



IMPLEMENTING CLIL IN A THAI TRADITIONAL DANCE CLASS FOR
PRIMARY SCHOOL LEARNERS

CHAYANUN KLYLUMCHECK

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER DEGREE OF EDUCATION
(INTERNATIONAL PROGRAM)

IN TEACHING ENGLISH AS A GLOBAL LANGUAGE
FACULTY OF EDUCATION
BURAPHA UNIVERSITY

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วิทยาการบูรณาการในการสอนนาฏศิลป์สำหรับเด็กประถม



ชญานันท์ คล้ายลำเจียก

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ลิขสิทธิ์เป็นของมหาวิทยาลัยบูรพา

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The Thesis of Chayanun Klylumcheck has been approved by the examining committee to be partial fulfillment of the requirements for the Master Degree of Education (International Program) in Teaching English as a Global Language of Burapha University

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The purpose of the study was to explore the implementation of CLIL in Thai traditional dance in a primary classroom and to explore the use of Natayasub during the implementation of CLIL. The participants were twenty-three learners in grade four and they were purposefully selected. This study was a qualitative study using CLIL (Content and Language Integrated Learning) teaching approach to implement in the study with one sample group. The research instruments used for data collection were the lesson plans, researcher field notes, classroom video observation recording schema, and quizzes. Qualitative data were analyzed using the content analysis method to describe the data. Lesson plans and quizzes were used to explore the extended level of CLIL approach implemented in Thai traditional dance with primary learners and explored the improvement of learners' language competence after eight sessions. The qualitative findings showed that CLIL implementation was work in some aspect in an online classroom with fourth-grade learners in Thai traditional dance. The enhancement of learners' language competence has not appeared, and it is unmeasurable after the implementation of CLIL approach. Overview, CLIL approach might not be sufficient enough to implement in an online classroom with this sample group of the study.

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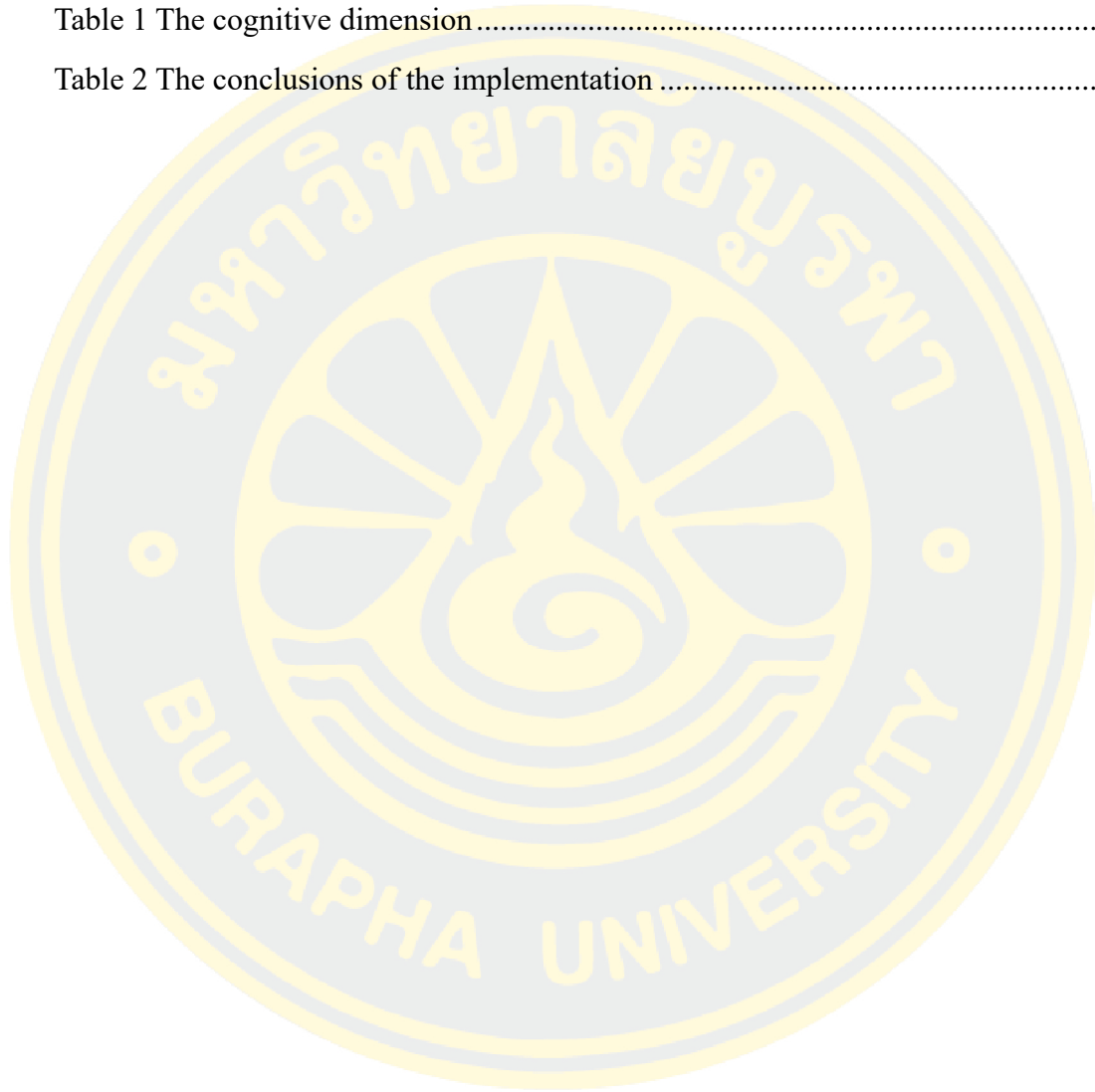
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CHAPTER 1

INTRODUCTION

This chapter presents nine sections to introduce the study as follows:

- (1) background of the study, (2) statement of the problem, (3) purposes of the study,
- (4) research questions, (5) conceptual framework, (6) contribution to knowledge,
- (7) scope of the study, (8) definition of the terms, and (9) chapter summary.

Background of the study

Multilingualism is increasing more widely in globalization. English in the current world plays a significant role in the skills needed for everyday life. Out of the 7,117 languages (Eberhard et al., 2020) English is the third most widely spoken language in the world today by the number of native speakers (Lane, 2023), and is commonly used throughout the world as a trade, science, and diplomatic language. Crystal (2003) noted that the population around the world, with different types of life, relies on English for their society and economy in terms of political life, business, safety, communication, entertainment, the media, and education, on the reason that the language has to infiltrate more deeply into the international territory. The majority of English users influences the global community, and the stereotypes of English has become the medium instruction for communication and discussion in terms of the world forum (Simpson, 2011).

The early spread of English as a world language was established in the times of the British Empire in two diasporas. The first diaspora consisted of a large number of English speakers that migrated from the British Isles to North America, Australia, and New Zealand in the 17th and 18th centuries. The second diaspora points out the spread of English to new communities that associated with English colonizers as a second or additional language (Jenkins, 2009). There are more than 50 countries that speak English as a First Language with approximately 320-380 million people (Crystal, 2003). Moreover, international organizations define English as the main language used to associate with the world, for example, the United Nations Educational, Scientific and Cultural Organization (UNESCO), Association of

Southeast Asian Nations (ASEAN), European Union (EU), United Nation (UN) and so on. Today, various populations add English to linguistic phenomena and use English alongside other languages (Galloway & Rose, 2015). By the year 2020, the British Council estimated that 2 billion people studying use English and the language will become the operating system of the global conversation (British Council, 2013).

Most ASEAN countries employ English as their official and working language. The ASEAN community is highly competitive in the labor market, which contains many types of professional skills. For example, medical services, dental services, nursing, engineering, surveying, architecture, accountancy and tourism (Fredrickson, 2016). Those require the use of English language skills as a tool to participate in the regional grouping. Based on the impact of the world language, The Ministry of Education (MOE) in Thailand realizes the need to increase Thai learners' language competence by applying the English program from a very young age at school to match the need in the ASEAN community as one of the respondents from Thailand stated that "to prepare for AEC we must try to develop more skills among employees, including ASEAN language skills, cross-cultural working skills, and management skills" (Aring, 2015).

The representative of English clarifies as a universal language which both native and non-native speakers use as equipment to lower the boundaries in language to reach a goal of the world oneness community. Thailand prioritizes on the advantages of English as Darasawang (2007) stated that learning English will become more widespread, which pronounced the increasing number of international schools, bilingual schools, international universities programmers and English courses at Thai schools and universities. That means studying English from kindergarten until the PhD level. Besides, from development on language competence in Thai education, cross-cultural working skills which is similar in terms of Glocalization is a combination of words 'globalization' and 'localization', so-called 'glocal' (global-local) in the sense of "think globally, act locally" (Caves, 2005, p. 307). However, the statistics of the 2019 EF English Proficiency Index stated that English proficiency in Thailand is very low and far behind many other countries. Thailand has dropped for the third consecutive year to 74th with a score 47.61 out of a total of 100 countries

(Education First, 2019). As a result, this indicated that developing language competence is still needed in Thailand. For this reason, The Ministry of Education (MOE) in Thailand apply English subject in the basic core curriculum and integrate English as a medium of instruction to collaborate with other subjects because English is considered as a lifelong learning passport for educational and employment opportunities (Fandrych, 2009).

Statement of the problem

In view of this, CLIL is one of the approaches that can be use in the implementation of a non-universal subject, in this case Thai traditional dance, in brief, “The Thai traditional dance drama is a symbol of the ancient and highly developed civilization of Thailand” (Wattanasombat, 1981, p. 1) that similarity in various forms of traditional Asian dance in term of gestures and movement, divided mainly in both types, high art, called classical dance and low art, refers to folk dance. Thai traditional dance can be seen as a form of Thai cultural identity, mostly appear in a large number of literature, paintings and sculptures to preserve the historical value. Prior research is attempting to study primary learners who learn Thai traditional dance. The missing area are in regular classroom from teachers and learners because a way of the Thai traditional dance teaching style in theory and practice focuses on teacher-center-learners-follow. First, in a view of theory, such as, using only textbook or explanation, learners found it boring and unmotivated. Second, practice, learners need to follow and imitate Thai traditional movements correctly from the teacher that led to a lack of creativity. Moreover, learners feel joyless because they do not have new creative activities in the classroom and they could not realize the advantages on learning Thai traditional dance. On the other hand, teachers’ perspectives towards learners, they pointed out that learner’s shortage of basic knowledge in Thai traditional dance, have difficulty through understanding, remembering and following the rhythm and movements. Male learners have the wrong belief that this subject is only for girls, and slow learners underestimate themselves which lead to a lack of confidence, positive attitudes and low self-esteem.

Based on these reasons, this study aims to investigate the implementation of CLIL in Thai traditional dance at a primary classroom to explore whether the CLIL approach is effective enough to enhance primary learners on language competence in Thai traditional dance in this integration. As mentioned above, this study aims to explore the use of CLIL in Thai traditional dance and the development of the use of additional language to see language competence in primary learners. According to the previous study on using CLIL approach to find the use of foreign language competence consists of the effectiveness and issues during the implementation.

As can be seen in the research of Latypova (2020) on the implementation of CLIL to develop language competence of students in Russian universities to justify the factors of efficiency of implementing Krashen's theory on the basis based on the idea of CLIL (content and language integrated learning). This study used questionnaire survey, a pedagogical experiment, correlation-regression analysis, and the principal component method (H5) to determine the findings according to the purpose of the study. The results have shown that a pedagogical experiment on the adaptation of the Krashen method confirmed the conclusion about the effectiveness of the CLIL approach in studying the English language. The average value of the indicator of integral language competence at the beginning of the experiment was 13.3 points. The 1st stage of the experiment, the level of language competence of the control group was 14.1, the experimental - 15.9. For students studying the CLIL approach, the level of complexity of educational material should be 2.5 times higher than the level of competence of students, for students studying at universities that do not use the CLIL method - 1.9 times.

The study from Coonan (2008) pointed out on the foreign language competence in a CLIL lesson. It mainly focused on the quantitative and qualitative analysis of oral data collected in CLIL lessons from five lessons in four Italian high schools. According to the data reported, the findings appear from the data collected, are not conducive to the promotion of the (oral) language competence of the pupils in the long run, unless certain features of teaching style in the CLIL lesson are changed. In addition, CLIL required the efficient organizing task in the CLIL lesson conducive to richer oral production on the part of the pupils.

Järvinen (2008) conducted a study to understand the issues in promoting language and learning in CLIL type provision in Europe. This study claims that according to the relevant research, language learning in bilingual education could be improved by intensified explicit language teaching. For instance, more explicit focus on form, more collaborative focus-on-form tasks, extended and challenging oral production, and focused use of first language in class. In addition, the proposed model for language in content instructions suggests that explicit language teaching be linked to general and specific thinking skills.

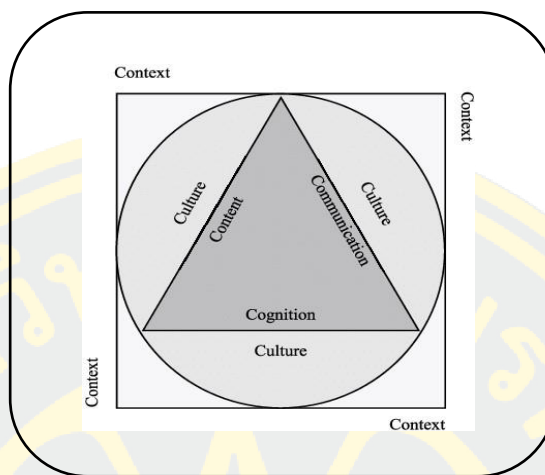
Purposes of the study

1. To explore the implementation of CLIL in Thai traditional dance in a primary classroom.
2. To explore the use of Natayasub during the implementation of CLIL.

