries, regions and minority group in the students' communities. Moreover, the 4Cs Framework of CLIL approach also merges learning theories, language learning theories and intercultural understanding (Colye et al., 2010; Coyle, 2011; Morton, 2010). It is based on different learning principles; therefore, the students construct rather than acquire the content and skills (Coyle, 2007; Marsh, 2000, 2002).

The effective CLIL takes place as a result of symbiosis through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, development of appropriate language knowledge and skills and the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and otherness (Colye et al., 2010, p. 41).

2.2.2 Main Characteristics of CLIL Approach

In the CLIL classes, foreign language development is facilitated in subject classes, and content-based language learning strategies in language classes that support the content knowledge development (Denman, Tanner, & Graaff, 2013). Coyle (2011), Colye et al. (2010) and Eurydice (2006) expresses that there are five main key characteristics that benefit the CLIL lesson planning.

1) Choosing appropriate content

Integrated subject content, language content and learning context have to be appropriate to the students' age, ability and interests, which provide

meaningful interaction with and through language in CLIL lessons in suitable platform of developing students' personalized learning

2) Developing intercultural understanding

Lesson plans have to provide opportunities to investigate and reflect on different cultures, traditions, values and behaviors.

3) Using language to learn or learning to use language

Rich input in helping interact with language accessible to existing linguistic level but promotes linguistic progression

4) Making meaning that matter

The students are allowed to engage maximum interaction in the target language within and beyond the classroom to express their thoughts, ideas and feelings that influence on them in motivating contexts for communication.

5) Progression

Scaffolding is provided to involve language using and interaction with content so that it is possible to be successful in knowledge, skills and understanding of content, cognitive processing engagement, communicative interaction, appropriate language knowledge and skills development and acquisition of intercultural awareness.

Mephisto et al. (2008) state that scaffolding in CLIL should include the development of students' knowledge, experience, attitudes and interests, information reformulation in student-friendly ways, responding to different learning skills, creative and critical thinking promotion and challenging the students to take a step forward. In addition, the relationship between the language and non-language content should be assisted from the topic selection and linguistic content treatment to the CLIL teachers' cooperative work.

Based on the main key characteristics of CLIL, the CLIL lesson content has to be appropriate for the students and provides the students' opportunities to

understand differences among people, interact with language for linguistic progress, interact in the target language among scaffolding and helps others to learn.

2.2.3 Using Language to Learn and Learning to Use Language in CLIL Approach

According to Dalton-Puffer and Smit (2007), CLIL demands a reconceptualization of language roles in CLIL settings from language learning based on grammatical progression towards an approach, which combines learning to use language and using language to learn. Colye et al. (2010) express that to conceptualize language learning in CLIL, the Language Triptych has to be considered.
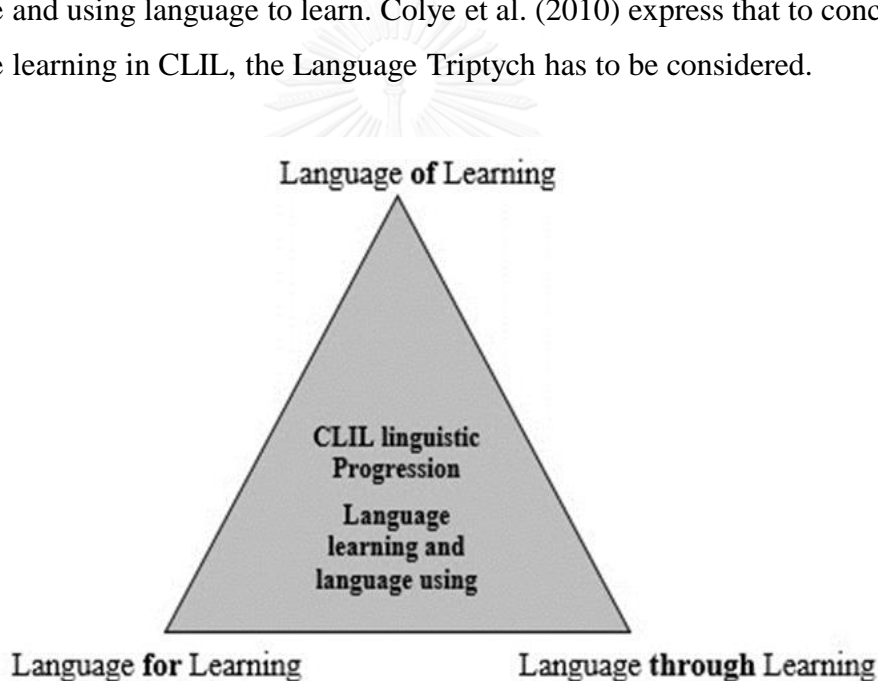
Figure 7: Language Triptych (Colye et al., 2010, p. 36)

Figure 7 presents the Language Triptych that consists of three main aspects of CLIL: Language of learning, language for learning and language through learning. It links content and cognition with communication.

1) Language of Learning: What (content)

It is an analysis of specific language needed for students to access basic concepts and skills that relate to the new content, theme or topic and understanding when dealing with the content. It includes functional grammar, vocabulary and structures. An analysis of the language needed to scaffold content learning will lead to complementary approach to learning progression. This means shifting linguistic progression from a dependency on grammatical levels of difficulty towards functional and notional levels of difficulty demanded by content.

2) Language for Learning: How to (metacognition and grammar system)

It focuses on the type of language needed to function in a foreign language learning environment where the medium of instruction or an additional language used in the class is not their first language. To use the foreign language effectively, the students need to have effective strategies to help them, and be supported by others. As a result, cooperative and collaborative strategies in pair work, group work, discussion, debate, chatting, etc. should be emphasized.

3) Language through Learning: Why (Cognition)

Active involvement of language and thinking leads to effective learning. It involves both language and thinking processes and encourages the teacher to find ways of dealing with emerging situation related language. A deeper level of learning takes place when students are encouraged to articulate their understanding. The teacher needs to capture the emerging language even it is difficult to predict in advance what will emerge. It also addresses the need to define how linguistic development (language learning) will be systematically achieved through continuous recycling for further development of language, based on an upward spiral for progression rather than step-by-step grammatical chronology. Cognitive processing is connected to the language used in the CLIL class to build up the students' understanding that generates the new learning.

In CLIL settings using second language to learn raises the teacher's awareness of students' linguistic needs and triggers 'turned-in' strategic language

behaviors such as comprehensible input, context embedded language and comprehension check. CLIL fosters fluency rather than grammatical accuracy (Colye et al., 2010) and the role of language in CLIL is an important part in teaching of the subject matter. The students have to acquire specific language for cognitive development and for enabling communication during CLIL lessons. Therefore, each lesson should firstly introduce the language specific to the subject content and operate the language in the classroom has to be scaffold and practiced so as to foster a more active oral participation. As a result, the students are triply challenged as they are expected to acquire knowledge, develop cognitive skills while increasing language competence (Logioio, 2010).

In the 4Cs Framework, Communication comprises CLIL teachers and learners using and developing language of learning, for learning and through learning. To apply this triptych, linguistic approach marks a shift in importance from language learning based on linguistic form and grammatical progression to a more 'language using' one which takes account of functional and cultural imperatives. CLIL promotes effective learning that presents the interconnectedness between the different elements of CLIL strengthens when language, cognitive processing and culture links are discovered (Colye et al., 2010).

In CLIL classroom, it is necessary to integrate cultural opportunities into the pedagogy. The students who have different cultural background and first languages share learning experiences by presenting their own and learning others'.

2.2.4 Linguistic and Cognitive Demands in CLIL Approach

To facilitate CLIL implementation to achieve good CLIL practice, the CLIL Matrix of Cummins' 1984 model shown in the following figure is used to balance linguistic and cognitive level in CLIL.
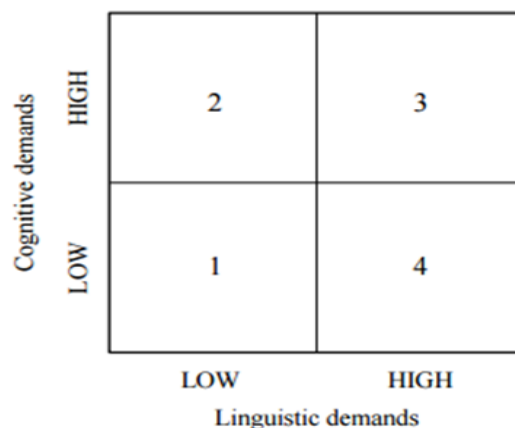
Figure 8: The CLIL Matrix (adapted from Cummins, 1984)

According to Colye et al. (2010, p. 44), the starting point for learning should be quadrant 1 with low cognitive and low linguistic demands to build confidence in learners as a transitory step to quadrant 2 that learning is not blocked by the learners' language levels that are often lower than their cognitive levels. Then it moves gradually to quadrant 3 through the progress of language learning while the cognitive challenge is maintained. Nevertheless, when linguistic forms are used to assist learning, high linguistic demands may be appropriate.

2.2.5 Cognitive Process in CLIL Approach

Learning and thinking processes to think, revise and engage in higher order thinking skills and construct understanding. It covers thinking process (cognition) and comparison of mother tongue. Learning and teaching process in CLIL are driven by thinking. "The more powerful thinking, the greater the learning" (Mephisto et al., 2008, p. 30). CLIL classroom emphasizes the importance of cognitive engagement, and it integrates the development of a range of thinking and problem solving skills. Updated version of Bloom's Taxonomy of Anderson and Krathwohl (2001) is considered suitable for CLIL classroom since they added a knowledge dimension to Bloom's cognitive process dimension that connects to thinking process to knowledge

construction in CLIL setting (Mephisto et al., 2008). Bloom's Taxonomy revised by Anderson and Krathwohl (2001) is as follows:

Table 1: Bloom's Taxonomy Revised by Anderson and Krathwohl (2001)

Cognitive Process Dimension	
Lower-order processing:	
Remembering	Production of appropriate information from memory, e.g. - Recognizing (identifying) - Recalling (retrieving)
Understanding	Making meaning from experiences and resources, e.g. - Interpreting (clarifying, paraphrasing, representing, translating) - Exemplifying (illustrating, instantiating) - Classifying (categorizing, subsuming) - Summarizing (abstracting, generalizing) - Inferring (concluding, extrapolating, interpolating, predicting) - Comparing (contrasting, mapping, matching) - Explaining (constructing models)
Applying	Using procedures, e.g. - Executing (carrying out) - Implementing (using)
Higher-order processing:	
Analyzing	Breaking down a concept into its parts and explaining how the parts relate to the whole, e.g. - Differentiating (discriminating, distinguishing, focusing, selecting) - Organizing (fining coherence, integrating, outlining, parsing, structuring) - Attributing (deconstructing)
Evaluating	- Checking (coordinating, detecting, monitoring, testing) - Critiquing (judging)
Creating	- Generating (hypothesizing) - Planning (designing) - Creating (constructing)
Knowledge Dimension	
Concrete knowledge:	
Factual knowledge	- Knowledge of terminology - Knowledge of specific details and elements
Conceptual knowledge	- Knowledge of classifications and categories - Knowledge of principles and generalizations - Knowledge of theories, models and structures
Abstract knowledge:	
Procedural knowledge	- Knowledge of subject-specific skills and algorithms - Knowledge of subject-specific techniques and methods - Knowledge of criteria for determining when to use appropriate procedures
Meta-cognitive knowledge	- Strategic knowledge - Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge - Self-knowledge

According to Table 1, there are six cognitive activities in Bloom's revised taxonomy (Krathwohl, 2002).

Firstly, remembering, the learner requires the least complexity of the cognitive process. The students must be able to remember, recall and restate information told to them such as learning through recognizing, listing, identifying and finding activities.

Secondly, understanding, the learner realizes the concepts of content by interpreting and translating what has been learned such as learning through paraphrasing, summarizing and explaining activities.

Thirdly, applying, the learner is able to apply the content they have learned in different contexts such as learning through implementing activities.

After that, analyzing, the learner is able to break content they have learned into parts and find the relationship of those parts in order to best understand them such as learning through comparing, organizing and integrating activities. Moreover, evaluating, the learner is able to make decisions based on in-depth reflection, criticism and assessment such as learning through checking, judging, testing and monitoring activities.

And finally, creating, the learner is able to create new ideas, or products, based on content previously learned such learning through planning, designing and constructing activities.

The knowledge dimension consists of four types of knowledge that are factual knowledge (basic element that the students must know to be acquainted with a discipline or solve problems in it), conceptual knowledge (interrelationship among basic elements within a larger context that enables them to function together), procedural knowledge (knowledge of how to do something, methods of inquiry, and criteria for using skills, algorithms, methods, and techniques) and metacognitive knowledge (awareness and knowledge of one's own cognition).

Therefore, good practice of CLIL is driven by cognition – perceiving, recognizing, judging, reasoning, conceiving and imaging (Mephisto et al., 2008). Nikula (2010, p. 12) affirms that, "in CLIL lessons the students had more room for active engagement in classroom discourse than non-CLIL settings." Moreover, CLIL classroom are different from other foreign language classroom due to the fundamental pragmatic parameters, which is of some importance in explaining the reduced foreign-language-speaking anxiety that is commonly observed in CLIL students (Dalton-Puffer & Smit, 2007; Nikula, 2010).

The "Culture" in CLIL is connected to other Cs. It emphasizes cultural awareness, intercultural understanding and pluri-culturalism. Cultural awareness is the ability to look outside of ourselves and be aware of own cultural values, and customs of the culture. While intercultural understanding is ability to participate and negotiate with people from different cultures in several types of contexts. And these permeate in all aspects of learning and teaching process in CLIL approach. As a result, to plan CLIL lessons, the teachers or course designers have to integrate subject content, language content and learning context to be appropriate to the students' age, ability and interests that provides meaningful interaction with and through language in CLIL lessons in a suitable platform of students' personalized learning development. Lesson plans have to provide opportunities to investigate and reflect on different cultures, traditions, values and behaviors in order to reach intercultural understanding.

Moreover, CLIL lesson has to provide rich input in helping the students interact with language, which is accessible to existing linguistic level but promote linguistic progress, using language to learn and learning to use language. To make meaning that matter in CLIL classroom, the students have to allow engaging maximum interaction in the target language within and beyond the classroom to express their thoughts, ideas and feelings that matter to them in motivating contexts for communication. And scaffolding has to be provided to involve language using and interaction with content, cognitive processing engagement, communicative interaction, appropriate language knowledge and skills development and acquisition of intercultural awareness.

2.2.6 Dimensions of CLIL Approach

CLIL approach is based on five dimensions: learning, language, content, culture and environment as shown in Figure 9.
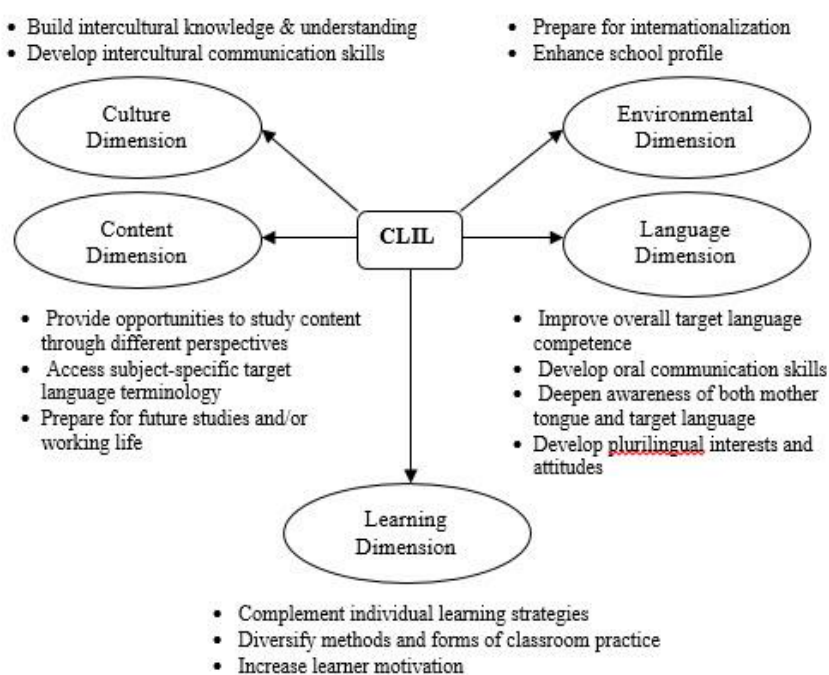
Figure 9: Dimensions of CLIL (Gabillon & Ailincai, 2013, p. 169)

Figure 9 expresses that the CLIL materials should focus on using CLIL in teaching and learning language into five dimensions.

In the cultural dimension, CLIL materials establish intercultural relationship in terms of knowledge and understanding, develop intercultural communicative skills, learn the cultures of nearby countries, regions or communities in the society, and understand various cultures (Gabillon & Ailincai, 2013). It helps to introduce wider cultural context in specific neighboring countries, regions and minority groups; therefore, understanding and awareness are promoted in CLIL through language-enhanced methodologies (Bonces, 2012).

While in the environment dimension, CLIL materials prepare the students for globalization and are accepted by international institutions (Bonces, 2012; Marsh et al., 2001; Mephisto et al., 2008). Content and language integration enables the students to have opportunity to acquire both communication and academic skills, social language skills as a latter to deal with academic requirements (Cummins, 2000). It is an ability to communicate academically and socially that open the doors for the students to explore and travel around the world (Bonces, 2012).

In terms of content dimension, CLIL helps to provide opportunities to study content through different perspectives leading to a deeper understanding of subject matter achievement. It also nurtures students' critical thinking and increases their perspectives on different issues (Bonces, 2012).

In language dimension, Marsh et al. (2001) confirm that overall target language competence is developed through CLIL approach. The focus of CLIL stresses language competence in general and includes reading, writing, speaking and listening skills. CLIL materials help develop second/foreign language skills, communicative skills and motivation and attitudes towards multi-languages. Furthermore, in content dimension, the students have opportunity to learn different content and broaden vision and prepare the students for further education and future career (Gabillon & Ailincai, 2013). Finally, in learning dimension, CLIL materials enable the students to complement individual learning strategies, diversity methods and forms of classroom practice and increase students' motivation (Mephisto et al., 2008).

In addition, in terms of learning dimension, CLIL counterparts individual learning strategies gearing to learner-centered methodologies to improve learning by giving importance to individual's needs (Marsh et al., 2001). CLIL helps to increase students' motivation helping their learning to be effective (Bonces, 2012). Learning content through English language medium aims to prepare the skillful students for lifelong learning in labor market (socio-economic objective), encourage the students to realize and understand the differences among people who have different cultures in order to survive among the changes by learning through CLIL (socio-cultural objective), develop the students' language and communicative skills by the use

of authentic materials and communication (linguistic objective) and develop the students' academic knowledge and their learning capacity (educational objective) (Marsh, 2012). And language use in all process is focused on the language triptych based on Communication (language of learning, language for learning and language through learning) as previously mentioned.

It can be concluded that these five dimensions build up the students' attitudes towards competence in the foreign language. It encompasses ability to use a language for specific purposes together with cultural, personal and social understanding development. The five dimensions are interrelated in CLIL practice (Bonces, 2012; Marsh et al., 2001).

2.2.7 Core Features of CLIL Methodology

According to Colye et al. (2010) and Mephisto et al. (2008), there are six core features guiding the CLIL methodology. In other words, the first feature of CLIL is multiple focuses. The CLIL methodology supports both language and content learning, and learning process and organizing of the course are processed through cross-curricular themes and projects.

In addition, the CLIL methodology includes authenticity. That is, the language input should be authentic and varied to make sure that it can be used for a communicative end and in different context (Munoz, 2007). As a result, in CLIL classrooms, real materials should be used and modified to suit the students' conditions (Richards & Rogers, 2001). The CLIL lessons are created based on the students' needs and interests by making connection between learning and students' lives and other cultures, using current materials from the media and other sources, and linking learning to real-life situations. Moreover, active learning is another main feature in CLIL methodology. In the CLIL classes, the students are allowed to communicate more than the teacher, helps to set content, language and learning skill outcomes, evaluate progress in achieving learning outcomes and favoring friend cooperative work.

Furthermore, scaffolding needs to be provided to build up the students' existing knowledge, skills, attitudes, interests and experience, repackaging information in user-friendly ways, responding to different learning styles, fostering creative and critical thinking and challenging students to take another step forward. Besides, planning the CLIL course, lessons or themes needs to be done in cooperation with CLIL and non-CLIL teachers, involving parents in learning about CLIL and how to support students and involving the local community, authorities and employees. Safe and enriching learning environment is also a crucial feature of CLIL methodology. The CLIL activities have to use routine activities and discourse, display language and content through the classroom, build students' confidence to experiment with language and content, use classroom learning centers and guide access to the authentic materials and environments.

It can be concluded that the CLIL classroom is an integrated class supporting both content and language organized through the main theme. Instructional and learning processes are processes based on students' needs and interests by the use of realistic materials from any sources. The students are active in learning in cooperative group, setting the expected outcomes and evaluating their progress of learning while the teacher is as a scaffolder in helping activate the students' prior knowledge to learn new information among differences of learning styles, and brining stakeholders such as non-CLIL teachers, guardians and local community to participate in the students' learning processes.

2.2.8 Theoretical CLIL Concepts Applying to Classroom

In CLIL setting, teaching and learning content and language has taken place through an additional language that is often a foreign language, which is not normally used (Colye et al., 2010; Dalton-Puffer et al., 2010; Dalton-Puffer & Smit, 2007). One aspect of CLIL connected to the way language students confronted in the classroom is its social nature where the students have opportunities to communicate. The students' socialization is expressed through the practice of interaction between

teacher and student; therefore, learning is retrieved through scaffolding, interaction and the role of reflective practitioner as basic concepts in CLIL education (Coyle, 2011).

The core aspect of CLIL is integration (Mephisto et al., 2008, p. 11), so CLIL focuses on tripartite objective: using of language to teach content, using of content to teach language and developing learning skills. Therefore, in CLIL classroom the students actively involve both at the preparation and presentation stages to have opportunities to take on roles of authentic world and follow real world situations. They learn through a variety of instructional activities to learn survival skills, interpersonal communication, presentation skills, discussion skills, time management and technological skills for information search in the process of content and language learning (Dalton-Puffer & Smit, 2007). As a result, they know to assess their own learning and others and help improve their own skills and other friends'. The CLIL teachers have to scaffold both on the content and linguistic area (Mephisto et al., 2008).

Therefore, to design a CLIL lesson unit, it is necessary to follow the 4Cs Framework of CLIL – Content, Communication, Cognition and Culture. Colye et al. (2010) construct the mind map using the template to build up an overview of an example unit in the following figure.
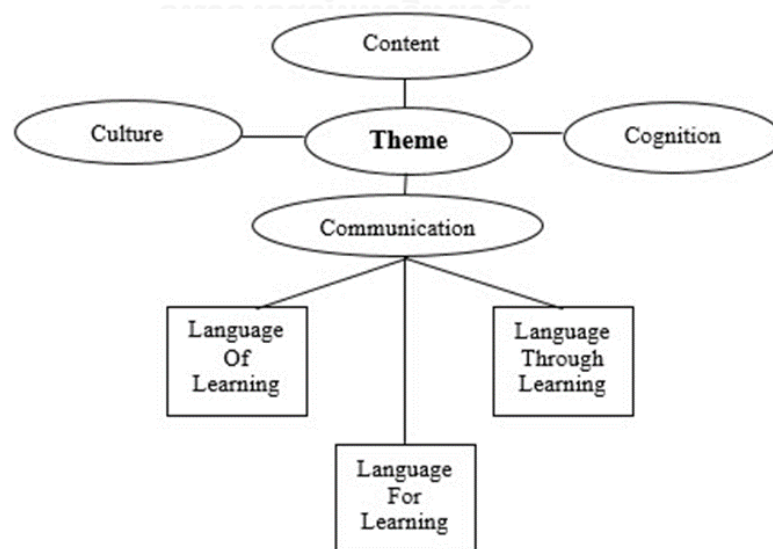
Figure 10: Overview of CLIL Unit Structure (Colye et al., 2010, p. 56)

Figure 10 indicates that CLIL lesson structure is based on the main theme and under the 4Cs Framework of CLIL – Content, Communication, Cognition and Culture. Particularly, Communication demands an awareness of different types of language used for different purposes by the use of Language Triptych – Language of learning, language for learning and language through learning. As the 4Cs Framework presents the complex interrelationship between the guiding principles of CLIL which contributes to successful learning outcomes, planning a CLIL unit has to follow the unit structure as aforementioned.

2.2.9 Assessment in CLIL Approach

At present most CLIL initiatives rely on standard national assessment system because there are not specific tests or syllabuses to cater for a CLIL approach. Assessment in CLIL approach is difficult since it has dual-focus, content and language, that is, there are two assessment processes involved. On the other hand, it can process through common assessment process, summative assessment and formative assessment (Colye et al., 2010). Summative assessments are given to determine at a particular point in time what the students know and do not know. But formative assessment is a part of instructional process, used to see the students' progress in all steps of learning. When designing the means of assessment, the teachers should choose if assessing students individually or in pairs or groups (Morgan, 2006). It can be done collaboratively within the whole-class setting. English skill development of the students can be assessed by the teacher, self-assessment and friend-assessment.

Assessing content in CLIL course can be processed in the first language if the second or foreign language seems to be a barrier, and all students share the same first language (Colye et al., 2010). For language assessment, the teachers have to be sure which aspects of language competence they are assessing, in which could be the ability to recall subject-specific vocabulary, operate functionally, using appropriate language structures and forms to discuss and disagree, ask effective questions, report in appropriate language structures, listen or read for meaning, present or discuss effectively, demonstrate thinking or reasoning in the CLIL language and show

awareness of grammatical features of the language (Colye et al., 2010; Coyle, 2011; Marsh, 2000). It can be processed by using many types of assessment such as selected-response (true-false, matching, and multiple-choice), constructed-response (fill-in, short-answer, performance assessment) and personal response (conference, portfolio, self-assessment, friend-assessment) (Colye et al., 2010).

2.2.10 CLIL Tool Kit

According to Colye et al. (2010), the teacher engagement is required for successful CLIL course planning, and there are six stages for creating the CLIL tool kit:

1) A shared vision for CLIL: idea sharing and brainstorming towards how CLIL might be operated in the relating context in order to construct the general goals

2) Analyzing and personalizing the CLIL context: a CLIL model construction from vision stated in Stage 1 and reflection on the local situation, which is based on the context such as school type and size, environment, teacher supply, regional and national policies

3) Planning a unit: a CLIL planning map arrangement that consists of four steps using the 4Cs Framework and other conceptual tools:

Step 1: Considering Content: what will be taught in the course

Step 2: Connecting Content and Cognition: connection of thinking skills, problem solving and creativity connecting with the content

Step 3: Communication – Defining language learning and using: linkage of content and cognitive demands with communication using the Language Triptych

Step 4: Developing cultural awareness and opportunities: the most manageable way investigation to encourage the learners to learn among differences of people

4) Preparing the unit: transformation of the mind map into materials, resources, tasks and activities that involves the analysis of map into a series of lessons based on key elements

5) Monitoring and evaluating CLIL in action: assessment of the students' learning processes and outcomes as a part of learning cycle

6) Next steps – Towards inquiry-based professional learning communities: development of CLIL professionals by building a professional learning community, in which everyone can be a learner as well as a teacher

2.3 Sociocultural Theory

Vygotsky (1978) posits that the child is firstly able to collaboratively do the tasks; then he will be able to do independently later. Lev Vygotsky's Sociocultural Theory (SCT) is a theory of human learning. It says that learning is a social process and the basis of human intelligence in society or culture because human mind is mediated. The mediator tools are used to assist human act in the world. The major theme of Vygotsky's theoretical framework is social interaction that influences on cognitive development, which is shaped by the cultural context and influenced by the sociocultural environment. Biological and cultural development can occur because of each other (Drisscoll, 1994; Lantolf & Thorne, 2006; United Nations Educational Scientific and Cultural Organization, 2003; Vygotsky, 1978). Moreover, the SCT is also called a theory of mediated metal development (Lantolf & Thorne, 2006, p. 4) suggesting that mediatory tools are internalized through social interaction and the language is one of sociocultural tools of mediation to humans.

The SCT perspective aims to understand the connection between learning, language and content. The mediating tool between content and language construction in a learning environment is the language (a psychological tool) linking the sociocultural theory and second language acquisition among the relationship between the learners and their experiences so as to mediate mental processes (Moate, 2010) that

scaffold the adoption of scientific concepts, linguistic knowledge and cultural knowledge (Banegas, 2011) since learning is facilitated in social process (Crandall & Kaufman, 2002).

The social interaction allows the learners to share experiences and acquire knowledge through contacts and interactions (Crawford, 1996; Lantolf & Thorne, 2006)

The development of mentality occurs when a person interacts with the environment and engages in reality construction processes. The construction of human consciousness and cognition is processed in social interaction shaped by the cultural context, sociocultural environment (Lantolf & Thorne, 2006, p. 211). The sociocultural environment affects human cognition. The main role of teacher as a lecturer or instructor is reduced; more chances are provided for the students to speak and discuss with their friends. A comparison between the students who do not receive school education and have been schooled presents that the schooled students are better at coping with linguistic and abstract realities due to social interaction between the students (Lantolf & Thorne, 2006, pp. 35-40). According to Walqui (2006, p. 16), the most significant points of SCT are learning precedes development, language is the main tool of thought, mediation is central to learning, and social interaction is the basis of learning and development. Moreover, Vygotsky's studies confirm that cognitive development is centered on two main principles: the Zone of Proximal Development (ZPD) and the More Knowledgeable Other (MKO).

According to Vygotsky (1978, p. 87), The relationship between learning and development has been occurred in two development levels, an actual developmental level and a potential developmental level. The actual development is as "the level of development of a child's mental functions already established because of certain completed developmental cycles. Actual development defines functions that have already matured and are the products of development." This level corresponds to the level of mental development a child has in reality and accomplished by independent problem solving. The potential developmental level refers to what a student is not able to do independently but able to do under adult guidance or in collaboration with more

competent friends. Teaching should not happen at this level as it would not result in effective learning (Lui, 2012).

The Zone of Proximal Development (ZPD) is the primary activity space that learning occurs. The ZPD is the exploration area that students are cognitively prepared but require assistance and social interaction to achieve the development's goal. Vygotsky asserts that learning can be happened in this zone because there is a change of cognition within the ZPD. The ZPD is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable friends," (Marsh II & Ketterer, 2005).

The adult or more capable friends' guidance is called scaffolding, so the scaffolding is as a special temporary help the teacher gives to the learners while they are performing different tasks before becoming autonomous and working on their own. It can be in any forms such as asking questions, activating prior knowledge, creating a motivating context, encouraging participation, offering hints, giving feedback and adapting materials to respond to the students' needs (Gibbons, 2002; Marsh, 2012). Scaffolding instruction is a teaching strategy originated by Vygotsky's sociocultural theory and the concept of ZPD. It is described as the distance between the actual development level determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or with more capable friends (Vygotsky, 1978).

To design the instruction, all activities and tasks have to touch a developmental level that is above the students' current developmental level. The Vygotsky's sociocultural theory proposes that social interaction plays a fundamental role in the development of cognition, in which learning occurs through participation in social interaction or culturally embedded experiences in the meaningful contexts that means the learners do not learn alone (Raymon, 2000, p. 176). The social interaction with More Knowledgeable Other (MKO) who are better in language and/or content than the learners or have more experiences towards particular learning issues (parents, teachers, friends and others) and learning environment affect the ways of their thinking and

interpreting situations and help them construct an understanding of the concept. Their own internalized meaning occurred in social setting helps develop their intellect (Bransford, Brown, & Cocking, 2000; Vygotsky, 1978).

Moreover, the ZPD is "an area between what a learner can do independently and what can be accomplished with the assistance of a competent adult or friend (instructional level)," (Vygotsky, 1978, p. 1). Vygotsky believed that any child learn any subject effectively using scaffolding techniques by scaffolding at the ZPD, in which encourages them to learn further than their current skills level. Guideline and support through learning activities enable the students reach the next level of learning and skills by elaborating on their prior knowledge through the MKO's support (Raymon, 2000). The cognitive development as a social construction is developed with social collaboration through the ZPD, in which the individuals construct new knowledge through socially mediated interaction; as a result, thought and language could exist with each other (Vygotsky, 1978). Gallimore and Tharp (1990) express that there are four stages in the ZPD as presented in Figure 19.
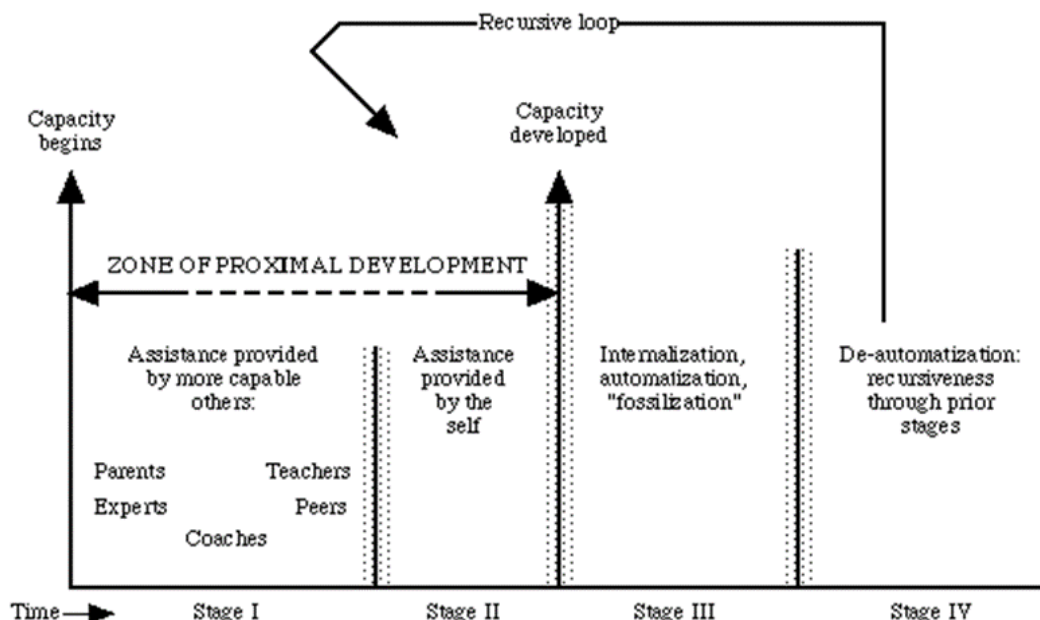
Figure 11: Four Stages of the Zone of Proximal Development (ZPD)
(Gallimore & Tharp, 1990)

Figure 11 presents the four-stage model of the ZPD:

Stage one: the students develop their understanding of language by the support of MKO.

Stage two: the students learn by themselves without any guidance or assistance using their own prior knowledge. The ZPD happens between the first and second stages. The students are able to practice alone after learning through th guidance or assistance of MKO. Nevertheless, they sometimes need assistance since it is not the stage of perfect proficiency.

Stage three: it is automalization through practice. The students reach the stage of independence. They do not need some more help or more exercises ot practice.

Stage four: the students are at the de-automatization of performance leading the process of repeating a function, recursiveness throguh the previous three stages.

As a result, sociocultural theory of Vygotsky promotes student-centered learning since the teacher helps the students discover their own meaning as a scaffolder, not instructor or controllor the activities in the classroom. It is important that the social interaction elaborates higher mental processes of the students, so the students should be challenged with authentic complex situations and tasks found in the real society, outside the classroom.

CLIL fits into the concepts of Sociocultural Theory to language learning (Dalton-Puffer & Smit, 2007), which gives the importance to social nature of learning in believing that learning can be occurred in social situations where individuals practise social interaction (Moate, 2010). As a result, the CLIL classroom is as "a social setting with specific participant roles, purposes and discoure rules moves considerably more to the center of the learning process" (Dalton-Puffer & Smit, 2007, p. 11).

2.4 Cultural Awareness

Growing awareness of the culture of people who speak the language of study is intrinsic to the learning of it…Without the cultural dimension, successful communication is often difficult. …Comparison between the learners' own way of life and that of the other language community are an essential means to better understanding of both," (Byram, 1994, p. 75).

Cultural awareness is, "sensitivity to the impact of culturally-induced behavior on language use and communication" (Tomlinson & Musuhara, 2004, p. 5) to "understand the states of mind, your own and those of the people you meet" (Trompenaars & Hampden-Turner, 1997, p. 196). At the most basic level, the cultural awareness is a mindful understanding of the importance of culture's roles in language learning and communication. It emphasizes the need for learners to be aware of culturally based norms, beliefs, and behaviors of their own culture and other cultures to increase understanding of culture and language aimed at successful intercultural communication (Baker, 2012b). It is the "foundation of communication, and it involves the ability of standing back from ourselves and becoming aware of our cultural values, beliefs and perceptions" (Quappe & Cabtatirem, 2005, p. 1), and it is as central to the ability to respond to others in culturally sensitive and appropriate manners. It is one of constructs within the model of cultural competence (Giddens, North, Carlson-Sabelli, Rogers, & Fogg, 2012).

Cultural awareness aims to encourage participants' understanding towards cultural aspects which are universal and specific (Chen & Starosta, 2003). It is necessary to acknowledge the cultural context when teaching the language. The language learners must understand the language communication as a cultural process and to be aware of their own culturally based communicative behavior and that of others (Baker, 2012b); therefore, integrating cultural awareness into EFL classroom with authentic materials and alternative assessment is crucial (Chien, 2013). Moreover, it helps increase understanding of the students' own cultures and other people's cultures to see how they connect and differ in broadening their minds, increase tolerance and

achieve cultural empathy and sensitivity to facilitate language acquisition (Shemshadsara, 2012).

Intercultural awareness is, "best conceived as an extension of the earlier conceptions of cultural awareness that is more relevant to needs of intercultural communication in expanding circle and global lingua franca contexts, in which cultural influences are likely to be varied, dynamic and emergent" (Baker, 2012a, p. 66). The intercultural awareness includes knowledge of the effects of culture on the beliefs and behaviors of others, awareness of one's own cultural attributes and biases and their impact on others and understanding the impact of sociopolitical, environment and economic context of others (Aronson, Venable, Sieveking, & Miller, 2005). It can be concluded that the cultural awareness is then a basis of intercultural awareness.

Cultural awareness underpins the intercultural awareness, that is, to construct intercultural awareness the students have to firstly establish cultural awareness in them. Baker (2012a, p. 203) states that there are two types of cultural awareness for reaching intercultural awareness, basic cultural awareness and advanced cultural awareness. Basic cultural awareness relates to cultural understanding at very general level focused on the first culture, realizing of one's own culture and general comparison with others', and advanced cultural awareness involves more complex culture understandings, in which a combination of knowledge of other cultures may affect communication. According to Tomailne and Stempleski (1998) cited in Swatevacharkul (2009, p. 50), there are three qualities regarding cultural awareness:

1) Awareness of our behavior influenced by our cultures
2) Awareness of the others' behavior influenced by their own cultures
3) Ability to explain our own cultural point of view

It is clear that cultural awareness relates to not only our culture but also other people's culture. As stated by Colye et al. (2010), CLIL is probably used to promote effective learning since its interconnectedness elements reinforce the linkage between language, cognitive processing and culture. In CLIL classroom, meaningful interactive activity with friends, teachers and resources in and through an additional language

encourage cultural understanding; as a result, to offer opportunities for intercultural interaction in CLIL the interactive and dialogic learning should be provided.

2.5 English Communication Ability

Many scholars defined the term of 'communication' in different dimensions; for example, communication is all procedures that a person's mind may affect one another. It involves both written and oral speech, including all human behaviors (Shannon, 1948), communication is a process of sharing information, sending or receiving information (Bolding & Wehmeyer, 1999), and communication is sharing, sending and receiving information process (Bolding & Wehmeyer, 1999).

Communicative skills instruction trains the students to deal with practical language activities, which aim to encourage the students to communicate by having opportunity to express content rather than form and select appropriate language in use. They learn to apply knowledge to their real communicative situations (Samawathdana, 2010). English for communication instruction has emphasized the evolution of students in using language in the real situation, so use of language, linguistic fluency, linguistic accuracy and integrated skills are focused on teaching communicative skills (Littlewood & Liu, 1996; Samawathdana, 2010). The main important element of teaching and learning communicative skills is activities management in encouraging opportunities for the students to practice meaningfully; therefore, there are principles in managing activities for teaching and learning communicative skills as follows:

According to Harmer (2001), there are six principles in managing communicative activities: the students desire to communicate in the topics related to their lives, there are fixed communicative objectives, focusing on content than form, a variety of language to give the students opportunities to variously use English language, the teacher does not interrupt while the students are practicing and not immediately correct the mistake and students should have freedom to think by themselves. Hedge (2000) and Samawathdana (2010) expressed that teaching and learning communicative

skills have to begin with main structures to give basic of language and experience in using language while teaching related content for communication is commonly processing. Nevertheless, accuracy, appropriateness, coherence, and cohesion are also emphasized. The management of teaching and learning communicative skills have to highlight functions, semantic (more than the used form), discourse, pragmatic meaning and referential meaning.

Language and communication are complicated aspects of human behavior. Language is always used as a tool for communication and learning, and CLIL does not only promote linguistic competence because it can also affect the learners' conceptualization, how we think. As a result, CLIL can make this happen. It can nurture the students' good attitudes to be a path for language improvement and development through communication (J. D. Brown, 1995; Rubio & Conesa, 2012).

In this research study, English communication ability means ability to communicate basically in daily life that focuses on four skills – reading, writing, speaking, and listening. Since it aims to encourage the students to develop basic communication, the focuses are to develop the students' listening skills by expecting that they will be able to comprehend the short conversations, other people's ideas for argue against or agree with the points and the oral presentation of their friends, describe their demands of everything, argue against or agree with other people's ideas and do the oral presentation. Moreover, this course also aims to encourage the students' reading skills by hoping that they will be able to comprehend the short texts by using strategies dealing with new words and making inferences, make any types of sentences to express their ideas towards things and write informal texts such as web-post, e-mail, informal letter and invitation letter.

Four-skill language is a term used to define language teaching and learning that refers to the skills of listening, speaking, reading and writing. The four language skills are interrelated and interacted to each other. According to Harmer (2001), learning cannot be effectively occurred if only one skill is performed. Therefore, the skill cannot be performed without one another. We cannot speak well if we do not listen to others, and we rarely write well without reading other texts. Bozorgian (2012) also expresses

that speaking skill comprises learning range, and human learning is also operated by listening skill. Listening skill also develops other language skills such as speaking to a large extent. Rost (1994) says that there are three reasons why listening skill plays role to improve speaking skill. Firstly, as spoken language offers an interactive means for the learner, listening skill is really important to prepare data for spoken language to interaction and learning. Secondly, authentic spoken language presents a challenge for the learner trying to understand the language as native speakers who normally use it. Thirdly, listening exercises provide the means to encourage the learners' attention to new forms in the language such as vocabulary, grammar, and new interaction patterns.

Reading and writing abilities of the students are harmonizing the growth of reading skills that lead the growth of writing skills and vice versa. The students are better in reading by strengthening their writing skills, and their writing skills development are based on good reading skills. One contributes to the success of the other. It cannot be denied that the information gained from reading is useful for writing and writing gives and refines this information (Biancarosa & Snow, 2004; Graham & Perin, 2007). "Good writers are good readers…good reading is the key to becoming a good writer" (Rodriguez & Puyal, 2012, pp. 3-4).

2.6 Opinions towards Language Learning

An opinion is "a primary focus of attention throughout social psychology and indeed throughout all of social science" (Sears & Aeeles, 1969, p. 137). It is different from attitude since an opinion is an unemotional statement about an object, while an attitude is an emotional evaluation of an object. They are linked together in that an opinion can increase the manner or nature of a person; for example, negative opinion can be the basis for adopting a defensive attitude in relation to the posture of the body and will express the emotion related to negativity (Bergman, 2011). Therefore, the opinions towards learning language are personal ideas without emotional statement on it as facts to reflect the effectiveness of learning and teaching process of the curriculum, lesson or course. In this research study, the opinions to be explored are purely personal preferences towards learning language by the use of developed CLIL course.

2.7 Related Research Studies Focusing on CLIL Approach Implementation

Yang (2014) studied performance of Taiwanese tertiary students in CLIL program. The findings show that the students had significant improvement in linguistic skills, and there was a correlation between language competence and content accomplishment. Moreover, the results from questionnaire survey show that the students believe in benefit of CLIL approach in improving the linguistic skills and enhancing learning motivation and the use of English for instructing content courses.

Hou (2013) studied a case study of CLIL program implemented at a hospitality university in Taiwan by describing the theoretical foundation of the program, its relationship to the study rationale to program development and implementation processes. Pre-and post-tests, questionnaire, field notes, and semi-structured interviews were used as research instruments. The findings show significant improvement in students' language proficiency and content area knowledge. Students who have different levels of English proficiency had different opinions towards the instructional materials, instruction, academic knowledge acquisition and difficulties in written tests.

Pengnate (2013) investigated in-depth problems of business students' integrated English skills and examined the project-based activities implemented by the CLIL approach in teaching activity. The findings showed that listening skills were the most problematic skills and the trial project-based activity applied by CLIL approach presented a high level of students' satisfaction as they got various types of knowledge and skills.

Ravelo (2013) designed private English class activities based on CLIL approach for a group of five Jewish adolescents with the age between sixteen and seventeen in Jewish secondary school in Argentina to improve conversational skills.

Gregorczyk (2012) designed a qualitative study to investigate the effects of CLIL approach on content acquisition of thirty-one students in the experimental group in the English-medium chemistry classroom in one of the middle schools in Poland; then compared with other 232 students in ten classes, in which Polish was used. The

findings of the study showed that learning chemistry through CLIL approach enabled the student to get higher score than the rest of students, and top two students who got the highest score in the course were in experimental group taught with CLIL approach.

Blasco (2011) investigated effects of CLIL approach on students' L2 English oral performance in terms of complexity, accuracy and fluency (CAF) by means of analytic measures. The findings of the study showed that CLIL learners outperform non-CLIL learners of the same ages not only in fluency, but also syntactic complexity.

Lasagabaster (2011) investigated the effects of CLIL approach used in the foreign language classroom and relationship between motivation and the language proficiency among 191 secondary school students in the Basque Country, a bilingual community where both Basque and Spanish are official languages. A Likert-Scale questionnaire as a research instrument was used to collect the data. The findings of the study show that CLIL group was significantly more motivated to learn the language.

Phoodokmai (2011) developed English for Academic Purposes (EAP) course using CLIL approach at a university in Thailand to enhance Thai undergraduate students' reading and writing skills and engagement in classroom activities evaluated by an achievement test, a unit or lesson plan, observation form and learning log. The findings showed that the students achieved effectiveness of learning reading and writing skills through the developed CLIL EAP course, engaged the classroom activities more, they finally had positive attitudes towards developed CLIL EAP course.

Vilkancience (2011) conducted a survey research at University of Management and Economics in Lithuania to investigate attitudes of students towards the use of problem-based tasks in their language classes by including the introduction of CLIL approach in their studies. Therefore, 103 questionnaires were returned by the first-year students from three academic years (2006, 2008 and 2010). The findings of the study showed that the students thought the project that includes CLIL approach in their studies is interesting since it helps improve their language skills and increase communication skills.

Samawathdana (2010) developed a Health Study Instructional Model using English as a medium based on the Experiential Learning Theory and CLIL approach in a school in Thailand to enhance their health behaviors and the English communication ability of lower secondary school students and to examine the effectiveness of the model. The results of the study presented that the students' health behavior was better after the instructional model was applied. They had positive attitudes towards learning English through the model at the end of the course, and their English communication ability was developed through the use of the model.

Zarobe (2008) analyzed the application of CLIL approach in three school programs in the Basque Country in Spain, which is a part of a larger longitudinal project aimed at providing support for CLIL. A speech production test was used to analyze the pronunciation, vocabulary, grammar, fluency and content. The findings show that the CLIL participants could achieve a higher token ratio in their production suggesting more lexical richness than non-CLIL complement, and CLIL students with more exposure through English also achieved higher levels of proficiency on the speech production task than the students with less exposure through English.

Jappinen (2005) studied thinking and content learning process in CLIL instruction in believing that the languages used as a medium of instruction affect cognitive development. There were 669 samples who were L1 Finnish students in the public comprehensive school. A half of them were taught by English, French or Swedish, and the rest was taught by their mother tongue, Finnish. The study was carried out for a year with four measurements. The findings show that there were not any differences between two groups of samples in many of the measurements, but CLIL environment clearly supported the mathematical thinking and learning process of the students more than the group taught by mother tongue environment.

2.8 Summary

   In this chapter, the researcher has explored related theoretical literature, reviewed related research literature as well as reviewed theoretical framework related to the course development process, theoretical concepts of CLIL, cultural awareness, English communication ability and opinions towards language learning.

CHAPTER THREE:

RESEARCH METHODOLOGY

This chapter describes how the research was conducted in order to gather the relevant data pertaining to the research objectives, to answer the research questions and prove the research hypotheses aiming to investigate how to develop a Content and Language Integrated Learning (CLIL) course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program and their opinions towards learning content and language through the CLIL course. The description covers population and samples, research design and procedures, instrumentation, data collection and data analysis.

3.1 Population and Samples of the Study

This research study was conducted at the Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus. The population and samples of the study are illustrated as follows:

3.1.1 Population of the Study

The population of this research study consists of seventy-eight Thai undergraduates from the first to the fourth year who major in Chinese, International Program (CIP) at the Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus.

3.1.2 Samples of the Study

An intact group of subjects (twenty-four Thai second-year undergraduates studying in the international program representing the population are the research samples. They participated in this research study voluntarily, and they already signed their names on the consent form that was written in Thai so as to prevent the language barriers. All samples have been studying English for at least ten years. Their English proficiency spans low-intermediate to high-intermediate level. Most of them have never had experiences in using English in English native-speaking countries.

3.2 Research Design and Procedures

This research study is a research and development (R&D) design study comprising two main phases:

1) Course Development Phase
2) Research Phase (a single group pre-and post-test research design)

As this study emphasizes the application of CLIL approach that is a theme-based approach, the course content is based on a theme needed by the students and the course context should be examined to articulate beliefs. The Needs Analysis (NA) was then conducted since the CLIL approach underlines arranging the course following the students' interests and needs. As a result, the CLIL course development stage order in this research study follows Graves (2000)'s framework of course development process as shown in Figure 12.
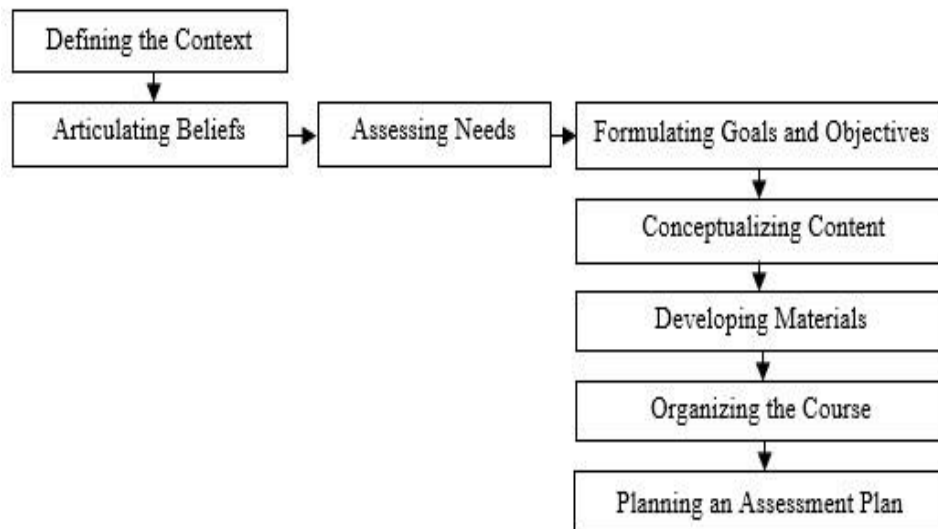
Figure 12: CLIL Course Development Stages

Figure 12 presents eight-stage order of the course development process in this research study. The researcher as the course developer firstly started the process of the course development by defining the context, articulating beliefs; and then assessing needs. After that the goals and objectives were formulated based on the results of the NA. Since this course aimed to use the principles of CLIL, the course content was conceptualized based on it, including course materials and assessment plan. After the designed course was completed, it was implemented in the research phase to find out the effectiveness of the CLIL course in enhancing cultural awareness and English communication ability.

The two-phase course development and implementation in this research study was processed following the course development cycles of Graves (2000), which is illustrated in Figure 13.
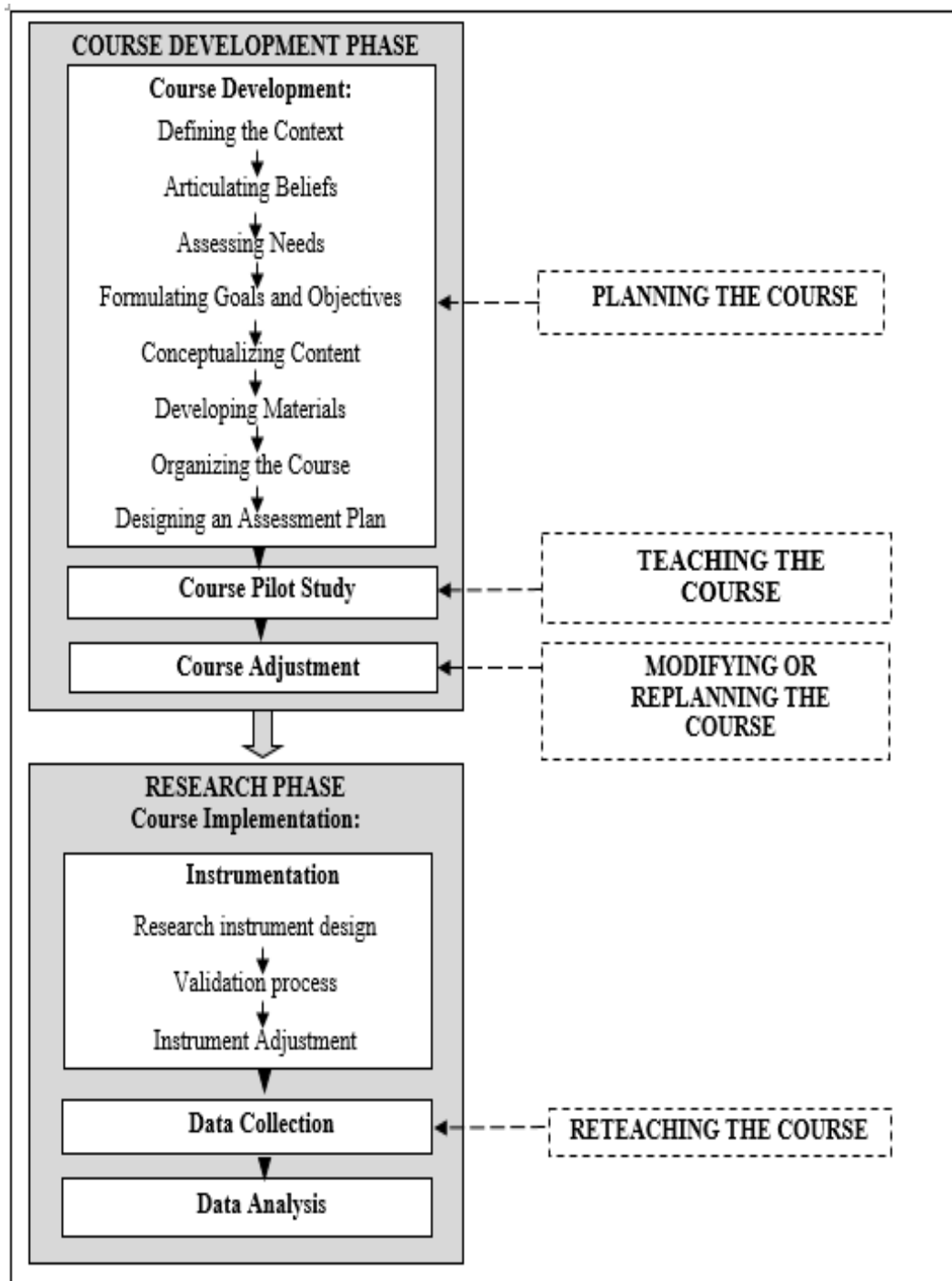
Figure 13: Research Procedures

As shown in Figure 13, the course development cycles were applied to process course development and research phases of this research study. The first three cycles relate to the first phase and the last cycle processed the second phase. After eight-stage

course development process had been completed, the CLIL course instructional package comprising ten-lesson teaching materials, supplementary sheets, formative assessment tools, teacher manual (lesson plans) was finished. It was piloted (teaching the course) with ten Thai undergraduates in the international program and adjusted (modifying or re-planning the course) based on the findings from the pilot study. The ready-made CLIL course instructional package was then ready for data collection process (re-teaching the course) in the second phase.

The second phase, research phase, was started by instrumentation process. The researcher designed the research instruments consisting of pre-test and post-test, cultural awareness self- assessment questionnaire, interview questions and opinion evaluation questionnaire. Then the instruments were validated through validation process and adjusted before implemented in the main study (data collection process). Data collection process was thus done, and the findings from the data collection process were finally analyzed to get answers for the research questions.

The sub-stages of course development cycles can be illustrated in Figure 14 as follows:

Content and Language Integrated Learning (CLIL) Approach

CLIL approach is a dual-focused education monitoring two main aims, learning of content and learning of language used as a medium of instruction as an additional language (Dale & Tanner, 2012; Marsh, 2012)

4Cs Framework of CLIL approach to course design provides the means for organizing a content and language integrated learning course

Learning to use language appropriately and using language to learn effectively

Theme-based approach

Sociocultural Theory
The sociocultural environment affects human cognition

Learning is a social process and basis of human intelligence in society or culture

The social interaction allows the learner to share experiences and acquire knowledge through contacts and interactions

Group work builds up the knowledge of the learners through group inquiry and assistance as both learners and help

Course Structure based on the 4Cs Framework of CLIL
Content – Cultural Studies
Communication – English communication ability
Cognition – Cognitive process of Bloom's Taxonomy
Culture – Cultural Awareness

Four Course Development Cycles of Graves (2000):

I. PLANNING THE COURSE

(1) Defining the context
(2) Articulating beliefs
(3) Assessing needs
(4) Formulating goals and objectives
(5) Conceptualizing content
(6) Developing materials
(7) Organizing the course
(8) Designing as assessment plan

II. TEACHING THE COURSE

III. MODIFYING THE COURSE

IV. RE-TEACHING THE COURSE

Course Development Stages:
(1) Defining the context
 - People
 - Stakeholders
 - Physical setting
 - Nature of course and institution
 - Time
(2) Articulating beliefs
 - View of language
 - View of social context of language
 - View of learning and learners
 - View of teaching
(3) Assessing needs
 - Questionnaire
 - Interview
(4) Formulating goals and objectives
 - Be aware of culture
 - Develop English communication ability
(5) Conceptualizing content
 - Theme: Cultural Studies
 - Five chapters
 - 10 lessons
(6) Developing materials
 - Authentic materials
 - Cultural issues
 - 4Cs Framework
(7) Organizing the course
 - CLIL unit structure
 - 4Cs Framework
 - Language Triptych
 - Bloom's Taxonomy
(8) Designing an assessment plan
 - Formative assessment tools
 - Summative assessment tools:
 - Pre-and post-tests

Validation Process

Pilot Study

Course Adjustment

CLIL Course Implementation and Evaluation
(1) CLIL course instructional material
(2) Pre-test and post-test
(3) Cultural awareness self-assessment questionnaire
(4) Opinion evaluation questionnaire
(5) Interview

Figure 14: Research Conceptual Framework

The CLIL course shown in Figure 14 was developed following the course development definition of Graves (2000), principles of CLIL approach and theory of Sociocultural to organize content, and theoretical assumptions held on the nature and group work learning process and other processes involved in course development. In an effort to enhance cultural awareness and English communication ability of Thai undergraduates in the international program, Figure 14 shows that the researcher conceived the ideas of developing a course using principles of CLIL approach. The figure shows how the CLIL course was designed and developed.

As can be seen on the left-hand side of the frame, from the top is a review of principles of CLIL approach and the tenets of Sociocultural Theory. Based on this review, the CLIL course was built. Next, decisions were made as can be seen in the middle part of the frame. These were constructed by the application of 4Cs framework to organize the course content and achieve a coherent course intended to facilitate comprehension.

As a result, the second frame from the left presenting the CLIL course structure based on the 4Cs Framework of CLIL. Those 4Cs are linked with research variables of this research study in developing a CLIL course to enhance cultural awareness and English communication ability. It presents that the course content was conceptualized under the theme of Cultural Studies to enhance cultural awareness and English communication ability. The activities designed for teacher's teaching and learners' learning emphasized the cognitive processes of learning.

The next frame presents the cycles of course development framework of Graves (2000), which were connected to sub-stages of the two phases. The process details of all cycles and sub-stages are explained as follows:

3.2.1 Course Development Phase

Three cycles, planning, teaching, and modifying the course, were processed in this phase. The first cycle is linked to the eight-stage of course development process framework following the order presented in Figure 12. The description of eight course development stages is presented as follows:

3.2.1.1 Defining the Context

Since the CLIL approach is a theme-based approach, the researcher needed to investigate background information of the CLIL course learners to set up the baseline for designing the CLIL course. As a result, three preliminary studies were processed to get the background information and investigate the needs and

interests of the students. These three studies are document analysis, class observation, and theme and skill survey.

1) Document Analysis

To ascertain Thai undergraduates in the international program's strengths and weaknesses of English skills, the researcher asked for the assistance from a content lecturer to confirm if the aforementioned prediction relating to English skills of them is correct. Language used in the assignments of content course presents the undergraduates' English proficiency. A content lecturer from the PSU International College was pleased to show an assignment of the undergraduates for the document analysis process so that the course developer researcher could see the English proficiency level of the undergraduates in terms of English writing ability.

Therefore, an assignment of Information Searching and Presentation in the semester 2/2012 was analyzed. The assignment was written in the form of report towards a trip planning to a tourist attraction in Thailand. Thai undergraduates in the international program had to use searching and presentation skills learned in the course for doing this assignment. They must surf the internet in order to get information for writing the report entitled "A Holiday Trip". They had to set their own plan for travelling to a place they preferred to visit, including activities throughout the trip. The course developer researcher analyzed the written assignment in terms of accuracy of using language (grammatical knowledge) and academic skills (paraphrasing, summarizing, quotation, in-text citation and referencing).

2) Class Observation

The class observation was also conducted in a three-hour class of English II taught by an English lecturer from the Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus, in semester 2/2012 through video recording to investigate Thai undergraduates' strengths and weaknesses in English listening and speaking skills applied in the real classroom.

The class observer researcher took note towards everything happening in the class, including students' performance, language skills, confidence and code-switching between a first language (Thai) and a foreign language as a target language (English). The undergraduates were not informed in advance that there would be a class observation. Nevertheless, before starting the class, the class observer researcher and her assistant were introduced by the lecturer. After that the researcher informed the students the objectives of the class observation and told them not to worry about anything since it does not affect their study or grades, and their natural learning processes benefit the research study.

3) Theme and Skill Survey

A short online questionnaire was designed to investigate the content theme and English skills needed by the undergraduates in. It was validated by three experts using the Index of Item-Objective Congruence (IOC) form. Then the valid questionnaire (see Appendix A) was used in the survey process.

Then the questionnaire was put in the Google Drive. Its link was sent to a content lecturer who taught the undergraduates in semester 2/2012 via e-mail so that he forwarded the link to them in his class via e-mail. Fifteen Thai undergraduates in the international program in this class answered the questions in the online questionnaire, and those answers were used as a main theme of content in the 4Cs Framework used to design the CLIL course, to fix the level of English skills and select the skills taught in the CLIL course in this research study.

After getting the findings from the first three preliminary studies to identify the basic context towards background of English proficiency of undergraduates, the researcher as a course designer defined the context in five categories based on the course development process framework of Graves (2000) by answering the following questions:

(1) People

    a. Students:

      - Who are students of CLIL course?

      - Which level do they study?

      - Which program are they studying?

      - Which year of study they are?

      - Where do they study?

    b. Stakeholders:

      - Who are the stakeholders who get advantages and disadvantages from instruction and study of the CLIL course?

(2) Physical Setting:

    a. School location

      - What is the name of university they are studying at?

      - Which faculty and campus are they studying?

    b. Classroom conditions

      - How big is the classroom?