Research questions

1. To what extent does CLIL implementation support the development of the 4Cs?
2. How does the implementation of CLIL enhance primary learners on language competence in Thai traditional dance?

Conceptual framework



The 4Cs framework for CLIL
(Adapted from Coyle et al., 2010)

Figure 1 Conceptual framework for the study

In Figure 1, the conceptual framework of this study is Content and Language Integrated Learning (CLIL). This term is very well known for using a foreign language as a medium of instruction to teach and learn both content and language. CLIL attempts to support second-language learning and gives favor on first-language (Mehisto et al., 2008). The essential role of implementing CLIL should be taught in a meaningful way that leads learners to adapt well to learning the language. In the view of a naturalistic environment, the teacher and learners both used a language as a tool for learning. Additionally, through a process of teaching and learning interaction is a key to success. CLIL enables students to adapt in a different situation and appropriately use it in all educational level, for example, preschool, primary, secondary, tertiary (higher education), and vocational. The integration of the CLIL approach can be applied to various content or subject, for instance, mathematics, science, computer, business, geography, physics, art, and so on. To implement CLIL effectively, there are four principles known as the 4Cs framework adapted from Coyle et al. (2010) which are Content, Communication, Cognition, and Culture. Content refers to knowledge and skills progression;

Communication is a language used to communicate and learn the content; Cognition for CLIL is the higher order thinking or understanding skills; Culture is to foster learner self-awareness, respect the otherness to enhance international understanding. These four major components are advantageous to use as fundamental planning to design a lesson plan for the CLIL classroom.

In brief, the CLIL approach can be effectively used to encompass learners to the target content and language learning including enhancing learners' self-awareness, respectfulness, and multicultural understanding in a diverse aspect. In the CLIL approach, Thai traditional dance is one of the non-universal subjects and applied in the curriculum as a compulsory subject in Thailand. CLIL will be used to implement in content classroom and represents content knowledge teaching through a foreign language. The expectation of learning outcomes in Thai traditional dance subject are the learners' potential to perform Thai traditional dance gestures correctly and beautifully. Learners need to be able to describe each gesture in a foreign language well enough. They need to understand the information in the topic and realize the learning value of this content. To achieve the teaching objectives the teacher will evaluate learners by using performance assessment and naturalistic observation to see the results in their context naturally.

CLIL 4Cs framework with Thai traditional dance subject, CLIL (Content and Language Integrated Learning) is a teaching approach that contains the 4Cs framework: Content, Communication, Cognition, and Culture. The 4Cs framework will be used as a main idea to create CLIL lesson plans for this integration. Thai tradition dance come into account as a content subject that will be used to teach fourth grade learners in CLIL class. The effect of a long history of Thai traditional dance came from India and spread throughout Burma, Cambodia, Thailand and some other parts of Southeast Asia in term of gestures. Since Thai traditional dance extended to Thailand the dance move and performance were recreated, adapted and emerged in Nanchao or Sukhothai period. Later, Thai traditional dance came a long way during the Ayutthaya, Thonburi, and Rattanakosin periods. According to the various evidence, Thai traditional dance in Thailand was recreated based on the adaptation of dance statue of India, the dance moves and choreography were inspired by the nature of Thai ceremonies. The dance and performance were

preserved and passed through generation by generation and became the culture and identity of Thailand the same as other traditions around the globe. This study is interested in using a non-universal subject to implement in CLIL with English to teach fourth grade learners and explore the finding and the use of their language competence during the process.

Contribution to knowledge

The findings of this study are beneficial for both teachers and learners themselves, on the reason that Thai traditional dance boosts a positive environment in the classroom context that will encourage learners to be aware of Thai traditional dance and Thai culture. Moreover, learners can have a chance to share Thai traditional dance and Thai culture in globalization. In CLIL, classroom learners have an opportunity to communicate with the target language by participating and interacting in group activities between learners-learners and teacher-learners. This will lead to successful ways of improving the target language through content-driven language competence in their proficiency level. The CLIL approach enhances learners' motivation and assimilates the western culture by using English to receive the international experience. Moreover, learners gain more self-awareness to engage in an intercultural context, be more tolerant, and be respectful to understand the otherness in different types of identity that come from another culture confidentially and appropriately.

Additionally, this study could be a model of integrating English in a non-universal subject that is not present or well-known globally in the education system. This study encourages the use of creativity, preservation, and belief. It will be beneficial for those who are interested in this field because it shows the flexibility on the implementation of CLIL approach by inventing alternative ways to teach both content and language in a CLIL classroom.

Scope of the study

The participants comprised grade 4 learners at a private school in the eastern part of Thailand. The sample cluster in this study was one group of learners at the primary level and consisted of twenty-three pupils, including boys and girls between the ages of 9-10 years old. The participants were purposefully selected because they were willing to participate in this study. The participants attended this approach for eight sessions in total. The CLIL approach was applied for approximately 50 minutes each time with one group of participants during the study.

Definition of terms

There are several different key terms in this study, to better understand, the definition of terms is as follows.

Content and Language Integrated Learning (CLIL) is a teaching approach that was implemented in Thai traditional dance subject with grade 4 learners in one sample group at a private school, which consisted of the 4Cs framework: Content, Communication, Cognition, and Culture. Content refers to Natayasub and standard Ramwong songs as the main content of the lesson plans. Communication is the negotiation process; learners will be brainstorming, discussing content to complete the tasks and acquire new words that occur in the classroom. Cognition is a low and high-order thinking that learners will use to apply the additional language to the content and create new dance styles related to Thai traditional dance. Culture represents learners' respect and awareness of the otherness in various aspects that lead to the different types of opinions that all learners express while the learning process.

Content is the heart of the learning process, which could be seen as the subject matter. According to this study, the definition that content learners need to study the meaning of the word "Natayasub" and standard Ramwong songs' history, including the various elements of Natayasub postures. Learners need to practice three performances of standard Ramwong songs to perform dance moves in class. Moreover, content refers to the use of Natayasub postures those learners found from three performances of standard Ramwong songs.

Communication refers to learners' interaction and the progression in language using and learning. It involves learners using English to negotiate over content driven. Learners are brainstorming, discussing, and answering questions about Natayasub and standard Ramwong songs content. They need to use basic conversation and input vocabulary needed to learn content to complete tasks activity. Learners are expected to present their work and described them in the English language because communication refers to the use of additional language in classroom discourse.

Cognition refers to learners' capacity to hypothesize, analyze, distinguish, and accept challenges from creating new knowledge. It challenges learners to create new knowledge through reflection and engagement in high-order as well as low-order thinking skills. For example, learners need to differentiate the similarities and differences between Natayasub postures, by discussing the use of it or the diverse position to locate them around their own body and the body of others.

Culture in this study refers to the awareness and respect of self and others, obtaining both similarities and differences opinions that will be expressed through the learning process in CLIL class. Learners need to be open-minded and accept the CLIL online classroom rules capable to be one member of the group.

CLIL online classroom is the CLIL lesson plan implemented in online classroom by using google meet online platform. The characteristic of the CLIL classroom relies on flexibility and positive reinforcement to encourage and reward risk-taking in learners that they have the right to make errors or mistakes. Teacher and other learners should avoid being criticized or ridiculed for their attempts in using content and language in the classroom. The teacher provides opportunities for learners to use additional language to negotiate with the teacher and their peers to give first the partially right answers and then follow by the right answers later, without hesitation on perfect grammar. At the same time the teacher will support the language immediately, as it is needed.

Thai traditional dance is a non-universal subject that will use as a piece of content knowledge to teach alongside English in the CLIL classroom context. This study refers to Natayasub lesson in a Thai traditional dance classroom that teaches in English. Natayasub is a specific basic terminology that is used to describe body parts movement and particularly, communicate in Thai traditional dance society.

‘Nataya’ refers to histrionics and ‘Sub’ refers to terminology. Natayasub exists in the Thai traditional dance subject which is considered a fundamental basic Thai traditional dance training that creates a posture in all performances.

Language competence is a primary learner’s ability to effectively use English in CLIL classroom practice, learners are able to understand the knowledge of English, use English to describe, present and sequence Natayasub postures, e.g., Chip Ngai, Chip Khwam, Chip Song Lang, Chip Prok Khang, Wong Bon, Wong Lang, Wong Na that the learners will find out from three standard Ramwong songs at the end of some CLIL lessons. During task completion, learners need to use English as a tool to communicate with the teacher and their peers in the classroom.

CLIL implementation in this study refers to the use of CLIL as a teaching approach. Aiming to explore the implementation of CLIL in Thai traditional dance with fourth grade learners. It includes the use of Natayasub during the implementation of CLIL in order to explore the primary learners on the development of their language competence in Thai traditional dance during the process. The possibility of the integration of English and Thai traditional dance into Thai traditional dance class could be possible in diverse learning context. CLIL could be implemented in Thai traditional dance with learners of all ages because of the flexibility of the content and approach. The findings of data of this study will be described as a general view to understanding each aspect after the implementation procedure.

Chapter Summary

This chapter outlined the reasons why is it challenging and interesting to implement the CLIL approach in a Thai traditional dance classroom with primary learners. Prior research has shown that CLIL is flexible and can be adapted to various content with any type of additional language. CLIL is mostly used in universal subjects and rarely suggested in a non-universal subject, at this point, this study needs to create a way of learning by teaching Thai traditional dance in English. Based on the findings, this study was willing to fulfill those missing points to find out whether CLIL can be successful in this integration. Concentration in the next chapter, there will be some related theories, principles, and studies which I relied on.

CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to provide an overview of the literature and previous studies related to the topic of the Content and Language Integrated Learning (CLIL) approach. For a better understanding, this chapter is made up of seven sections: (1) Content and Language Integrated Learning (CLIL) (2) the fundamentals of CLIL (3) the characteristics of CLIL (4) Thai traditional dance (5) language competence and (6) related research.

Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is an educational approach for learning and teaching a content subject through the use of an additional language. It is dual-focused to achieve the learning outcomes equally of both content and language. The pre-history concept of learning content via foreign or additional language has a long history dating back 5,000 years. The Akkadians conquered the Sumerians (modern-day Iraq), according to the impact of this circumstance required the need of learning the local Sumerian language. The Akkadians used it as the language of instruction and taught various subjects, such as theology, botany and zoology (Mehisto et al., 2008), which can be seen from the perspective of the true basic principles of CLIL. Step further toward the situation as the Roman Empire expanded and absorbed Greek territory. Influencing local lived experience in language and culture, around two thousand ago, families in Rome realized that their children needed to be educated well in Greek to assure they have acquired the language to open more doors on the social life and vary opportunities on the profession. Including spending time living in Greek-speaking educational society to reach the goal on future lifestyle (Coyle et al., 2010).

Through the historical experiences there has been evidence for the centuries of individual groups living in the past. Those groups from privileged specific social groups or elite backgrounds educated themselves by using a foreign language to learn content and use their bilingualism, multilingualism, or even plurilingualism as a

survival method to be a part of the global community. The need to design content and language-integrated programs has naturally given rise to various geographic, demographic, and economic issues. The attempt to make use of a multilingual program aims to provide children with bilingual instruction to acquire authentic communication and understand the language user in a specific area. One of the first programs in 1965, known as a French immersion program in Canada. A group of English-speaking parents who lived in the French-speaking Canadian province of Quebec, became aware that their children would be at a disadvantage in their life if they were not fluent in French. Later on, the English-speaking parents encouraged the emergence of a language-immersion program to let their children step into the educational system that teaches content subjects in French. Based on this situation, it would give their children an equal opportunity to become expert in the use of French L2 and their mother tongue L1. With the immersion school their children can gain the linguistic, cultural competence for increased social, economic and political power (Baker, 2001). The term immersion was used as a synonym for bilingual education, later on in the 1970s and 1980s (Hanesová, 2015).

The LAC (Language Across Curriculum) movement originated in London, England, during 1966. There was a discussion among a group of English secondary teachers about the role of English lessons, they found it “impossible to confine their study to English lessons alone.” They said that “We found ourselves discussing the relationship between language and thought, how language represented experience, the functions of language in society, different kinds of language and how they were acquired ... the nature of discussion and group dynamics...” (Parker, 1985, p. 173 as cited in Pokrivčáková et al., 2015, p. 9). For that reason, the idea of LAC was born, with a view that children should be able to make sense of their school experience and become confident to use the language throughout the school day. The LAC movement began in England and spread through Australia and Canada, including the supportive network from the specific group during the development process. The success of the programs provides learning procedures in both the diversity of content and foreign language, caught the attention of Europeans interested in language policy, to apply in this circumstance and lead to the awareness of the integration with content and language.

In 1978, the European Commission (EC) announced a proposal aimed at “encouraged teaching in schools through the medium of more than one language” (Coyle et al., 2010, p. 8). This can be seen as a landmark for CLIL to develop across the continent. Later on, in 1983, the European Parliament (EP) called for the European Commission (EC) to “forward a new program to improve foreign language teaching” (Marsh, 2002, p. 52). From the years on, due to the concern about the educational development in various teaching procedures. Most of the schools in Europe began to teach content subjects through a foreign language, from 1990 onward. The use of the term CLIL became a major educational initiative among the European Union (EU) (Pokrivčáková et al., 2015), and in the last two decades, CLIL has been widely used and expanded throughout the primary and secondary schools.