      - What are facilities provided in the classroom?

(3) Nature of Course and Institution:

    a. What type is the course?

    b. What are purposes of this course development?

    c. What is the enrollment type of this course?

    d. Is this course related to other courses of the curriculum?

(4) Teaching Resources:

    a. What materials are available for this course instruction?

    b. Which facilities are provided for this course instruction?

(5) Time:

    a. How long does this course last?

    b. How long is each lesson taught?

    c. How many lessons are there in this course?

Finally, the course developer researcher got the answers of the questions in the online questionnaire as the contexts for the CLIL course development. It helps the researcher to design the CLIL course properly to serve needs and interests of the undergraduates.

3.2.1.2 Articulating Beliefs

According to Graves (2000)'s course development process framework, to articulate beliefs for course development, the following four dimensions must be emphasized.

1) View of Language:
   a. What language is taught?
   b. How is the language taught?
2) View of the Social Context of Language
   a. How language is adapted to fit the social context?
3) View of Learning and Learners
   a. How do the learners learn in the course?
   b. What are learners' roles through learning process of the course?
4) View of Teaching
   a. What are the roles of teacher towards learning the course?

As a result, the course developer researcher would get beliefs and principles that are well-matched and appropriate with the defined context to design the effective CLIL course.

3.2.1.3 Assessing Needs

The Needs Analysis (NA) of this research study was carried out to determine the taught content topics, English communication skills, linguistic skills and expected outcomes needed by Thai undergraduates in the international program and other stakeholders. As a result, there were two main instruments processed in the NA stage: a questionnaire and an interview.

The questionnaire was written in bilingual version, English and Thai, in order to prevent language barriers. Close-ended questions were firstly used in Likert-scale items and open-ended questions were included at the final part of the questionnaire for measuring needs for English communication skills and cultural topics of the undergraduates in the international program for the CLIL course. In order to design the questionnaire, the researcher gathered information by reviewing existing theories and related research, including observing an English class taught by an English lecturer to see their learning performance in general. The data received from literature review and class observation were used to develop the questionnaire and interview questions.

The content validity of the questionnaire was examined by three experts in the field of applied linguistics and English language instruction that have more than three year-teaching experience. The Index of Item-Objective Congruence (IOC) was employed before the questionnaire used in the pilot study measuring its reliability. A checklist making agreeable, not sure, and disagreeable is distributed to the experts. Then the IOC was therefore used to calculate the content validity.

According to Yaghmale (2003), agreement of at least two experts is needed in order for the questionnaire to be considered valid, that is, the score from the validation must be equal or higher than 0.5. The items of questionnaire were measured. The items those are equal or higher than 0.5 were kept and adjusted. Before administrating the questionnaire to measure the research samples' English communication skills and content topic, the questionnaire was used in the pilot study

conducted on ten undergraduates, which encompassed seven females and three males to measure its reliability.

The result of Reliability Coefficient is alpha .985, which indicates that the instruments used have high reliability, meaning that the effect of errors of measurement is small. Moreover, the questionnaire was adjusted based on the three experts' comments. After finishing the adjustment, the questionnaire (see Appendix B) was administered to the research samples, twenty-four undergraduates in the international program. After launching the questionnaire to those undergraduates, the answers from the questionnaires were used for the CLIL course development in all aspects. Moreover, an interview was conducted with the stakeholders that were Thai undergraduates in the international program, content and English lecturers, program and faculty administrators, and a prospective undergraduate's guardian using the interview questions. The answers from the stakeholders in the interviews were then used as a data source for the CILL course development.

3.2.1.4 Formulating Goals and Objectives

The expected goals and objectives of the CLIL course are based on the results of theme and skills survey and NA process to enhance cultural awareness and English communication ability of the undergraduates.

3.2.1.5 Conceptualizing Content

According to Graves (2000, p. 38), conceptualizing content relates to answering the questions listed in the following figure.

1. What do I want my students to learn in this course, given who they are, their needs, and the purpose of the course?

2. What are my options as to what they can learn?

3. What are the resources and constraint of my course that can help me narrow my options?

4. What are the relationships among the options I have selected?

5. How can I organize these options into a working plan or syllabus?

6. What is the driving force or organizing principle that will pull my syllabus together?

Figure 15: Questions that Guide Conceptualizing Content in the CLIL Course

The questions listed in Figure 15 array the options to consider in conceptualizing the content of the course will be taught. Moreover, when organizing the content, the researcher must think about which objectives are focused, which materials are used, what the course sequences are, and how the learning outcomes are evaluated. Moreover, there are three content categories for conceptualizing content of Stern (1992) and Graves (2000, p. 43) as shown in Figure 16 below.

Focus on Language
linguistic skills	situations	communicative functions
topics/themes	tasks	listening
competencies	speaking	writing
content	reading	genre

Focus on Learning and Learners
| affective goals | interpersonal skills | learning strategies |

Focus on Social Context
| sociolinguistic skills | sociocultural skills | sociopolitical skills |

Figure 16: Categories for Conceptualizing Content

Figure 16 presents the framework for organizing the categories for content conceptualization consisting of language, learning and learner, and social context. Under the language the categories are linguistic skills, situations, topics or themes, communicative functions, competencies, tasks, content, speaking, listening,

reading, writing, and genre. Under learning and the learner categories are affective goals, interpersonal skills, and learning strategies. Under social context the categories are sociolinguistic skills, sociocultural skills, and sociopolitical skills. These categories are not fixed together, but they are penetrable. They intersect and connect with other categories.

3.2.1.6 Developing Materials

The instructional materials of the CLIL course in this research study were designed based on the 4Cs Framework of CLIL. Furthermore, as it is the CLIL course, the instructional materials were designed following five-stage of the CLIL tool kit of Colye et al. (2010) as mentioned in the previous chapter. The sixth stage was skipped because it can be done after launching the CLIL materials. As a result, those five stages of the CILL tool kit are as follows:

1) A Shared Vision for CLIL

All stakeholders and researcher shared ideas and explore how CLIL might operate in the classroom to construct overarching goals as global goals to describe the longer-term vision for any CLIL program following two guiding questions:

(1) What is the ideal CLIL classroom and what goes on there?

(2) In an ideal world, what do we want our CLIL learners and teachers to be able to achieve?

2) Analyzing and Personalizing the CLIL Context

The researcher constructed a model reflecting the local situation. This model identifies fundamental principles and has its own global goals. This stage was processed following the guiding questions:

 (1) Who is involved in teaching and learning?

 (2) What are implications of the above for constructing our own CLIL model?

 (3) What are implications of the above for less capable learners?

 (4) How do the global goals impact on the CLIL model?

 (5) How does the CLIL course involve wider community?

3) Planning a Unit

  The researcher planned for the CLIL map consisting of four planning steps using the 4Cs Framework: considering content, connecting content and cognition, defining language learning and using, developing cultural awareness and opportunities, and other conceptual tools to form the tool kit.

4) Preparing the Unit

  The mind map planned in the previous stage was changed to materials, resources, tasks and activities. Therefore, to prepare the unit the researcher must answer the following guiding questions:

 (1) Which materials/units are already available? How appropriate are they?

 (2) Which resources need adapting and how?

 (3) Which resources can be accessed via the Internet?

5) Monitoring and Evaluating CLIL in Action

  The researcher explored CLIL in details to understand classroom process and thought of learning environment development that must be linguistically accessible whilst being cognitively demanding. The CLIL Matrix was used to measure and analyze the interconnectedness of cognitive and linguistic levels of tasks and materials used during a unit.

The teaching materials were validated by three experts in the area of English instruction using Index of Item-Objective Congruence (IOC) form. After that, the materials were piloted with ten undergraduates who volunteered to participate in the pilot study class for a module.

3.2.1.7 Organizing the Course

To organize the CLIL course in this research study, the course developer researcher followed the five overlapping processes as shown in the previous chapter:

1) Determining the organizing principles driving the course
2) Identifying units, modules, or strands based on the organizing principles.
3) Sequencing the units
4) Determining the language and skills content of the units
5) Organizing the content within each unit.

These five aspects do not follow a specific order since they are overlapped.

3.2.1.8 Designing an Assessment Plan

As this research study focuses on CLIL approach, the assessment plan includes formative and summative assessment that assess both content and language parallel. Therefore, designing the assessment and evaluation tools is based on what was taught and what goals and objectives of the lesson are. The 4Cs of the CLIL were assessed in different process of learning and teaching:

'Cognition' was assessed in the process of learning when the students did the activities following the steps of Bloom's Taxonomy.

'Culture' was assessed during learning in the group work collaboratively, that is, the students learned to accept the differences among people in the group, and knew to be both learners and helpers during the learning process through the cultural awareness self-assessment questionnaire. In addition, they learned to be leaders and followers in the group. When the situations changed, their roles were changed.

'Content' and 'Communication' were assessed as the course outcomes assessment as shown in Table 2.

Table 2: Assessment of the CLIL Course Outcomes

4Cs	Formative Assessment		Summative Assessment	
	Task/Activity	Instrument	Task/Activity	Instruments
Content and Communication	• Doing exercises and quizzes	• Exercises and quizzes	• Doing the tests	Pre-test and Post-test
Cognition	• Discussion activity • Answering the questions at the end of the class • Preparing for group presentation • Planning for writing tasks	• Guiding questions in the lessons • Group presentation tasks • Group writing tasks	• Express what they learned from reading and listening skills • Express their personal ideas in the forms of writing and speaking	
Culture	• Collaborative activities such as brainstorming, planning, preparing, etc.	• Group presentation tasks • Group writing tasks	• Express the ideas towards differences among people having different culture and nationalities	

Table 2 presents assessment of the 4Cs. It indicates that all 4Cs were assessed in teaching and learning processes of the CLIL course. The course outcome assessment was divided into two main types, formative assessment and summative assessment. Activities in teaching and learning processes were used as a part of formative assessment. While in the process of summative assessment, pre-test and post-test were used to assess all the 4Cs.

After the CLIL course development was finished, it was processed in the cycle of teaching the course. As a result, the CLIL instructional materials were processed in the pilot study. After that the modifying course cycle was followed by adjusting the course for using in the second phase.

3.2.2 Research Phase

The research phase is a course implementation in re-teaching the course cycle. This is a single group pre-test and post-test design study that is thus illustrated as follows:

Pre-test	Treatment	Post-test
O	X	O

Figure 17: Research Design

From Figure 17, O refers to the measurements of the dependent variables, cultural awareness, English communication ability and opinion towards learning language, and X refers to the independent variables – CLIL course and instructional process. Therefore, in this phase there are three crucial steps to assess the effectiveness of CLIL course enhancing cultural awareness and English communication ability and opinion towards language learning with the CLIL course of Thai undergraduates in the international program.

3.2.3 Instrumentation

The research instruments used in this study are shown in the following figure.
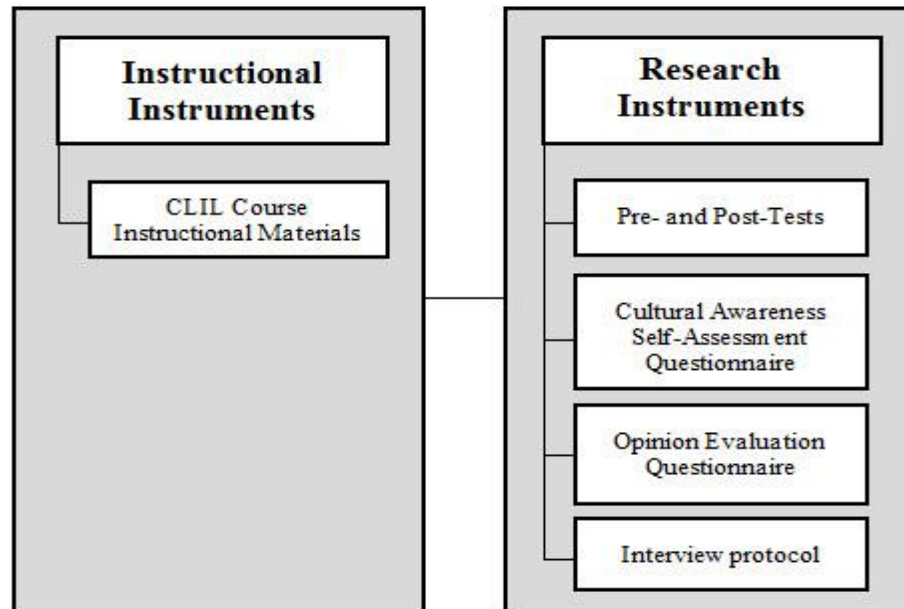
Figure 18: Research Instruments

Figure 18 presents that there are two main types of research instruments in this research study, which are instructional instruments and research instruments. The instructional instrument is a set of CLIL course instructional materials. While the research instruments are research tools used to investigate the effectiveness of the CLIL course to enhance cultural awareness and English communication ability, which are pre-and post-tests, cultural awareness self-assessment questionnaire, opinion evaluation questionnaire and interview protocol.

3.2.3.1 Instructional Instruments

As mentioned above, there is an instrument as instructional instrument: CLIL course instructional materials.

CLIL Course Instructional Materials

The CLIL course instructional materials were designed based on the steps of CLIL tool kit mentioned in the previous chapter and the results of NA process. It was written in English since English was used as a medium of instruction in the CLIL course. Since the CLIL course is a 30-hour intensive course, it was divided into five chapters. Six hours were spent for each chapter instruction, three hours spent for each lesson with total of ten lessons. The first lesson of each chapter emphasized the development of listening and speaking skills, and the second lesson of each chapter gave importance to reading and writing skills. The activities processed in the teaching and learning processes brought collaborative learning in group work leading individual learning. The students learned from others, and they also taught others as More Knowledgeable Others (MKO) that guided them to do it by themselves later on. The instructional materials consist of five-chapter instructional materials and lesson plans (see Appendix C).

Validation

In order to ensure the content validity of the instructional materials, lesson plans and supplementary sheets, including formative assessment tools, a set of them were validated by a panel of three experts (an English teacher, an expert in Cultural Studies field, and an expert in assessment and evaluation). Other parts of the course components consisting of course objectives, course description and course details were sent to all experts. The evaluation was undertaken using a checklist (marked agreeable, not sure, and disagreeable) adapted from the checklist for ESL textbook selection by (Garinger, 2002). Then the IOC index was used to calculate the content validity of the course components. The agreement of at least two of the experts was needed for the course components to be considered valid (Pinyoanunthaphong,

1983). That is, the score from the validation must be higher than 0.5. Then, the course components were revised based on the comments and suggestions of the experts. Based on the results of the IOC calculation, generally, the three experts agreed that all the course components and lesson plans were suitable for this course. The content validity was 0.88. Nevertheless, the three experts also agreed that some exercises and activities should be adjusted. The guiding questions should be provided by the teacher so that the students are able to respond effectively.

Pilot Teaching

The pilot teaching was carried out during semester break of academic year 2014 by the researcher of this research study. A module of the teaching instructional instruments (instructional materials, supplementary sheets and formative assessment tools) was processed for six hours (two lessons: listening and speaking lesson and reading and writing lesson) to see if it was appropriate with the students' English proficiency. There were ten Thai undergraduates in the international program participated in the pilot study. All students attended both two classes of the two lessons as they volunteered to be in the pilot teaching process.

The findings from the pilot study presented that the quantity of writing focus as planned should be decreased to give opportunity for the students to practice more in some particular writing skills. Informal writing tasks were thus still remained. On the other hand, formative assessment tools were effective for them, especially group work activity that really supported their learning since they could play both the roles of learners and teachers in the learning process, and they were not shy when making any mistake. As a result, they could do individual work well.

3.2.3.2 Research Instruments

The instruments in the CLIL course implementation process are as follows:

1) Pre-Test and Post-Test

To prove the effectiveness of the CLIL course in terms of student learning, the students needed to complete the pre-test and post-test (see Appendix D) as an achievement test to reveal how much they had improved after attending the CLIL course. The pre-test and post-test were designed in an equivalent form using the goals and objectives of the course as the scope of the tests.

The test was subjective (a criterion-referenced test). The purpose of the test was to assess the amount of knowledge or skill learned by each student, directly relating to writing web-post and e-mail. As a result, the test consisted of two main sections that asked the students to present their own ideas or opinion towards a cultural issue and write a web-post responding another web-post and an e-mail replying an e-mail sent from friend.

The pre-test and post-test were exactly the same because the practice effect should not be a problem of the test. In this research study, the experiment was undertaken for thirty hours in ten days as it is an intensive course. Nevertheless, the pre-test was launched for five days before the main study was done, and the post-test was also done after finishing the class for five days. Therefore, it was suitable to use equivalent form of the pre-test and post-test. Moreover, the test was subjective; it is not easy for the students to memorize the test and its answer. The test lasted for two hours.

Validation

The test validation process was carried out after the test was created. It aimed to determine the test usefulness (Bachman & Palmer, 1996). Measurement of construct and content validity in this research study was done before trying out the test. The item analysis was carried out to measure the difficulty of the

test. This refers to the meaningfulness and appropriateness of the Meanings made on the basis of test score (Bachman & Palmer, 1996).

The content validity of the test was measured by a panel of three experts that consisted of three experts in the fields of English applied linguistics and assessment and evaluation. All of them had working experience of more than ten years. The content validity result was computed using the IOC index formula (Pinyoanunthaphong, 1983). Agreement of at least two of the experts was needed for the test to be considered valid that means it must be higher than 0.5.

It was found that the three experts agreed to accept the entire test items, but they provided valuable suggestions to make the test complete. The content validity of the test was 0.86. The suggestions from the three experts were about listening to the clip as an input of speaking test was quite hard but if the researcher thought that watching the context might help, that would be fine. Time spent for the test should be shorter since it was firstly set at three hours. Because the students were not very good in English, it was therefore decreased to two hours. And it was proposed to the three experts with rationale, all of them agreed with two hours.

In addition, since the researcher preferred to see clear improvement of Thai undergraduates in the international program's English communication ability, the same rubrics with formative assessment were used.

2) Cultural Awareness Self-Awareness Questionnaire

The cultural awareness self-assessment questionnaire (see Appendix E) was designed to evaluate the awareness of culture enhanced through learning in the CLIL course. The questionnaire aims the respondents to express the awareness of culture towards, including their own culture and link and compare to others'. It was written in bilingual version in order to prevent language barriers. Then it was verified by three experts. The undergraduates were asked to express their cultural awareness twice, before starting learning through the CLIL course and at the end of the CLIL course. The questionnaire was divided into three parts following the elements of cultural awareness diversity of culture, flexibility and appreciation and understanding

others, adapted from cultural awareness self-assessment questionnaire of Chantarasenannon, Kanjanawasee, and Tangdhanakanond (2011).

The questionnaire was validated by three experts in applied linguistics and English language instruction. The evaluation was undertaken using a checklist (marked agreeable, not sure, and disagreeable), and the IOC index was used to calculate the content validity of the questionnaire. The agreement of at least two of the experts is needed for the cultural awareness self-assessment questionnaire to be considered valid (Yaghmale, 2003). The score from the validation must be higher than 0.5. As a result, three questions were deleted since the validation value was lower than 0.5, and it was suggested by the three experts to delete it.

To be certain that the cultural awareness form is suitable and clear for use, it was piloted with ten undergraduates to find out its reliability. The result of Reliability Coefficient is alpha .808 indicating that the instruments used have high reliability, meaning that the effect of errors of measurement is small.

3) Opinion Evaluation Questionnaire

The opinion evaluation questionnaire (see Appendix F) was designed to evaluate the CLIL course effectiveness by the researcher. The questionnaire aims the respondents to express the opinion towards the CLIL course, including teaching procedures, teaching activities, teaching materials, course assessment, and their own opinions towards the benefits of the course. It was written in bilingual version in order to prevent language barriers.

Then it was verified by three experts. The undergraduates were asked to express their opinions towards the CLIL course at the end of the course. The topics raised in the questionnaire are English experience before enrolling the course, the opinions of them after attending the course and suggestions about the course used to enhance English communication ability.

The questionnaire was validated by three experts in applied linguistics and English language instruction. The evaluation was undertaken using a

checklist (marked agreeable, not sure, and disagreeable), and the IOC index was used to calculate the content validity of the questionnaire. The agreement of at least two of the experts is needed for the opinion questionnaire to be considered valid (Yaghmale, 2003). That is, the score from the validation must be higher than 0.5.

To be certain that the opinion evaluation form is suitable and clear for use, it was piloted with ten undergraduates to find out its reliability. Finally, the pilot study presented Reliability Coefficient that was alpha .922 indicating that the instruments used have high reliability, meaning that the effect of errors of measurement is small.

4) Interview Protocol

After analyzing the questionnaire from twenty-four Thai undergraduates in the international program, an interview was conducted with all of them since they volunteered to give the interview. The interview was undertaken in the Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus. It was carried out by making appointments with the undergraduates who were willing to give an interview and be able to share their information and needs. Each interview lasted about ten to fifteen minutes, and it was collected using a video recorder.

The interview used sixteen questions (see Appendix G) adapted from Changpueng (2009) for asking the undergraduates' opinions towards learning English skills with the CLIL course, and it was validated by three experts with the content validity at 1.00.

3.3 Data Collection and Data Analysis

The processes of data collection and data analysis are as follow:

3.3.1 Data Collection

After all research instruments were verified and the pilot studies were processed to ensure the reliability of those instruments, they were used to collect the data from Thai undergraduates in Chinese International Program, Prince of Songkla University, Hat Yai Campus. The tentative thirty-hour plan consists of ten lessons. Each lesson lasted three hours. The ten lessons provided in the instructional period followed the framework of 4Cs of CLIL; therefore, the students used language for learning content and language by using communicative and cognitive skills and also learning and being aware the importance of culture. The data collection process in this study was as follows:

Table 3: Data Collection Process

Day	Research Instruments
1	- Pre-test - Cultural Awareness Self-Assessment Questionnaire
2	- Content and Language Integrated Learning (CLIL) Course
3	Instructional Materials: Unit One
4	- Content and Language Integrated Learning (CLIL) Course
5	Instructional Materials: Unit Two
6	- Content and Language Integrated Learning (CLIL) Course
7	Instructional Materials: Unit Three
8	- Content and Language Integrated Learning (CLIL) Course
9	Instructional Materials: Unit Four
10	- Content and Language Integrated Learning (CLIL) Course
11	Instructional Materials: Unit Five
12	- Post-test - Cultural Awareness Self-Assessment Questionnaire - Opinion Evaluation Questionnaire - Interview

Table 3 presents the process of data collection in this research study conducted in July, the semester break of semester 1/2014 as follows:

Day 1: Pre-test and Cultural Awareness Self-Awareness Questionnaire

Pre-test was administered at the beginning of the course to investigate the undergraduates' English communication ability before studying with the CLIL course. The test lasted for two hours. After the undergraduates finished the pre-test, they had ten minute- break. After that cultural awareness self-assessment questionnaire was then conducted to investigate their cultural awareness before studying with the CLIL course. They spent approximately fifteen minutes to answer the questions in the questionnaire.

Day 2-11: Content and Language Integrated Learning (CLIL) Course Instructional Materials

The CLIL course instructional materials were applied in the CLIL classes for thirty hours in ten days to enhance the undergraduates' cultural awareness and English communication ability. Learning progress of the undergraduates was assessed by formative assessment tools in each lesson of the instructional materials.

Day 12: Post-test, Cultural Awareness Self-Assessment Questionnaire, Opinion Evaluation Questionnaire and Interview

After finishing the CLIL course, post-test was conducted to investigate the effectiveness of the CLIL course in enhancing English communication ability of Thai undergraduates in the international program. The average scores of pre-test and post-test were compared to see differences among them indicating their English communication ability improvement and development. The test lasted for two hours. Then the undergraduates had ten-minute break. And cultural awareness self-assessment questionnaire was conducted again to investigate the undergraduates' cultural awareness after studying with the CLIL course. The undergraduates spent approximately fifteen minutes to answer the questions in the questionnaire.

After that they spent approximately fifteen minutes to answer the questions in the opinion evaluation questionnaire that was used to investigate their opinions towards learning English language with the CLIL course.

When they finished answering the questions in the opinion questionnaire, they were explained the process of interview to prevent confusion. The interview was then undertaken at the Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus. All twenty-four Thai undergraduates in the international program volunteered to give the interview; as a result, they were divided into two groups with different set of video and electronic voice recorder. Each interview lasted ten to fifteen minutes.

3.3.2 Data Analysis

The data obtained from the process of data collection was calculated by using SPSS and statistical devices. The explanation of data analysis is listed in the table below.

Research Instruments	Research Objectives	Research Questions	Validation	Analysis Methods
CLIL course instructional materials	To develop a CLIL course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program	To answer research question 1: How can a Content and Language Integrated Learning (CLIL) course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program?	1) Content validity processed by three experts in the fields of English language teaching, Cultural Studies and Applied Linguistics. 2) A pilot study was processed to investigate reliability of the materials to enhance cultural awareness and English communication ability of Thai undergraduates in the international program	Pre-test and Post-test
Cultural awareness self-assessment questionnaire	To determine the effectiveness of the CLIL course to enhance cultural awareness of Thai undergraduates in the international program	To answer research question 2: To what extent can the CLIL course enhance cultural awareness of Thai undergraduates in the international program?	1) Have the questionnaire validated by three experts. 2) A pilot study was processed to investigate the reliability with the undergraduates who did not participate in the main study.	Mean, Standard Deviation, Pair-Sampled T-test
Pre-test and Post-test	To determine the effectiveness of the CLIL course to enhance English communication ability of Thai undergraduates in the international program	To answer research question 3: To what extent can the CLIL course enhance English communication ability of Thai undergraduates in the international program?	1) Have the test and the marking scheme validated by three experts 2) A pilot study was processed to investigate its reliability with the undergraduates who did not participate in the main study. 3) Verify the difficulty level of the test.	Mean, Standard Deviation, Pair-Sampled T-test
Opinion evaluation questionnaire	To investigate the opinions of Thai undergraduates in the international program towards the CLIL course to enhance cultural awareness and English communication ability	To answer research question 4: What are the opinions of Thai undergraduates in the international program towards the CLIL course to enhance cultural awareness and English communication ability?	1) Have the questionnaire validated by three experts. 2) A pilot study was processed to investigate the reliability with the undergraduates who did not participate in the main study.	Mean, Standard Deviation
Interview	To gather in-depth information about the opinions towards the CLIL course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program	To answer research question 2, 3 and 4	1) Have the interview questions validated by three experts 2) A pilot study was processed with the undergraduates who did not participate in the main study	Content Analysis

Figure 19: Research Instruments for Gathering Data to Determine the Effectiveness of the Course

3.4 Summary

The research methodology covers two main phases: course development phase and research phase. Questionnaire and interview were utilized as instruments in the Needs Analysis (NA) process. The CLIL course was then developed based on the results of NA process. The CLIL course was developed based on the results of the NA. The research instruments used to determine the effectiveness of the CLIL course consisted of the pre-test and post-test, cultural awareness self-assessment questionnaire, opinion evaluation questionnaire and interview.

CHAPTER FOUR:

RESERCH RESULTS

This chapter reports on results of the research study in accordance with the four research questions and three research hypotheses in two phases of the research study. As a result, the research results in this research study are described in two phases: course development phase and research phase.

4.1 Results of Course Development Phase

The first phase presents the processes of CLIL course development in enhancing cultural awareness and English communication ability of Thai undergraduates in international program. The results from this phase are used to answer the first questions.

Research Question 1:
How can a Content and Language Integrated Learning (CLIL) course be developed to enhance cultural awareness and English communication ability of Thai undergraduates in the international program?

The CLIL course in this research study is a thirty-hour intensive course designed based on Graves (2000)'s course development process framework and cycle, 4Cs framework of CLIL approach and main concepts of Sociocultural Theory (as presented in Figure 14) to enhance cultural awareness and English communication ability of Thai undergraduates in the international program.

After following all stages of course development process framework and cycles, the CLIL course syllabus is as shown in the following table:

Table 4: CLIL Course Syllabus Structure

Unit	Lesson	CONTENT	COMMUNICATION		
			Language of Learning	**Language for Learning**	**Language through Learning**
Unit 1	Lesson 1	Different Culture	Sentence skills Coordinating Conjunction	Expressions and introduction phrases for giving presentation	- Making comprehension through listening skills
	Lesson 2	Social Manners	Argumentative expressions Subordinating Conjunctions	Writing argumentative web-post	- Vocabulary learning - Dictionary skills - Reading comprehension
Unit 2	Lesson 1	A Variety of Language	Word pronunciation and stress	Expressions and introduction phrases for giving presentation	- Making comprehension through listening skills
	Lesson 2	Tourism	Expressions for describing location	Writing an informal letter telling about a tourist attraction	- Vocabulary learning - Dictionary skills - Reading comprehension
Unit 3	Lesson 1	Socialization	Expressions and introduction phrases for giving presentation	Expressions and introduction phrases for giving presentation	- Making comprehension through listening skills
	Lesson 2	Social Rules	Informal letter structure	Writing informal letter: group work and individual work	- Vocabulary learning - Dictionary skills - Reading comprehension
Unit 4	Lesson 1	Table Manners	Expressions and introduction phrases for giving presentation	Expressions and introduction phrases for giving presentation	- Making comprehension through listening skills
	Lesson 2	National Food	Imperative sentences	Writing instructive text: group work and individual work	- Vocabulary learning - Dictionary skills - Reading comprehension
Unit 5	Lesson 1	Table Manners	Expressions and introduction phrases for giving presentation	Expressions and introduction phrases for giving presentation	- Making comprehension through listening skills
	Lesson 2	National Food	Imperative sentences	Writing instructive text: group work and individual work	- Vocabulary learning - Dictionary skills - Reading comprehension

CULTURE	Task/Activities	COGNITION
- Be aware of importance of culture - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion expressing awareness of different culture - Group oral presentation	Remembering Understanding Applying Analyzing Evaluating Creating
- Be aware of differences of social manners - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion - Reading comprehension	
- Be aware of language variety - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion expressing awareness of different culture - Group oral presentation	
- Be aware of tourism roles in learning about culture - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion - Reading comprehension	
- Be aware of social culture - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion expressing awareness of different culture - Group oral presentation	
- Be aware of social rules - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion - Reading comprehension	
- Be aware of table manners in different culture and its roles - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion expressing awareness of different culture - Group oral presentation	
- Be aware of cultural issues through national food - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion expressing awareness of different culture - Reading comprehension	
- Be aware of cultural influence on dating - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion expressing awareness of different culture - Group oral presentation	
- Be aware of differences of social manners - Comparing national culture with regional and international culture - Accepting differences among people and understanding and helping others	- Discussion - Reading comprehension	

The CLIL course syllabus presented in Table 4 shows that there are five chapters in this course that were divided into ten lessons. Each unit consists of two lessons: listening and speaking lesson and reading and writing lesson. Three hours were spent for each lesson, with the total of thirty hours.

The content and language taught in the course are the results from preliminary studies and needs assessment. The cultural topics taught in the CLIL course were: different culture, social manners, variety of language, tourism, socialization, social rules, table manners, national food, dating and wedding ceremonies. In addition, there were also five main focuses of language taught in the CLIL course: speaking in daily life, sending e-mails, reading online texts, writing letters and doing presentation.

Teaching and learning activities in the CLIL course were designed based on the concepts of Sociocultural Theory, More Knowledgeable Others (MKO) and collaborative learning in group work. Therefore, there were three main types of tasks and activities processed in the CLIL course: whole class discussion, group work and individual work, in order to encourage collaborative learning in group work that leads individual learning. The research samples in this research study learned among differences, and learned to be helpers, teachers, or explainer of their friends and vice versa.

Through teaching and learning activities, the undergraduates' cultural awareness was raised. They were enhanced by cultural content and learning activities. Cognitive processes of learning: remembering, understanding, applying, analyzing, evaluating, and creating, were also enhanced through both teaching and learning activities.

This CLIL course was developed following the eight-stage of Graves (2000)'s course development process framework: defining the context, articulating beliefs, assessing needs, formulating goals and objectives, conceptualizing content, developing materials, organizing the course and designing an assessment plan. As a result, the CLIL course syllabus shown in Table 5 was developed through the eight-stage process as follows:

Stage 1: Defining the Context

This stage aimed to set up baseline of the research study so that the CLIL course designed in this research study could completely serve the needs and interests of Thai undergraduates in the international program and enable the teacher to raise their cultural awareness and their recent language problems.

Three preliminary studies, document analysis, class observation, and theme and skill survey, were processed to ascertain the undergraduates' strengths and weaknesses in terms of English skills and investigate content theme and English skills they preferred to learn to set some questions in the stage of assessing needs.

The findings from the studies showed that Thai undergraduates in the international program were not much proficient in English even though they are studying in the international program, in which English is used as a medium of instruction. They were not much good in both basic and academic writing, speaking and listening English, and majoring in Chinese caused them focus on Chinese skill learning rather than English skill learning. Due to not much high level of English proficiency they have and necessity of using integrated skills in daily life and study, they preferred to improve integrated skills for communication rather than learning English for academic purposes, and they preferred to study about culture. Therefore, content theme of the CLIL in this research study is Cultural Studies.

In addition, to design teaching and learning activities and instructional materials for the CLIL course, the researcher had to define the course context so that the designed CLIL course could be appropriate with Thai undergraduates in the international program and to serve the demands of stakeholders. The researcher defined the context following five aspects: people, stakeholders, physical setting, and nature of course and institution of time.

Table 5: Defining the Context

Aspects	Defined Context
People	Thai undergraduates in the international program: - Thai EFL undergraduates - Majoring in Chinese - Aged between 18-22 years old - English proficiency level: low-intermediate to high-intermediate - Thai as a mother tongue language
Stakeholders	- Thai undergraduates in the international program - Content and English course lecturers - Chinese International Program's administrators - Guardians - Faculty administrators
Physical Setting	- Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus - Air-conditioning classrooms - Computer set with internet connection - Movable chairs - White board set
Nature of Course and Institution	- An intensive course
Time	- Total of thirty hours (three hours per lesson)

The findings from this stage show that the research samples were studying in the international program, they are EFL learners aged between 18-22 years old. Their level of English proficiency was between low-intermediate level to high-intermediate level, and they have Thai language as their first language. The stakeholders of this course are Thai undergraduates in the international program, content and English course lecturers, Chinese International Program's administrators, guardians, faculty administrators. The classrooms are air-conditioning with computer set with internet connection, moveable chairs and white board set. This course is a thirty-hour intensive course.

Stage 2: Articulating Beliefs

In this stage, the researcher had to articulate beliefs towards, language, social context of language, learning and learners and teaching to develop the CLIL course. As a result, after searching out for information and reviewing the related literatures, the beliefs relating to the CLIL course are illustrated in the following table.

Table 6: Belief Articulation

Aspects	Beliefs
View of Language	- English as a medium of instruction
View of Social Context of Language	- Various issues of content used to encourage English language learning and improvement - Cultural content relating to culture in national, regional, and international levels - English language focus relating to real life - Social situation influencing on teaching and learning activities
View of Learning and Learners	- Whole class discussion - Group work activities - Individual activities - More Knowledgeable Others (MKO)
View of Teaching	- Teacher facilitator and scaffolder

Table 6 presets the researcher's beliefs articulated before designing the CLIL course. She believed that the CLIL course in this research study must use English as a medium of instruction since it would use to teach Thai undergraduates in the international program. Therefore, it can also be said that the additional language in the CLIL course of this research study is English language.

Moreover, the undergraduates would learn English through the taught content. As one of the research objectives is to investigate the effectiveness of CLIL course in enhancing cultural awareness of Thai undergraduates in the international program, it focuses on basic cultural awareness, "an ability to become aware of own cultural values, beliefs and perceptions, and look outside by linking and comparing own culture with neighboring culture and international culture," the cultural content taught in the CLIL course should focus on culture in three levels: national, regional, and international levels.

Furthermore, since Thai undergraduates in the international program preferred to improve English integrated skills for communication, the researcher believed that language focus in the course should relate to what the undergraduates face with in their real lives, and social situations they are familiar with should be included in the CLIL course to encourage their motivation to learn and improve their English communication ability.

As the researcher also believes in concepts of collaborative learning and More Knowledgeable Others (MKO) underpinned Sociocultural Theory, teaching and learning activities of the CLIL course should then emphasize the collaboration in group work learning. Therefore, there were three main activities based on beliefs of the researcher were articulated for the CLIL course design, which were whole class discussion and group work activities leading to individual learning. Since the undergraduates have different levels of English proficiency, the researcher then believed that they could take more roles than learners. They should sometimes be able to help other friends learned since nobody is perfect. They may learn some content or language issues from their friends and vice versa. In addition, Zone of Proximal Development (ZPD) was also trusted by the researcher, she planned to take the roles of facilitator and scaffolder who helps the students learn rather than instructor who instructs the students to do whatever she wants.

Stage 3: Assessing Needs

This stage was carried out to determine the taught content topics, language problems and needed skills of Thai undergraduates in the international program, and it also investigated the needs of stakeholders defined in the first stage.

The undergraduates' needs towards language focus in the CLIL course were investigated in theme and skill survey in the preliminary study. The findings of this survey are illustrated in the following table.

Table 7: Language Focus Needed by Thai Undergraduates in the International Program

Language Focus	Mean ($\bar{X}$)	S.D.	Meaning
Speaking in daily life	3.52	.872	Very necessary
Doing presentation	3.43	.676	Moderate necessary
Making discussion	3.00	.701	Moderate necessary
Reading online texts	2.90	1.04	Moderate necessary
Writing essays	2.86	1.19	Moderate necessary
Sending e-mails	2.76	.889	Moderate necessary
Writing letters	2.53	1.03	Moderate necessary
Asking and giving directions	2.48	.814	Slight necessary
Making an appointment	1.90	.889	Slight necessary
Reading articles	1.81	.749	Slight necessary

1.00-1.49 = Least necessary   1.50-2.49 = Slight necessary
2.50-3.49 = Moderate necessary   3.50-4.49 = Very necessary
4.50-5.00 = Most necessary

Table 7 presents that Thai undergraduates in the international program preferred to learn seven main language focuses: speaking in daily life, doing presentation, making discussion, reading online texts, writing essays, sending e-mails and writing letters. Nevertheless, the preferred to improve integrated skills for communication, writing essays seems not to be appropriate for this CLIL course. There were then six topics of language focus in the CLIL course of this research study.

As this CLIL course was designed under Cultural Studies theme, a Needs Analysis (NA) questionnaire presented the undergraduates' needs about the cultural topics as shown below.

Table 8: Needed Cultural Topics

Needed Topics	Percentage	Cumulative Percentage
Food and eating manners	18.00	18.00
Tourism	13.00	31.00
History	11.00	42.00
Socialization	10.00	52.00
Languages	10.00	62.00
National identity	7.00	69.00
Social class	6.00	75.00
Ceremonies	6.00	81.00
Religion	5.00	86.00
Regional identity	5.00	91.00
Dressing	5.00	96.00
Beliefs	4.00	100.00

Table 8 presents that Thai undergraduates in the international wanted to study about food and eating manners (18%), tourism (13%), socialization and languages (10% each), national identity (7%), social class and ceremonies (6% each), regional identity, religion and dressing (5% each), and beliefs (4%) respectively.

Moreover, they expressed their English language problems towards the integrated skills that should be emphasized in the CLIL course through the NA questionnaire. Those problems are translating words and sentences, understanding slangs, expressions, or colloquial, lacking confidence in using English pronouncing words, vocabulary and grammar knowledge, understanding complex messages and selecting appropriate expressions.

Furthermore, the findings of NA interview reflected the stakeholders' needs and interests that Thai undergraduates in the international program preferred to learn English from fun and interesting activities instead of serious academic ones. While the content and English lecturers thought that teaching and learning activities of the new course should encourage the undergraduates' confidence, and some necessary basic grammatical knowledge should be revised. In addition, program and faculty administrators agreed with integrated skills for communication development. They thought that it should be processed to prepare the students for academic skill development in the next course.

In conclusion, from the first stage to this stage the researcher got sufficient information to develop a CLIL course. It can be concluded that the CLIL course in this research study was a 30-hour intensive course teaching Cultural Studies theme. English was used as a medium of instruction. It was used to enhance Thai undergraduates in the international program's cultural awareness and develop English communication ability, integrated skills for communication. Besides, teaching and learning activities should be fun and interesting to encourage confidence of the undergraduates in using English.

Stage 4: Formulating Goals and Objectives

The findings from the NA and literature review were used to set the expected goals of the CLIL course to enhance cultural awareness and develop English communication ability. As a result, the CLIL course terminal objectives were presented as follows:

After completing the course, the students are able to:
1) raise the awareness of culture
2) give information about cultural issues
3) express opinions towards cultural issues logically
4) present agreement and disagreement towards cultural issues to other people's ideas

---

Figure 20: Terminal Objectives of CLIL Course

Based on the 4Cs framework of CLIL, the first objective relates to '*Culture*.' Since Thai undergraduates in international program studied among people who were different, they had to be aware of identity of each person in group work activities to respect each other.

The second objective relates to '*Communication*.' According to the literature review giving information about something is the most basic skill, the human should be able to do in the communicative cycle, that is, that person just tells what he or she knows about something.

The third objective relates to '*Content.*' To ensure the undergraduates' understanding towards taught content in the CLIL course, they should be able to express their personal opinions towards it with their own logic.

And the last objective relates to '*Cognition.*' Thai undergraduates in the international program should know how to react other people's ideas; therefore, they had to learn through cognitive process until they could create their own reason to support their personal opinion about something.

Stage 5: Conceptualizing Content

According to the findings for content theme and learning context investigation and belief articulation, the CLIL course content could be conceptualized following Graves (2000)'s suggested guidelines as follows:

Table 9: Content Conceptualization

Aspects	Findings
What the students should learn in the course	- Content: Cultural Studies Theme - Language: English for Communication
Who they are	- Thai EFL Chinese major international program undergraduates
What their needs are	- Fun lessons and activities - English proficiency development - Not too difficult taught content
What purposes of the courses are	- Enhance cultural awareness - Develop English communication ability
What should be included	- Authentic materials for learning - A variety of activities
What should be emphasized	- Confidence encouragement - Scaffolding
What should be dropped	- Individual learning without cooperating with others - Recitation learning system - Using dictionary all the time

Table 9 presents that the CLIL course content relates to cultural issues as Cultural Studies was the theme needed by Thai undergraduates in the international program.

Language focus in the course emphasizes English communication based on the findings of NA process. Furthermore, as the undergraduates prefer to learn through fun lessons and activities, and the teacher researcher would like to enhance their cultural awareness. The CLIL course content was then not too difficult for the undergraduates to learn. It was from real situations in their daily life situations towards cultural topics. Authentic materials were then used in order to help the undergraduates be familiar with the situations by feeling that it was in their real lives, and everything they learned in the class was all around them in allowing them to see the importance of what appearing around them relating to English skills and encourage their confidence in learning English language.

Moreover, familiarity enabled them be confident not only to learn English themselves but also scaffold others to learn in some topics they are keen and vice versa. As CLIL course instruction was expected to be a fun class, a variety of activities were used to encourage the undergraduates' learning as explained in details in the stage of developing materials and organizing the course.

Since this is the CLIL course focusing on the 4Cs framework and Sociocultural Theory that emphasizes social interaction, the course content encouraging individual learning without cooperating with others was avoided. And recitation system in the traditional approach embedded in learning system of most of Thai undergraduates was extremely avoided. Moreover, Thai undergraduates in the international program were put in the authentic learning situations, in which dictionary could not be used all the time. As a result, the difficulty level of the CLIL course content had to be appropriate with A2-CEFR level of students that spans from low-intermediate to high-intermediate level, ability to express simple opinions or requirements in a familiar context, understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters, and complete forms and write short simple letters or postcards related to personal information, with the least use of dictionary.

CLIL course content is thus under the theme of Cultural Studies. Since it was designed based on the CLIL approach, the course content focuses on both content

(cultural issues) and language (English for communication). This CLIL course content consists of five chapters presenting cultural issues in three levels: international, regional and national levels. Cultural issues in the international level were firstly presented, following by the regional level, and finally comparing with the national level of the undergraduates to enhance both cultural awareness and develop English communication ability of the undergraduates. The CLIL course content was set up based on the results of NA process and literature review. That is, in terms of content in CLIL, the taught topics relate to results from the NA process: food and eating manners, tourism, history, socialization, languages, national identity, social class, ceremonies, religion, regional identity, dressing and beliefs. In terms of language in CLIL, the language focus in the CLIL course was based on the results of NA process, which are speaking in daily life conversations, making discussion, writing e-mails, writing letters, reading online texts and doing oral presentation. According to the categories for conceptualizing content presented in the previous chapter, the CLIL course content was categorized as follows:

Focus on Language

Linguistic skills

Linguistic competence:
- making sentences
- comprehending short texts
- understanding what other people want to communicate
- expressing personal opinions towards particular issues
- pronouncing words

Grammar of the language:
- verb tense
- articles
- prepositions

Vocabulary of the language:
- part of speech
- single and compound words
- making to plurals
- subject-verb agreement
- prefixes and suffixes

Competencies
- how to adapt ourselves to the present world consisting of differences
- how to give reasons for some particular issues
- how to describe the tourist attraction
- how to describe the steps of doing something

Content
Cultural topics are taught through video clips, reading texts, and authentic texts.

Situations
- daily life communication
- telephoning
- answering e-mails
- replying letters
- having a party

Speaking
- knowing how to express personal ideas towards the particular issues
- presenting ideas of the group

Reading
- predicting content
- understanding the main idea
- interpreting the text

Communicative Functions
- expressing the ideas about the society in the present world
- reading online texts
- replying e-mails and letters to argue against some issues, give reasons, and describe some situations
- describing the steps of doing something

Writing
- using appropriate words and expressions to express personal agreement or disagreement about the particular issues, to argue against other people's ideas, to give information about a tourist attraction, and to tell the steps of doing something

Genre
- speaking in daily life
- sending e-mails
- reading online texts
- writing letters
- doing presentation

Focus on Learning and Learners

Affective goals
- developing a positive and confident attitudes towards English language learning and culture
- understanding other people's attitude towards their own language and culture

Focus on Social Context

Sociolinguistic skills
- using appropriate words and expressions for giving information, expressing ideas and presenting about the particular issues
- using proper language pattern to express reasons for the argument
- using informal language to write letters to friends
- using formal language to write e-mails to someone in public

Interpersonal skills
- working in group collaboratively
- learning how to learn with others

Sociocultural skills
- understanding the differences among different identity, culture, values, norms and customs raising the awareness of culture

Learning strategies
Cognitive process:
- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

Sociopolitical skills
- being aware of human right
- behaving to other people respectfully and politely both in oral and written forms
- being respect to other people's culture, beliefs, values and opinions

Figure 21: CLIL Content Conceptualization

Figure 21 shows that CLIL course content conceptualized based on the findings from the preliminary studies and NA process. It was divided into three categories: focus on language, focus on learning and learners, and focus on social context. As a result, the concepts of content in the previous figure enabled the researcher to set the CLIL course structure as presented in the following table:

Table 10: CLIL Course Design for Thai Undergraduates in the International Program

Taught Topics (from NA process)	Teaching Focus	
	Content	**Language**
National Identity	Importance of culture	Expressing ideas about cultures
	Differences among cultures	Listening for comprehension
	Definitions of culture	Expressing opinions towards particular topics
	Comparison between regional and national culture (language, culture, custom and etiquettes)	Reading comprehension Guessing the meaning of new words Giving oral presentation
Writing Informal E-mail	Social manners	Words and expressions for argument Structure of a web post Reading comprehension Guessing the meaning of new words from context
	Benefits of cultural learning	Words and expressions for argument Structure of a web post
	Social rules	Words and Expressions for argument Structure of a web post
Regional Identity and Languages	Standard English vs. World Englishes	Expressing ideas about Standard English and World Englishes
	Different accent of English	Listening for comprehension
Social Class	Cultural misunderstanding because of different cultures	Minimal pairs
Languages	Different accent of English in different countries	Stress of words
Tourism	Travelling and tourism in different areas in the world	Words and expressions for describing places Structure of an informal e-mail Reading comprehension Guessing the meaning of new words from context

Writing Letters	Place recommendation	Describing locations Expressions for recommendation
Socialization	Socializing in different countries	Expressing opinions towards socializing method
	Different beliefs and attitudes towards going to a party	Expressing opinions towards going to the party for socialization
	Social kiss in different countries	Reasoning expressions
National and Regional Identity	Greeting in different countries	Oral presentation expressions Describing expressions
A Letter to a Friend	Different communicative ways	Words and expressions of writing an informal letter
Writing an Informal Letter	How to socialize in different countries	Words and expressions of writing an informal letter
	How to socialize in your countries	Words and expressions of writing an informal letter
Table Manners	How to eat steak	Reasoning and describing expressions
Food and Eating Manners	How to treat children about table manners	Table devices vocabulary Describing expressions
	American and British table manners	Comparative expressions Argumentative expressions
	Table manners in different countries	Oral presentation expressions Describing expressions
	Different ingredients for cooking in different parts of the world	Instructive expressions
National Identity	How to cook a national dish	Instructive expressions
	How to cook a local dish	Instructive expressions
Ceremonies Writing an Invitation Letter	Dating in different countries	Expressing opinions
	Courting	Expressing opinions
	Proposing	Reasoning expressions
	Wedding gowns in different countries	Descriptive words and expressions
	Wedding ceremonies	Writing an invitation letter

Table 10 presents the CLIL course content taught in the total time of 30 hours. It is clearly stated that each chapter focuses on both content and language, and it emphasizes integrated communicative skills, listening – speaking and reading – writing.

Stage 6: Developing Materials

CLIL course was designed to provide authentic materials to facilitate content and language learning relevant to Thai undergraduates in the international program's academic or future profession. By providing a rich variety of authentic materials in the course, the undergraduates would get a good exposure to authentic texts in the real society such as daily newspaper, magazines, media materials, including realia such as web posts, brochures, newspaper ads, and so on.

The CLIL course package comprises the CDs of video clips used in the CLIL classes, five-chapter teaching materials, supplementary materials, oral presentation assignment sheet, oral presentation rubrics, writing assignment sheet, writing rubrics, ten-lesson lesson plan, course syllabus and course outline. Therefore, the CLIL instructional materials are as follows:

Table 11: A Sample of CLIL Course Instructional Materials

Unit 1: Know Enemy Know Yourself	Lesson	Activity	Taught Content	Instructional Materials
	1	Listening and Speaking	Present World	Video clips: Listening and watching activities and follow-up questions
			Culture Shock	
			What is culture?	Reading text and follow-up questions Creating a vocabulary list
			Oral Presentation Activity	Supplementary sheet entitled "Doing an Oral Presentation"
	2	Reading and Writing	Argumentative Web Post	Vocabulary exercise A sample of argumentative web post and following-up questions
			Writing a Web Post	Supplementary sheet entitles "Argumentative Expressions A writing task

Table 11 presents that the CLIL course used video clips, texts from newspapers or magazines and web posts from the websites as the teaching materials of the course. In addition, the integrated skills were divided into two groups: listening and speaking and reading and writing since they interact with each other. Moreover, the undergraduates learned through group work and individual activities and tasks.

The instructional materials of the CLIL course were developed following the four-stage CLIL tool kit of Colye et al. (2010):

1) **A Shared Vision for CLIL**

All stakeholders and researcher shared ideas to each other. In summary, they would like the CLIL course to be a fun class. Both teaching and learning activities must be fun in order to encourage the students to learn English happily and building up their positive attitude towards learning English. Learning environment would be relaxing by focusing on what the students always face in their daily lives. Nevertheless, at the end of the course their cultural awareness and English communication ability were enhanced and developed.

2) **Analyzing and Personalizing the CLIL Context**

The teacher researcher constructed a learning model that enabled the undergraduates to play roles of both learners and helpers to learn and help others learn. As a result, the undergraduates would also play the roles of More Knowledgeable Others (MKO). In addition, our world has been narrower and narrower; there is rarely barrier among people from all around the world. The CLIL course would help the students realize the importance of surviving among differences in the real society and learn to learn more cultures in wider community. Authentic materials were thus used in the CLIL classrooms in order to see authentic tools in authentic context. The more the context is authentic, the more flexible the undergraduates feel in learning process.

3) Planning a Unit

The researcher planned for the CLIL course by drawing mind map of the CLIL course, and she must think of other available materials or learning resources. Since authenticity is another main key terms in planning CLIL unit, video clips taken from YouTube were selected to develop listening and speaking skills, and authentic e-mail and letter adapted to be as parts of the instructional materials.

4) Preparing for Unit

The researcher transformed the mind map of CLIL unit in the previous stage into materials, resources, tasks and activities.

Stage 7: Organizing the Course

According to five aspects of organizing a course of Graves (2000) after determining the organizing principles, theme, genre, and tasks as shown in the previous stage, the course developer researcher in this research study identified the course units sequence based on the organizing principles, sequenced the units, determined content unit and organized content unit as shown in the syllabus as shown in Table 5.

Stage 8: Planning an Assessment Plan

As the developed CLIL course in this research study is not the course in the curriculum and it does not affect the undergraduates' grades, there was not any grading criteria for the course. Nevertheless, the assessment processed in this CLIL course was used to identify learning outcomes and language proficiency of them through the use of CLIL course in enhancing their cultural awareness and developing their English communication ability.

There are two types of assessment applied in the CLIL course: summative assessment and formative assessment.

1) Summative Assessment

The pre-and post-tests focusing on communicative skills were used as the summative assessment tools. It consists of two parts: listening and speaking and reading and writing tests. The total score of the test is twenty.

The first section of the test was firstly processed. It lasted thirty minutes. Thai undergraduates in the international program were in the laboratory room; therefore, they had an individual set of technological devices. The undergraduates had time to read through the instructions for five minutes. Then they watched a clip (an advertisement) twice; then select one of three cultural issues presented in the clip. They spent fifteen minutes to prepare for ideas and opinions towards a cultural topic. After that they did the sound record to present their ideas and opinions individually for five minutes. The sound record was started at the same time controlled by the teacher researcher.

The second section of the test was done after the ten-minute break after the first section was finished in the classroom. The undergraduates started doing the second section of the test in the same room. The second section last for an hour, excluding breaking time. The undergraduates had to read the model text; then write another text in the same type responding what mentioned in the model text.

2) Formative Assessment

Three types of activities were used as formative assessment tools: oral presentation, group writing and individual writing. All activities were employed and assessed in all units. The undergraduates took turn to be the representative of their group to present the ideas towards the topics assigned in the supplementary sheet. After they got comments from friends and the teacher, they had to do their own individual work.

4.2 Research Phase

This phase presents the findings of the course implementation and evaluation of CLIL course effectiveness. To measure the effectiveness of the CLIL course, quantitative and qualitative findings were used. The data concerning the effectiveness of the CLIL course is presented according to the research questions and research hypotheses of this research study.

The description of research results in this phase is presented in three main parts: cultural awareness, English communication ability, and opinions towards the CLIL course in enhancing Thai undergraduates in the international program's cultural awareness and English communication ability.

Part I: Cultural Awareness

This section presents the findings of the research study to answer the second research questions and prove the first hypothesis. In this section, the cultural awareness self-assessment questionnaire was used to find out to what extent the CLIL course could enhance cultural awareness of Thai undergraduates in the international program, and the opinions expressed in the process of interview were used to support the effectiveness of the CLIL course in enhancing cultural awareness of the undergraduates in the international program.

The findings from the cultural awareness self-assessment questionnaire are presented as follows:

Research Question 2:

To what extent can the CLIL course enhance cultural awareness of Thai undergraduates in the international program?

In order to answer the research question 2 and prove the hypothesis 1, the findings from two research instruments, cultural awareness self-assessment questionnaire and interview protocol, were used. The findings from the 4-Likert Scale cultural awareness self-assessment questionnaire presented high degree of awareness towards diversity of culture, cultural flexibility and appreciation and understanding others as shown in the following table.

Table 12: Post-Cultural Awareness Scores

Cultural Awareness	Mean ($\bar{X}$)	S.D.	Meaning
Awareness of cultural diversity	3.36	0.30	High Degree
Awareness of cultural flexibility and appreciation	3.29	0.56	High Degree
Awareness of understanding others	3.34	0.56	High Degree

1.00-2.49 = Low Degree of Awareness   2.50-4.00 = High Degree of Awareness

Table 12 presents the scores of post-cultural awareness. It shows that after studying in the CLIL course, Thai undergraduates in the international program had high degree of cultural awareness in all aspects of basic cultural awareness: awareness of cultural diversity ($\bar{X}$ =3.36, S.D = 0.30), cultural flexibility and appreciation ($\bar{X}$ =3.29, S.D = 0.56), and understanding others ($\bar{X}$ =3.34, S.D = 0.56). Nonetheless, cultural awareness of the undergraduates before studying in the CLIL course was insignificantly different from their cultural awareness after studying in the CLIL course (*p* values = 0.30, 0.56 and 0.56).

The Paired-Sample T-test was used to find out the differences between pre-and post-cultural awareness of Thai undergraduates in the international program. The details of findings from cultural awareness self-assessment questionnaire are presented as follows:

Table 13: Awareness of Cultural Awareness

Questionnaire Items	Mean (X̄)		S.D.		Sig. (2-tailed)	Meaning
	Pre-	Post-	Pre-	Post-		
1. Thai culture is similar to other cultures in Asia such as Chinese, Laotian and Indian.	2.58	3.04	0.71	0.46	.013	High Degree
2. There are similarities and differences between languages used in different regions.	2.91	3.25	0.77	0.60	.119	High Degree
3. Culture in each country is inherited from a long time ago.	4.08	4.33	0.60	0.70	1.226	High Degree
5. Global peace happens to a better understanding of cultural differences and diversity.	2.54	2.83	0.65	0.76	.129	High Degree
6. A tourist attraction in another country would be a place that challenges my knowledge and skills rather than simply makes me relaxed.	2.91	3.25	0.82	0.73	.162	High Degree
7. I am pleased to make friend with international people who are members of other cultures and love talking to them in English.	3.08	3.25	0.92	0.67	.357	High Degree
8. Practicing customs of others such as wearing other cultural customs allows me to experience new cultures in interesting ways.	3.08	3.33	0.65	0.70	.162	High Degree
Average of Overall	**3.03**	**3.36**	**0.73**	**0.66**	**0.30**	**High Degree**
4. Learning international culture is not to my interest.*	2.12	1.66	1.03	0.70	0.78	High Degree

p **value < .05**

*Negative sentence: The lower of the Mean is, the higher degree of awareness will be.

1.00-2.49 = Low Degree of Awareness   2.50-4.00 = High Degree of Awareness

Table 13 shows that Thai undergraduates in the international program had high degree of cultural awareness towards cultural diversity, both before and after studying in the CLIL course (X̄: Pre-=3.03, Post-=3.36). The pre-and post-cultural awareness scores of the undergraduates were insignificantly different (*p* value = 0.30). It is likely to claim that Thai undergraduates in the international program had higher degree of cultural awareness towards cultural diversity after studying in the CLIL course.

After learning content and language in the CLIL course, Thai undergraduates in the international program had high degree of cultural awareness towards similarity of Thai culture and Asian culture (X̄ = 2.58 and 3.04). And there was significant difference between pre-and post-awareness (*p* = 0.13).

Moreover, Thai undergraduates in the international program also had high degree of cultural awareness towards similarities and differences between languages used in different regions ($\overline{X}$ = 2.91 and 3.25, p = .119, long-range cultural inheritance ($\overline{X}$ = 4.08 and 4.33, p = 1.226), benefits of global peace for better understanding of cultural differences and diversity ($\overline{X}$ = 2.54, and 2.83, p = .129), benefits of tourist attraction in challenging knowledge and skills ($\overline{X}$ = 2.91 and 3.25, p = .162), appreciation to make friend with people in other countries and using English for communication ($\overline{X}$ = 3.08 and 3.25, p = .357) and practicing customs of other people is an interesting way to experience new culture ($\overline{X}$ = 3.08 and 3.33, p = .162). Nevertheless, the in undergraduates had insignificant difference between pre-and post-cultural awareness scores towards the interest to learning international culture (p value = 0.78) even though they had higher degree of awareness after studying in the CLIL course ($\overline{X}$ = 2.12 and 1.66).

Table 14: Awareness of Flexibility and Appreciation

Questionnaire Items	Mean ($\overline{X}$)		S.D.		Sig. (2-tailed)	Meaning
	Pre-	Post-	Pre-	Post-		
9. When shopping in some shops, in which the international or regional songs such as Chinese song, Korean song, etc. are played, I feel comfortable with it even I do not know the meaning of it.	3.16	3.87	0.81	0.74	.183	High Degree
10. Online social networks, Facebook, Twitter, Google Pus, etc., are used only to search out information, but also to make friends who are from different countries or regions.	2.95	3.58	0.80	0.50	.004	High Degree
11. If one of my international friends comes visit me at home, I can accept the fact that they might behave differently such as wearing shoes in my house.	2.50	2.91	0.83	0.88	.116	High Degree
12. I always listen to different ideas and beliefs with great patience.	2.79	3.12	0.41	0.67	.057	High Degree
13. I usually present my personal ideas even though I know that my friends might think differently.	2.79	2.70	0.50	0.69	.627	High Degree
14. Strong disagreement during group work is a natural part of learning, which does not affect politeness.	2.79	2.91	0.72	0.50	.524	High Degree

15. I would like to learn more about international cultures.	3.08	3.37	0.77	0.49	.166	High Degree
16. Learning other cultures is important and useful for my way of life.	3.04	3.62	0.46	0.49	.000	High Degree
17. It is alright to hold on to one's own cultural behavior while communicating with members of other cultures.	3.16	3.41	0.48	0.58	.110	High Degree
18. I am pleased to adapt myself following international culture as long as that would not contradict Thai culture.	3.16	3.58	0.56	0.50	.002	High Degree
19. I am trying to learn several national languages of many countries.	3.12	3.25	0.67	0.44	.417	High Degree
20. Making friends with opposite sex people is acceptable in Thailand.	3.12	3.08	0.61	0.40	.788	High Degree
21. I adapt international culture such as self-confidence and orderliness to Thai way of life appropriately.	3.16	3.41	0.56	0.50	.110	High Degree
Average of Overall	**2.99**	**3.29**	**0.62**	**0.56**	**.238**	**High Degree**

p value < .05   1.00-2.49 = Low Degree of Awareness   2.50-4.00 = High Degree of Awareness

Table 14 presents the awareness of flexibility and appreciation of Thai undergraduates in the international program. Overall, they had high degree of awareness of cultural flexibility and appreciation. Before studying in the CLIL course, the undergraduates had high awareness towards it ($\overline{X} = 2.99$), but after studying in the CLIL course they had higher awareness than before ($\overline{X} = 3.29$). Nonetheless, the pre- and post-cultural awareness scores were insignificantly different (*p* = .238). It is likely to conclude that Thai undergraduates in the international program had high degree of awareness of flexibility and appreciation, and the degree was higher after studying in the CLIL course.

The undergraduates in the international program had high degree of awareness towards online social networks in helping them make new friends who have different languages and culture ($\overline{X} = 2.95$ and 3.58, *p* = .004), the importance and usefulness of learning other culture for their living ($\overline{X} = 3.04$ and 3.62, *p* = .000), and self-adaptation to international culture ($\overline{X} = 3.16$ and 3.58, *p* =.002). In addition, these three aspects of awareness presented significant difference between pre-and post-awareness of the undergraduates by showing the *p* values at .004, .000, and .002 respectively.

In addition, Thai undergraduates in the international program also had high degree of awareness towards feeling about international or regional songs ($\overline{X}$ = 3.16 and 3.87, p = .183), different culture acceptance ($\overline{X}$ = 2.50 and 2.91, p = .116), acceptance of different ideas and beliefs ($\overline{X}$ = 2.79 and 3.12, p = .057), expressing ideas to people who have different ideas ($\overline{X}$ = 2.79 and 2.70, p = .627), strong argument in group work ($\overline{X}$ = 2.79 and 2.91, p = .524), interest to learn more about international culture ($\overline{X}$ = 3.08 and 3.37, p = .166), remaining their own culture while communicating with other people in different culture ($\overline{X}$ 3.16 and 3.41, p = .110), an attempt to learn national languages of other countries ($\overline{X}$ = 3.12 and 3.35, p = .417), making friends with opposite-sex people ($\overline{X}$ = 3.12 and 3.08, p = .788), and adapting some international culture into Thai culture ($\overline{X}$ = 3.16 and 3.41, p = .110). Nonetheless, the pre-and post-awareness in these issues were insignificantly different since the p values were higher than 0.05. It can also predicted that the undergraduates had high degree of awareness towards cultural flexibility and appreciation before studying in the CLIL course.