During the 1980s and 1990s, the characteristics of CLIL emerged in several language programs, applying similar principles through the integration of content and language use in the teaching and learning process. The acronym CLIL (Content and Language Integrated Learning) was adopted by David Marsh in 1994, in the area of multilingualism and bilingual education. First, at the Finnish University of Jyväskylä, Finland (Marsh et al., 2001), and in the European context to design a better practice on teaching subjects in an additional language, in the diverse types of school environments to achieve the equally high degree of learning outcomes. Marsh stated that, the fundamental concept of CLIL is based on the experience of the French immersion program in Canada and the LAC (Language Across Curriculum) movement in London. The driving forces of CLIL throughout Europe support the need for language teaching and learning that impact globalization in the 21st century. The development of CLIL in European countries, at first, the highest level for those who respond positively to the implementation of CLIL in primary and secondary schools are Finland and the Netherlands. Afterwards, it continuously spread in other countries, for instance, Hungary, Czech Republic, Germany, Poland, Slovakia and more (Pokrivčáková et al., 2015).

The English acronym CLIL is used in numerous countries, for example, Romania, Latvia, Sweden, and Turkey. However, some other countries created their own name and acronym. In France, it is called, EMILE (Enseignement d'une Matière

Intégré à une Langue Etrangère). This is used in Bulgaria as an official term in the educational field as well. Spain uses AICLE, which refers to Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (Quartapelle, 2012). These official names and acronyms in each country follow the same concept of teaching content in a foreign language in CLIL. On the far side of Europe, the world is changing faster than ever before. The economic competition is rapid growth over the continents and it impacts the increasingly multilingual communities. This means that the demand for using English or another universal language is required to communicate in society on the target content, to reach the ultimate goal, to understand one another in a similar direction. The best way to prepare our children in schools and universities context is to provide them a significant potential to support the need in the labor market. In this perspective, it is in concerned about which educational approach is good enough to make our children ready, so the spread of CLIL supports the need.

Based on this situation, CLIL started to be implemented in the Asia context (Yang, 2016), after the European countries. In Vietnam CLIL is widely used in the educational system. This country is attempting to develop their children to use English confidentially. As can be seen in the study of Thuy (2016), the aim of using the CLIL approach in this study is to enhance the foreign language competence of the Vietnamese population under the project of MOET (Ministry of Education and Training). According to the results, most Vietnamese learners have learned English for many years but they cannot use the language for basic communication. So, for this reason, CLIL is going to be one of the tools to solve the problem. However, during the implementation process, CLIL still has some blind spots to reconsider. The first point is the teacher perception and readiness, the results have shown that most teachers think CLIL provides various advantages to their learners in terms of the capability to use English in daily life communication. Learners acquire more useful knowledge in English on the internet, prepare for study aboard and more. On the other hand, teachers also face difficulties applying CLIL in the sense that the proficiency level of their English is more important than pedagogic methods. CLIL needs corroboration from both content and language teachers for the learning outcome.

The utmost discussion is that CLIL still lacks quality teachers who can teach content and language effectively. Second, learners' readiness to reach a high success rate in CLIL depends on learners' or teachers' language competence. In classes the multilevel of English is an unavoidable challenge that teachers need to handle because learning CLIL is content driven but in reality, additional language is always used to run the content and activities in the classroom. Which means that lower L2 competence in some learners might affect their receiving in content as well because in CLIL language basic English and academic English are different, so learners need more time to achieve academic English. Another focus is the appropriate ages of CLIL learners because if the learners are a bit older the product of their English is already from traditional teaching. Last, is the lack of CLIL material, teachers need to create their material, for instance, translating the Vietnamese textbook into English, making authentic material related to the content, etc. So, this is only one piece of the puzzle in general that Vietnam described CLIL.

In Asia, CLIL remains a famous education system to develop language proficiency and confidence. Thailand also pays attention and attempts to develop the use of English globally. According to the teaching English reform policy, the Ministry of Education promotes the use of The Common European Framework of Reference for Languages (CEFR) as an assessment tool to access the proficiency level in English. This framework separates the proficiency level into groups A, B, and C. First, group A refers to Basic User divided into level A1 (Breakthrough or beginner), A2 (Waystage or elementary). Second, group B is Independent User which contains levels B1 (Threshold or intermediate) and B2 (Vantage or upper intermediate). Last, group C means Proficient User which has 2 levels – C1 (Effective Operational Proficiency or advanced) and C2 (Mastery or proficiency). Moreover, this new policy focuses more on Communicative Language Teaching (CLT) to increase the 4 skills (listening, speaking, reading, and writing) and encourage the standard teaching approach. Extend the English programs, for instance, International Program (IP), English Program (EP), Mini English Program (MEP), English Bilingual Education (EBE), and English for Integrated Studies (EIS). The new policy also encourages the school to establish an English camp, English zone, and English day to enhance learners' language skills. In addition, the Thai government is attempting more on

using e-content and learning applications, so, learners can explore wider information that benefits them (Office of the Basic Education Commission, 2013). Based on the new policy, Thailand is attempting to develop language use in learners, and this is a challenging process. Thailand is trying to implement CLIL in the Thai classroom context. Based on the results, the majority of Thai learners have a low level of English, even if they have been studying English as a compulsory and elective subject for 12 years. This considers that CLIL provides various advantages to their learners, increasing learners' intercultural understanding, international experience, life-long learning, and survival skills to use language in real life because CLIL focuses more on meaning and fluency than accuracy, which comes from the use of the target language.

The issue with the implementation of CLIL in the classroom is the lack of qualified teachers, who can teach both content and language. Teachers who are responsible for teaching CLIL find it difficult, also there is little CLIL teacher training and CLIL experts are required. The main reason is that Thai learners rarely use the target language outside the classroom because Thai society mostly uses Thai as an official language to connect (Suwannoppharat & Chinokul, 2015). On the other hand, the CLIL approach is still a debatable topic. Some results from CLIL implementation explain that the CLIL approach still has some blind spots when it comes to the anti of CLIL discourse. As can be seen in this study, the six paradoxes are discussed on the impossible results of the CLIL approach which are (1) The political paradox, they still have political barriers. (2) The cultural paradox, some countries have no language learning tradition and they simply cannot speak a foreign language. (3) The institutional paradox, some of the teachers' attitudes toward CLIL is that this approach is not going to work and are against it. (4) Structural and social paradoxes, in the structural part you will not find qualified teachers who will work for you and in the social part, CLIL approach is appropriate only for elite children. (5) The organization paradox, schools use the CLIL approach as a marketing strategy to attract more customers. (6) The (language) pedagogical paradox, learners will not develop language competence and teachers are not willing to participate to apply this approach (Chopey-Paquet, 2008 as cited in Van de Craen & Surmont, 2017). Even if there is some bias on CLIL the majority of the results of CLIL remain possible results that CLIL has made.

The core principles of CLIL pedagogies focus on a meaningful environment, learning content through interaction, and scaffolding technique that uses language support. In CLIL practice the challenge is that learners might face terminology issues because it could affect learners to receive the content knowledge, so, the translanguaging pedagogic approach can be used to support learners' linguistic knowledge. Learners themselves will see the language as one single picture both their L1 and L2 and they can acquire new knowledge that builds up from their previous knowledge to increase both content and language (Van de Craen & Surmont, 2017). The brief history of CLIL has created more sense of the reasons and advantages of this educational approach.

The fundamentals of CLIL

The strategy of CLIL, follows the 4Cs framework that was developed from Do Coyle (Coyle et al., 2010) as a principles structure form, with four main components of CLIL, which are Content, Communication, Cognition, and Culture. It aims to describe the integration on content knowledge and foreign language, which is not a mother tongue. This framework claims as theoretical bases of the approach. To better understand the explanation for these four elements are as follows.

Content can be explained as a subject matter and refers to the heart of the learning and teaching process, for the learner to acquire new knowledge skills. According to their level, learners should be able to understand the content well. On the other hand, to make it a success, content is a planning process or the project theme in the CLIL approach. Content is part of a dual focus that will get along with the use of additional language, as a vehicle to input and develop content knowledge. Content is not only the learners receive the knowledge or skills but learners are able to create their knowledge, understanding, and develop their learning skills.

Communication is an interaction or classroom discourse between two sides of the conversation in the classroom, with the teachers and learners or learners and their peers. In this context, CLIL classrooms encourage and challenge learners to make use of language, while they learn the language. As always say, learn as you use, use as you learn. The use of language in the CLIL classroom goes beyond the grammar rules to enhance the confidence in learners to communicate with their

language. CLIL approach sees the additional language as a learning and communication tool to construct knowledge via interaction throughout the learning and teaching process.

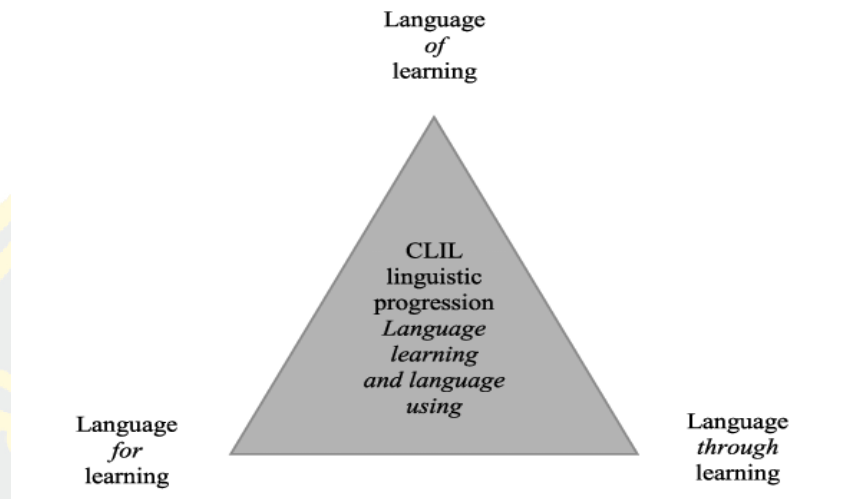


Figure 2 The Language Triptych

(Source: Coyle et al., 2010, p. 36)

The area of communication in the CLIL context caught the attention of these three dimensions, the language triptych (Figure 2). The branching in this concept can be described as the ways it uses and needs in CLIL lessons, to foster learner's ability to achieve language competence by learning new knowledge, to acquire new linguistics and foster learners to react in the content classroom, that will lead to the ultimate goal to acquire the additional language. These three different types of language triptych will be explained in detail as follows.

Language of learning in these types of language, learners needed to access basic concepts or the subject theme related to the topic, to receive new vocabulary, phrases, sentence structure, expression, and language for defining and describing that are necessary to study specific content and language in CLIL lessons. The purpose in this concept is to empower learners to use language appropriately in a meaningful way based on the content knowledge.

Language for learning is the language that learners need to use as a communication tool in the foreign language environment. Teachers need to support learners to develop skills, for example, encourage learners to work in pairs or work

in a group, asking and answering the questions, language for debating, thinking in the foreign language and more. To use the CLIL language successfully comes with the process of planning. The teaching and learning for each lesson to use as a guideline to create an effective classroom context for learners to use additional language.

Language through learning is the kind of language effectively used in the learning process that refers to language and thinking. In the CLIL setting, the emergence of a new language needs to be focused on because it will lead to linguistic development. Once learners learn the new areas of knowledge, they will acquire the new meaning of the language and enrich their high-order thinking process by themselves, as they continue their further development of language.

In addition, according to the proficiency for language use in CLIL setting. There are two terms presented in Cummins (1979), that attempt to describe the distinction between two dissimilar terms. The first term called BICS, stands for, Basic Interpersonal Communicative Skills. It is related to language use in everyday life and it does not require the cognitive demanding, which can see in a view of Language for learning from language triptych. It has to be as a general communication or interaction that is used in our life, to achieve the similar understanding when negotiating. The second one, known as CALP, means Cognitive Academic Language Proficiency and it encourages learners to use the language at the level of academic and cognitive demand, or see the language as equipment for learning a specific topic. In language triptych, CALP is linked with Language of learning and language through learning because learners will use a set of knowledge structures to clarify, describe, and evaluate their opinion on the complexity of the topics.

Based on the different characteristics of BICS and CALP, in 1984 Cummins developed a matrix (as cited in Coyle et al., 2010) and later, Coyle adapted to the CLIL matrix. This concept is used to evaluate and measure the relationship between language and cognitive demanding in learners. The adapted concept framework is as presented.

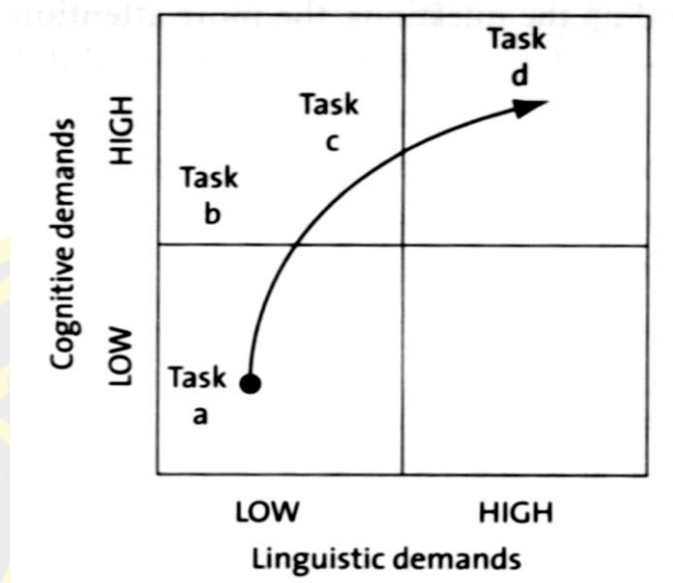


Figure 3 Auditing tasks using the CLIL Matrix

(Source: Adapted from Cummins (1984), Coyle et al., 2010, p. 68)

Coyle explains that the CLIL Matrix is a benefit for teachers to monitor the demands of these two different variables linguistic and cognitive. The CLIL matrix can be well defined so that the language level of individual learners will not be the same as their cognitive level. CLIL teachers need to assess the deep understanding of language and cognition of learners to prepare the lesson unit and evaluate the activities to match learners' needs. This task presents the route from low to high linguistic and cognitive demands. Task (a) aims to boost learners' confidence by using basic work. Task (b) pays attention to recycled language by introducing concepts to develop new knowledge. Task (c) continuous input of new knowledge requires effective activity. Task (d) gathers new content and new language when learners engage in group work supported by the teacher and technology. This concept is useful for teachers to make a balance between both types of demand.