Nevertheless, there was a questionable issue towards acceptance of making friends with opposite sex in Thailand since its trend of score was different from other awareness of flexibility and appreciation. The mean score of post-cultural awareness was lower than the mean scores of pre-cultural awareness insignificantly. It can be predicted that they did not think about difference of sex in making friends. Sex is not a factor considering someone to be friends. Nevertheless, it was still high in terms of awareness.

Table 15: Awareness of Understanding Others

Questionnaire Items	Mean ($\bar{X}$)		S.D.		Sig. (2-tailed)	Meaning
	Pre-	Post-	Pre-	Post-		
22. Thai nationality people are all people in any tribes or groups staying in Thailand.	2.87	3.33	0.89	0.56	.424	High Degree
23. Thai cultural preservation is crucial for all Thai people.	3.37	3.45	0.57	0.50	.188	High Degree
24. I believe that Thai culture has for the most part been inherited rather than borrowed from the outside world.	3.25	3.25	0.60	0.60	.163	High Degree
25. At present Thai culture is integrated with several international cultures such as American, Korean, Japanese, etc.	3.08	3.37	0.65	0.49	.151	High Degree
26. Thai people living overseas over an extended period of time can take in new cultural views but they also should retain as much Thainess as possible.	3.04	3.25	0.55	0.67	.683	High Degree
27. People in each country are proud of their homeland.	3.29	3.62	0.46	0.49	.582	High Degree
28. Foreigners usually express their feelings more explicitly than Thai people.	3.20	3.33	0.50	0.48	.582	High Degree
29. People who have different experiences usually have different demands.	3.29	3.16	0.55	0.56	.587	High Degree
30. People from different culture usually behave differently.	3.20	3.37	0.58	0.49	.931	High Degree
31. Western people are punctual.	3.04	3.37	0.75	0.64	.795	High Degree
32. Members of other non-Western culture also express themselves more openly than Thais.	3.50	3.29	0.51	0.69	.035	High Degree
Average of Overall	3.19	3.34	0.60	0.56	.465	High Degree

p **value < .05**

1.00-2.49 = Low Degree of Awareness   2.50-4.00 = High Degree of Awareness

Table 15 shows that awareness towards understanding others of Thai undergraduates in the international program. It presents that the undergraduates had high degree of awareness towards understanding others, but the post-cultural awareness towards understanding others score was insignificantly different from pre-cultural awareness scores ($\bar{X}$ = 3.19 and 3.34, S.D. = 0.60 and 0.56, p = .465). It can be concluded that the undergraduates had high degree of awareness towards understanding other, and after studying in the CLIL course they had higher degree of it.

The undergraduates also agreed that people in other non-western culture express themselves more openly than Thai people ($\overline{X}$ = 3.50 and 3.29, *p* = .035). The pre-and post-awareness scores were significantly different since it shows *p* value that was lower than .05. The post-scores were lower than pre-scores that indicates that their agreement gently decreased. Moreover, they had high degree of awareness towards uniqueness of Thai ($\overline{X}$ = 2.87 and 2.33, *p* = .424), importance of Thai culture preservation ($\overline{X}$ = 3.37 and 3.45, *p* = .188), identity of Thai culture ($\overline{X}$ = 3.25 and 3.25, *p* = .163), cultural integration ($\overline{X}$ = 3.08 and 3.37, *p* = .151), Thai culture remain ($\overline{X}$ = 3.04 and 3.25, *p* = .683), pride of homeland ($\overline{X}$ = 3.29 and 3.62, *p* = .582, more explicit feeling expression of foreigners ($\overline{X}$ = 3.20 and 3.33, *p* = .582), influence of different experiences on different demands ($\overline{X}$ = 3.29 and 3.16, *p* = .587), influence of different culture on different behaviors ($\overline{X}$ = 3.20 and 3.37, *p* = .931), and punctuality of western people ($\overline{X}$ = 3.04 and 3.37, *p* = .795).

In conclusion, Thai undergraduates in the international program had high degree of awareness towards understanding others. It is possible that they had high degree of awareness before studying in the CLIL course; however, they study in CLIL course helped them to remain their high degree of awareness and it was increased.

Moreover, the cultural awareness of the undergraduates reflected in the interview processing after finishing the CLIL to investigate the effectiveness of the CLIL course to enhance cultural awareness. The undergraduates expressed that their awareness of culture took place through the process of collaborative learning in group work that gave them opportunities to learn and help others.

A set of questions were designed to investigate opinions toward CLIL course effectiveness of Thai undergraduates in the international program in enhancing cultural awareness. The undergraduates thought that collaborative learning in group work enabled them to learn a lot in the group. The comments from group work led them to do better in individual work. In addition, they learned to adjust themselves, accept other friends' ideas and opinions, and help other friends learned.

The following sampled quotations are from the undergraduates' answers in the interview process that was conducted in Thai language to prevent the language barrier. The following transcripts are the answers of Thai undergraduate in the international program given in the interview process. It was translated from Thai to English.

Undergraduate 7: *"This class helped me to open my mind to see that I sometimes did not know something. Contrary, some of my friends who are poor in English had some experiences to share. Some of those experiences I had never known before, but it was useful for our group assignments. Yes of course, I listened to them and followed their proposal; despite I have never done like this before."*

Undergraduate 12: *"I think I learned a lot from my friends in the group. I learned a lot from my friends, and I was very happy to help other friends learn some issues they did not know."*

Undergraduate 23: *"Everyone in my group is not good in English, but we helped each other to do the group tasks. We shared a lot to generate ideas for doing the tasks. We sometimes argued in order to have the ideas for the group assignment in limited time, but we also learned to forgive others. We are from different places and families, so we are different in almost everything."*

In addition, Thai undergraduates in the international program as interviewees expressed that they were actually aware of the importance of culture before learning the CLIL intensive course. Nevertheless, the CLIL course enabled them to know that 'culture' is more than culture as traditional behaviors they do following their ancestors or family. It is survival among differences of people, and learning to accept to compromise those differences.

The undergraduates also expressed their opinions about what the know more about culture that after learning through the CLIL course, they have known that 'culture' includes differences among people in the society that influences on lives such as learning culture, social culture, academic culture, etc. For example, working in group collaboratively means learning culture since everyone in the group is different. They have to respect each other. As a result, they realized that culture is embedded in any social circle even group work, a small group of social culture in class. They also have to cite sources every time they borrow other people's ideas from any sources and adopt

or adapt it in their assignments. This is a kind of culture embedded in the learning world. The undergraduates also confirmed that the CLIL intensive course enabled them to have more awareness of culture. It was a good opportunity for them to know themselves and others in the society.

In conclusion, Thai undergraduates in the international program felt that studying in this CLIL course enabled them to learn among differences with their friends. They learned to cope with differences and help other people learn in the CLIL course.

Hypothesis 1:

After Thai undergraduates in the international program have been taught by the CLIL course, their cultural awareness is improved.

As a result, Hypothesis 1 is also proved by the findings of the cultural awareness self-assessment questionnaire and interview protocol after administering the CLIL course for the undergraduates. Once the undergraduates has high degree of awareness towards cultural diversity, flexibility and appreciation and understanding others, and 96.88 percent of the post-scores were higher than the post-scores of cultural awareness. There is only 3.12 percent towards the awareness of acceptance of making friends with opposite sex person that the post-score was lower than the pre-score; however, they did not different much. It can conclude that Hypothesis 1, "After Thai undergraduates in the international program have been taught by the CLIL course, their cultural awareness is improved," was accepted. Therefore, it can conclude that the CLIL course was effective in enhancing cultural awareness of Thai undergraduates in the international program. After they were taught with the CLIL course, their cultural awareness was improved. Although they already had high awareness of culture before studying in the CLIL course, studying in the CLIL course enabled them to have higher degree of it.

Part II: English Communication Ability

This section presents the findings of the research study to answer the third question and prove the second hypothesis. In this section, pre-test and post-test were used to describe the effectiveness of CLIL course in developing English communication ability of Thai undergraduates in the international program as follows:

Research Question 3:

To what extent can the CLIL course enhance English communication ability of Thai undergraduates in the international program?

Hypothesis 2:

After Thai undergraduates in the international program have been taught by the CLIL course, their English communication ability is developed.

Pre-test and post-test were used to investigate the effectiveness of CLIL course in developing English communication ability of Thai undergraduates in the international program. The findings of pre-test and post-test that show the development of English communication ability of the undergraduates are illustrated in the following table:

Table 16: Pre-and Post-tests Scores

Test	Mean ($\bar{X}$)	S.D.
Pre-test	7.42	2.565
Post-test	12.63	1.583

According to Table 16, Thai undergraduates in the international program had positive progress in English communication ability development since the mean score of post-test ($\bar{X} = 2.63$) was higher than the mean score of pre-test ($\bar{X} = 7.42$).

As a result, it is like to conclude that English communication ability of Thai undergraduates in the international program was developed after they were taught with

the CLIL course. This conclusion helps to prove Hypothesis 2, "After Thai undergraduates in the international program have been taught by the CLIL course, their English communication ability is developed"; therefore, it can be said that Hypothesis 2 in this research study is accepted.

Moreover, Paired Sampled T-Test to find out the correlation between pre-test and post-test scores. Findings of the comparison is presented in the following figure.

	Paired Differences				
	$\overline{X}$	S.D.	t	df	Sig. (2-tailed)
Pre-test and Post-Test	-5.208	1.870	-13.642	23	.000

Figure 22: Differences between Pre-test and Post-test Scores

Figure 22 presents the differences between pre-test and post-test scores. Paired Sampled T-Test was used to compare the scores of pre-test and post-test. The figure shows that there was a significant difference (p = .000) in the score of pre-test ($\overline{X}$ = 7.42, S.D. = 2.565) and the score of post-test ($\overline{X}$ = 12.63, S.D. = 1.583). As a result, it can be concluded that after the undergraduates was taught with the CLIL course, their English communication ability was significantly developed.

In addition, the results of formative assessment additionally help to confirm the effectiveness of CLIL course in enhancing cultural awareness and English communication ability as their English skills were gradually increased effectively as shown in the following table.

Table 17: Oral Presentation Scores

	Oral Presentation 1	Oral Presentation 2	Oral Presentation 3	Oral Presentation 4	Oral Presentation 5
Group 1	4.33	5.00	4.70	5.00	**5.30***
Group 2	4.00	5.00	5.00	5.70	**6.30***
Group 3	4.00	4.33	5.70	6.00	**6.30***
Group 4	4.00	5.70	5.70	**6.00***	**6.00***
Group 5	4.00	5.70	5.70	6.00	**6.70***
Group 6	6.00	6.30	6.70	7.30	**7.70***

*the highest score   Total score is 10.

Table 17 presents the mean scores of oral presentation the Thai undergraduates in the international program got in each unit in the CLIL classroom, with the total of five units, as a formative assessment tool showing the progress of their learning in the classroom. The research samples were divided into six groups. The findings show that the last oral presentation of each group got the highest scores that confirms that at the end of the CLIL course the undergraduates had the highest degree of learning progress.

Group 1 got fluctuating scores between the oral presentation 2-4 (5.00, 4.70 and 5.00). The fluctuation of scores might probably be based on different background knowledge of the group representatives who did the oral presentation, which affected the scores of fluency and interaction, or even accuracy since they had to orally present the ideas towards the focused topics, not reading from the oral presentation script.

Additionally, the scores of writing tasks also help confirm learning progress of the undergraduates. It presents in two aspects: group work and individual scores to show the influence of group work learning on individual learning as follows:

Table 18: Writing Task Scores

Writing Tasks	Group Work Writing	Individual Writing $(\bar{X})$
Web-post paragraph writing	4.62	5.90
An e-mail writing	5.61	5.92
Writing an informal letter	6.52	6.27
Writing an instructive text	5.76	6.53
Writing an invitation letter	5.69	6.27

Total score is 10.

Table 18 presents the average scores of writing tasks Thai undergraduates in the international program got from formative assessment process, both group work and individual writing activities. It indicates that the undergraduates had higher degree of progress in the individual writing tasks after learning from comments of group work writing tasks and discussion from friends and teacher.

Part III: Opinions towards the CLIL Course

This section presents the findings of the research study to answer the fourth question and prove the third hypothesis. In this section, the findings from the opinion evaluation questionnaire were used to describe opinions of Thai undergraduates in the international program towards the CLIL course in enhancing cultural awareness and developing English communication ability.

Research Question 4:

What are the opinions of Thai undergraduates in the international program towards the CLIL course enhancing cultural awareness and developing English communication ability?

Hypothesis 3:

After Thai undergraduates in the international program have been taught by the CLIL course, the undergraduates have positive opinions towards learning English language through the CLIL course.

An opinion evaluation questionnaire was used to investigate opinions of Thai undergraduates in the international program towards the CLIL course enhancing cultural awareness and English communication ability after they learned in the CLIL course. The description of this answer also includes the results from the interview conducted on 31st July 2014 at 1.00-3.30 p.m. Their opinions are illustrated as follows:

Table 19: Opinions of Thai Undergraduates in the International Program towards the CLIL Course in Enhancing Cultural Awareness and Developing English Communication Ability

Course Components	$\overline{X}$	S.D.	Meaning
Objectives and content	3.33	0.58	Positive
Language focus	3.52	0.50	Positive
Teaching steps and variety of activities and exercises	3.50	0.53	Positive
Course activities and exercises	3.29	0.70	Positive
Group work activities	3.18	0.61	Positive
Teacher's instruction	2.81	0.51	Positive
Teacher	3.50	0.53	Positive
Course evaluation	3.40	0.60	Positive
English skill achievement	2.76	0.82	Positive
Additional comments and suggestions towards the CLIL course	3.55	0.55	Positive
Overall Average	**3.28**	**0.59**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 19 presents that Thai undergraduates in the international program had positive opinions towards all components of the CLIL course ($\overline{X}$ = 3.28, S.D. = 0.59): objectives and content, language focus, teaching steps and variety of activities and exercises, course activities and exercises, group work activities, teacher's instruction, teacher, course evaluation, English skill achievement and additional comments and suggestions towards the CLIL course.

As a result, it can be concluded that Hypothesis 3, "After Thai undergraduates in the international program have been taught by the CLIL course, the undergraduates have positive opinions towards learning English language through the CLIL course," was accepted since the undergraduates had positive opinions towards the CLIL course in enhancing cultural awareness and English communication ability.

Each component is described by details of the findings as follows:

Table 20: Opinions towards Objectives and Content of the CLIL Course

Statement of Opinion	$\overline{X}$	S.D.	Meaning
1. Course objectives are suitable to develop the students' cultural awareness and English communication ability.	3.63	0.50	Positive
2. Content of the course in general are interesting.	3.67	0.56	Positive
3. The language used to deliver the content is appropriate with level of the students. The difficulty level of the course content suits the students' English background knowledge.	3.13	0.45	Positive
4. Content of the course in general are suitable for the teaching allocation time (3 hours for each unit).	3.33	0.48	Positive
5. Content of the course meet my learning styles and needs.	3.25	0.68	Positive
6. Content of the course match the objectives of the course.	3.21	0.78	Positive
7. The content of the course can improve my English communication ability in order to communicate in real-world life and my study.	3.08	0.58	Positive
Overall Average	**3.33**	**0.58**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 20 presents Thai undergraduates in the international program's opinions towards objectives and content of the CLIL course to develop their cultural awareness and English communication ability. It shows that the undergraduates had positive opinions towards the CLIL course objectives and content ($\overline{X}$ = 3.33, S.D. = 0.58).

The undergraduates agreed with suitability of the course objectives to develop their cultural awareness and English communication ability and course content with teaching allocation time ($\overline{X}$ = 3.33, S.D. = 0.48). In the interview process, the undergraduates expressed that the course objectives influencing on learning activities processed in the CLIL classes are appropriate with their interests, needs, and background knowledge to support their English communication ability development. Some of their opinions were as follows:

Undergraduate 3: *"The course objectives are appropriate with our interests. Exactly, I don't' want to study academic content because I am not good in English. Academic skill development is too difficult for me now. However, the course content I learned in this class is not easy and too difficult. It was challenging even if it focuses on English communication skills."*

Undergraduate 5: *"The teacher informed us the course objectives since the first time we met. It serves my interests. I think it is appropriate with my background knowledge and English proficiency. The course activities serving the course objectives enabled me to learn both cultural issues and language skills in the course well."*

Moreover, they also agreed with the time allocation that it was well-matched with the taught content and teaching and learning activities. Different English proficiency levels of the undergraduates were a handicap of their learning; some might want to have more time to practice more basic skills. Some undergraduates expressed their opinions towards the CLIL course time allocation in this research study as follows:

Undergraduate 2: *"Three hours per lesson is OK. It was sometimes too short, but it was because of my English proficiency level that requires more time to practice and learn."*

Undergraduate 4: *"Three hours per lesson was fine, but one course is insufficient for some of my friends and me to be fluent in English communication. More courses should be provided."*

The majority of Thai undergraduates in the international program agreed that the course content is interesting ($\bar{X}$ = 3.67, S.D. = 0.57) and the language taught in the CLIL course is suitable for their levels of English proficiency and the difficulty level of content is appropriate with their background knowledge ($\bar{X}$ = 3.13, S.D. = 0.45). A sample of the undergraduates expressed his opinions that the course is interesting because it is authentic, similar to real situations in the real life as follows:

Undergraduate 8: *"The course content is very interesting. Although it is what I have known in my real life, I have never realized its importance. I can imagine following what the teacher taught me in the class, so I could express ideas towards it effectively in the whole class discussion and group work activities."*

In addition, most of them agreed that the CLIL course content met their learning styles and needs ($\bar{X}$ = 3.25, S.D. = 0.68). They love learning in fun activities, and they said that the activities of this CLIL course were fun and also used social situations that are authentic for them to learn. It helps link the real world to the

classroom and supports their English communication ability development. They also agreed with conformity of CLIL course content and its objectives ($\overline{X}$ = 3.21, S.D. = 0.78) that it enabled the undergraduates to improve their English communication ability ($\overline{X}$ = 3.08, S.D. = 0.58).

Table 21: Opinions towards Language Focus of the CLIL Course

Statement of Opinion	$\overline{X}$	S.D.	Meaning
8. Language focuses in each unit are useful.	3.46	0.51	Positive
9. Language focuses in each unit are useful for me.	3.58	0.50	Positive
10. Language focuses in each unit match with the cultural content.	3.54	0.51	Positive
11. Language focuses in each unit match with learning activities.	3.38	0.50	Positive
12. Language focuses in each unit help me learn cultural content.	3.58	0.50	Positive
13. Language focuses in each unit are authentic – can be used in the real life.	3.58	0.50	Positive
Overall Average	**3.52**	**0.50**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 21 presents that most Thai undergraduates in the international program had positive opinion towards the language focus in the CLIL course ($\overline{X}$ = 3.52, S.D. = 0.50). They agreed that those language focuses are useful ($\overline{X}$ = 3.46, S.D. = 0.51) and match with the cultural content ($\overline{X}$ = 3.54, S.D. = 0.51). They though that the language focus supports learning activities ($\overline{X}$ = 3.38, S.D. = 0.50) and helps them learn cultural content ($\overline{X}$ = 3.58, S.D. = 0.50). In addition, those language focuses are authentic, so the knowledge gained from learning them can therefore be applied in the real life ($\overline{X}$ = 3.58, S.D. = 0.50). The undergraduates expressed their opinion towards language focus of the CLIL course that the language focus of this course is useful because its authenticity; they can use it in daily life. It is well-parallel with taught cultural issues. One of responses of the undergraduates in the interview process presents that he thought that the CLIL course is very useful for him as follows:

Undergraduate 14: *"I think the language focus in this course is very useful for me. It focuses on teaching what the students are familiar with and use in real life such as writing e-mails."*

Table 22: Opinions towards Teaching Steps and Variety of Activities and Exercise

Statement of Opinion	$\bar{X}$	S.D.	Meaning
14. The teaching steps are easy to follow.	3.33	0.57	Positive
15. There is a wide variety of activities and exercises.	3.67	0.48	Positive
Overall Average	**3.50**	**0.53**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 22 shows that Thai undergraduates in the international program agreed with teaching steps of the CLIL course ($\bar{X}$ = 3.50, S.D. = 0.53). They thought that it was easy to follow ($\bar{X}$ = 3.33, S.D. = 0.57), and activities and exercises are various ($\bar{X}$ = 3.67, S.D. = 0.48). The undergraduates said that it was good that the teacher informed them in advance about the sequence of the course content and steps of activities and exercises. They could prepare themselves for them. Some undergraduates who agreed with teaching steps and a variety of activities and exercises said that the instructional steps of this course are clear, and it is easy to follow as follows:

Undergraduate 6: *"The steps of teaching were clear because we were informed at the beginning of the class about what would be processed."*

Undergraduate 19: *"It is easy to following teaching steps of the teacher since she explain what would be taught before the class was started. It helped us be familiar with them and felt fun to cope with the tasks."*

However, there was an undergraduate disagreed with easiness of teaching steps because of her low-level English proficiency. It consumed time to learn each activity. She always understood after her friends already started the new activities.

Table 23: Opinions towards Course Activities and Exercises

Statement of Opinion	$\overline{X}$	S.D.	Meaning
16. Activities and exercises in each unit can improve my English communication ability.	3.33	0.64	Positive
17. Activities and exercises of each unit in general are suitable.	3.29	0.75	Positive
18. Activities and exercises of each unit are suitable for my English background knowledge.	3.13	0.85	Positive
19. Activities and exercises of each unit give opportunities for my friends and me to help each other learn both content and language.	3.42	0.58	Positive
Overall Average	**3.29**	**0.71**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

According to Table 23, Thai undergraduates in the international program had positive degree towards CLIL course activities and exercises ($\overline{X}$ = 3.29, S.D. = 0.71). They though that the CLIL course activities and exercises in each unit can improve their English communication ability ($\overline{X}$ = 3.33, S.D. = 0.64). They are suitable in general ($\overline{X}$ = 3.29, S.D. = 0.75), especially for their English background knowledge ($\overline{X}$ = 3.13, S.D. = 0.85) and enabled them to learn both content and language ($\overline{X}$ = 3.42, S.D. = 0.58). They clarified in the interview process that the use of English as a medium of instruction encourage them to be active in learning all the time. It could help them to improve their English communication ability through practice. The sampled responses of those undergraduates are as follows:

Undergraduate 4: *"Using English as a medium of instruction encourages me to be active all the time to follow the activities and exercises."*

Undergraduate 21: *"Class participation was encouraged; everyone has to listen, speak, read and write. Learning both content and language made the class more interesting."*

Nevertheless, there were two undergraduates who disagreed with the usefulness of activities and exercises in the CLIL classes to improve their English communication ability. They expressed that low-level English proficiency they belong to and background knowledge of English were two main obstacles for their learning. It always took longer time to follow the activities and exercises.

Table 24: Opinions towards Group Work Activities

Statement of Opinion	$\bar{X}$	S.D.	Meaning
20. The teaching methods of having students firstly do group work and then individual work after getting comments are suitable.	3.17	0.48	Positive
21. Comments from group work enable me to be better in doing individual work.	3.00	0.59	Positive
22. I enjoy studying with friends in a group.	3.46	0.59	Positive
23. I learn and improve my English communication ability through working in a small group.	3.25	0.68	Positive
24. Studying through seeing comments of group work before individual work stage helps me to write well.	3.17	0.64	Positive
25. I think that practicing writing in group is necessary for individual writing.	3.00	0.66	Positive
Overall Average	**3.18**	**0.61**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 24 presents that Thai undergraduates in the international program had positive opinions towards group work activities ($\bar{X}$ = 3.00, S.D. = 0.61). They agreed with the suitability of CLIL classes that were started with group work and followed by individual work after getting comments towards group work tasks ($\bar{X}$ = 3.17, S.D. = 0.48) because comments from the group work tasks helped them a lot to be better in individual work ($\bar{X}$ = 3.00, S.D. = 0.59). Moreover, they stated that they love learning in group ($\bar{X}$ = 3.46, S.D. = 0.59). They believed that their English communication ability was improved through group work ($\bar{X}$ = 3.25, S.D. = 0.68). In terms of writing skill development, the comments from group work enabled them to write the text better ($\bar{X}$ = 3.17, S.D. = 0.64), and it was necessary for individual writing activities ($\bar{X}$ = 3.00, S.D. = 0.66). In the interview process, the undergraduates also mentioned on the benefits of group work activities that they could learn by the help of other friends' ideas. Comments from group work activities enabled them to be more confident in doing individual tasks. It also increased their confidence in learning English when individual mistakes were avoided. They were very happy when their ideas were accepted by the group; they were proud of themselves. Sharing ideas, brainstorming ideas and making arguments with other people in group enabled them to get the ideas to do the task. It helped them save time to design the task, and it was a good example for individual task. They expressed their ideas towards group work activities; for example,

Undergraduate 8: *"Learning in group helps me to see other people's ideas. Sharing is a good alternative way of learning. Comments of group task made me be more confident in doing individual task."*

Undergraduate 13: *"I am afraid of doing mistake. Group work helped me to avoid it. I was more confident in learning because I did not need to do the mistake alone. I felt ready for individual task. When my ideas were accepted by group, I felt proud of myself."*

The minority of Thai undergraduates in the international program disagreed with suitability of doing group work to guide individual work, and they seemed not enjoy learning in group. They clarified their reasons towards disagreement of group work that when the group members rarely have experiences abroad as other groups, they had less information for doing group work task. Moreover, most of group members are poor in English, the ones who are better had to take action in group work a lot more than others. Some of them felt bad when they could not help the group to do the task effectively.

Table 25: Opinions towards Teacher's Instruction

Statement of Opinion	$\bar{X}$	S.D.	Meaning
26. I think that it is good to learn both content and language in the same lesson.	3.42	0.50	Positive
27. This course provides enough opportunities for communication skill development.	3.33	0.57	Positive
28. This course is a learner-centered because students learn by doing activities and exercises themselves.	3.38	0.50	Positive
29. I like the way that the teacher provides broad instruction because students are free to create the details of what they want to communicate.	3.29	0.46	Positive
30. All activities are fun and interesting.	3.46	0.51	Positive
Overall Average	**2.81**	**0.42**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 25 presents that Thai undergraduates in the international program had positive opinions towards instruction of the teacher in the CLIL course ($\bar{X}$ = 2.81, S.D. = 0.42). They stated that it is good to learn both content and language in the same class ($\bar{X}$ = 3.42, S.D. = 0.50). The CLIL course provided enough opportunities for them to develop their communication skills ($\bar{X}$ = 3.33, S.D. = 0.57). The instruction emphasized learner-centered concepts since the undergraduates learned through the

facilitation of the teacher ($\overline{X}$ = 3.38, S.D. = 0.50). Broad instructions of doing tasks helped them create the details of what they wanted to communicate freely ($\overline{X}$ = 3.29, S.D. = 0.46), and they felt that all activities in the course are fun and interesting ($\overline{X}$ = 3.29, S.D. = 0.51). They expressed their opinions towards the instruction of teacher in the interview process that the ways of teaching in this course gave them opportunities to use their knowledge to design what they preferred to present in both oral and written forms independently.

Table 26: Opinions towards Teacher

Statement of Opinion	$\overline{X}$	S.D.	Meaning
31. The course content and teaching aids are prepared suitably.	3.42	0.58	Positive
32. Her teaching methodology helps students understand the lessons easily.	3.46	0.51	Positive
33. Teacher is friendly and has a good relationship with students.	3.63	0.49	Positive
Overall Average	**3.50**	**0.53**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 26 presents the opinion of Thai undergraduates in the international program towards the teacher of the CLIL course. They had positive opinions towards the teacher ($\overline{X}$ = 3.50, S.D. = 0.53). Most of them satisfied with the course content and teaching aids of the teacher ($\overline{X}$ = 3.42, S.D. = 0.58). They thought that the teacher's teaching methodology helped them understand the lessons easily ($\overline{X}$ = 3.46, S.D. = 0.51), and she was friendly and had a good relationship with them in the classrooms ($\overline{X}$ = 3.69, S.D. = 0.49). Their responses in the interview process expressed that they felt that the teacher were ready to help them all the times after her explanation towards the lessons, and she gave them opportunities to learn and design the task freely. She interrupted them only when they asked for some assistance. Friendliness of the teacher enabled them to feel comfortable in asking her questions when they wanted more explanation or information or even some helps. One of the undergraduates commented that:

Undergraduate 15: *"The teacher was always with us all the times we were doing the activities and exercises. She helped us based on what we asked; she did not interrupt us while we were doing the activities and exercise."*

In conclusion, the undergraduates satisfied with the taught content and assistance from teacher, and her teaching methodology and performance ease them to learn with her assistance.

Table 27: Opinions towards Course Evaluation

Statement of Opinion	$\bar{X}$	S.D.	Meaning
34. Explaining the evaluation criteria before evaluating communication achievement is suitable.	3.29	0.62	Positive
35. The evaluation criteria are clear and suitable.	3.50	0.59	Positive
Overall Average	**3.40**	**0.61**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 27 presents that Thai undergraduates had positive opinion toward the CLIL course evaluation ($\bar{X}$ = 3.40, S.D. = 0.61). They agreed with presenting and explaining evaluation criteria before starting the activities ($\bar{X}$ = 3.29, S.D. = 0.62) and clearness and suitability of it ($\bar{X}$ = 3.50, S.D. = 0.59). The findings from the interview present their opinions towards the course evaluation that the explanation of evaluation criteria helped them to set their destination and plan to achieve it properly even two of them said that it increased pressure when doing the test.

Table 28: Opinions towards English Skill Achievement

Statement of Opinion	$\overline{X}$	S.D.	Meaning
36. After attending this course, I still think that English listening is very difficult.	2.66	1.06	Positive
37. I think that I can listen English better.	3.04	0.55	Positive
38. I feel confident in listening to others speaking in English.	2.86	0.90	Positive
39. After attending this course, I still think that English speaking is very difficult.	2.57	0.98	Positive
40. I think that I can speak English better.	2.67	0.70	Positive
41. I feel confident in speaking with other people in real life in English.	2.88	0.54	Positive
42. After attending this course, I still think that English reading is very difficult.	2.00	0.78	Positive
43. I think that I can read English better.	3.17	0.76	Positive
44. I feel confident in reading any texts in real life.	3.17	0.70	Positive
45. After attending this course, I still think that English writing is very difficult.	2.42	1.14	Positive
46. I think that I can write English better.	2.96	0.86	Positive
47. I feel confident in writing any texts in real life.	2.88	0.90	Positive
Overall Average	**2.77**	**0.82**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 28 presents Thai undergraduates in the international program had positive opinions towards English skill achievement of ($\overline{X}$ = 2.77, S.D. = 0.82). It shows their opinion towards achievement of four skills after learning through the CLIL course. They did not think that after finishing the CLIL course, learning four skills of English are still very difficult (Item 36: $\overline{X}$ = 2.66, S.D. = 1.02, Item 39: $\overline{X}$ = 2.57, S.D. = 0.98, Item 42: $\overline{X}$ = 2.00, S.D. = 0.78 and Item 45: $\overline{X}$ = 2.42, S.D. = 1.14). The undergraduates mentioned on this issue in the interview process that they felt that those skills were still difficult for them after studying in the CLIL course, but they were more confident in using it comparing with before studying with the course. Furthermore, they stated that their beliefs were changed, that is, before studying in this course they were discouraged; they had thought that English skill development was really hard to overcome. Nonetheless, after studying in this CLIL course, they changed their mind by believing that English skill weaknesses could be improved and it was not too difficult for them to deal with it. Two sampled responses of the undergraduates expressing their feeling and beliefs towards English skill achievement after studying in the CLIL course in the interview process are presented as follows:

Undergraduate 7: *"Actually, the development of all four skills is too difficult for me, but this course encourage my confidence to learn them. I believe I can overcome it."*

Undergraduate 22: *"The teacher and all learning activities in this course enabled me to feel that English skills are not too difficult to learn. Just working hard, I can do it well."*

In addition, the undergraduates thought that after studying in the CLIL course, their four skills were better (Item 37: $\overline{X}$ = 3.04, S.D. = 1.02, Item 40: $\overline{X}$ = 2.67, S.D. = 0.70, Item 43: $\overline{X}$ = 3.17, S.D. = 0.76 and Item 46: $\overline{X}$ = 2.96, S.D. = 0.86), that is, they agreed with their improvement of all four skills. The undergraduates raised his reason to support their opinions appearing on the questionnaire as follows:

Undergraduate 13: *"My listening, speaking, reading and writing skills were developed in this course. I think my reading skills are still big problems for me; however, it is better than before. I felt that I learned a lot in this course, while I also did not feel that I was learning. I happened automatically through the activities."*

Undergraduate 24: *"I think my English skills were improved in this course. I do not know if it was obvious, but I can feel it. It is the new way of teaching that made me happy."*

The undergraduates in the international program confirm that their four English skills were developed in the CLIL course, and they were also happy to develop the skills in the CLIL course.