Cognition refers to a critical thinking and learning process, learners need to understand the target content in such a way that they can use that to create their interpretation related to the topic. CLIL setting should be challenging to foster learners one step further on the creativity and be confident to express their ideas.

The teacher needs to develop learners' high order thinking skills in a teaching and learning context because it will empower learners in problem-solving skills and accept all the challenging tasks to get over it. The successful CLIL setting comes along with cognitive engagement. Learners need to be engaged in the social setting, to develop their skills and become a part of globalization.

Culture is a significant aspect; it relates to the entire concept of the CLIL lesson. The link among these elements provides the whole picture in such a way the classroom content is all about the fundamental aims to create a sense of international understanding, plurilingual competence and raise the awareness of pluricultural to reach the ultimate goal on learners' intercultural understanding. Once learners understand the concept, they will become more tolerant, understand and respect the otherness and become a valuable person in the global context. CLIL teachers can create a classroom atmosphere relevant to the use of foreign languages because the language that is used to learn in class represents the holistic view of culture. Learners are encouraged to adjust and develop their understanding of the diversity of cultures by interacting through the teaching and learning process.

CLIL lesson plan is a process in which the teacher needs to plan the lesson to match the content that is related to the 4Cs framework, which is the core principle to design the CLIL lesson. The CLIL lesson plan not only consists of the 4Cs alone, the effective CLIL lesson plan needs to be curious about the teaching aims that refer to the target teacher themselves to navigate the direction of their lesson, to reach the goal of their teaching. The teaching objective is one of the most significant features, which means that at the end of each class, the learners should be able to reach the ultimate goal of the content lesson and it would be useful for the teacher in their further decision to design the course. In the area of the 4Cs framework, Content is related to what the learners will be studying in each class period. Communication can be considered as three types of the language. Language of learning refers to the vocabulary related to the topic. Language for learning is the ability to use the language, the communication to complete the task in the CLIL class. Language through learning is the new language knowledge that occurs naturally during the class implementation. Cognition refers to a high order thinking skill that the learners need to have to evaluate their work to the class. Culture is fosters learners to respect the

otherness or the differences from another person and be open to the varieties of opinions. Moreover, in the CLIL lesson, teachers need to be aware of the learning outcome and which refers to what learners will be able to do by the end of the lessons. The assessment criteria are the area that helps the teacher to assess the learners on how well they are after the class lessons. Material that will be used in CLIL lessons sometimes teachers need to prepare by themselves, to match the teaching objective and it will be planned in the CLIL lesson plans. Another view is that teachers and learners need to support each other in terms of the scaffolding procedure. Teachers need to support learners on their language needs to convey the CLIL class. The group activity that the teacher plan in advance on the CLIL lesson plans, and the language that is needed to complete the assignment in each section. So, the details of the CLIL lesson plan need to be considered.

The characteristics of CLIL

The representation of the 4Cs framework is a fundamental part of CLIL. There is some area mentioned in the core features of the CLIL approach (Mehisto et al., 2008) to present the main characteristic of CLIL as a whole, to make or shift the connection from theory to practice, as follows.

There are multiple foci in CLIL approach, the aims are to integrate content knowledge or subjects to match with the use of foreign language in the CLIL context. Organize teaching and learning through cross-curricular projects and theme to support language learning and teaching in content knowledge classes. Besides, supporting content learning in language classes and encouraging the reflection on the learning process as well.

A safe and enriching learning environment with the use of different strategies, in terms of routine activities and classroom discourse. Displaying content and language, creates a meaningful environment in the classroom setting, to increase learners' confidence and language awareness to use in content class.

Authenticity is the core concept; it happens when learners educate themselves or receive information from the teacher in a content class by using tangible materials or current sources. The teacher makes a connection in learning based on learners' interests to their real-life experiences. Teachers create the

opportunities for learners to exchange the content by using foreign language with other speakers who also use the CLIL language.

Active learning is the learners-center concept, learners learn by doing or acting in the teaching and learning procedures. This concept enhances learners to create an active role by favoring pair work and group work. Learners are the ones who communicate more in the content class. The teacher acts as a facilitator to support learners' needs with both language and content.

Scaffolding refers to a vast technique that teachers use as a tool to extend learners' critical thinking skills and their creativity, to challenge them to step out of their comfort zone in the learning process and "scaffolds are designed to provide just enough support for learners to succeed in a task in which they would not succeed without a scaffold" (Schroeder & Müller, 2015, p. 37). This means that learners would be successful, if they did not face a challenging task alone. Besides, they expand their comfort zone with the one who can go hand in hand with them.

This strategy is all about helping learners to take action. It comes with the term that Vygotsky called the Zone of Proximal Development (ZPD), which refers to "the distance between the actual developmental 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 peers" (Vygotsky, 1978, p. 34). The term ZPD helps learners to step further from their current knowledge across the border to a more advanced level in the learning process along with support from their teachers or an expert. In addition, to succeed in the scaffolding technique learners are in demand to achieve language skills, which are related to the study from Krashen called The Input Hypothesis, which stated that "humans acquire language in only one way-by understanding messages, or by receiving 'comprehensible input'" (Krashen, 1985, p. 80). This input comes with the $I + 1$ concept, defined as one step above forms the current ability in learners. The linguistic structures will be acquired effectively through the input. This concept is the key factor of the second language acquisition (SLA) to support language competence, acquiring L2 in a CLIL setting successfully. It involves the use of classroom interaction that could see in a view of negotiation of meaning. It refers to the communicative ability to negotiating the meaning that needs to develop in a CLIL

context. This facilitates learners to focus on the language meaning that use to describe the content rather than the perfect form of grammar. At this point learners will step out of their comfort zone successfully.

Co-operation is a process of planning, for instance, courses, lesson unit, themes of the topic, the content that is related to learners' capability, useful materials, evaluation, the level of the demand in language and content and the gap in the content to make a link between language and culture, etc. This needs to be done with the cooperation among CLIL and non-CLIL teachers. The parents are the one area that needs to be in concern because the schools need to choose the right direction about learning outcomes to parents. To connect learning to real-life experience, need help from the local community to make it possible.

The core feature of the CLIL approach is a useful concept to use as a guideline in a real context to boost effective learning outcomes. It will assist teachers to make the right decision when attending to the real classroom environment because putting it into practice requires a lot of preparation.

The plenty context of CLIL implementation in subjects could be discussed in so many aspects. Prior research was conducted about the implementation of CLIL in subjects in diverse content and language with all kind of students or groups of people. The study of Zindler (2013) explored four different case studies from four school contexts and all cases were set in English secondary state schools. This study was interested in the integration of the CLIL approach with PE (Physical education) in England an Exploratory Study. These four cases consisted of (1) Case A: The Transition Model or "Everything we did, we worked together" (2) Case B: The Medium-term Model or "Blurring the line between what's a PE lesson and what's a language lesson" (3) Case C: The Immersion Day Model or "It's different and that makes it more exciting" (4) Case D: The Key Stage 4 Model or "Learning in a practical way". The data was analyzed by case study in the grounded theory to interpreted the data from the observation, video recorded, interview, semi-structured interview, focus group interview, school documents, students' work and exams, etc. to explore how CLIL be implement as a content with language in PE. The results have shown that none of the projects used the term CLIL as a label. All projects were initiated by language teachers and instrumentalist sport for language learning without

PE staff being involved in the project. CLIL has the potential to raise learners' motivation and can offer kinesthetic learning experiences.

Cabezuelo and Pavón (2019) studied and analyzed mathematical word problem solving with secondary education CLIL students: a pilot study. The objective of the research was to investigate the extended use in second language in math tests influences bilingual education learners' process of word problem solving in a mandatory secondary education school on the implementation of CLIL approach. The reading comprehension level was analyzed using a standards-based assessment and the questions used in Program for International Student Assessment (PISA) tests. The study used three instruments to collect the data, which were a reading comprehension level test, a questionnaire, PISA word problem test. The raw data were analyzed through one-way or two-way ANOVA tests. The results reported that solving word problems is not only affected using L2, but also depends on the mathematical difficulty, irrespective of the students' level of language proficiency and the interaction between linguistic difficulty and mathematical complexity is at the center of the issues affecting word problem solving.

De la Cruz-Cabanillas and Bedia (2022) conducted a study on the move: music and English together learn to effective CLIL. The study shed light on the introduction of music in a CLIL context, where English was used and explored to describe students' motivation and performance enhancement. The sample was students in a primary education in at a bilingual state school in Madrid. The data were collected and explored by using musical material with lyrics related to natural and social sciences in English with pilot study and target studies. The results were assessed based on musical intelligence, academic performance, self-assessment questionnaires, motivation and perception toward their learning activity. The overall results, students obtained better academic results in content areas taught through English when songs were incorporated to introduce the contents. They had positive feedback toward CLIL that integrated music as an introduction through natural and Social Sciences and English. In addition, students' perceptions towards subject areas were improved and students' motivation was increased because of interest of content driven.

The significance of CLIL (Content and Language Integrated Learning) teaching approach refers to the effective CLIL outcomes. Previous studies have analyzed and described the findings in varying aspects involving positive and challenging learning outcomes. The prior study of Pablo and Jiménez (2018) conducted a study on CLIL student motivation through an analysis of affective factors and their relation to language attainment. The purpose of the study was that CLIL positively influences students' affective stance. The study was designed to compare the interaction of motivation and language attainment (considering use of English, vocabulary, listening, speaking, and reading) between CLIL and non-CLIL learners. The 352 participants were selected from seven state schools and one charter school in the province of Seville both at Primary and Compulsory Secondary Education level. The findings indicated that in primary education, the results show that CLIL learners outperformed non-CLIL learners on all the subtests. In secondary education, there are statistically significant differences for all the subtests. Their means are always higher than those in non-CLIL programs and significant differences in favor of the CLIL learners increase at secondary level. The overall view can be argued that motivational variables can be considered covariates because they influenced students' language achievement.

The study from Valverde Caravaca (2019) was interested in effective questioning in CLIL classrooms: empowering thinking. The purposes of the study were to explore the types of questions teachers ask their students in CLIL classrooms and how they can optimize their use of these questions. The methodology used the CLIL approach in eight sessions among young learners the age of 9–10-year-old divided in an experimental group and a control group in CLIL classrooms in Murcia, Spain. The content that three teachers used as a question to ask students were natural and social sciences. The students' questions were analyzed according to the taxonomy to determine the cognitive and knowledge dimension. The findings reported that in both the experimental and control groups more than 50 percent of the questions required 'remembering conceptual knowledge', and around 20 percent of them implied 'understanding conceptual knowledge'. In addition, after this study decided to test the methodological proposal of effective questioning techniques increased the cognitive and knowledge demands of the questions posed by the teacher.

The outcomes appear that in parallel enabled students both to answer these higher-order thinking questions and to improve their grammatical competence in the target language.

Arribas (2016) shed light on analyzing a whole CLIL school: students' attitudes, motivation, and receptive vocabulary outcomes. The purposes of the study have a dual perspective looking at the motivation of students towards English and CLIL and showing students' receptive vocabulary outcomes. The sample group was 403 students distributed among the four compulsory years of Spanish secondary education in the age of 12-16-year-old. The participants were divided into two groups, CLIL and non-CLIL groups. This study collected the data by using questionnaire and two receptive vocabulary level tests (VLT 2k and 3k bands). The raw data had been analyzed quantitatively. The outcomes reported in several aspects, to begin with the students' views on CLIL, the first research question found that the answer was negative since according to more than 80% of the students, CLIL was not considered as a useful experience. The figure reported that the second research question appeared that after the implementation of CLIL students' skills development rested on listening and speaking. In the students' attitudes towards English aspect reported that CLIL students and non CLIL students hold very similar attitudes towards English language but the most motivated students, were obtained by CLIL students in the last year of Spanish Secondary Education: 4th ESO. The students' vocabulary outcomes, this aspect showed that both groups obtained higher scores in the VLT 2k rather than in the VLT 3k and differences between CLILs and non-CLILs were also greater in the former test. The aspect of relation between students' attitudes and vocabulary outcomes results showed that CLIL group scored higher in receptive vocabulary tests due to their higher motivation and the better the attitudes towards English the better the performance on the two bands analyzed from VLT test.

Thai traditional dance

Thai traditional dance in Thai is called ‘Natasin’ which is a non-universal subject that will be used to teach learners through a foreign language in CLIL (Content and Language Integrated Learning) classroom context. In Thailand, Thai traditional dance is one of the compulsory subjects that is widely taught at all levels in public and private schools. Thailand is a country located in Southeast Asia and has a long story about the tradition of performing arts for more than a century and is passed down through a generation. The process of being transferred is from numerous channels, for example, from words of mouth to literature, from a story of one person or family to an educational affair. Nevertheless, Thai traditions have survived and developed through the decadent and civilized era (Soongpankhao, 2019). Back more than a millennium, the Indian culture influenced and permeated into Southeast Asia in the period of 100-1000 A.D. The culture extends over a large area such as Thailand, Cambodia, Burma, Malaya, Southern Vietnam, the islands of Borneo, Sumatra, Java, Bali. Interestingly, the Indian culture spread naturally and widely among some areas in the Asian continent through the trade routes, migration, and religious beliefs. On the other hand, Thai traditional dance is not directly received from India. Besides, it expands from India through Cambodia and lately Thailand. The evidence has shown that Thai traditional dance developed gradually from Indian dance known as ‘Natyashastra’ dance which is a ‘Sanskrit’ text on the performing arts. The original series contained 108 basic poses and is now reduced to 68 poses. This attempt to develop the design and choreography to make more beauty, fascination, and elegance for a better vision that represents the Thai identity (Wattanasombat, 1981). Thai traditional dance has been developed during four periods of time, initiated by Sukhothai, Ayutthaya, Thonburi, and Rattanakosin periods. There are several styles of Thai traditional dance and they can be classified into four types, for instance, Khon, Lakon, Rabum and Rum, folk dance (Rabum Phun Muang). At this point, Thai traditional dance is well known in Thailand and in other parts of the world.