Furthermore, the undergraduates had positive opinions towards confidence establishment in learning process of the CLIL course. They expressed that they felt confident in listening to other people in English ($\overline{X}$ = 2.86, S.D. = 0.90), in speaking with other people in real life in English ($\overline{X}$ = 2.88, S.D. = 0.54), in reading any texts in real life ($\overline{X}$ = 3.17, S.D. = 0.70), and in writing any texts in real life ($\overline{X}$ = 2.88, S.D. = 0.90). In the interview process, one undergraduate commented towards confidence encouragement in the CLIL course as follows:

Undergraduate 2: *"I have felt that all four skills of mine are better. The course activities were fun; I was very happy with learning them through the course. The best thing I got from this course is confidence. The teacher taught us to accept mistakes, not be scared with it but use it to develop ourselves."*

As a result, confidence was encouraged in the CLIL course that was beneficial for their English skill development. Doing mistakes to learn more seemed to be effective for their learning.

Table 29: Additional Comments and Suggestions towards the CLIL Course

Statement of Opinion	$\bar{X}$	S.D.	Meaning
48. If this course is being provided in the future, I'd love to recommend it to my friends.	3.46	0.59	Positive
49. I think that this course is useful for communicating in daily life and my study.	3.63	0.50	Positive
Overall Average	**3.55**	**0.55**	**Positive**

1.00-2.49 = Negative Opinion   2.50-4.00 = Positive Opinion

Table 29 presents the additional comments and suggestions towards the CLIL course of the undergraduates. It shows that the undergraduates had positive opinions towards the CLIL course and its usefulness ($\bar{X} = 3.55$, S.D. = 0.55). They agreed with using this course as an intensive course of the program teaching the next batch of undergraduates in the international program ($\bar{X} = 3.46$, S.D. = 0.59), and they thought that the CLIL course is useful for their communication in daily life and study ($\bar{X} = 3.63$, S.D. = 0.50). The undergraduates expressed their opinions towards the interview process that this course is a new way to learn English. It made learning process to be easily learn.

4.3 Summary

This chapter presents the results and findings from each stage of the research study in response to the research questions. Information from the preliminary studies and NA process were used to design the CLIL course. The stages of CLIL course development were presented.

The findings of this research study present that the CLIL course was effective to enhance cultural awareness and develop English communication ability of Thai undergraduates in the international program, including the encouragement of their positive opinions towards the CLIL course in enhancing cultural awareness and developing English communication ability.

The last chapter will cover the summary, a discussion of the findings, pedagogical implications, and recommendations for further study.
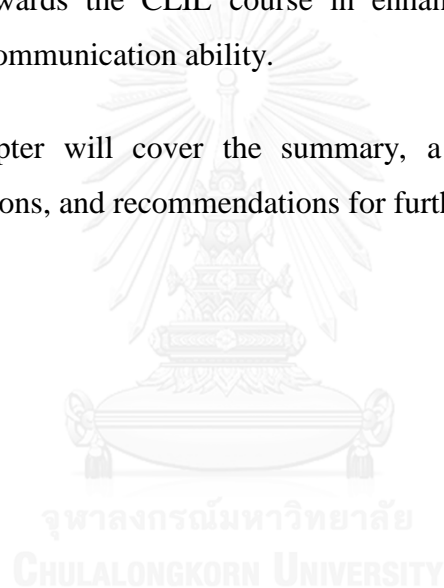
CHAPTER FIVE:

SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This final chapter encompasses a summary of the research, conclusions from the findings, discussion of the results, pedagogical implications, and recommendations for future studies and limitations of the study. It aims at providing the overall picture of the experiment and its findings in brief, including practical and theoretical justifications for such outcomes of teaching cultural content to enhance cultural awareness and English communication ability through CLIL approach. It also elaborates on how the findings can contribute to the improvement of English communication ability in particular and on issues that need further investigation.

5.1 Summary of the Study

This research aims to develop a Content and Language Integrated Learning (CLIL) course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program.

5.1.1 Research Objectives

The primary objective is to investigate the stages of CLIL course development. To do so, the eight-stage course development process framework and cycle of Graves (2000) were applied. The three preliminary studies were processed to get the baseline for the course development and background knowledge and needs of undergraduates. Needs Analysis (NA) was also processed as a stage of the CLIL course development to get the needs as background information for developing the CLIL course.

The next objectives are to investigate the effectiveness of the CLIL course to enhance cultural awareness and English communication ability of Thai undergraduates in the international program. Cultural awareness self-assessment questionnaire and pre-test and post-test were used to reach the description for these to objectives.

The last objective is to investigate Thai undergraduates in the international program's opinions towards the effectiveness of the CLIL course to enhance cultural awareness and English communication ability. Opinion evaluation questionnaire and interview protocol were used to find out the answers for this objective.

5.1.2 Research Design

This research study is a research and development (R&D) design study. It is a two-phase-research study: phase one was a process of how the CLIL course was developed and phase two was to verify the course effectiveness based on the course implementation and a single group pre-and post-test research design was used as this phase. The treatment provided to an experimental group. Measurements of the research samples' cultural awareness and English communication ability was done twice – pre-cultural awareness self-assessment, post-cultural awareness self-assessment, pre-test and post-test respectively. Whereas the measurement of opinions towards the effectiveness of the CLIL course was processed once – after the end of the CLIL course.

5.1.3 Research Procedure

One week before the instruction period, the research samples were required to take the pre-test on English communication ability and pre-cultural awareness self-assessment. Then the research samples participated in the 30-hour instructional period. One week after the course ended, the immediate post-test on English communication ability, post-cultural awareness self-assessment, opinions

towards the effectiveness of the CLIL course to enhance cultural awareness and English communication ability, and interview were conducted.

5.1.4 Population and Sample

The population and samples of this research study are Thai EFL undergraduates studying in the Chinese International Program, Faculty of Liberal Arts Prince of Songkla University, Hat Yai Campus. The research samples were originally 24 second year Chinese-major undergraduates in the international program of Faculty of Liberal Arts at Prince of Songkla University, Hat Yai Campus. After the research samples were informed that the instructional period of this research study was extra sessions for them to practice English communication ability in the semester break, they all volunteered to participate in the study. The research samples' level of English proficiency spanned low-intermediate to high-intermediate level.

5.1.5 Data Collection and Data Analysis

The research instruments in this research study were divided into two types: instructional and research instruments. CLIL course instructional materials were used as instructional instruments in the course implementation period. The research instruments consist of pre-test and post-test, cultural awareness self-assessment questionnaire, opinion evaluation questionnaire, and interview protocol.

The processes of data collection in this research study using the instructional and research instruments are as follows:

5.1.5.1 Instructional Instrument

The instructional instrument in this research study, a set of 30-hour instructional materials, was used to encourage the development of English communication ability in the process of CLIL course implementation. It was under the

theme of Cultural Studies. There are five chapters with ten lessons emphasizing integrated four skills for communication in the instructional materials that consist of teaching materials, formative assessment tools, supplementary sheets and lesson plans. The instructional process adopted the concepts of 4Cs Framework of CLIL and steps of Bloom's Taxonomy revised by Anderson and Krathwohl (2001).

5.1.5.2 Research Instruments

There are four research instruments employed in the data collection process.

1) Pre-test and Post-test

The tests aimed to measure English communication ability of Thai undergraduates in the international program before and after the treatment. These two parallel tests were conducted and used. Pre-test was conducted in a week before the treatment, and post-test was conducted a week after the end of the CLIL course. The tests consisted of two parts: listening and speaking test and reading and writing test. The part of listening and speaking was conducted in a language laboratory. The undergraduates were required to respond to the situation appearing in the video clip by speaking into a microphone within the set time limit, and their responses were then tape-recorded for analysis. Whereas the reading and writing test was conducted in the classroom. The undergraduates were required to respond the points in the reading text.

2) Cultural Awareness Self-Assessment Questionnaire

This 32-item cultural awareness self-assessment questionnaire was designed using the four-point Likert scale and was adapted from Chantarasenannon et al. (2011). This questionnaire consists of two sections: general information and cultural awareness: diversity of culture (8 items), flexibility and appreciation (13 items), and understanding others (11 items). It aimed to measure the research samples' cultural awareness enhanced by the designed CLIL course and was conducted twice: before and after the CLIL course implementation.

3) Opinions Evaluation Questionnaire

This 49-item opinion evaluation questionnaire was also designed using the four-point Likert scale. It consists of three sections: general information, opinions towards the effectiveness of the CLIL course: objectives and content of the course, language focus, teaching methodology and activities, teacher, evaluation, listening achievement, speaking achievement, reading achievement, writing achievement, and additional comments and suggestions, and suggestion about the course. It aimed to investigate the undergraduates' opinions towards the effectiveness of the CLIL course to enhance cultural awareness and English communication ability. It was conducted a week after the CLIL course implementation.

4) Interview Protocol

Interview process was conducted a week after the CLIL course implementation. It is a semi-structured interview consisting of sixteen main questions relating to course objectives, course content, language focus, teacher, evaluation criteria, integrated four-skill development, confidence in using English, and benefits of the CLIL course.

5.1.6 Research Findings

The research findings of this study can be summarized in response the research questions as follows:

Research Question 1: How can a Content and Language Integrated Learning (CLIL) course be developed to enhance cultural awareness and English communication ability of Thai undergraduates in the international program?

The CLIL course development in this research study adapted Graves ' (2000) eight stages of course development process and cycle as shown in Figure 13. The hierarchical eight-stage processes to develop the CLIL course development in this

research study are defining the context, articulating beliefs, assessing needs, formulating goals and objectives, conceptualizing content, developing materials, organizing the course, and designing an assessment plan respectively. The lesson plans were designed based on the principles of CLIL approach and Sociocultural Theory as presented in Figure 14.

The first step of the CLIL course development in this research study started with the process of preliminary studies consisting of document analysis, class observation and theme and skill survey. The findings from the preliminary studies revealed that the English writing proficiency level and background knowledge for writing of the undergraduates were not appropriate for academic skill development due to the weaknesses of them shown in their writing assignment in the process of document analysis. In terms of listening and speaking skill proficiency background presented in the process of class observation, the undergraduates were weak in understanding what other people said; moreover, they lacked confidence in speaking English that caused them use code-switching very often. In addition, grammatical knowledge was another obstacle for their speaking practice. It indicated that their English listening and speaking skills were also not appropriate for academic skill development. The results from the need and skill survey questionnaire showed that the undergraduates preferred to study the theme of Cultural Studies and develop integrated four skills for communication with five main focuses: speaking in daily life, sending e-mails, reading online texts, writing letters, and doing presentation.

The second step focuses on the eight-stage processes of CLIL course development. The context (people, stakeholders, physical setting, nature of course and institution, and time) was defined to design teaching and learning activities to serve the needs of stakeholders and appropriate with the context. Then the stage of articulating beliefs presented the beliefs of the CLIL course development were: English used as a medium of instruction without code-switching, three levels of culture, international, regional and national levels, to encourage the realization of importance of the undergraduates' own culture, comparison with other regional culture and learning international level culture, the application of social situations in teaching and learning

activities, encouragement of collaborative learning in group work activities, More Knowledgeable Others (MKO) roles of the learners, and teacher's roles as facilitator or scaffolder assisting the undergraduates' learning. The remaining stages were development stages using the findings from the previous stages as a basis, that is, the researcher developed the CLIL course through these stages: formulating goals and objectives, conceptualizing content, developing materials, organizing course, and planning an assessment plan.

Research Question 2: To what extent can the CLIL course enhance cultural awareness of Thai undergraduates in the international program?

The findings from cultural awareness self-assessment questionnaire showed that Thai undergraduates in the international program had high degree of awareness towards diversity of culture ($\bar{X}$ = 3.36, S.D. = 0.30), cultural flexibility and appreciation ($\bar{X}$ = 3.29, S.D. = 0.56), and understanding others ($\bar{X}$ = 3.34, S.D. = 0.56). Their cultural awareness was not significantly different between before and after studying in the CLIL course (p = .30). They also had high degree of awareness of cultural flexibility and appreciation after studying in the CLIL course ($\bar{X}$ = 3.29, S.D. = 0.56). However, their awareness before studying in the CLIL course was not significantly different from their awareness after studying in the CLIL course (p = .238). Furthermore, they also had a high degree of awareness towards understanding others after studying in the CLIL course ($\bar{X}$: Pre- = 3.19, Post- = 3.34), but post-cultural awareness towards understanding others was not significantly different from pre-cultural awareness towards it (p = .465).

In conclusion, Thai undergraduates in the international program had a high degree of cultural awareness even before studying in the CLIL course. Nevertheless, they had a higher degree of cultural awareness after studying in the CLIL course than before studying in the CLIL course. It indicated that the high-degree cultural awareness of CIP undergraduates was activated through the instructional process of CLIL course.

Research Question 3: To what extent can the CLIL course enhance English communication ability of Thai undergraduates in the international program?

Results of pre-test and post-test demonstrated that English communication ability of Thai undergraduates in the international program developed after studying in the CLIL course. The mean score of pre-test ($\overline{X}$ = 12.63) was higher than the mean score of post-test ($\overline{X}$ = 7.42). These scores were significantly different (p = .000).

The results of formative assessment also confirm the effectiveness of the CLIL course. The oral presentation task scores presented the progress of English communication ability development as the scores of the last oral presentation was the highest scores. In addition, they had high degree of progress in reading and writing skill development as the mean scores of individual writing tasks were higher than the mean scores of group work writing tasks.

Research Question 4: What are the opinions of Thai undergraduates in the international program towards the CLIL course enhancing cultural awareness and English communication ability?

The results of opinion evaluation questionnaire revealed that Thai undergraduates in the international program had positive opinions towards all components of the CLIL course ($\overline{X}$ = 3.28, S.D. = 0.59): objectives and content, language focus, teaching steps and variety of activities and exercises, course activities and exercises, group work activities, teacher's instruction, teacher, course evaluation, English skill achievement and additional comments and suggestions towards the CLIL course.

In conclusion, all these outcomes indicate that the CLIL course was effective in enhancing cultural awareness and English communication ability of the undergraduates. There are also quantitative and qualitative data to support positive

aspects of teaching and learning process and the undergraduates' positive opinions of the overall course. All of the evidence justifies the effectiveness of the CLIL course.

5.2 Discussion

This section discusses some distinguishing features of the study: the findings of the CLIL course development and theoretical justification of the course effectiveness.

5.2.1 A Systematic Course Development based on Graves (2000)'s Course Development Process Framework

This research study aimed to investigate the effectiveness of the CLIL course in enhancing cultural awareness and English communication ability of Thai undergraduates in the international program. The first research objective emphasized the development of the CLIL course to enhance cultural awareness and English communication ability. This section discusses the findings of the course development phase that are the answer of the first research question:

How can a Content and Language Integrated Learning (CLIL) course be developed to enhance cultural awareness and English communication ability of Thai undergraduates in the international program?

The CLIL course in this research study was designed following the eight-stage course development process framework of Graves (2000). This framework was selected for the CLIL course design in this research study because there was not hierarchical process in the framework of course development. It is flexible for the course designer to begin the stages based on her convenience, belief, condition and context. The stage sequences for designing the CLIL course in this study are: defining the context, articulating beliefs, assessing needs, formulating goals and objectives,

conceptualizing content, designing materials, organizing course, and designing an assessment plan.

These sequences were employed because the researcher was not the staff at the study area, Faculty of Liberal Arts, Prince of Songkla University, Hat Yai Campus. It was firstly necessary to define the context; then beliefs towards the context, CLIL course, teaching methodology, and teaching activities were articulated. To design a course, needs and interests of the students are important to investigate since they are bases of the whole course design, including content, language focus, teaching and learning activities that influence on assessment plan. When the needs and interests of students were interpreted, the course designer was able to formulate goals and objectives based on expectation of stakeholders and needs and interests of students. The course goals and objective led to content conceptualization and teaching material design to scope the taught content in the CLIL course and set teaching and learning activities. After the course content and content sequences were clear and reasonable, the whole course was organized by setting course content and activities in the proper order. Finally, assessment was planned based on the course organization. These course development processes enabled the course design be able to design the CLIL course flexibly. She trialed and error for many times until getting the proper sequence for this context. It presents the flexibility of the course development process framework of Graves (2000) that enabled the course designer to ease the processes of developing the course. This advantage of course development framework in terms of flexibility also enables the new course designer to design the course to have the ways to adjust the process of designing the course since this process framework can be begun in any stages depending on the conditions of course designer and context.

Changpueng (2009) also designed an English writing course based on Genre-based Approach for Thai undergraduate engineering students. She also designed her course following the course development process framework of Graves (2000), and she mentioned on the advantages of the framework that it is a flexible course development process framework that there is not hierarchical process to limit the freedom of course design, and the course was designed based on course designer's

beliefs, conditions and context. In addition, the framework has its own checking system as each stage is linked to each other. A problem in one stage may affect another stage; therefore, the course was systematically designed.

As a result, it can be concluded that the course development process of Graves (2000) is an appropriate framework for designing a course, especially to develop a new course that many elements of the course are not settled down yet, and it is also appropriate with the course designer who prefers to design a course that is innovative since the process is changeable in terms of sequences. These eight-stage processes could help the CLIL course designer in this research study a lot since it is a new intensive course that aimed to set up a new way to enhance cultural awareness and develop English communication ability.

Although Graves (2000) expresses that this framework of course development is not a hierarchical process, it is necessary to start the process by the first three stages: defining the context, articulating beliefs and assessing needs. The results of these three stages are baseline information for designing the course. After these three stages are accomplished, the rest five stages can be manage independently depending on the course designers' conditions and preference. To design a CLIL course in this research study while the course designer is not a staff at the study area, she had to define firstly define the context to examine the stakeholders of the course; then beliefs towards teaching methodologies and activities were articulated. In addition, as CLIL approach is a theme-based approach, assessing needs had to be the next stage in order to set the 4Cs Framework of the course. As a result, the results of the first three stages of course development process in this study influenced on the design of the course structure as follows:

Content – Cultural Studies
Culture – Cultural Awareness
Communication – English Communication Ability
Cognition – Cognitive Process

In conclusion, the results of the stage of assessing needs presented that the CLIL course in this research study emphasizes on the study of English communication skills through cultural contents to enhance cultural awareness and English communication ability through the undergraduates' cognitive process of learning.

5.2.2 Effectiveness of CLIL Course to Enhance Cultural Awareness and Develop English Communication Ability

As the CLIL course was designed based on the principles of 4Cs Framework: Content, Culture, Communication and Cognition, it may be concluded that the 4Cs Framework of CLIL influenced on the successfulness of cultural awareness enhancement and English communication ability development.

As a result, the CLIL course in this research study was designed following the 4Cs.

"Content and Communication (content and language)": The CLIL course is the Cultural Studies course teaching cultural issues parallel with English communication skills. The progress of learning both content and language was assessed by formative assessment tools: oral presentation and writing tasks.

"Culture" (cultural awareness): Teaching and learning activities and tasks were designed and processed in three forms: whole class discussion, group work and individual work to give opportunities for the undergraduates to learn to express their own ideas, share with others and listen to other people's ideas. They also learned to assist others by playing the roles of More Knowledgeable Others (MKO); therefore, the undergraduates learned to learn new knowledge as a learner and help other undergraduates to learn as a helper, and they learn compromise with each other. Accordingly, the undergraduates did not learn only content and language from the instructional materials, but also other undergraduates' experiences towards the learning topic.

"Cognition" (cognitive process): Teaching and learning activities in the CLIL course emphasizes the importance of practice; therefore, the undergraduates learned to use the knowledge gained in the course through cognitive processes since teaching and learning activities in the CLIL course encourage the undergraduates to use their knowledge for practice by all cognitive processes: remembering, understanding, applying, analyzing, evaluating and creating.

The important roles of 4Cs Framework in this research study are described following the research questions as follows:

To what extent can the CLIL course enhance cultural awareness of Thai undergraduates in the international program?

The results of cultural awareness self-assessment questionnaire showed that Thai undergraduates in the international program had high degree of awareness towards diversity of culture ($\overline{X}$ = 3.36, S.D. = 0.30), cultural flexibility and appreciation ($\overline{X}$ = 3.29, S.D. = 0.56) and understanding others ($\overline{X}$ = 3.34, S.D. = 0.56) after studying in the CLIL course. Nonetheless, cultural awareness of the undergraduates before studying in the CLIL course was not significantly different from their cultural awareness after studying in the CLIL course.

Pre-cultural awareness of the undergraduates was at high degree; however, post-cultural awareness was at higher degree than pre-cultural awareness. It is likely to conclude that the undergraduates had high awareness of culture since they did not study in the CLIL course. However, the undergraduates expressed their opinions towards this issue in the interview process that they thought that they gave importance to culture since they did not study in the CLIL course because our world becomes more globalized and there is an increase of international cooperation and investment in the society; therefore, it is normal for them to realize the importance of different culture as they have to survive with foreign people more and more in the multicultural society. Moreover, their major of study is Chinese that is a way to motivate them to be interested in different culture. Particularly, most of undergraduates as the research samples in this

study are people in Hat Yai District that is called as the Center of the South. They are familiar with surviving with foreigners, especially Malaysians, Singaporeans, Indonesians, etc. In addition, the people there are multi-local groups, Thai Buddhism, Thai Muslim, Thai Chinese, and Thai Indian; the people here have realized the importance of different culture since they were young. Two undergraduates expressed their opinions towards this issue as follows:

Undergraduate 11: *"I have realized the importance of different culture since I was young. I am a Thai Chinese person who was born in Hat Yai. My home is in Kim Yong Market. Different culture is normal for me; I have to learn Muslim culture and local people's culture since I was born. It is not learning, but it is embedded in my life and other people' lives in this area. We have been surviving among differences of culture since we were born. I think everyone knows the importance and necessity of learning culture. But learning in this course enabled me to see some mew cultural issues that I have never known or may look over."*

Undergraduate 17: *"Yes, we are Chinese-major students; learning culture is important for us, especially when we are studying in China in our third and fourth year of study. This course presented many new cultural issues in many countries, which made me understand and see other sides of people in other countries that I have never given importance to.*

These opinions help confirm the effectiveness 4Cs Framework applied in the teaching and learning activities in the CLIL course to enhance cultural awareness of Thai undergraduates in the international program. Although they have realized the importance of culture before studying in the CLIL course, learning in the CLIL course enabled them to see other sides of culture they might not know before and it encouraged their awareness of culture more and more after completing the CLIL course study.

Furthermore, it can be said that the taught content under theme of Cultural Studies also influenced on the development of cultural awareness of Thai undergraduates in the international program since the undergraduates learned about cultural issues; they learned some new cultural issues and shared their experiences

towards the issues. This was an opportunity to expose them to know more importance of culture in several aspects. However, the findings of the study of Samawathdana (2010) who designed an instructional model to teach Health Study course to enhance health behaviors and English communication ability of lower secondary school students showed that the students' health behaviors was developed and their English communication ability was improved. In addition, they had positive attitude towards learning through communication with other friends. As a result, it can be concluded that although the course content was changed, the development of cultural awareness can be occurred. This is the main advantage of 4Cs Framework in designing a course.

To what extent can the CLIL course enhance English communication ability of Thai undergraduates in the international program?

The results of pre-test and post-test presented that Thai undergraduates in the international program had positive progress in English communication ability development since the mean score of post-test was significantly higher than the mean score of pre-test ($\overline{X}$: Pre- =2.63, Post- = 7.42, p = .000). The learning progress of English communication ability of the undergraduates was also presented in the formative assessment tool results.

The undergraduates in all groups got higher scores in the last oral presentation. Nevertheless, the scores of a group were not dramatically increased as other groups; it slightly fluctuated. It can assume that it depended on the characteristics and English ability of the presentation as a group representative of the group on that day. In addition, this CLIL course based on the 4Cs Framework aimed to use group work to lead individual work; comments from group work tasks would help the undergraduates to do better individual work.

The results of writing tasks comparing the mean scores of group work and individual work showed that the mean scores of individual work in each assignment were higher than the mean scores of group work. It indicated that comments the undergraduates got from group work were beneficial for their individual writing.

Findings from several studies such as Yang (2014), Hou (2013), Pengnate (2013), Ravelo (2013) and Gregorczyk (2012) confirm the effectiveness of the 4Cs framework in designing the CLIL course to develop English proficiency. All skills of English can be developed through the use of CLIL course designed based on the 4Cs Framework.

In the interview process, the undergraduates expressed their opinions towards the development of their English communication ability that the ways to learn English in the CLIL course are new for them; they did not feel that they were learning English but they actually learned. The activities in the CLIL course caused a lot of participation from them since it was different from other English courses that were tough and difficult. They thought that their confidence in using English was improved, and they saw some weaknesses from group comments. It caused individual work was as a real practice from them as they did not face with individual work comments that discourage them to learn English skills. Two undergraduates expressed their opinions towards the development of English communication ability after studying in the CLIL course as follows:

Undergraduate 3: *"The classes are fun. Group comments helped me to do better in individual work. I was more confident in using English since I used in with others frequently, and I learned to improve English skills with friends, not alone. I think my English skills were better than before studying in this course. Comments from group work help me to improve my English skills after finishing this course as well."*

Undergraduate 24: *"My English skills are improved, but not much because I am not good in English. Teaching and learning activities in this course encouraged my confidence in using English; I was very happy that I could do the oral presentation in front of the class, and other people understood what I presented."*

According to the opinions above, the CLIL course designed based on the 4Cs Framework enabled the undergraduates to have more confidence in using English in their lives. They expressed that their English communication ability was developed; it was different in each person since they have different level of English

proficiency. Moreover, being a fun class is a good motivation to encourage the undergraduates to learn more English skills. And more importantly, the group comments from the course can be useful for their development of English skills in the future. All mentioned above help confirm the effectiveness of the CLIL course designed based on the 4Cs Framework in developing English communication ability of Thai undergraduates in the international program.

It is like to mention that the development of English communication ability of Thai undergraduates in the international program in this research study was the positive effects from the application of Language Triptych, Language of Learning, Language for Learning and Language through Learning since the course contents in terms of language was planned based on the Triptych that encourage the course designer to think about what to teach how to teach and cognitive process. It presents that the Triptych also helped the course designer to plan for cognitive learning process that was connected to language used in the course in supporting the undergraduates' learning to understanding what they learned in the classes.

What are the opinions of Thai undergraduates in the international program towards the CLIL course in enhancing cultural awareness and English communication ability?

The results of opinion evaluation questionnaire showed that Thai undergraduates in the international program had positive opinions towards all components of the CLIL course ($\overline{X}$ = 3.28, S.D. = 0.59): objectives and content, language focus, teaching steps and variety of activities and exercises, course activities and exercises, group work activities, teacher's instruction, teacher, course evaluation, English skill achievement and additional comments and suggestions towards the CLIL course. It is likely to conclude that this is also the effectiveness of designing the course based on the 4Cs Framework of CLIL as all elements of the CLIL course were designed following the 4Cs Framework.

Results of several studies such as Hou (2013), Pengnate (2013), Lasagabaster (2011) and Samawathdana (2010) presented that the students had positive opinions and attitudes towards learning English and the CLIL course or instructional module they learned to develop their English skills. Lasagabaster (2011) expressed that the CLIL course also increased motivation of the students towards learning English. It is very important since motivation is a good factor of learning. It influences on intention and concentration of learning. In this research study, the undergraduates had positive opinions towards the CLIL course in helping them develop English communication ability. Nevertheless, there was some negative opinions raised in the interview process towards learning in the CLIL course. All undergraduates who expressed the negative opinions towards the CLIL courses clarified themselves as a low-level English proficiency learners. They stated that because of the low level of English proficiency they had, they sometimes could not understand the taught content and language within the assigned time. They preferred more time to learn and practice than others. However, it is a personal issue. These undergraduates expressed their opinions towards the CLIL course as follows:

Undergraduate 20: *"The course is good, but the problem is me. I could not follow the class sometimes because I am not good in English, but I think this course is good for developing English skills. It is not too strict; we have freedom to share ideas and learn from others."*

Undergraduate 23: *"I am not good in English, and I have never been abroad. Therefore, I didn't have any ideas towards cultural issues to share in group and I could not help other people in group generate the ideas for group work. I was a listener actually. My friends were so kind to me, but I felt bad with myself that I cannot help other people to do the group work. However, the comments from group work helped me a lot to deal with individual work."*

In conclusion, the undergraduates who expressed their negative opinions towards the CLIL course confirmed the effectiveness of the CLIL course in developing English communication ability of Thai undergraduates in the international program. The weaknesses of themselves towards English proficiency caused them show negative opinions towards some elements of the CLIL course.

5.3 Pedagogical Implications

This research study provides a complete picture of how a CLIL course could be designed and implemented. As mentioned earlier, the main obstacle is low level of English proficiency of the undergraduates in the international program, but they have to learn through English as a medium of instruction since they are studying in the international program. Not many courses designed to use English as a medium of instruction teaching low-proficiency students. This research study is an example that was processed with effort and perseverance. The researcher would therefore encourage the scholars in English Teaching field to attempt more of this kind of research with the following suggestions:

1) Course designer should search out for in-depth information towards the problems the undergraduates facing with and their needs and interests. When they have opportunities to learn what they want to learn, positive motivation possibly happens in their mind. As good motivation contributes to the best learning, they participate in all activities intentionally. This research study is a good example of this issue since the course does not affect the undergraduates' grades or any of their study at all, they were rarely absent from class. They also worked so hard to cope with the assignments in the CLIL course.

2) As collaborative learning in group work was effective in this CLIL course, it revealed that the undergraduates cannot avoid learning with others and from others. In addition, it is impossible to set the group of students in each English course section to have the same level of English proficiency. The best way to help both good and normal undergraduates to learn together happily is learning through collaborative learning in group work activities. Moreover, the awareness of culture was also raised through them. Cognitive processes were also processed. Furthermore, in the interview protocol, the undergraduates in the international program expressed that collaborative learning in group work also enabled them to have more confidence in learning and using English. These are the advantages of collaborative learning in group work activities to help the undergraduates to learn. It should therefore be applied in other courses.

5.4 Limitations of the Study

Some limitations may be listed here as they may affect the results of the research study.

1) As the research samples of the present research study were second year undergraduates who volunteered to participate in the research study, the total amount of samples was 24 undergraduates. The sample size was rather small.

2) The research samples had a varied level of English proficiency that was difficult for class management, especially learning process in group work. Less proficient undergraduates expressed their feelings that many times they felt they did not belong to the group since they consumed more time to understand the task instructions and learning sources, giving them less opportunity to participate in the group work tasks and activities.

5.5 Recommendations for Further Research Study

Recommendations for future research stem from the findings and limitations of the present research study. Four recommended areas of future research are:

1) The present research study employed one group pre-test and post-test research design, which is considered a challenging design because of the lack of control group, and this led to uncontrolled-for threats to internal validity that may explain the results of the post-test. Therefore, an experimental study with a control and experimental group with a random sampling and assessment should be conducted in order to determine further the effectiveness of the CLIL course to develop undergraduates' cultural awareness and English communication ability.

2) Group work activities should be re-designed to give more opportunities to the undergraduates who have low level of English proficiency and background knowledge of course content because some undergraduates lacked opportunities to express their ideas to the group. His ideas were usually not accepted since other group members did not want to get low scores. As a result, the activities should give more opportunities for this group of students to express their ideas and extra assignments may be designed to increase confidence in presenting the ideas to the group.

3) A replication of the present research study with a larger number of subjectsin each experimental group might be done. The larger sample size would allow the use of certain statistics to examine the within-group interaction before and after the treatment. A more extended course might also be experimented with to confirm the results.

4) As it was found that CLIL approach is a valuable instructional approach to enhance cultural awareness and English communication ability. More CLIL courses should be designed to develop English skills in other aspects such as academic English skills or separated skills of English for students in other programs and fields of study.

REFERENCES

Anderson, D. M., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of education objectives*. New York: Longman.

Anyadubalu, C. C. (2009). Hospitality and tourism and industry: The implications of English language. *Journal of Dusit Thani College, 3*(1), 25-38.

Aronson, K. R., Venable, R., Sieveking, N., & Miller, B. (2005). Teaching intercultural awareness to first-year medical students via experiential exercises. *Intercultural Education, 16*(1), 15-24.

Association of Southeast Asian Nations. (2009). *Roadmap for ASEAN community*. Bangkok: ASEAN.

Association of Southeast Asian Nations. (2010). *ASEAN Economic Community Scorecard*. Jakarta: ASEAN.

Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* Oxford: Oxford University Press.

Bailey, K. (1998). *Learning about language assessment: Dilemmas, decisions, and directions*. Boston: Heinle & Heinle.

Baker, W. (2012a). English as a Lingua Franca in Thailand: Characterisations and implications. *Englishes in Practice*(1).

Baker, W. (2012b). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal, 66*(1), 62-70.

Banegas, D. L. (2011). Integrating content and language in English language teaching in secondary education: Models, benefits and challenging. *Studies in Second Language Learning and Teaching, 2*(1), 111-136.

Bergman, M. M. (2011). A theoretical note on teh differences between attitudes, opinions and value. *Swiss Political Science Review, 4*(12).

Biancarosa, G., & Snow, C. E. (2004). *Reading Next—A vision for action and research in middle and high school literacy:A report to carnegie corporation of New York* (2 ed.). New York: Carnegie Corporation of New York.

Blasco, A. B. (2011). *Implementing CLIL in a primary school in Spain: The effects of CLIL on L2 English learners' oral production skills.* (Master), Universitat Automona de Barcelona, Barcelona.

Bolding, N. L., & Wehmeyer, M. L. (1999). *Communication skills effectively. It's my future planning for what I want in my life: A self-directed planning process.* Silver Spring: The Ard of the United States.

Bonces, J. R. (2012). Content and Language Integrated Learning (CLIL): Considerations in the Columbian context. *Gist Education and Learning Research Journal, 6*, 177-189.

Bozorgian, H. (2012). The relationship between listening and other language kils in international English language testing system. *Theory and Practice in Language Studies, 2*(4), 657-663. doi: 10.4304/tpls.2.4.657-663

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How people learn: Brain, mind, experience, and school.* Washington D. C.: National Academy Press.

British Council. (2006). Future perfect-English language policy for global transition conference report. *The Future Perfect-English Language Policy for Global Transition.* Retrieved 29 October, 2010, from http://my.britishcouncil.or.th/upload/future-perfect/statement-of-conference-outcomes.pdf. Accessed 18 December 2007

Brown, H. D. (1994). *Principles of language learning and teaching.* The USA: Prentice Hall Regents.

Brown, J. D. (1995). *The elements of a language curriculum.* Boston: Heinle & Heinle.

Byram, M. (1994). *Teaching and learning language and culture.* Clevedon: Multilingual Matters.

Cendoya, A. M., & Bin, M. V. D. (2010). A CLIL experience based on the use of tasks and different genre types. *Latin American Journal of Content and Language Integrated Learning, 3*(1), 11-17.

Changpueng, P. (2009). *The development of an English writing course based on the Genre-based approach for undergraduate engineering students at King Mongkut's University of Technology North Bangkok.* (Doctor of Philosophy), Chulalongkorn, Bangkok.

Chantarasenannon, C., Kanjanawasee, S., & Tangdhanakanond, K. (2011). Cultural competence. *Online Journal of Education, 6*(1), 2389-2403.

Chen, G. M., & Starosta, W. J. (2003). Intercultural awareness. In E. Graffin (Ed.), *A first look at communication theory.* Boston: McGraw-Hill.

Chien, C. W. (2013). Integration of cultural awareness into Taiwanese elementary school activation English curriculum: Challenges and implications. *Linguistics, Culture and Education, 2*(1), 15-35.

Cole, M., & Wertsch, J. V. (2002). Beyond the individual-social antimony in discussions of Piaget adn Vygotsky Retrieved 21 October, 2012, from http://www/Des.emory.edu/mfp/VygColeWer.pdf

Colye, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Common of the European Communities. (2005). Beyond the individual-social antimony in discussions of Piaget and Vygotsky Retrieved 21st October 2012, from http://ec.europa.eu/education/policies/lang/doc/com596_en.pdf

Cook, V. (2001). *Second language learning and language teaching*. London: Arnold.

Costa, F. (2009). ICLHE/CLIL at the tertiary level of education. *Studies about Languages, 15*(85-88).

Coyle, D. (2005). CLIL activity in the UK. In H. Krechel (Ed.), *Mehrsprachiger Fachunterricht in Landern Europas* (pp. 79-88). Tubingen: Gunter Narr Verlag.

Coyle, D. (2007). Content and Language Integrated Learning: Towards a connected research agenda for CLIL pedagogies. *International of Bilingual Education and Bilingualism, 10*(5), 543-562.

Coyle, D. (2011). *Teacher education and CLIL methods and tools*. Milan.

Crandall, J., & Kaufman, D. (2002). *Content-Based Insruction in higher education settings*. Alexandria, VA: TESOL Practice Series.

Crawford, K. (1996). Vygotskian approaches to human development in the information era. *Eduational Studies in Mathematics, 31*, 43-62.

Crystal, D. (2003). *English is a global language*. New York: Cambridge University Press.

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the Crossfire*. Clevedon: Multilingual Matters.

Cummins, J. (2005). Language proficiency, bilingualism and academic achivement. In P. A. Richard-Amato & M. A. Snow (Eds.), *Academic success for English language learners* (pp. 76-86). White Plans, New York: Longman.

Dale, L., & Tanner, R. (2012). *CLIL activities*.

Dalton-Puffer, C. (2011). Content-and-Language Integrated Learning: From practice to principle? . *Annual Review of Applied Linguistics, 31*, 182-204.

Dalton-Puffer, C., Nikula, T., & Smit, U. (2010). Charting policies, premises and research on Content and Language Integrated Learning. In C. Dalton-Puffer, T. Nikula & U. Smit (Eds.), *Language use and language learning in CLIL classroom* (Vol. 7, pp. 1-22). Amsterdam/Philadelphia: John Benjamins Publishing.

Dalton-Puffer, C., & Smit, U. (2007). *Empirical perspectives on CLIL classroom discourse*. Frankfurt Peter Lang.

Dehnad, A., Bagherzadeh, R., Shoaleh, B., Hatami, K., & Hosseini, F. (2010). Syllabus revision: A needs analysis study. *Procedia Social and Behavioral Sciences, 9*, 1307-1312.

Delanoy, W., & Volkmann, L. (2008). *Future perspectives for English language teaching*. Heidelberg: Carl Winter.

Denman, J., Tanner, R., & Graaff, R. (2013). CLIL in junior vocational secondary education: Challenges and opportunities for teaching and learning. *International Journal of Bilingual Education and Bilingualism, 16*(3), 285-300. doi: http://dx.doi.org/10.1080/13670050.2013.777386

Drisscoll, M. P. (1994). *Psychology of learning for instruction*. Needham, MA: Allyn & Bacon.

EF English Proficiency Index. (2014). English proficiency index.   Retrieved 30 September, 2014, from http://www.ef.co.th/epi/

European Commission. (2008). Multilingualism-content and langauge teaching. Retrieved 26 November, 2012, from http:ec.europa.ed/education/languages/language-teaching/doc236_en.htm

Eurydice. (2006). *Content and Language Integrated Learning (CLIL) at school in Europe*. Brussels: Eurydice Unit.

Gabillon, Z., & Ailincai, R. (2013). CLIL: A science lesson with breakthrough level young EFL learners. *Education, 3*(3), 177-198. doi: 10.5923/j.edu.20130303.05

Gallimore, R., & Tharp, R. (1990). Teaching mind in society: Teaching, schooling, and literate discourse. In L. C. Moll (Ed.), *Vygotsky and Education: Instructional implications and applications of sociohistorical psychology*. Cambridge: Cambridge University Press.

Garcia, M. C. M. (2012). The potential of CLIL for intercultural development: A case study of Andalusian bilingual schools. *Language and Intercultural Communication, 12*(3), 193-213.

Garinger, D. (2002). Textbook selection for the ESL classroom. *Eric Digest.* Retrieved 22 January, 2015, from http://mcael.org/uploads/File/provider_library/Textbook_Eval_CAL.pdf

Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, NH: Heinemann.

Giddens, J. F., North, S., Carlson-Sabelli, L., Rogers, E., & Fogg, L. (2012). Using a virtual community to enhance cultural awareness. *Journal of Transcultural Nursing, 23*(2), 198-204.

Graddol, D. (2006). *English next.* London: British Council.

Graham, S., & Perin, D. (2007). *Writing next - effective strategies to improve writing of adolescents in middle and high schools: A report to Carnegie Corporation of New York* New York: Carnegie Corporation of New York.

Graves, K. (2000). *Designing language courses: A guide for teachers.* Canada: Heinle & Heinle Thomson Learning.

Gregorczyk, B. (2012). An empirical study on the acquisition of content in a CLIL-based chemistry course: A preliminary report. *Latin American Journal of Content and Language Integrated Learning, 5*(1), 9-32.

Grier, A. S. (2005). Integrating needs assessment into career and technical curriculum development. *Journal of Industrial Teacher Education, 42*, 56-66.

Gustafson, K. L. (1996). *International encyclopedia of educational technology* (T. Plomp & A. P. Ely Eds.). Pergamon, USA.

Hajer, M. (2000). Creating a language-promoting classroom: Content-area teachers at work. In J. K. Hall & L. S. Verplaetse (Eds.), *Second and foreign language learning through classroom interaction* (pp. 265-285). Mahwah N. J. and London: Lawrence Erlbaum Associates.

Harmer, J. (2001). *The practice of English language teaching.* Essex: Longman.

Hedge, T. (2000). *Teaching and learning in the language classroom.* Hong Kong: Oxford University.

Hou, H. I. (2013). An EAP curriculum design of a Content and Language Integrated Learning program for hospitality stuents in Taiwan. *Latin American Journal of Content and Language Integrated Learning, 6*(2), 72-95. doi: 10.5294/laclil.2013.3.2.4

Jappinen, A. K. (2005). Thinking and content learning of mathematics and science as cognitional development in Content and Language Integrated Learning (CLIL): Teaching through a foreign language in Finland. *Language and Education, 19*(2), 148-169.

Kirkpatrick, A. (2010). *English as an Asian lingua franca and the multilingual model of ELT*. Paper presented at the Hong Kong Association of Applied Linguistics Research Forum, Hong Kong.

Kongkerd, W. (2013). Teaching English in the era of English used as a lingua franca in Thailand. Retrieved 10th December, 2013, from http://www.bu.ac.th/knowledgecenter/executive_journal/oct_dec_13/pdf/aw01.pdf

Krachu, B., & Nelson, C. (2001). *World Englishes*. London: Routledge.

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory into practice, 41*(4), 212-218.

Kumaravadivelu, B. (2012). Individual identity, cultural globalization, and teaching English as an international language: The case for an Epistemic break. In L. Alsagoff, S. L. McKay, G. Hu & W. A. Renandya (Eds.), *Principles and practices for teaching English as an international language*. New York: Routledge.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Lasagabaster, D. (2008). Foreign language competence in Content and Language Integrated courses. *The Open Applied Linguistics, 1*, 31-42.

Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching, 5*(1), 3-18.

Littlewood, W., & Liu, N. F. (1996). *Hong Kong students and their English*. Hong Kong: Macmillan.

Logioio, A. J. (2010). *Raising intercultural awareness at primary level through storytelling within a CLIL approach.* (Master), Uniersidade Nova de Lisboa.

Long, M. H. (2005). *Second language needs analysis*. Cambridge: Cambridge University Press.

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach* Amsterdam: John Benjamins.

MacKenzie, A. S. (2008). *CLILing me softly in Thailand: Collaboration, creativity and conflict*. Paper presented at the The CLIL Symposium, IATEFL. http://www.onestopenglish.com/clil/clil-teacher-magazine/your-perspectives/cliling-me-softly-in-thailand-collaboration-creativity-and-conflict/500927.article

Marsh, D. (2000). An introduction to CLIL for parents and young people. In D. Marsh & G. Lange (Eds.), *Using languages to learn and learning to use languages*. Jyvaslkyla: University of Jyvaskyla.

Marsh, D. (2002). *CLIL/EMILE-The European dimension: Actions, trends, and foresight potential public services contract*. DG EAC: European Commission.

Marsh, D. (2006). English as medium of instruction in teh new global linguistic order: Global characteristics, local consequences. Poland: University of Jyvaskyla.

Marsh, D. (2012). CLIL: An interview with Professor David Marsh Retrieved December 5, 2012, from http://ihjournal.com/content-and-language-integrated-learning

Marsh, D., & Lange, G. (2000). *Using languages to learn an dlearning to use languages*. Jyvaskyla: University of Jyvaskyla.

Marsh, D., Maljers, A., & Hatiala, A. K. (2001). *Profiling European CLIL classrooms*. Jyvaskyla: University of Jyvaskyla.

Marsh II, G. E., & Ketterer, J. J. (2005). Situating the Zone of Proximal Development. Retrieved January 28, 2015, from http://www.westga.edu/~distance/ojdla/summer82/marsh82.htm

Martinez, M. R. P. (2011). CLIL and cooperative learning. *Eneuentro, 20*, 109-118.

McKey, S. L. (2003). Toward an appropriate EIL pedagogy: Re-examining common ELT assumption. *Journal of Applied Linguistics, 13*(1), 1-23.

Mephisto, P., Frigols, M. J., & Marsh, D. (2008). *Uncovering CLIL: Content and Language Integrated Learning in bilingual and multilingual education*. London: MacMillan.

Ministry of Industry. (2013). Thailand aiming to become center for regional operating headquarter for multinational companies as implementation of AEC 2015 approach

Moate, J. (2010). The integrated nature of CLIL: A sociocultural perspective. *International CLIL Research Journal, 1*(3), 38-45.

Morgan, C. (2006). Appropriate language assessment in Content and Language Integrated Learning. *Language Learning Journal, 33*(1), 59-67.

Morton, T. (2010). Using a genre-based approach to integrating content and language in CLIL. In C. Dalton-Puffer, T. Nikula & U. Smit (Eds.), *Language use and language learnng in CLIL classrooms* (Vol. 7, pp. 81-104). Amsterdam/Philadphia: John Benjamin Publishing.

Munoz, C. (2007). CLIL: Some thoughts on its psycholinguistics principles. *Volumen Monografico*, 17-26.

Nga, N. T. (2008). English - A global language and its implications for students. *VNU Journal of Science, Foreign Language, 24*, 260-266.

Nikula, T. (2010). Effects of CLIL on a teacher's language use. In C. Dalton-Puffer, T. Nikula & U. Smit (Eds.), *Language use and language learning in CLIL classroom* (pp. 105-124). Amsterdam, the Netherlands: John Benjamins.

Noom-ura, S. (2013). English-teaching problems in Thailand and Thai teachers' professional development needs. *English Language Teaching, 6*(11), 139-147.

Nowak, S. (2011). *The need for Content and Language Integrated Learning (CLIL) development*. Paper presented at the The Impace of Language Frameworks on Assessment, Learning and Teaching: Policies, Procedures and Challenges, Poland.

Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.

Pengnate, W. (2013). Ways to develop English proficiency of business students: Implementation of Content and Language Integrated Learnng (CLIL) approach. *International Journal of Education and Research, 1*(8), 1-12.

Phoodokmai, B. (2011). *Development of an English for adacemic purposes course using Content and Language Integrated Learning (CLIL) to enhance reading and writing skills of students at Udon Thani Rajabhat University.* (Master), Chulalongkorn University, Bangkok, Thailand.

Pinyoanunthaphong, B. (1983). *Criterion test: Concept and methods*. Bangkok: Srinakharinwirot University.

Prasongporn, P. (2009). *CLIL in Thailand: Challenges and Possibilities*. Paper presented at the the Access English EBE Symposium Jakarta.

Quappe, S., & Cabtatirem, G. (2005). What is cultural awareness, anyway? How do I buid it? Retrieved 17 April, 2013, from www.culturosity.com

Ravelo, L. C. (2013). The use of comic strips as a means of teaching history in the EFL class: Proposal of activities based on two historical comic strips adhering to the principles of CLIL. *Latin American Journal of Content and Language Integrated Learning, 6*(1), 1-19.

Raymon, E. (2000). Cognitive characteristics. *Learners with Mild Disabilities*, 169-201.

Richards, J. C., & Rogers, T. S. (2001). *Approaches and methods in language teaching* Cambridge: Cambridge University Press.

Risager, K. (2007). *Language and culture pedagogy*. Clevedon: Multilingual Matters.

Rodriguez, L. M. G., & Puyal, M. B. (2012). Promoting intercultural competence through literature in CLIL contexts. *Journal of the Spanish Association of Anglo-American Studies, 34*(2), 5-24.

Rost, M. (1994). *Introducting listening*. London: Renguin Group.

Rubio, A. D. J., & Conesa, I. M. G. (2012). Utilities of CLIL methodology in the classroom. *Revista de Formacion e Innovative Educative Universitaria, 5*(4), 209-215.

Ruiz-Garrido, M., & Fortanet Gonez, I. (2009). Needs analysis in a CLIL context: A transfer from ESP. In D. Marsh, P. Mephisto, E. Wolff, T. Aliaga, M. Asikainen, M. Frigols, S. Hughes & G. Lange (Eds.), *CLIL practice: Perspective from the field* (pp. 179-188). Jyvaskyla: University of Jyvaskyla.

Samawathdana, R. (2010). *Development of a health study instructional model using English as a medium based on Experiential Learning Theory and Content and Language Integrated Learning approach to enhance health behavior and English communication ability of lower secondary school students.* (Doctor of Philosophy), Chulalongkorn University, Bangkok, Thailand.

Sears, D. O., & Aeeles, R. P. (1969). Attitudes and opinions. Retrieved 29 September, 2012, from http://www.isr.ucla.edu/sears/pubs/A022.pdf

Seelye, J. N. (1993). *Teaching culture: Strategies for intercultural communication* Illinois: National Textbook.

Seidlhofer, B. (2004). Reasearch perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics, 24*, 209-239.

Shannon, C. E. (1948). A mathematical theory of communication *Bell System Technical Journal, 27*, 379-423.

Sharifian, F. (2009). English as an International Language: Perspectivges and pedagogical issues. In V. Edwards & A. Luk (Eds.), *English as an International Language* (pp. 1-18). Toronto: Multilingual Matters.

Sharma, B. K. (2008). World Englishes, English as a Lingua Franca, and English pedagogy. *Journal of NELTA, 12*(1-2), 121-130.

Shemshadsara, Z. G. (2012). Developing cultural awareness in foreign language teaching. *English Language Teaching, 5*(3), 33-45.

Smit, U. (2010). *English as a Lingua Franca in higher education*. Germany: Walter de Gruyter GmbH & Co. KG.

Sonia, C. (2008). *Cooperative learning in CLIL contexts: Ways to improve students' competences in the foreign language classroom*. Paper presented at the Cooperative learning in multicultural societies: Critical reflections, Turin, Italy.

Spies, K. (2012). Intercultural studies within a CLIL approach. *Latin American Journal of Content and Language Integrated Learning, 5*(1), 33-45.

Stern, H. H. (1992). *Issues and options in language teaching* Oxford: Oxford University Press.

Sudhoff, J. (2010). CLIL and intercultural communicative competence: Foundations and approaches toward a fusion. *International CLIL Research Journal, 2*(3), 30-37.

Swatevacharkul, R. (2009). How to integrate cultural awareness and understanding into English language teaching. *Journal of Applied Linguistics*, 50-58.

Sysoyev, P. (2000). Developing an English for Specific Purposes course using a learner-centered approach: A Russian experience. *The Internet TESL Journal, 5*(3).

Taba, H. (1962). *Curriculum development theory and practice*. USA: Harcort Brace & World.

Tomailne, B., & Stempleski, S. (1998). *Cultural awareness*. Oxford: Oxford University Press.

Tomlinson, B., & Musuhara, H. (2004). Developing cultural awareness. *MET, 13*(1), 1-7.

Trompenaars, F., & Hampden-Turner, C. (1997). *Riding the waves of culture, understanding cultural diversity in business*. London: Nicholas Brealey Publishing Limited.

United Nations Educational Scientific and Cultural Organization. (2003). Vygotsky's Sociocultural Theory.   Retrieved 23 October, 2013, from http://portal.unesco.org/education/en/ev.php-URL_ID=26925&URL_DO=DO_TOPIC&URL_SECTION=201.html

Vilkancience, L. (2011). CLIL in tertiary education: Does it have anything to offer? *Studies about Languages, 18*, 111-118.

Vollmer, H. J., Heine, L., Troschke, R., Coetzee, D., & Kuttel, V. (2006). *Subject-specific competence and language use of CLIL learners: The case of geography in grade 10 of secondary schools in Germany*. Paper presented at the The ESSE8 Conference London.

Vygotsky, L. S. (1978). *Mind in society*. Cambridge: Harvad University Press.

Wachter, B., & Maiworn, F. (2008). *English-taught programs in European Higher Education: The picture in 2007*. Bonn: Lemmens.

Walqui, A. (2006). Scaffolding insturction for English language learners: A conceptual framework. *The International Journal of Bilingual Education & Bilingualism, 9*(2), 159-180.

Watanapokakul, S. (2006). *A development of the active learning in instructional model for enhancing secondary school students' English communicative abilities in large classes.* (Doctor of Philosophy), Chulalongkorn University, Bangkok, Thailand.

Wilkinson, R. (2004). *Integrating content and language, meeting the challenge of multilingual higher education*. Netherland: University Pers Maastricht.

Yaghmale, F. (2003). Content validity and its estimation. *Journal of Medical Education, 3*(1), 25-27.

Yang, W. (2014). Content and Language Integrated Learning next in Asia: Evidence of learners' achivement in CLIL education from a Taiwan tertiary degree programme. *International Journal of Bilingual Education and Bilingualism*, 1-22. doi: http://dx.doi.org/10.1080/13670050.2014.904840

Zarobe, Y. R. (2008). CLIL and foreign language learning: A longitudinal study in the Basque Country. *International CLIL Research Journal, 1*(1), 60-73.

Zhu, H. (2011). From intercultural awareness to intercultural emphathy. *English Language Teaching, 4*(1), 116-119.

APPENDICES

APPENDIX A: An Online Questionnaire for Theme and Skill Survey

Needs Survey for CLIL Course Development

Please choose the answer that you think is the most suitable.

* Required

1. Gender *

○ Male

○ Female

2. Age *

○ 15-18 years old

○ 19-20 years old

○ more than 20 years old

3. Before studying in this current program (B.A. in Chinese, International Program), you graduated with: *

○ Matthayom 6

○ Vocational School

○ Other: [   ]

4. A number of years studying English *

○ 3-5 years

○ 6-10 years

○ 11-15 years

○ more than 15 years

5. Have you ever studied English besides the formal education? *

○ Yes

○ No. (Please skip to question No. 7)

6. Where do you study English besides the formal education?

☐ Self-study through media such as newspaper, radio, movies, Youtube video, etc. at home/dormitory, in the library, or informational resources provided by the university.

☐ Language institutions in Thailand

☐ Lanuage institutions abroad

☐ With foreign friends

☐ Other: [   ]

7. In your opinion, what level is your English proficiency? *

○ Very good

○ Good

○ Fair

○ Poor

○ Very poor

8. What English skill is the most necessary to you at the moment? *

○ Listening

○ Speaking

○ Reading

○ Writing

○ Integrated skills for communication

○ Integrated skills for academic purposes

○ Other: [_____]

9. If you have to study a course to learn English skills, which type of content do you prefer to study most? Please choose five topics. *

☐ ASEAN Economics Community (AEC)

☐ World Englishes

☐ Cultural Studies

☐ Politics and Government

☐ Economics

☐ Tourism

☐ Education System

☐ Diplomacy

☐ Military

☐ Entertainment

☐ Sport

☐ Terrorism

☐ History

☐ Other: [_____]

10. Necessity of English Communication Ability *

	Most necessary	Very necessary	Moderately necessary	Slightly necessary	Least necessary
Speaking in daily life in English	○	○	○	○	○
Making discussion in English	○	○	○	○	○
Making an appointment in English	○	○	○	○	○
Asking and giving directions in English	○	○	○	○	○
Sending e-mails in English	○	○	○	○	○
Writing letters in English	○	○	○	○	○
Writing essays in English	○	○	○	○	○
Reading online texts in English	○	○	○	○	○
Reading articles in English	○	○	○	○	○
Doing presentation in English	○	○	○	○	○

11. What is your expectation of a course enabling you develop English communication ability? *

12. Please give some comments or recommendations that are beneficial for a course development. *

APPENDIX B: Needs Analysis Questionnaire

This questionnaire is a part of a doctoral dissertation research methodology which is a partial fulfillment of the requirement for Doctor of Philosophy Program in English as an International Language, Graduate School, Chulalongkorn University. The aim of the study is to investigate the needs of Thai undergraduates studying in the international program for English communication skills. The results of the study will be helpful in developing a course to enhance English communication ability of Thai undergraduates studying in the international program. Your information will be used for purposes of the study only, and it is confidently treated as well.

แบบสอบถามนี้เป็นส่วนหนึ่งของระเบียบวิธีวิจัยของดุษฎีนิพนธ์ ซึ่งเป็นส่วนหนึ่งของหลักสูตร ปรัชญาดุษฎีบัณฑิต สาขาภาษาอังกฤษในฐานะภาษานานาชาติ บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย โดยมีจุดมุ่งหมายเพื่อศึกษาความต้องการทางด้านทักษะภาษาอังกฤษสื่อสารของนักศึกษาไทยหลักสูตร นานาชาติที่ใช้ภาษาอังกฤษในฐานะภาษาต่างประเทศ ทั้งนี้คำตอบของท่านจะเป็นประโยชน์ในการพัฒนา รายวิชาเพื่อการปรับปรุงความสามารถทางด้านภาษาอังกฤษสื่อสารของนักศึกษาไทยที่ใช้ภาษาอังกฤษใน ฐานะภาษาต่างประเทศ ข้อมูลของท่านจะถูกนำไปใช้เพื่อวัตถุประสงค์ในการศึกษาเท่านั้นและจะเก็บเป็น ความลับ

Instructions: Please tick (✓) in the box of the answer that you think is the most suitable or fill in the space provided.
คำชี้แจง : โปรดทำเครื่องหมาย (✓) ในกล่อง ซึ่งตรงกับความคิดเห็นของตัวท่านมากที่สุดหรือ เติมข้อความลงในช่องว่าง

Part I: Background Information (ข้อมูลพื้นฐาน)

1. Sex (เพศ): ☐ Male (ชาย) ☐ Female (หญิง)

2. Age (อายุ): ☐ 15-18 years old (ปี)

        ☐ 19-20 years old (ปี)

        ☐ More than 20 years old (ปี)

3. Educational background (ประวัติการศึกษา):
Before studying in this current program (B.A. in Chinese, International Program), you gradated with: (ก่อนเข้าศึกษาโปรแกรมศิลปศาสตรบัณฑิต (ภาษาจีน) หลักสูตรนานาชาติ) คุณ จบการศึกษา:

    ☐ Matthayom 6 (มัธยมศึกษาปีที่ 6)

    ☐ Vocational School (ประกาศนียบัตรวิชาชีพ)

    ☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

Part II: English Background (ข้อมูลพื้นฐานทางด้านภาษาอังกฤษ)

4. Number of years studying English (จำนวนปีที่ศึกษาภาษาอังกฤษ):

☐ 3-5 years (ปี)   ☐ 6-10 years (ปี)

☐ 11-15 years (ปี)   ☐ more than 15 years (มากกว่า 15 ปี)

5. Have you ever studied English besides the formal education?
    (ท่านเคยเรียนภาษาอังกฤษนอกหลักสูตรบังคับหรือไม่)

☐ Yes. (เคย)

☐ No. (Please skip to question No. 7) ไม่ (กรุณาข้ามไปตอบคำถามข้อที่7)

6. What are the listening problems you have? (More than one answer is allowed)
    (ด้านทักษะการฟังท่านมีปัญหาใดบ้าง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

☐ Unable to catch the conversations
    (ไม่สามารถจับใจความสำคัญของบทสนทนาได้)

☐ Unable to understand technical terms
    (ไม่สามารถเข้าใจศัพท์เทคนิคได้)

☐ Unable to remember the entire information
    (ไม่สามารถจดจำข้อมูลทั้งหมดได้)

☐ Incapable of translating words or sentences
    (ไม่สามารถแปลความหมายของคำหรือประโยคได้)

☐ Unfamiliar with the foreigners' accents and pronunciation
    (ไม่คุ้นเคยกับสำเนียงและการออกเสียงของชาวต่างชาติ)

☐ Unable to understand slang, idiomatic expressions, or colloquialisms
    (ไม่สามารถเข้าใจคำแสลง สำนวนภาษา หรือภาษาไม่เป็นทางการได้)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

7. What are the speaking problems you have? (More than one answer is allowed)
    (ด้านทักษะการพูดท่านมีปัญหาใดบ้าง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

☐ Unable to pronounce accurately
    (ไม่สามารถออกเสียงได้อย่างถูกต้อง)

☐ Nervous when speaking English
    (ประหม่าเมื่อต้องพูดภาษาอังกฤษ)

☐ Unable to choose the right words
    (ไม่สามารถเลือกใช้คำได้ถูกต้องได้)

☐ Unable to speak with correct grammar
    (ไม่สามารถพูดโดยใช้ไวยากรณ์ที่ถูกต้องได้)

☐ Unable to present the information in the correct sequence
(ไม่สามารถนำเสนอข้อมูลได้ถูกต้องตามลำดับ)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

8. What are the reading problems you have? (More than one answer is allowed)
(ด้านทักษะการอ่านท่านมีปัญหาใดบ้าง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

☐ Unable to understand complicated messages
(ไม่สามารถเข้าใจข้อความที่ซับซ้อนได้)

☐ Unable to understand due to the grammatical weakness
(ไม่สามารถเข้าใจเนื้อด้วยข้อบกพร่องด้านไวยากรณ์)

☐ Unable to understand various meaning of words or idioms
(ไม่สามารถเข้าใจความหมายที่หลากหลายของคำหรือสำนวนได้)

☐ Unable to understand words, technical terms, slang, idiomatic expressions or
colloquialisms
(ไม่สามารถเข้าใจคำ ศัพท์เทคนิค คำแสลง สำนวนหรือภาษาไม่เป็นทางการได้)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

9. What are the writing problems you have? (More than one answer is allowed)
(ด้านทักษะการเขียนท่านมีปัญหาใดบ้าง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

☐ Unable to use the correct grammar
(ไม่สามารถใช้ไวยากรณ์ได้อย่างถูกต้องได้)

☐ Unable to use the correct writing format
(ไม่สามารถใช้รูปแบบการเขียนที่ถูกต้องได้)

☐ Unable to use the right words or idiomatic expressions
(ไม่สามารถใช้คำหรือสำนวนที่ถูกต้องได้)

☐ Unable to convey the message according to the intention
(ไม่สามารถสื่อข้อความตามความตั้งใจได้)

☐ Unable to make the sentences according to the intention
(ไม่สามารถสร้างประโยคตามความตั้งใจได้)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

Part III: Learning Preference (การเรียนรู้ที่ชอบ)

10. If you have to study English language through the Cultural Studies course, which topics you prefer to study? (More than one answer is allowed)

(หากท่านต้องเรียนภาษาอังกฤษผ่านรายวิชาวัฒนธรรมศึกษา หัวข้อใดบ้างที่ท่านอยากเรียน ตอบได้มากกว่าหนึ่งข้อ)

☐ Beliefs (ความเชื่อ)   ☐ Religion (ศาสนา)

☐ Ceremonies (พิธีการ)   ☐ History (ประวัติศาสตร์)

☐ Dressing (การแต่งกาย)   ☐ Socialization (การขัดเกลาทางสังคม)

☐ Languages (ภาษา)   ☐ National Identity (เอกลักษณ์ประจำชาติ)

☐ Regional Identity (เอกลักษณ์ทางภูมิภาค)   ☐ Social Class (ชนชั้นทางสังคม)

☐ Food and Eating Manner (อาหารและมารยาทในการรับประทานอาหาร)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

Part IV: Needs of English Communication Skills

11. Which part of listening skill would you like to improve?
(More than one answer is allowed)
(ข้อใดในทักษะการฟังที่ทานต้องการปรับปรุง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

☐ Grammar (ไวยากรณ์)   ☐ Vocabulary (คำศัพท์)

☐ Comprehension (การทำความเข้าใจ)   ☐ Pronunciation (การออกเสียง)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

12. Which part of speaking skill would you like to improve?
(More than one answer is allowed)
(ข้อใดในทักษะการพูดที่ทานต้องการปรับปรุง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

☐ Grammar (ไวยากรณ์)   ☐ Vocabulary (คำศัพท์)

☐ Fluency (ความคล่องตัว)   ☐ Pronunciation (การออกเสียง)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

13. Which part of reading skill would you like to improve?
(More than one answer is allowed)
(ข้อใดในทักษะการอ่านที่ทานต้องการปรับปรุง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

☐ Grammar (ไวยากรณ์)   ☐ Vocabulary (คำศัพท์)

☐ Comprehension (การทำความเข้าใจ)   ☐ Interpretation (การแปลความ)

☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

14. Which part of writing skill would you like to improve?
    (More than one answer is allowed)
    (ข้อใดในทักษะการเขียนที่ท่านต้องการปรับปรุง ท่านสามารถตอบได้มากกว่าหนึ่งข้อ)

    ☐ Grammar (ไวยากรณ์) ☐ Vocabulary (คำศัพท์)

    ☐ Writing format (รูปแบบการเขียน) ☐ Writing styles (แนวการเขียน)

    ☐ Others (อื่น ๆ), please specify (โปรดระบุ) _____

Part V: Personal Opinions and Suggestions

1) What is your expectation of a content course that enables you develop English communication ability?