Thailand needs to promote Thai traditional dance, culture, history, arts and embed them in modern-day education. The Ministry of Education in Thailand sees the advantages to preserve Thai traditional dance. This non-universal subject is considered as a subject that Thai learners need to study for 12 years in the educational

system and it is compulsory in public and private schools. Thai traditional dance subject held in the school, learners in general do not need to attend a separate school to learn this dance and it is a basic part of their culture. The way of teaching Thai traditional dance subject is mostly divided into two parts, which are theory and practice. Learner's study and memorize the history of Thai traditional dance in each category of dance. So, the goal is that learners need to understand and be capable to describe how the journey of history is going. Thai traditional dance requires a long period to practice until it is stable because of the physical process. The human body needs to repeat the same postures until the muscles can remember the gestures or movements. When the learners get through this process their acts or performances will go smoothly and beautifully along with their inner shape of the movements and emotional together. In the classroom context, teachers will be the ones that will act out the postures and learners will remember, imitate the movements step by step. Once learners know enough basic postures, they can create their performances based on the basic structures. In this subject, learners will benefit from various aspects, for instance, learners will be humble because they have knowledge of Thai culture, are more patient and tolerant, become creative, and know how to work as a team to have a valuable performance. So, this cultural knowledge will pass from generation to generation to represent Thai culture and identity.

In this study, Thai traditional dance was used as content to teach in the CLIL classroom with grade 4 learners. This subject is a compulsory subject that is widely taught in both public and private schools. According to the Basic Education Core Curriculum A.D. 2008 of Thailand defined that in Thai traditional dance subject, fourth-grade learners need to know and understand the movements, and composition of basic dance vocabulary. Learners need to be able to create simple movements and performance of the dance, be capable to compare Thai dance in each local area and appreciate the value of Thai dance (Office of the Basic Education Commission, 2008). Based on the Thai traditional dance content, the Natayasub topic contains lessons on Thai traditional dance that were used to teach fourth-grade learners in the research. Natayasub refers to the basic terminology that learners need to study in advance to form another performance. Natayasub consists of various elements from the hold human body, in this case, Natayasub (arm-part: Shoulder-fingertip) was used to teach

learners and it comprises of Chip Ngai, Chip Khwam, Chip Song Lang, Chip Prok Khang, Wong Bon, Wong Lang, Wong Na. The description is adapted from Soongpankhao (2019) as follows.



Figure 4 Chip Ngai

(Source: Soongpankhao, 2019)

Close the thumb to the joint of the index fingers at the middle segment. The three fingers are bending and stretching to the backward as far as possible. The palm bends as far as possible to the wrist. Chip Ngai or upward Chip, the hands form a Chip and the elbow is facing the floor. The three fingers are stretching backwards. The middle finger is in the upward position.



Figure 5 Chip Khwam

(Source: Soongpankhao, 2019)

Close the thumb to the joint of the index fingers at the middle segment. Three fingers are bending and stretching back as far as possible. The palm bends as far as possible to the wrist. Chip Khwam or downward Chip. Chip Khwam can be performed by turning Chip Ngai upside-down.

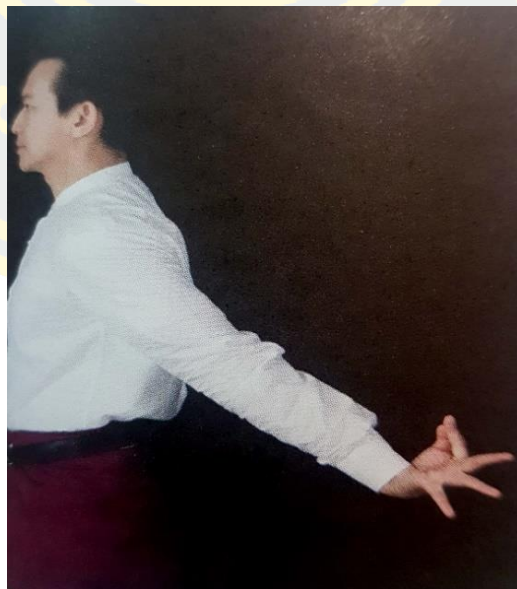


Figure 6 Chip Song Lang

(Source: Soongpankhao, 2019)

Close the thumb to the joint of the index fingers at the middle segment. Three fingers are bending and stretching back as far as possible. The palm bends as far as possible to the wrist. Chip Song Lang is positioned at the back of the body. Lift the arm backward and face the palm upward to form Chip Song Lang.

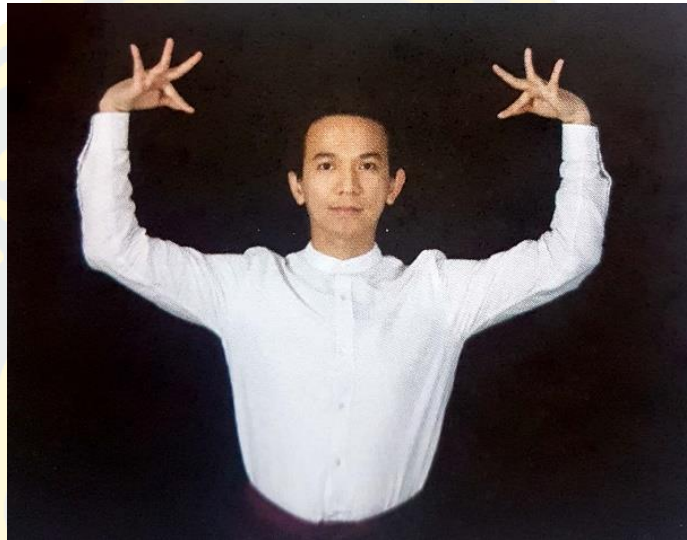


Figure 7 Chip Prok Khang

(Source: Soongpankhao, 2019)

Close the thumb to the joint of the index fingers at the middle segment. Three fingers are bending and stretching back as far as possible. The palm bends as far as possible to the wrist. Chip Prok Khang is performed by spreading the arm at a 45-degree angle to the body. The thumb and index finger are at the side level to the forehead.



Figure 8 Wong Bon

(Source: Soongpankhao, 2019)

Wong is related to the curvature of the arm. Open the arm the whole way toward the side. Lift the forearm upward and to the front to form a curve with the upper arm. Wong Bon or the upper Wong. Can be formed by positioning the Wong at the temples.



Figure 9 Wong Lang

(Source: Soongpankhao, 2019)

Wong is related to the curvature of the arm. Open the arm the whole way toward the side. Lift the forearm upward and to the front to form a curve with the upper arm. Wong Lang or called the lower Wong can be performed by positioning the Wong to the front of the waist and arm to form a curve down to the side of the body.

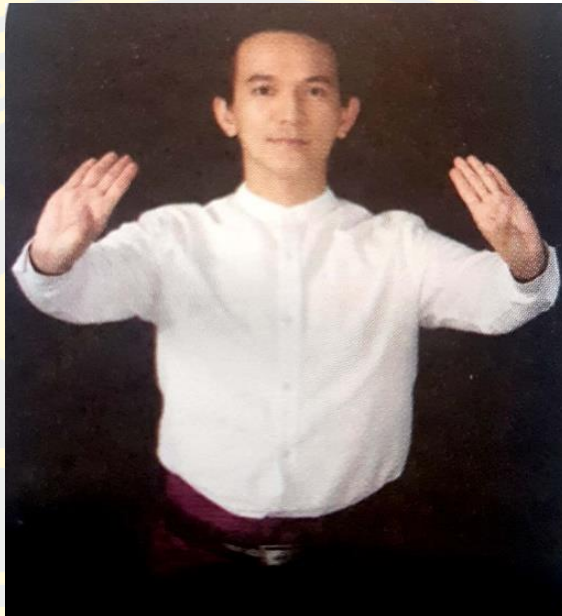


Figure 10 Wong Na

(Source: Soongpankhao, 2019)

Wong is related to the curvature of the arm. Open the arm the whole way toward the side. Lift the forearm upward and to the front to form a curve with the upper arm. Wong Na or can call the Wong that is in front of the body. Wong Na can be formed by positioning the Wong at the front of the body, the fingertips at the same level as the lip, the arm makes a curve.

Language competence

The term 'Language Competence' is officially called 'Linguistic Competence' which refers to the ability to use syntactic or another language structure as needed. Language competence is an unconscious knowledge of grammar that encourages a speaker to apply the language. Understand the meaning or direction of a conversation. Language competence or more officially known as the linguistic competence concept was introduced in 1965 by the linguist Noam Chomsky. This linguistic theory is a general framework that needs to be seen as an investigation process and it occurs in various places. Language competence or linguistic competence can be defined as an ideal of speaker and listener. Both of them use or share the similarity of language structure in the speech community. It is an innate linguistic knowledge that convinces the user to match sound and meaning and it is related to the mental reality. The underlying of this concept, Chomsky explained that it is embedded into two positions. He said, "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)" (Chomsky, 1965, p. 4). For a better understanding, competence is the language knowledge that needs to be used in a conversation. Once the users used the language to communicate then the user's brain will pick a piece or a group of the words they know and their grammar knowledge, at this point, the users are the ones that will put those words together to build their sentence structure. On the other hand, performance is the actual behaviors that you express in real life. In fact, under this concept, linguistic competence is only the form under idealized conditions. It is close to the concept of generative grammar, which explains that a native speaker uses the language unconsciously when it comes to understanding a set of rules on the language.

Language competence represents a main core that covers other competence related to this term. Communication competence that the underlying language competence, it can be identified in three components (1) grammatical competence refers to the knowledge of phonology, morphology, syntax, lexical items, and sentence-grammar semantics. (2) sociolinguistic competence related to the appropriate use of the language that occurs in the context. (3) strategic competence is

the strategies to handle the communication phenomenon both verbal and non-verbal (Canale & Swain, 1980, as cited in Rydell, 2018). On the other hand, linguistic competence is not only the language but is considered an activity of speaking.

The general capacity of expression is a theory that described the all-types expression from the use of the speaking ability in humans. Based on the situation comprised of (1) general linguistic competence (elocutionary knowledge) is the use of general speaking on the reasons and world knowledge. (2) language-specific competence (idiomatic knowledge) refers to the operation of a specific system in language use. (3) discourse competence (expressive knowledge) is the use of language individually also called individual level of speaking (Coseriu, 1988, as cited in Rydell, 2018).

Linguistic competence is a significant concept to explain another aspect. The diversity of competence related to this term can be extended in various terms to describe the language relevant to the phenomenon.

The term language competence or linguistic competence is conducted widely in numerous studies that are relevant to this concept. According to the work of Felix-Aguelo, language competence refers to the ability to use English in four skills, for instance, speaking, listening, reading, and writing. This study uses the collaborative learning technique to enhance learners' language competence by exploring the attitude and perception when learners are grouped, e.g., work on a project or task. The results have shown that learners from grade 9 are motivated and have a positive meaning toward the use of English. It also enhances four skills; the developing stages of language competence occur when learners are engaged in the learning process and through the opportunities to interact more with the peers during the collaborative activities (Felix-Aguelo, 2017).

Another study on language competence, researches first-year undergraduate learners to explore their readiness for English use as a medium of instruction. The survey presents the results of learners' self-assessment of their linguistic competence, their motivation in learning English. Its relevance to their profession presented along with learners' interest that based on the courses offered in English. The survey indicates a satisfactory level of linguistic competence among undergraduate learners. It shows that half of the learners are not ready and not willing to enroll in English courses (Kovačić et al., 2009).

Jambunathan and Norris (2000) also studied the relationship between language competence and self-competence in 3 and 4-year-old children. The children attended to Pictorial Scale of Perceived Competence and Social Competence for Young Children alongside with PLAI (Preschool Language Assessment Instrument). Bounds with subordinate category of self-competence, such as maternal competence, cognitive competence, physical competence, peer competence of the PSPCSA. After the exam, the results indicated that the understanding of self-competence among children has an impact on their language competence. It is clearer that sufficient language competence of children is important to them to give information about their meta-awareness.

The study on the youngest children reported having lower levels of language competence and academic advancement in the first year of school is evoking interest in the education system. This work investigated the mismatch between language competence and academic demanding in the classroom. The participants included 7,267 children between the ages of 4 years 9 months and 5 years 10 months. All of them were attending a state-maintained reception classroom in Surrey, England. The data collection is from teacher rating on the children's Communication Checklist-shorts (CCC-S), language competence measurement, the Strengths and Difficulties Questionnaire-Total Difficulties Score (SDQ), behavioral problem measurement, and the Early Years Foundation Stage Profile (EYFSP). According to the teacher rating, it indicated that younger children, who just started their first year in school do not have enough language competence to be associated in the social classroom. It has an impact on their social development, attitude, and behavior in the learning context. Based on these results, reflects a mismatch between academic demand and developmental competence in children (Norbury et al., 2016).