   (ท่านคาดหวังอะไรจากรายวิชาเนื้อหาที่ทำให้ท่านพัฒนาทักษะการสื่อสารภาษาอังกฤษ)

   ....
   ....
   ....
   ....

2) Other comments that are beneficial for a content course development to develop your English communication ability.

   (ความคิดเห็นอื่น ๆ ที่เป็นประโยชน์สำหรับการพัฒนารายวิชาเนื้อหาที่ใช้ในการพัฒนาทักษะการสื่อสารภาษาอังกฤษ)

   ....
   ....
   ....
   ....

∗∗∗∗∗∗∗∗∗∗∗∗∗∗∗∗∗∗

APPENDIX C: A Sample of CLIL Lesson Plan

CLIL LESSON PLAN

Unit 1: Know Enemy Know Yourself

Aims
- To present the content of the unit: culture shock, expressions for presenting ideas
- To make students aware of and build on prior knowledge of culture and its importance
- To help students understand that learning can be achieved in a foreign language
- To help students understand the new vocabularies
- To encourage students to express their ideas about specific issues in both spoken and written forms

Criteria for Assessment
Teacher, peer and self-assessment process will be used to assess how well the students:
- express their own ideas towards the specific issues
- do an oral presentation
- comprehend the reading text
- write a piece of text to express the ideas

Teaching Objectives (What I plan to teach)	
Content	**Cognition**
- Culture shock	- Provide the students with opportunities to understand the culture and its effects on people who have different background of culture
- Expressions for doing a presentation	- Enable the students to understand what culture is and its importance and influence
- Web posting	- Enable the students to express the ideas toward culture shock
- Expressions for presenting ideas to argue against others'	- Enable the students to present the ways to cope with culture shock
	- Vocabulary building, learning and using
	- Arouse the students' curiosity – creatively use of language

Culture
- Become aware of the importance of culture and its influence on individuals, nation, region and world
- Identify the students' own culture and compare it with others in global and regional level
- Understand, learn and express personal opinion toward culture using appropriate language expressions

Communication		
Language of Learning	Language for Learning	Language through Learning
- Key vocabulary: *culture, culture shock*, globalization, *importance, influence, etc.* - Answer questions on the specific issues - Construct complete sentences - Presenting ideas - Writing a text expressing ideas	- Asking each other questions: *What do you think about..? Do you agree with…? How important …is? Why is it important to…?* - Comparing: comparing own culture with regional and global culture - Giving an opinion: importance of culture influencing on their lives	- Distinguish language needed to carry out activities - Retain language revised by both teacher and students - Make use of peer explanations - Record, predict and learn new words which arise from activities

Instructional Procedures

Lesson 1: Culture Shock   **Time: 3 hours**

1. Teacher greets the students and says that at present our world is beyond frontier because of many factors.

2. Students look at the figure on page 1 and discuss about the present world by using the words listed in the figure.

3. Students watch a clip and put the information from what they hear into the provided table.

4. Students watch a clip and do the exercise.

5. Students answer the questions.

6. Students share the answers with friends.

7. Students think of their own culture shock experience.

8. Students share the experience to their classmates.

9. Students make a group of 4-5 people.

10. Group representatives take the task packages from the teacher.

11. Students do the oral presentation in front of the class.

12. Students ask and answer the questions towards what presented in the presentation.

13. Teacher asks the student to make conclusion of what they learned in this class.

Lesson 2: Web Posting   **Time: 3 hours**

1. Teacher greets the students and mentions on what learned in last lessons, emphasizing the importance and influence of culture towards people's lives.

2. Students help the teacher review what they learned with the teacher.

3. Students do the pre-reading exercise.

4. Students help each other check the answer while the teacher is as a facilitator.

5. Teacher introduces the differences of culture cause different beliefs. The same action done in different places transfer different understanding.

6. Students read the texts posted on the website in Reading part.

7. Students put the information from reading text into the table comparing the ideas of two people presented in the text.

8. Students share their answer to classmates.

9. Teacher helps support the students.

10. Teacher asks a question to the students: *Do you agree with the posted ideas?*

11. Students share their own ideas towards the posted ideas to classmates.

12. Teacher is as a facilitator.

13. Students make a group of 4-5 people.

14. Students study the supplementary sheet while the teacher is as a facilitator.

15. Each group of students writes a well-organized 3-paragraph web post that responds to the following web post. You must argue against the writer's opinion in the web post by using what they have learned from the supplementary sheet.

16. Students present their written text of response to the class.

17. Students give comments to other groups' responses by using the correction symbols and writing rubrics while the teacher is as a facilitator.

18. After getting comments from others, the students re-write the response and submit to the teacher.

19. Teacher gives comments on the response of each group.

20. Each student writes a 3-paragraph web post responding the following web-post.

21. Students exchange their individual web post to their friends to get comments while teacher is as a facilitator.

22. Students re-write the web post; then submit it to the teacher.

****

APPENDIX D: Pre-Test and Post-Test

<u>**Section I: Speaking Test**</u>

Situation: **You are an exchange student at a university in Sydney, Australia. All exchange students are attending the Welcoming Camp. There are many activities in this camp and one of the activities is for a representative the participant to express opinion towards the cultural issue. You are chosen to share the ideas in front of the class.**

Instructions: **Watch an advertisement. Select ONE of three cultural issues appeared in the advertisement and present your own opinion towards it in front of the class. The answers of the following questions have to be shown in your opinion presentation.**

Questions:
1. What happened in that situation?
2. What cultural issue is presented?
3. What does it mean if done in Thailand?
4. If you were one of the people in that situation, what would you do?
5. Why should we learn about culture?

<u>**Section II: Writing Test**</u>

Part A:
Situation: **You are a new student in a university in Australia. You see the following web-post, and many international students support it on the university's web board. You disagree with the comments.**

Posted by White Angel @ 10.36 p.m.

One of my new friends from Thailand is not friendly. He looked upset when I touched his head to make joke while we were talking. I do not think I did anything wrong. ☹

Instructions: **Write a paragraph web post of <u>200-250</u> words, responding to the above web post. You must support your points why you disagree with the idea posted on the web board.**

Part B:

Situation: There is an e-mail from Jane responding your web post.

Instructions: Read the e-mail from Jane, and write an e-mail replying hers.

603-555-1212 Jane Doe - Message (HTML)

File Edit View Insert Format Tools Actions Help

Send | | | | | | | | | | | | | Options... |

To...   Thaiboy733@gmail.com

Cc...

Subject: Asking for information

Attach...   Attachment Options...

Dear Sir,

I am Jane from Auckland, New Zealand. I have been in Australia for 3 years. I haven't known about Thai culture before. After I had seen your argument on the university web board yesterday, I thought that I should go to Thailand for my next trip in this summer. I think that Thailand is an interesting country to visit. Although I can find out for information about your country and culture via websites, it is better to know from the local person like you. Could you please give me some information about your country and which Thai festival, ceremony, or performance is the most prominent one I should not miss when I go there?

I am looking forward to hearing from you soon.

Best regards,
Jane Weldonton

Instructions: Write <u>an e-mail</u> replying Jane's e-mail telling her about Thailand in general and recommend a festival, ceremony, or performance she should not miss when coming to Thailand. The following questions may help you.

Guiding questions:
<u>Thailand:</u>
1) Where is Thailand located?
2) Where should Jane visit when coming to Thailand for the first time?
<u>Thai prominent festival, ceremony or performance:</u>
1) What is the most prominent Thai festival, ceremony, or performance Jane should not miss when coming to Thailand?
2) How important is it to Thai people?

****

APPENDIX E: Cultural Awareness Self-Assessment Questionnaire

Part I: General Information (ข้อมูลทั่วไป)

Instructions: Fill out the data below and the following questionnaire, checking the box which best describes whether you agree or disagree with each statement.

คำสั่ง: เติมข้อมูลข้างล่างและแบบสอบถาม เลือกช่องที่แสดงถึงความคิดเห็นของท่านใน

การเห็นด้วยหรือไม่เห็นด้วยกับข้อความ

1. Sex (เพศ): ( ) male (ชาย) ( ) female (หญิง)
2. Age (อายุ): ( ) less than 17 years old (น้อยกว่า 17 ปี)
   ( ) 18-20 years old (18-20 ปี)
   ( ) more than 20 years old (มากกว่า 20 ปี)
3. How long have you been learning English? (ท่านเรียนภาษาอังกฤษมานานแค่ไหน)
   _____ years (ปี)
4. English Course GPA scores (เกรดเฉลี่ยวิชาภาษาอังกฤษ): _____

Part II: Cultural Awareness (ความตระหนักทางวัฒนธรรม)
Instructions: Please tick (✓) in the blanks in each item.
คำสั่ง : กรุณาเลือก (✓) ในช่องว่างแต่ละข้อ

1 = strongly disagree ไม่เห็นด้วยอย่างยิ่ง
2 = disagree ไม่เห็นด้วย
3 = agree เห็นด้วย
4 = strongly agree เห็นด้วยอย่างยิ่ง

Content เนื้อหา	Levels of Opinion ระดับความคิดเห็น			
	1	**2**	**3**	**4**
Diversity of Culture (ความหลากหลายทางวัฒนธรรม)				
1. Thai culture is similar to other cultures in Asia such as Chinese, Laotian, and Indian. (วัฒนธรรมไทยมีความคล้ายคลึงกับวัฒนธรรมอื่น ๆ ในเอเชีย เช่น วัฒนธรรมจีน ลาว และอินเดีย)				

2. There are similarities and differences between languages used in different regions. (มีความคล้ายคลึงและความแตกต่างกันระหว่างภาษาที่ใช้ในแต่ละท้องที่)				
3. Culture in each country is inherited for long time. (วัฒนธรรมในแต่ละประเทศมีการสืบทอดมาเป็นระยะเวลานาน)				
4. Learning international culture is not my interest. (การเรียนรู้วัฒนธรรมสากลไม่อยู่ในความสนใจของฉัน)				
5. Global peace happens thanks to a better understanding of cultural differences and diversity. (สันติภาพของโลกเกิดขึ้นได้เพราะความแตกต่างและความหลากหลายทางวัฒนธรรม)				
6. A tourist attraction in another country would be a place that challenges my knowledge and skills rather than simply makes me relax. (สถานที่ท่องเที่ยวในประเทศอื่นเป็นสถานที่ที่ท้าทายความรู้และทักษะของฉันมากกว่าช่วยให้ฉันได้ผ่อนคลาย)				
7. I am pleased to make friend with international people who are members of other cultures and love talking to them in English. (ฉันยินดีที่จะเป็นเพื่อนกับชาวต่างชาติผู้ซึ่งมีวัฒนธรรมต่างไปและชอบที่จะพูดคุยกับพวกเขาด้วยภาษาอังกฤษ)				
8. Practicing customs of others such as wearing other cultural customs allows me to experience new cultures in interesting ways. (การฝึกปฏิบัติธรรมเนียมของชาติอื่น ๆ เช่น ฝึกการแต่งกายของวัฒนธรรมต่าง ๆ ช่วยให้ฉันได้รับประสบการณ์ใหม่ทางด้านวัฒนธรรมในวิถีทางที่น่าสนใจ)				
Flexibility and Appreciation (ความยืดหยุ่นและการเห็นคุณค่าของวัฒนธรรมอื่น)				
9. When shopping in some shops, in which the international or regional song such as Chinese song, Korean song, etc., are played, I feel comfortable with it even I do not know the meaning of it. (เมื่อไปซื้อของในร้านต่าง ๆ ที่เปิดเพลงสากลหรือเพลงพื้นเมือง เช่น เพลงจีน เพลงเกาหลี หรืออื่น ๆ ฉันรู้สึกสบายใจแม้จะไม่เข้าใจความหมายก็ตาม)				

10. Online social networks, Facebook, Twitter, Google Plus, etc., are used only to search out information, but also to make friends who are from different countries or regions. (เครือข่ายสังคมออนไลน์ เช่น เฟสบุ๊ค ทวิตเตอร์ กูเกิล พลัส ไม่เพียงแต่ใช้ในการค้นหาข้อมูลเท่านั้น แต่ยังใช้ในการทำความรู้จักเพื่อนใหม่จากต่างประเทศและพื้นที่อีกด้วย)				
11. If one of my international friends comes visit me at home, I can accept the fact that they might behave differently such as wearing shoes in my house. (หากหนึ่งในเพื่อนต่างชาติของฉันมาหาฉันที่บ้าน ฉันสามารถยอมรับพฤติกรรมที่แตกต่างของเขาได้ เช่น ใส่รองเท้าในบ้าน)				
12. I always listen to different ideas and beliefs with great patience. (ฉันมักจะฟังคนอื่นที่มีความคิดเห็นและความเชื่อที่แตกต่างจากฉันด้วยความอดทน)				
13. I usually present my personal ideas even though I know that my friends might think differently. (ฉันมักนำเสนอความคิดเห็นส่วนตัวของฉันแม้จะรู้ว่าเพื่อน ๆ คิดต่างจากฉัน)				
14. Strong disagreement during group work is a natural part of learning which does not affect politeness. (การโต้แย้งในการสนทนากลุ่มเป็นเรื่องปกติของการเรียนรู้ซึ่งไม่ได้ส่งผลต่อความสุภาพในการสื่อสารระหว่างกัน)				
15. I would like to learn more about international cultures. (ฉันต้องการเรียนรู้วัฒนธรรมสากลต่าง ๆ มากว่านี้)				
16. Learning other cultures is important and useful for my way of life. (การเรียนรู้วัฒนธรรมอื่นเป็นสิ่งสำคัญและเป็นประโยชน์ต่อการใช้ชีวิตของฉัน)				
17. It is alright to hold on to one's own cultural behavior while communicating with members of other cultures. (การคงไว้ซึ่งพฤติกรรมทางวัฒนธรรมของตนในการสื่อสารกับสมาชิกของวัฒธนธรรมอื่นเป็นสิ่งที่ดี)				

18. I am pleased to adapt myself following international culture as long as that would not contradict Thai culture. (ฉันยินดีที่จะปรับตัวตามวัฒนธรรมสากลที่ไม่ขัดต่อวัฒนธรรมไทย)				
19. I am trying to learn several national languages of many countries. (ฉันพยายามที่จะเรียนรู้ภาษาประจำชาติของประเทศต่าง ๆ หลายภาษา)				
20. Making friends with opposite sex people is acceptable in Thailand. (การทำความรู้จักกับเพื่อนต่างเพศเป็นสิ่งที่ยอมรับได้ในประเทศไทย)				
21. I adapt international culture such as self-confidence and orderliness to Thai way of life appropriately. (ฉันปรับวัฒนธรรมสากลเช่น ความมั่นใจในตัวเอง และความมีระเบียบ มาใช้กับวิธีชีวิตแบบไทยได้อย่างเหมาะสม)				
Understanding Others (**การเอาใจเขามาใส่ใจเรา/การเข้าใจผู้อื่น**)				
22. Thai nationality people are all people in any tribes or groups staying in Thailand. (คนสัญชาติไทยคือคนทุกคนที่อยู่ชนเผ่าหรือกลุ่มใดก็ตามในประเทศไทย)				
23. Thai cultural preservation is crucial for all Thai people. (การคงไว้ซึ่งวัฒนธรรมไทยเป็นสิ่งสำคัญสำหรับคนไทยทุกคน)				
24. I believe that Thai culture has for the most part been inherited rather than borrowed from the outside world. (ฉันเชื่อว่าวัฒนธรรมไทยมีการสืบทอดกันมามากกว่ายืมมาจากวัฒนธรรมอื่น)				
25. At present, Thai culture is integrated with several international cultures such as American, Korean, Japanese, etc. (ปัจจุบันมีการผสมผสานวัฒนธรรมไทยกับวัฒนธรรมสากลต่าง ๆ เช่น วัฒนธรรมอเมริกัน เกาหลี ญี่ปุ่น เป็นต้น)				
26. Thai people living overseas over an extended period of time can take in new cultural views but they also should retain as much Thainess as possible. (คนไทยที่พำนักอยู่ต่างประเทศมาเป็นระยะเวลานานสามารถเป็นส่วนหนึ่งของวัฒนธรรมใหม่ได้แต่ควรจะคงไว้ซึ่งวัฒนธรรมไทยให้มากเท่าที่จะเป็นไปได้)				

27. People in each country are proud of their homeland. (ผู้คนในแต่ละประเทศภูมิใจในบ้านเกิดของตน)				
28. Foreigners usually express their feelings more explicitly than Thai people. (ชาวต่างประเทศมักแสดงความรู้สึกต่อสิ่งต่าง ๆ มากกว่าชาวไทย)				
29. People who have different experiences usually have different demands. (คนที่มีประสบการณ์ต่างกันมักมีความต้องการต่างกัน)				
30. People from different culture usually behave differently. (คนที่มีวัฒนธรรมต่างกันมักประพฤติต่างกัน)				
31. Western people are punctual. (ชาวตะวันตกเป็นคนตรงต่อเวลา)				
32. Members of other non-Western culture also express themselves more openly than Thais. (ชาวตะวันตกมักแสดงความรู้สึกออกมาได้อย่างเปิดเผยมากกว่าชาวเอเชีย)				

APPENDIX F: Opinion Evaluation Questionnaire

Part I: General Information (ข้อมูลทั่วไป)

Instructions: Fill out the data below and the following questionnaire, checking the box which best describes whether you agree or disagree with each statement.

คำสั่ง: เติมข้อมูลข้างล่างและแบบสอบถาม เลือกช่องที่แสดงถึงความคิดเห็นของท่านในการเห็นด้วยหรือไม่เห็นด้วยกับข้อความ

1. Sex (เพศ):   ( ) male (ชาย)   ( ) female (หญิง)
2. Age (อายุ):   ( )   less than 17 years old   (น้อยกว่า 17 ปี)
                         ( )   18-20 years old   (18-20 ปี)
                         ( )   more than 20 years old (มากกว่า 20 ปี)
3. How long have you been learning English? (ท่านเรียนภาษาอังกฤษมานานแค่ไหน)

   _____ years (ปี)
4. English Course GPA scores (เกรดเฉลี่ยวิชาภาษาอังกฤษ): _____

Part II: Opinions after attending the CLIL Course
     (ความคิดเห็นหลังจากเข้าเรียนรายวิชาบูรณาการเนื้อหาและภาษา)
Instructions: Please tick (✓) in the blanks in each item.
คำสั่ง : กรุณาเลือก (✓) ในช่องว่างแต่ละข้อ

     1 =   strongly disagree   ไม่เห็นด้วยอย่างยิ่ง
     2 =   disagree   ไม่เห็นด้วย
     3 =   agree   เห็นด้วย
     4 =   strongly agree   ไม่เห็นด้วยอย่างยิ่ง

Content เนื้อหา	Levels of Opinion ระดับความคิดเห็น			
	1	2	3	4
Objectives and content of the course (จุดประสงค์และเนื้อหารายวิชา)				
1. Course objectives are suitable to develop the students' cultural awareness and English communication ability. จุดประสงค์รายวิชาเหมาะสมในการพัฒนาความตระหนักรู้ทางวัฒนธรรมและความสามารถในการสื่อสารภาษาอังกฤษของนักศึกษา				
2. Content of the course in general are interesting. เนื้อหารายวิชาโดยทั่วไปน่าสนใจ				
3. The language used to deliver the content is appropriate with the level of the students. The difficulty level of the content of the course suits the students' English background knowledge. ภาษาที่ใช้ในการเรียนรู้เนื้อหาเหมาะสมกับระดับของฉัน ระดับความยากของเนื้อหาเพราะกับระดับความรู้ทางด้านภาษาอังกฤษของนักศึกษา				
4. Content of the course in general are suitable for the teaching allocation time (3 hours for each unit) เนื้อหาของรายวิชาโดยทั่วไปเหมาะสมกับเวลาที่ใช้ในการสอน (3 ชั่วโมงสำหรับแต่ละบทเรียน)				
5. Content of the course meet my learning styles and needs. เนื้อหาของรายวิชาตรงกับรูปแบบและความต้องการในการเรียนรู้ของฉัน				
6. Content of the course match the objectives of the course. เนื้อหาของรายวิชาสอดคล้องกับวัตถุประสงค์รายวิชา				
7. The content of the course can improve my English communication ability in order to communicate in real-world life and my study. เนื้อหาของรายวิชาสามารถช่วยพัฒนาทักษะทางด้านการสื่อสารภาษาอังกฤษของฉันเพื่อการสื่อสารในชีวิตจริงและการเรียนได้				
Language Focus (จุดเน้นทางภาษา)				
8. Language focuses in each unit are useful. จุดเน้นทางภาษาในแต่ละบทมีประโยชน์				
9. Language focuses in each unit are useful for me. จุดเน้นทางภาษาในแต่ละบทเป็นประโยชน์ต่อฉัน				

10. Language focuses in each unit match with the cultural content. จุดเน้นทางภาษาในแต่ละบทสอดคล้องกับเนื้อหาทางด้านวัฒนธรรม				
11. Language focuses in each unit match with learning activities. จุดเน้นทางภาษาในแต่ละบทสอดคล้องกับกิจกรรมการเรียนรู้				
12. Language focuses in each unit help me learn cultural content. จุดเน้นทางภาษาในแต่ละบทช่วยให้ฉันได้เรียนรู้เนื้อหาทางด้าน วัฒนธรรม				
13. Language focuses in each unit are authentic – can be used in the real life. จุดเน้นทางภาษาในแต่ละบทเสมือนจริง สามารถนำไปใช้ในชีวิตจริงได้				
Teaching Methodology and Activities **(วิธีการและกิจกรรมการสอน)**				
14. The teaching steps are easy to follow. ขั้นตอนการสอนง่ายต่อการปฏิบัติตาม				
15. There is a wide variety of activities and exercises. กิจกรรมและแบบฝึกหัดมีความหลากหลาย				
16. Activities and exercises in each unit can improve my English communication ability. กิจกรรมและแบบฝึกหัดในแต่ละบทสามารถช่วยพัฒนาทักษะการสื่อสาร ภาษาอังกฤษของฉันได้				
17. Activities and exercises of each unit in general are suitable. กิจกรรมและแบบฝึกหัดในแต่ละบทโดยทั่วไปมีความเหมาะสม				
18. Activities and exercises of each unit are suitable for my English background knowledge. กิจกรรมและแบบฝึกหัดในแต่ละบทเหมาะสมกับพื้นฐานความรู้ทางด้าน ภาษาอังกฤษของฉัน				
19. Comments from group work enable me to be better in doing individual work. ข้อคิดเห็นจากงานกลุ่มทำให้ฉันสามารถทำงานเดี่ยวได้ดีขึ้น				
20. I enjoy studying with friends in a group. ฉันเพลิดเพลินกับการเรียนกับเพื่อนเป็นกลุ่ม				
21. I learn and improve my English communication ability through working in a small group. ฉันเรียนรู้และพัฒนาทักษะด้านการสื่อสารภาษาอังกฤษของฉันผ่าน ทางการเรียนเป็นกลุ่ม				

22. Studying through seeing comments of group work before individual work stage helps me to write well. การเรียนด้วยการรับฟังข้อคิดเห็นจากงานกลุ่มก่อนการเริ่มทำงานเกี่ยว ช่วยให้ฉันเขียนงานดีขึ้น				
23. I think that practicing writing in group is necessary for individual writing. ฉันคิดว่าการฝึกเขียนเป็นกลุ่มจำเป็นสำหรับการเขียนเดี่ยว				
24. I think that it is good to learn both content and language in the same lesson. ฉันคิดว่าเป็นการดีที่ได้เรียนรู้ทั้งเนื้อหาและภาษาในบทเรียนเดียวกัน				
25. This course provides enough opportunities for communication skills development. รายวิชานี้จัดให้มีโอกาสเพียงพอในการพัฒนาทักษะการสื่อสาร				
26. This course is a learner-centered because students learn by doing activities and exercises themselves. รายวิชานี้เน้นผู้เรียนเป็นศูนย์กลางเพราะนักศึกษาได้เรียนรู้โดยการทำ กิจกรรมและแบบฝึกหัดด้วยตนเอง				
27. I like the way that the teacher provides broad instruction because students are free to create the details of what they want to communicate. ฉันชอบวิธีการที่อาจารย์สอนให้ฉันรู้จักคิดเพราะฉันมีอิสระในการ สร้างสรรค์รายละเอียดต่าง ๆ ที่ต้องการใช้ในการสื่อสาร				
28. All activities are fun and interesting. กิจกรรมทั้งหมดสนุกและน่าสนใจ				
Teacher (อาจารย์ผู้สอน)				
29. The course content and teaching aids are prepared suitably. เนื้อหาในรายวิชาและการสนับสนุนการสอนได้ถูกจัดเตรียมอย่าง เหมาะสม				
30. Her teaching methodology helps students understand the lessons easily. วิธีการสอนของอาจารย์ช่วยให้นักศึกษาเข้าใจบทเรียนได้ง่าย				
31. Teacher is friendly and has a good relationship with students. อาจารย์เป็นกันเองและมีความสัมพันธ์ที่ดีต่อนักศึกษา				

Evaluation (การประเมินผล)				
32. Explaining the evaluation criteria before evaluating communication achievement is suitable. การอธิบายเกณฑ์การให้คะแนนก่อนเริ่มการวัดผลทักษะการสื่อสารมีความเหมาะสม				
33. The evaluation criteria are clear and suitable. เกณฑ์การประเมินผลชัดเจนและเหมาะสม				
Listening Achievement (ผลสัมฤทธิ์ทางด้านการฟัง)				
34. After attending this course, I still think that English listening is very difficult. หลังจากเรียนรายวิชานี้ ฉันยังคงคิดว่าการฟังภาษาอังกฤษยากมาก				
35. I think that I can listen English better. ฉันคิดว่าฉันสามารถฟังภาษาอังกฤษได้ดีขึ้น				
36. I feel confident in listening to others speaking in English. ฉันรู้สึกมั่นใจในการฟังคนอื่นพูดเป็นภาษาอังกฤษ				
Speaking Achievement (ผลสัมฤทธิ์ทางด้านการพูด)				
37. After attending this course, I still think that English speaking is very difficult. หลังจากเรียนรายวิชานี้ ฉันยังคงคิดว่าการพูดภาษาอังกฤษยากมาก				
38. I think that I can speak English better. ฉันคิดว่าฉันสามารถพูดภาษาอังกฤษได้ดีขึ้น				
39. I feel confident in speaking with other people in real life in English. ฉันรู้สึกมั่นใจในการพูดกับคนอื่นในชีวิตจริงเป็นภาษาอังกฤษ				
Reading Achievement (ผลสัมฤทธิ์ทางด้านการอ่าน)				
40. After attending this course, I still think that English reading is very difficult. หลังจากการเรียนรายวิชานี้ ฉันยังคงคิดว่าการอ่านภาษาอังกฤษยากมาก				
41. I think that I can read English better. ฉันคิดว่าฉันสามารถอ่านภาษาอังกฤษได้ดีขึ้น				
42. I feel confident in reading any texts in real life. ฉันรู้สึกมั่นใจในการอ่านเอกสารต่าง ๆ ในชีวิตจริง				

Writing Achievement (ผลสัมฤทธิ์ทางด้านการเขียน)				
43. After attending this course, I still think that English writing is very difficult. หลังจากเรียนรายวิชานี้ ฉันยังคงคิดว่าทักษะการเขียนภาษาอังกฤษยาก มาก				
44. I think that I can write English better. ฉันคิดว่าฉันสามารถเขียนภาษาอังกฤษได้ดีขึ้น				
45. I feel confident in writing any texts in real life. ฉันรู้สึกมั่นใจในการเขียนเอกสาร ต่าง ๆ ในชีวิตจริง				
Additional comments and suggestions (ข้อคิดเห็นและคำแนะนำเพิ่มเติม)				
46. If this course is being provided in the future, I'd love to recommend it to my friends. หากมีการจัดการเรียนการสอนรายวิชานี้อีก ฉันยินดีที่จะแนะนำเพื่อน ของฉันให้ลงเรียนรายวิชานี้				
47. I think that this course is useful for communicating in daily life and my study. ฉันคิดว่ารายวิชานี้เป็นประโยชน์ต่อการสื่อสารในชีวิตประจำวันและการ เรียนของฉัน				

Part III: Suggestion about the course คำแนะนำเกี่ยวกับรายวิชา

Instructions: Please make comments on how your language skills can be assisted to develop more effectively.

คำสั่ง: กรุณาแสดงความคิดเห็นเกี่ยวกับการพัฒนาทักษะภาษาอังกฤษอย่างมีประสิทธิภาพ

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

****

APPENDIX G: Interview Questions towards Effectiveness of the CLIL Course

1. Are the objectives of the course suitable? Do they need to be improved? How? Which one do you like most or least? Why?

2. Are the course content suitable? Do they need to be improved? How?

3. Is the difficult level of the course suitable?

4. Are the language focuses of all units suitable?

5. Do you think that teaching through the CLIL suits your context? Why? If not, what are the obstacles? What is better than this?

6. Do you think that you have learned how to communicate? How about the teacher; how much have you learned from her?

7. What are the strengths and weaknesses of the teacher?

8. Are the evaluation criteria suitable? Which ones do we need to improve?

9. Is it suitable to inform the students about the evaluation criteria before doing the test?

10. After attending the course, do you think that speaking is difficult? Is it suitable to inform the students about the evaluation criteria before doing the test?

11. Has your speaking ability improved? After attending the course, do you think that speaking is difficult? Is it suitable to inform the students about the evaluation criteria before doing the test?

12. After attending the course, do you think that speaking is difficult? Is it suitable to inform the students about the evaluation criteria before doing the test?

13. Has your writing ability improved? After attending the course, do you think that writing is difficult? Is it suitable to inform the students about the evaluation criteria before doing the test?

14. Do you feel more confident about speaking in English? How? Why?

15. Do you feel more confident about writing in English? How? Why?

16. What are the benefits of this course? What should be improved? Do you feel more confident about speaking in English? How? Why?

VITA

Ms. Khwanchit Suwannoppharat was born on October 29th, 1980 in Songkla, Thailand. She graduated with B.A. in Political Science, minored in American Studies from Prince of Songkla University, Pattani Campus, and she is continuing the second B.A. in English from Sukhothaithammathirat Open University. She received her M. Ed. in TESOL from Universiti Sains Malaysia (USM).

She has been teaching English for almost 13 years in many levels. She started furthering her Ph.D. study in English as an International Language (EIL) at Chulalongkorn University in 2011. Then, she got a research grant from the 90th Anninversary of Chulalongkorn University Fund (Ratchadaphiseksomphot Endowment Fund) to support her Ph.D. research study. During her Ph.D. study she worked as a part-time English lecturer at Chulalongkorn University Language Institute. She also got the E-Teacher Scholarship Program 2014 granted by the U.S. Department of State to study a course of Summative and Formative Assessment in Language Learning and Teaching arranged by the University of Oregon, USA.