Rydell (2018) studied the basic Swedish language program known as Swedish for Immigrants (SFI). This thesis is in concern with the perception and construction of the meaning of what it means to be a competent language user. They investigated adults who migrated to Sweden called SFI learners on their language. The reflection on communicative experience from the paired speaking tests and the focus on group discussion. The results are based on language testing

and assessment process has seen language competence as the ability of an individual and the objective that can always be measured that it led to the internalization.

Evans and Fisher (2005) are interested in enhancing learners' language competence. They claim that four language skills, e.g., speaking, listening, reading, and writing are the subset of language competence. This study attempted to test the results on improving learners' language competence in four skills. The participants comprise of 68 learners by the age of 13- to 14-year-old, who studying French in an exchange program in England at three secondary schools to improve and acquire their language skills. The findings indicate that studying abroad is an effective method to increase learners' language competence in listening comprehension and writing performance but not grammar accuracy.

As evidenced from the prior study, those related to the positive outcomes on the attempt to enhance children or learners' language competence in diverse circumstances. By implementing various methodologies to investigate or examine the relationship. Attempting to find the results to see the effect on those methods to develop the research design. Including the area for future study that relevance to language competence. Based on the findings from numerous previous studies on this concept, shed light on the possibilities to develop language competence because the concept well describes as a mentalistic that existed in the human brain. This ability could be developed from time to time with unlimited ages. Language competence is the skills that are used to receive second or foreign language, besides it also involves first language skills (L1) that need to be developed in children at a very young age. It covers four language skills, from these four skills with the knowledge of the words and structure that make a sound and meaning. It can be developed independently to just make the use on linguistic competence.

Thai traditional dance content is one of the areas that this study needs to develop the use of language competence with young learners. By applying the CLIL lesson plans that includes the use of three standard Ramwong songs, which is Ngam Saeng Duean song, Chao Thai song, Docmai Khong Chad song. Learners need to find out the Natayasub gestures from those three songs and sequence the use of the postures in English. This will increase their capability in the linguistic demand to step further their language competence.

Related research

Lasagabaster (2008) reported on the effectiveness in enhancing learners' foreign language competence via the implementation of the CLIL approach in the bilingual contexts in the Basque country, Spain where they use two official languages Basque and Spanish. English has become a third language; the results showed that CLIL is an appropriate approach that can help learners to improve their foreign language competence. Especially in the bilingual setting where English has a minimum role in society and not an official language that is used daily outside the classroom.

In another step further of CLIL, Czura and Kołodyńska (2015) studied the CLIL approach and they implemented CLIL in mathematics classes in primary schools. They examined learners' oral communicative competence in five aspects such as vocabulary, grammar, pronunciation, fluency, and interactive communication. The findings indicated that CLIL is effective enough to improve oral communicative competence in three areas, e.g., vocabulary, fluency, and pronunciation. This could be seen as a positive relationship between the CLIL approach and language achievement.

In addition, the study from De Diezmas (2016) provides the results on the effectiveness of CLIL in acquiring English language competence in listening, reading, writing, interaction, and spoken production with primary learners in grade 4 at the ages of 9 to 10 years old. Based on the results by the end of the CLIL program, learners are improved in terms of spoken production and interaction in language competence. Learners perform well in the use of their vocabulary, fluency, rhythm, intonation, pronunciation, answering the question, become an active listener, understand the rules of preparing conversation and communicative exchange. In writing skills, before writing they can prepare their outline for reading. They understand the relation of space-time in written text. In listening, they can do the global comprehension include identify the details in oral texts but they still make grammatical mistakes and less clear in their presentation. At this point, CLIL approach improves language skills and it works well with young learners.

According to the findings, a huge proportion of the prior research in using CLIL in the education system, numerous shreds of evidence have confirmed that CLIL is effectively used in teaching and learning contexts with learners at all levels.

Learners enhance their foreign language skills alongside with the knowledge of specific content. CLIL provides the positive environment and meaningful classroom context. Learners are more motivated and have positive attitudes toward foreign language and respect the different cultures and people background. Learners are aware of the supportive from local communities and brave enough to step out from their comfort zone to learn new knowledge and level up in the society.

Chapter summary

This chapter provides a literature review of the CLIL approach. The fundamentals of CLIL that are significant to acknowledge, and its use as a navigator to prepare CLIL lessons, contents, materials, indoor-outdoor activities, tasks, culture related, assessment. Including teachers themselves, also to prevent an unexpected situation that might occur in the real classroom context. This chapter also provides the characteristics of CLIL to develop and support the learners' needs. So, that both teachers and learners will achieve the ultimate goal in the learning process. Another related main point is the subject content that is used to teach in class and the related study on language competence. All the resources are provided for a better understanding of the direction of this study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research design to investigate learners during the implementation of the Content and Language Integrated Learning (CLIL) approach in a Thai traditional dance subject and explores the use of CLIL and the development of learners' language competence after implementing CLIL in the content classroom at the primary level in Thailand. The research design, population, participants, research instruments, data collection, data analysis, and ethical considerations are presented in this chapter as follows.

Research design

This study applied a qualitative research design. To answer both questions, which are: (1) To what extent does CLIL implementation support the development of the 4Cs? and (2) How does the implementation of CLIL enhance primary learners on language competence in Thai traditional dance? According to Creswell (2007), qualitative research is an emerging approach as a theoretical lens to inquiry and understand the phenomenon of an individual or group presume on a social and human problem. The process involves the use of questions and procedures, and the data collection is typically collected in a natural setting. The data was analyzed inductively by structuring from specific to general themes. The final written report includes participants' voices, the researcher's interpretation, the flexibility, and the complexity of the description of the problem in the situation. This research design is appropriate because it is used to investigate to understand the implementation process of CLIL in Thai traditional dance at a primary school to see how far the CLIL approach developed fourth-grade learners' language competence and how it works in an online class after implementation. This research design aims to describe a general picture of learners during the implementation of the CLIL approach.

Context and Participants

The participants were fourth-grade learners at the primary level at a private school in the Eastern part of Thailand. The participants in this study were purposefully selected. They were twenty-three learners in one classroom of 9-10-year-olds including boys and girls. They have been studying English since the pre-kindergarten level. This group studied English based on the core curriculum of Thailand's Ministry of Education. Therefore, implementing the CLIL approach in an online classroom for this group was interesting because the CLIL concept is not embedded in the official curriculum. They had never had a Thai traditional dance class that used English as an additional language before. Normally, the role of Thai traditional dance in this school context was taught by traditional teaching and learning strategies from native teachers to deliberate the content using mother tongue (L1) in classroom practice. Learners studied Thai traditional dance as a compulsory subject according to the core curriculum of Thailand's Ministry of Education stated from pre-kindergarten until high school. Based on these reasons, CLIL approach took into account the use as an alternative teaching procedure with this group of young learners.

Research instruments

The research instrumentals are presented below.

Lesson plans

The lesson plans were created based on the 4Cs framework in CLIL (Content and Language Integrated Learning) approach which has Content, Communication, Cognitive, and Culture as a guideline for instrumental teaching in this study. CLIL lesson plans aim to teach a Thai traditional dance subject in English at the primary school level. This process was taken into 8 sessions. The lesson plans were used to teach in content class one time per session, approximately 50 minutes with a sample group. The details to design the lesson plans are based on the description in the curriculum that explained what fourth-grade learners need to learn in Thai traditional dance subject. This study used the CLIL teaching approach with young learners and added language (English) to integrate both content and language

in an online classroom. To explore and understand the natural phenomenon that occurred during the implementation.

The CLIL lesson plans were implemented in the classes. The teaching objectives of the first lesson plan aims that learners need to know the meaning, elements, and postures of Natayasub. This includes the meaning, and history of standard Ramwong songs capable to make mind mapping individually to summarize their input and present by using English to the members of CLIL class. And be able to distinguish the similarities and differences between Natayasub elements. The purpose of the second lesson plan expected 4th-grade learners to sing, and design their own dance movements related to the Ngam Saeng Duean song to sing Ngam Saeng Duean song and share their dance styles by using English to describe their dance moves in class. Learners distinguished the similarities and differences between their dance moves. The third lesson plan expected fourth-grade learners to study the correct dance movements of the Ngam Saeng Duean song; to perform original dance motions of the Ngam Saeng Duean song in class; and use English to convey class activity. Learners expected to identify the similarities and differences in postures from another performance.

The fourth lesson plan expected learners to seek out three Natayasub postures, such as Chip Ngai, Chip Khwam, and Wong Bon from Ngam Saeng Duean's performance. To perform poses and rearrange incomplete sentences from the quizzes, e.g., Natayasub postures: Chip Ngai, Chip Khwam, and Wong Bon. Learners need to explain those postures in English and be able to recognize the similarities and differences among them. Learners need to create new movement styles or performances according to their previous knowledge. The teaching objectives of the fifth lesson plan expected learners to sing and perform original dance movements of the Chao Thai song correctly in class, and use English to communicate in class. Learners analyzed the similarities and differences across another standard Ramwong performances.

In the sixth lesson plan, the objectives intended to encourage fourth-grade learners to pursue two Natayasub postures that occurred in the Chao Thai song, which is Chip Prok Khang, Wong Na in the direction of operated Chip Prok Khang, Wong Na and reposition insufficient sentences from the quizzes. Learners distinguish

the similarity and differences between those postures and innovate new poses or performances from their previous knowledge and present those postures by using the English language. The teaching objectives of the seventh lesson plan encourage learners to sing and perform original dance movements of the Docmai Khong Chad song correctly and use the English language in class. Learners analyzed the similarity and differences across performances. The eighth lesson plan expected learners to discover two Natayasub postures, e.g., Wong Lang, and Chip Song Lang appear in the performance of the Docmai Khong Chad song. Learners anticipated ordering imperfect sentences from quizzes and performed two Natayasub postures by using English to explain each step. At the end of the lesson learners needed to distinguish the similarity and differences between those postures and design new postures or performances based on their previous knowledge.

The eight CLIL lesson plans and seven quizzes were examined by three experts, English teachers, and a Thai traditional dance teacher. The experts checked the process of IOC to develop the validity of the instruments. They provided comments that the objectives of the ending lessons were not clear. However, it needed to be clear on what kind of assignments learners needed to do after the end of each chapter. So, I revised those unclear steps to be more useable. For example, a terminal objective will describe what the learners will be able to do after completing each chapter. While a subordinate objective will describe the activity that is required for students to achieve a terminal objective. I developed and revised lesson plans and implementation accordingly for learners to do more reasonable assignments in class. After all the lesson plans were approved, they were used as a plan to be implemented in class (see appendix A).

Researcher field notes

The researcher took notes manually after the process of implementation by observing to understand the phenomenon that occurred naturally in the field. Various aspects were spontaneous action from verbal or non-verbal communication and reaction from the participants. Field notes are the researcher's thoughts and ideas toward participants in the field that helped the researcher capture a holding picture of the field and receive details in the setting, also supported the researcher to concentrate on interpreting and considering participants.

Classroom video observation recording schema

The classroom video observation recording schema is the “accessible video technologies provide researchers with powerful “microscopes” that greatly increase the interactional detail that can be obtained and permanently stored for comprehensive analysis and reanalysis by multiple investigators” (Derry et al., 2010, p. 6).

The ultimate goal is to investigate the real study context via the video recording to capture the details and analyze as a hold general view to see the situation and interaction of the learners that occurred naturally in the setting. Learners were informed and asked for permission in advance before the online classroom video observation process. The online classroom video observation recording helped the researcher with an in-depth analysis of the real environment in an online classroom and it can see the teaching and learning processes more effectively.

Quizzes

Quizzes were used in this study as a tool to evaluate learners’ language competence during the implementation of the CLIL approach with one sample group which is fourth-grade young learners in the content classroom. The assessment tool consisted of 7 quizzes relevant to the Thai traditional dance learning content.

To develop the validity of 7 quizzes, three experts examined the instrument through the IOC process. The test results of learners from 7 quizzes are kept confidential.

The researcher recognized the results of the tests to see the improvement in the use of additional language in learners and the effectiveness of the quizzes.

Data collection

The qualitative method was used to collect data through the implementation of CLIL lesson plans and observation from the online classroom. The participant observation process was used to collect data in the field. The participant’s observation “is possible to describe what goes on, who or what is involved, when and where things happen, how they occur, and why—at least from the standpoint of participants—things happen as they do in particular situations” (Jorgensen, 1989, p. 12). The teacher-researcher engaged in the field as an active member to teach young learners by using CLIL lesson plans in the setting. Attempting to understand

the phenomenon that occurred naturally to describe and interpret the case to explain as a holistic view.

According to the time that this study was designed, at first, this study was conducted and planned to use Thai traditional dance and English in the integration of CLIL teaching approach with one sample group of fourth grade young learners. The implementation was planned to use CLIL in an on-site classroom. The eight lesson plans were implemented in eight weeks, one time per session with approximately fifty minutes per session. The data was going to be collected by the video recorded schema inside the classroom. All the research instruments were used as tools to explore the learning process. Another was speaking, circumstances emerged and the plans of the study were changed because of the covid-19 situation. Learners shifted from studying on-site to online classroom. based on this reason this study needed to be changed from learning on-site to online classroom in order to implement CLIL in an online classroom within eight sessions.

During the online classroom observation process the researcher used CLIL lesson plans, which were created based on the 4Cs framework as a guideline to use as a tool to implement in the content classroom for eight sessions. One period per time, approximately 50 minutes per class time in Thai traditional dance subject. After the observation and implementation, the teacher-researcher wrote field notes to capture all the details that occurred naturally after each session in the process. The teacher-researcher wrote the field notes in the description that the data were collected from session one until session eight and investigated the processing period by period. So, it helped the teacher-researcher to understand the ongoing process more effectively.

In addition, the teacher-researcher recorded screen videos during the teaching and learning process in an online classroom atmosphere while implementing CLIL approach. Screen videos were recorded via Google Meet, the screen video observation recording is useful for the researcher to reanalysis the process. Screen videos recorded enabled the capture of verbal and non-verbal communication, behavior, and reaction from the participants. The benefit of screen video observation recording supported the researcher to see the process in a general view or a big picture. So, they can rely on, what is happening in the process.

In the implementation of CLIL, the researcher used seven quizzes at the end of sessions four, six, and eight. The researcher collected data from quizzes by using google forms as an assessment tool. Learners needed to fill in the form individually to answer questions related to the Natayasub postures. The details of quizzes contain the information on how to perform Natayasub postures in five steps. The researchers used those quizzes as an evaluation tool for the participants. Quizzes were divided to apply within three sessions from eight sessions. Quizzes from CLIL lesson plans started from session four and consisted of three quizzes, session six included two quizzes, and session eight two quizzes to see the use and development of their language competence. During the implementation of CLIL, the researcher can see how well the participants understand the content in the implementation of CLIL. All of these tools were used to collect qualitative data in the field. The data from quizzes were analyzed based on the correct answers that they provided on the tasks in class in order to explore learners' development and the use of their English language.

Data analysis

The data in this study is qualitative. Content analysis was used to analyze and describe the data. The content analysis is a procedure, the researcher can repeat to analyze the data several times in real context. The sources of the data that are appropriate for the content analysis consist of text, verbal discourse, written documents, visual representation, mass media, literature, newspapers, magazines, books, radio broadcasts, films, comics, television programming, and audiovisual records (Krippendorff, 1989).

The use of content analysis, first, the researcher selected the content for analysis, e.g., classroom screen video observation schema, seven quizzes, and researcher field notes. Second, data was categorized and defined in theme to involve transcribing the field notes and video. Later, prepared and read through all data. Third, developed a set of rules for coding and give a name to the collected data to code. Fourth, coded the data according to the rules and transformed the collected data, broke into units and gave meaning. Fifth, analyzed the results and drew conclusions, found the interconnecting themes to see how the data was represented based on the findings, interpreted the meaning of the themes and described them in a general view,

and involved the researchers' personal opinions to find the essential core of the meaning.

The data from the online classroom video observation schema that the researcher collected in eight sessions were analyzed minute by minute, capturing the related details in the video to find out the interconnecting of the CLIL 4Cs framework implemented in Thai traditional dance. The teacher-researcher used raw data from the researchers' field notes, online classroom video observation recording schema, and quizzes that were taken during eight sessions from the observation process in CLIL online classroom context. The CLIL 4Cs framework that was used as a blueprint to design a CLIL lessons plan consisted of content, communication, cognition, culture. Based on the CLIL lesson plans during the implementation of CLIL in online classroom context. Young learners require a thinking process to convey their learning including classroom tasks and activities. The thinking and problem-solving skills in CLIL are represented as a cognitive process dimension. The cognitive engagement of the study was adapted from Bloom's taxonomy, revised by Anderson and Krathwohl in 2001 (Anderson & Krathwohl, 2001 as cited in Coyle et al., 2010). The description of the cognitive process dimension is as follows.

Table 1 The cognitive dimension

The Cognitive Process Dimension	
Lower-order processing:	High-order processing:
• Remembering	• Planning
• Recognizing	• Generating
• Recalling	• Producing
• Understanding	• Creating
• Explaining	• Analysis
• Applying	• Checking

(Adapted from Anderson and Krathwohl, 2001)

Ethical considerations

For the ethical considerations in this research, all the data from participants will be kept confidential to protect the participants' rights including the researcher's field notes, online classroom video observation recording schema, and the test scores from the investigation process. The researcher carefully conveys the experimentation with participants to respect them as human beings. The permission from the school was informed before collecting the data including the consent from the parents of the participants in this study. The purposes and information of this study were explained to all participants before the implementation procedure. The school's name and participant's name are not present in this study to respect their prestige.

Chapter Summary

This chapter provides the methodology used in the research design. The qualitative research design was used as a research method to investigate the natural phenomenon in CLIL content classroom to see the use of additional language in learners on their language competence related to the content and to find how far can learners' study non-universal subject in an additional language. The data collection was from participant observation that the research engaged in the setting to capture the general views and details that occurred spontaneously in the primary online classroom including quizzes to estimate their language competence. The raw data from the observations were analyzed by using a content analysis process to generate the raw data from the researchers' field notes, online classroom video observation recording schema, and naming the data to gather it in categories to find the general views and see the improvement stages in the use of additional language. All the information is related to the research questions to make sense of how far the CLIL approach worked in the Thai traditional dance content classroom.

CHAPTER 4

FINDINGS

This chapter reviews the results and analysis of the qualitative data, the compilation of the content analysis, the results, and the analysis of the study's qualitative findings and qualitative findings. The findings are also discussed in light of previous research findings and available literature, where applicable, in order to describe data based on the findings accordingly.

Findings and analysis

First session

All the learners were addressed by pseudonyms to respect their prestige. Based on the observation, the first lesson presented the meaning, elements, and postures of Natayasub including the history of standard Ramwong songs in Thailand. By the end of the session learners needed to be able to make individual mind maps to summarize their knowledge and present them by using English in CLIL class, and be able to distinguish the similarities and differences between Natayasub elements.


C for content

Focusing on the content of the first session, learners showed their interest by paying attention to the presented content. For example, L1 eagerly shared his previous knowledge about Thai traditional dance, however, he needed more previous knowledge on the content. He said in English, “I’m going to search in google and I will put this target” (Classroom conversation, November 1, 2021). According to his mentioning, this sentence has shown that L1 prioritizes a content subject by attempting to seek some of the Thai traditional dance information outside of CLIL classroom in favor of self-learning that is required for CLIL learners to acquire content.

In addition, learners attempted to pronounce words along the imitation of Natayasub postures. For instance, Iang Sisa, Klom Na, Wong Bon, Chip Khwam, Yak Tua, Pra Thao, etc. L1 mentioned in English about the description of Natayasub postures divided by elements, “Wow they are amazing.” (Classroom conversation,

November 1, 2021). From this point of view, learners input content automatically, as long as they noticed the lesson that has been taught. They make the effort to study new knowledge freely by themselves and that is where the concept of CLIL approach began.

In the first session, the learners used the language to comprehend the content heavily on reading and basic conversation skills that were used as a vehicle to input content and understand classroom instruction. In order to output those content and present the idea types, for example, L2 volunteered to read a passage about the meaning of the word Natayasub, this boy could read fluently. However, he struggled to pronounce a few difficult words, e.g., expression, existing, fundamental. Another part was the history of standard Ramwong songs has some challenging vocabulary which he could not pronounce, e.g., nationalism, field marshal. Then his peer, L1 spoke out loud in the middle of his reading to help him to pronounce some of those challenging words along with support from the teacher. The result was L2 mimicked his peer's pronunciation correctly. As evidence, some of them acquired and comprehended the meaning of the content, and were able to use the content to answer questions as presented below in their CLIL class.

The first CLIL lesson was content-driven with an activity called 'quizzes time task.' This task involved the knowledge of Natayasub and standard Ramwong songs. Teacher provided lists of answers to learners to be used as a tool to complete the activity. The activity was in a way that the teacher asked and learners answered. A group of learners worked as a team to deliver appropriate answers related to content. For instance, (1) How many standard Ramwong songs do they have? Learners' answered 10 songs. (2) We have to dance in a circle, when we perform standard Ramwong songs, true or false? Learners said true. (3) The beat of "Tone" in "Ramthon" was produced from what kind of an instrument? Learners answer Thai drum. (4) "Jingle bells song" is the first song of standard Ramwong song, true or false? Learners said false. (5) Is the word "Natayasub" particularly used to communicate in Thai traditional dance society, true or false? Learners answered true. (6) Which picture is "Chip Song lang"? Learners answered  and more. According to the data presented above, those are the example questions used in the task activity to ask them in order to discover their understanding of the topic.

A few of them answered all correctly without any hints from the teacher, which means that a few of them received content target.

At the end of the first lesson, learners were expected to make mind maps individually and present them by using English to the members of CLIL class. On the other hand, most of the learners presented lists of ten standard Ramwong songs and defined Natayasub meaning rather than created real mind maps. For example, L2 presented his work idea. He selected to share a list of ten standard Ramwong songs, he said in English:

Standard Ramwong songs have ten songs, one is Ngam Saeng Duean song, two is Chao Thai song, three is Ram Ma Si Ma Ram song, four is Khun Duen Ngai song, five is Duangjan Wanpen song, six is Docmai Khong Chad song, seven is Ying Thai Jai Ngarm song, eight is Duangjan Khaown-Fa song, nine is Yodchai Jai Han song, and ten is Boochoa Nukroob song. (Classroom conversation, November 1, 2021).

L3 shared her work idea, her topic was the same as L2. She selected ten songs of standard Ramwong songs and shared all the names of those ten songs in English, she presented:

Ramwong Matrathan songs is Ngam Saeng Duean song, Chao Thai song, Ram Ma Si Ma Ram song, Khun Duen Ngai song, Duangjan Wanpen song, Docmai Khong Chad song, Ying Thai Jai Ngarm song, Duangjan Khaown-Fa song, Yodchai Jai Han song, and Boochoa Nukroob song. (Classroom conversation, November 1, 2021).

L1 volunteered to share his computer screen via google meet using a paint program to present his work and describe the meaning of the Natayasub words. L1 explained his work in English. On the other hand, he did an extra project, he searched for more definitions on the internet about Natayasub content on google to create his presentation style. However, he found some information that was different from what he had learned in the online class. He said “the translation is translated very wrong, but so I’m going to..., I’m going to share”; “‘Sub’...teacher about the ‘Sub’ part is very wrong”; “I did very wrong”. (Classroom conversation, November 1, 2021). In addition, he described his work with this content, he said:

Natayasub is a term used to describe the dance style. It is used to practice for Khon performance, drama is a term used in the Thai dance to convey meaning to all parties in various performances. “Natya” means about dancing regarding theatrical performances, “Sub” refers to sounds, words, difficult words that need to be translated to have meaning. (Classroom conversation, November 1, 2021)

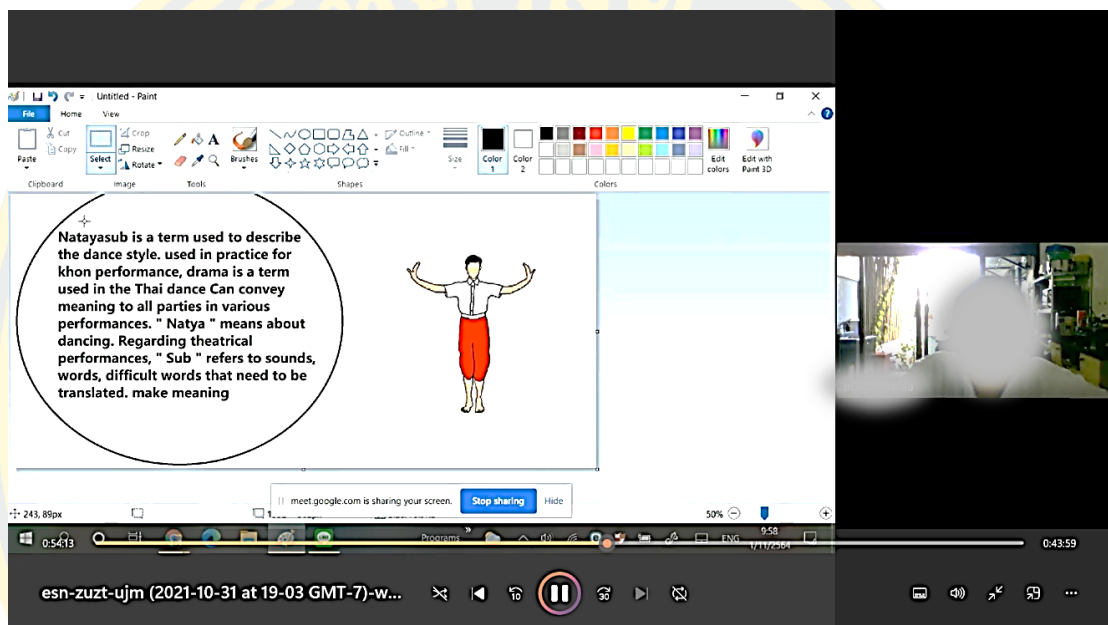


Figure 11 Screen capture of Tony’s work in CLIL online classroom

(Source: Classroom conversation in Google meet, November 1, 2021)

L4 presented her work on paper. She explained the meaning of Natayasub in English. Moreover, she could not pronounce the word “communicate”. She paused her explanation, then the teacher supported her by saying a word. Later, she copied the teacher and continued her presentation, she said:

“Natayasub” is a specific basic terminology that is used to describe the body part movements and particularly how to communicate in Thai traditional dance society. (Classroom conversation, November 1, 2021).

C for cognition

Cognition is one of the terms of the CLIL 4Cs framework that refers to critical thinking in the learning process to challenge fourth-grade learners to create new knowledge. Plus promoting new abilities via reflection and engagement in higher-order thinking allowed individual, peers, and group work to construct their own understanding and challenged their skills. Learners need to understand the target content in such a way that they can use that to create their own interpretation related to the topic. It requires cognitive engagement of learners to be engaged in the social setting and become a part of globalization.

According to the findings of the first session, learners were expected to distinguish the similarities and differences between Natayasub elements that they learnt in the first lesson. For example, Iang Sisa, Klom Na, Wong Bon, Chip Khwam, Yak Tua, Pra Thao and more. Learners needed to analyze Natayasub postures in order to explain the similarities and differences. Such as Natayasub arm parts (arm-hand) the similarity of those postures uses hands, arms, and fingers to create movements. On the other hand, the differences were that those poses could be positioned in vast areas of the human body to innovate new moves or dance styles. Based on the finding in the first session, learners did not have a chance to discuss the topic because of the time management of the teacher in CLIL class. The cognition appeared in the stage of lower-order thinking while processing in the level of content remembering and understanding. In addition, mind mapping that the learners could not achieve was considered as a cognition because most of their mind maps were rested on a descriptive level. Learners remembered and copied content such as name lists of ten standard Ramwong songs and Natayasub meanings to present in online class. Learners explained their mind mapping by reading content in English. However, the expected mind mapping from this session was to encourage learners to analyze and categorize the content to create real mind mapping.

C for culture

The significant aspect of culture is based on the entire concept of a CLIL lesson. Four of them linked among those 4Cs elements the fundamental aims were to create a sense of international and communal understanding and plurilingual competence and raise the awareness of pluricultural to reach the ultimate goal of learners' intercultural understanding. The term culture fosters learners to respect the otherness or the differences from another person and be open to the varieties of opinions. They became tolerant, understanding, and respectful of the otherness in a global context. Learners studying foreign languages or different languages are fundamental to enhance international understanding and represented the holistic view of culture.

In the first session, learners understood and accepted online learning culture from the first lesson. For example, they know how to behave in an online class by having good manners. They followed classroom instruction, and they know how to be one of the members in CLIL online class and so on. In addition, learners preserve and understand Thai culture by studying the Nataysub content and the history of standard Ramwong songs. Besides they understand another culture by using English as a tool to understand and discuss Thai traditional dance content.

C for communicative competence

Language competence is an unconscious knowledge that encourages a speaker to apply the language and understand the meaning or direction toward a conversation. Users used the language to communicate then the user's brain will pick a group of words they know and combine those words together to build their own sentence structure or can be defined as the use of language (Chomsky, 1965). The development of learners' capacity in language competence in Thai traditional dance with fourth grade learners could be clarified as the potential of young learners to operate the English language in a classroom context. The aim is to gain content knowledge in order to create, present or respond to the questions that need to be answered. The first session of language competence could be explained by using the term C for communicative competence. The aim was to present the use of language from young learners in Thai traditional dance class. For example,

Thai traditional dance:

T: “How to call  this one?”

L: “Chip”

L: “I think it’s Chip”

T: “Do you know standard Ramwong?”

L: “Yes, I do.”

L: “I know very much about this”

(Classroom conversation, November 1, 2021)

The above mentioned how evidence from classroom conversation.

In Thai traditional dance subject learners used their communicative competence and interaction to continue the learning process.

Second session

In the second session, the objective of learning was for 4th-grade learners to sing, and design their own dance movements related to Ngam Saeng Duean song.

By the end of the second lesson, the aim was to sing Ngam Saeng Duean song and share their own dance styles by using English to describe their own dance moves in class.

C for content

Focusing on the content of the second session, the findings have shown that learners were able to read song lyrics together and listen to Ngam Saeng Duean song. They practiced and sang along by themselves, after, the teacher turned off the music and asked them to sing Ngam Saeng Duean song jointly. Some of them could sing this song well and accurately. Learners created and shared their own dance styles according to Ngam Saeng Duean song. For instance, L1 decided to draw three pictures related to his dance style idea on paper rather than perform his own dance movements in an online class. He said in English, “I’m going to open the screen first and I’m going to present...” (Classroom conversation, November 1, 2021).

Then Tony continued to present the idea he had created in order to share in class.

One more example was from L3, she presented the creation of her own dance movements in order to perform Ngam Saeng Duean song. L3 performed the song beautifully, but she did not explain her dance movements in English. As a piece

of evidence presented, few learners accessed the lesson content by providing their tasks based on content that they have learned from materials by themselves. They were able to create and share their presentation in an online classroom through action or on a piece of paper. However, by the time of the presentation, some of the young learners were a bit shy to present their dance idea that related to the content.

C for cognition

Based on the findings of the second session, learners reached the cognition skills in the stage of lower order thinking skills. They could memorize dance moves; few learners were able to create dance movements to perform the Ngam Saeng Duean song. According to the objective of the session, learners were expected to distinguish the similarity and differences between their dance moves, e.g., Are those moves similar or different from others in the class? Are those moves related to other performances? But it turns out that learners have no chance to do this task because of time management in an online class. Learners had no time to analyze the relationship between each movement that they had created.

C for culture

In the second session, learners are aware of themselves and preserve Thai culture by singing Ngam Saeng Duean song and designing their own dance movements creatively to perform in class. Learners know song lyrics and listen to the rhythm of Ngam Saeng Duean song that represents Thai identity. They are aware of other cultures by using the English language to communicate in order to study in class. Moreover, learners accept and respect CLIL classroom culture in such a way that they are encouraged and appreciated different ideas from others without bias.

C for communicative competence

The use of communicative competence in the second session. Few learners conveyed the class by using basic conversation short words, and short sentences to interact with the teacher. They were able to understand, follow classroom instructions, participate in class activities, negotiate and ask question sometimes. For example,

Thai traditional dance:

T: “Can you see my PowerPoint?”

L: “Yes, I see”

T: “L1, do you want to share your dance moves?”

L: “I am nearly done teacher, but I forgot the last...the two words about...Hum song...about Ngam Saeng Duean song lyrics”

L: “One minute teacher”

(Classroom conversation, November 1, 2021)

Third session

In the third session, the lesson objective was to study the correct dance movements of fourth-grade learners for Ngam Saeng Duean song. The learners needed to perform original motions of Ngam Saeng Duean song at the end of the third lesson using English to convey the class activity.

C for content

Focusing on the content of the third session, the findings indicated that in the time learners studied body parts vocabulary, some of them were eager to touch all the parts of their body according to words they pronounced. For example, index finger, the third segment of a finger, upper arm, forearm, etc. Later, the teacher introduced Ngam Saeng Duean dance styles by asking questions, e.g., Did you know the correct movements of Ngam Saeng Duean song? Some of them reviewed by singing Ngam Saeng Duean song correctly before studying how to use parts of their body to perform the correct movements by watching a performance video. After Ngam Saeng Duean song performance video ended, some learners imitated the original Ngam Saeng Duean dance movements from pictures presented with four posts. Learners mimicked and acted out dance posts one by one, and at the same time, teacher facilitated them to perform the original dance movements in the correct positions. By the end of the third lesson, a group of learners presented the correct original dance movements of Ngam Saeng Duean song together with the teacher along the song. But they did not use English to explain the dance moves. Some of them in the group still could not remember dance styles when they looked at their peers, and teacher sometimes while performing Ngam Saeng Duean dance. In addition, before the third session ended, learners participate in a thinking activity, the teacher let them look at the incorrect

order of Ngam Saeng Duean song lyrics and challenged them to rearrange song lyrics in the correct position. Learners helped one another by answering questions, and reordering all the lyrics of Ngam Saeng Duean song that they had done correctly on the content in the third lesson.

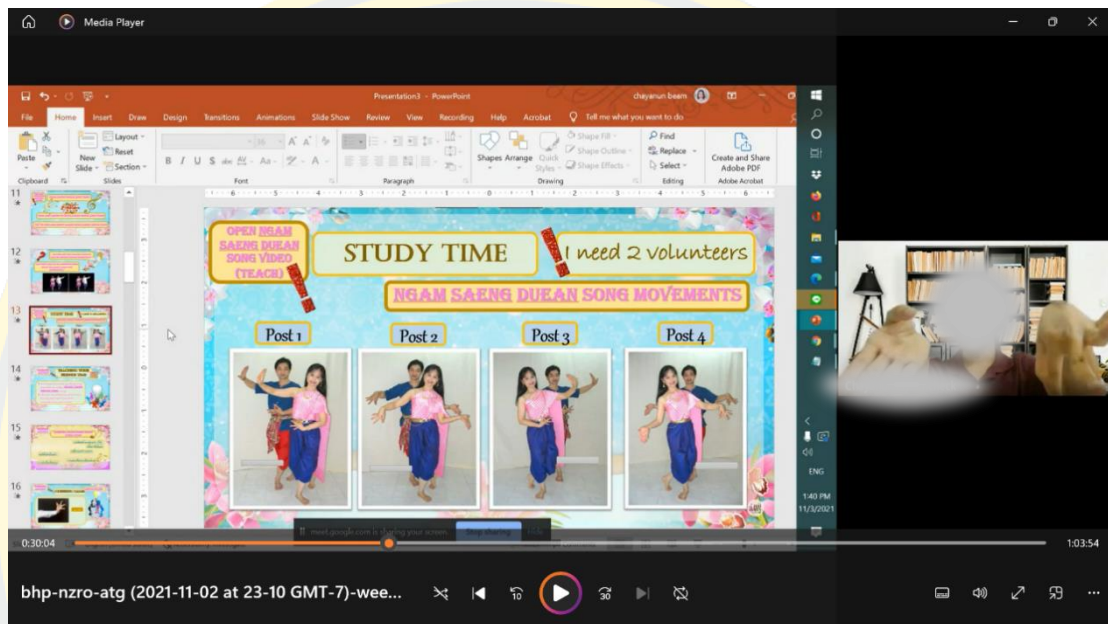


Figure 12 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

C for cognition

According to the observation, learners' cognition in the third session appeared in the lower order thinking processing in the memory level. Learners did not have the chance to discuss in order to identify the similarity and differences in postures from another performance because of time management that could be comparable to Ngam Saeng Duean. In terms of the movements of hands, arms, feet, and body including dance pattern, song lyrics, rhythm, number of actors, actress, costume and more.

C for culture

CLIL online classroom culture occurred since the first session. Learners continued studying until the third session to gain more awareness of self and other. They maintained their Thai identity and preserved their own culture by practicing and performing Ngam Saeng Duean. Furthermore, learners used English to participate in class activity by the way they input foreign culture at the same time. Learners acknowledge classroom culture and follow the group. For instance, they need to be open-minded to learn new dance moves by themselves from picture, performance and teacher, willing to act out dance moves during the songs together with their peers in class, appreciated to study Thai dance that represented Thai culture and so on.

C for communicative competence

Language competence in this study uses the term communicative competence which refers to learners' capacity to use English language accordingly in their CLIL classroom context. In the third session learners used additional language to engage in dance activity and used short words, short sentences to answer questions in order to complete the tasks. Such as,

Thai traditional dance:

T: "Did you understand?"

L: "Yes"

T: "Did you know the correct movements of Ngam Saeng Duean?"

L: "I don't know"

T: "Can you hear the sound?"

L: "Yes"

L: "Yes, teacher"

(Classroom conversation, November 3, 2021)

Fourth session

In the fourth session, the objective content-driven expected learners to seek out three Natayasub postures, such as Chip Ngai, Chip Khwam, Wong Bon from Ngam Saeng Duean performance for the purpose of performing and rearranging incomplete sentences of three Natayasub postures by the end of class. Learners needed to explain those postures in English and be able to recognize the similarities

and differences among them. Learners needed to create new movement styles or performance according to their previous knowledge.

C for content

Focusing on the content of the fourth session, during CLIL classroom observation results showed that some learners could remember some of Natayasub postures they were inputting content from the first session. For example, can you share the name of Natayasub postures that you know?

L4, said, “Chip Khwam, Chip Ngai”,

L3, said, “Tang Wong, Tang Wong Lang, Tang Won Na”,

L5, said, “Chip Song Lang, Tang Wong Bon, Chip Prok Na”

(Classroom conversation, November 3, 2021).

Furthermore, some learners are gifted in identifying three Natayasub postures from the Ngam Saeng Duean performance.

Thus, L4, said, “Chip Khwam, Chip Ngai”,

L6, said, “Chip Lang”,

L3, said, “Tang Wong Bon”

(Classroom conversation, November 3, 2021).

Learners attempted to guess Natayasub postures that might occur, as the three poses that they predicted were exact, only Chip Lang did not occur in the performance. Later, a group of learners was able to perform those three poses well, and accurately including rearranging incomplete sentences of three Natayasub postures from quizzes that related to content in the fourth session. But they could not explain Natayasub poses by using English and recognize the similarities and differences among those poses, including creating new movement styles or performances according to their previous knowledge in class.

The learners did the three quizzes on Google form at the end of the fourth session that were designed for them to do individually. At first, learners engaged in classroom activity to study the explanation of five steps to perform three poses together with peers and teacher from quiz 1 to quiz 3. As an example, L4 accessed the information of Chip Ngai through reading in order to understand and comprehend the meaning of content and used that knowledge to answer quizzes. She peruses

(1) Close the thumb to the joint of the index fingers at the middle segment. She read well. L5 read the second sentence (2) Another three fingers are bending and stretching backward as far as possible. She pronounced the words “three” to “there”, “and” to “are”, the words “bending”, “backward”. She could not read so the teacher spoke those words that she mimicked in order to say it correctly, for example, she said “there” and then teacher replied immediately to “three”. She paused her reading to listen and mimic the teacher then she said “three”. She continued to read (3) The palm bends as far as possible to the wrist. She pronounced “bends” to “bait”, “wrist” to “wit” and the words “as far...” to “as fold...” then the teacher and L4 helped her with that. She tried to copy, however, she said “as forcible...”. At sentence number four L4 read well (4) Chip Ngai or upward Chip, the hands form a Chip and the elbow facing the floor. Sentence number five, L6 said (5) Other three finger are stretching to the backward the middle finger is in the upward position. Still, she pronounced a word “three” to “there”.

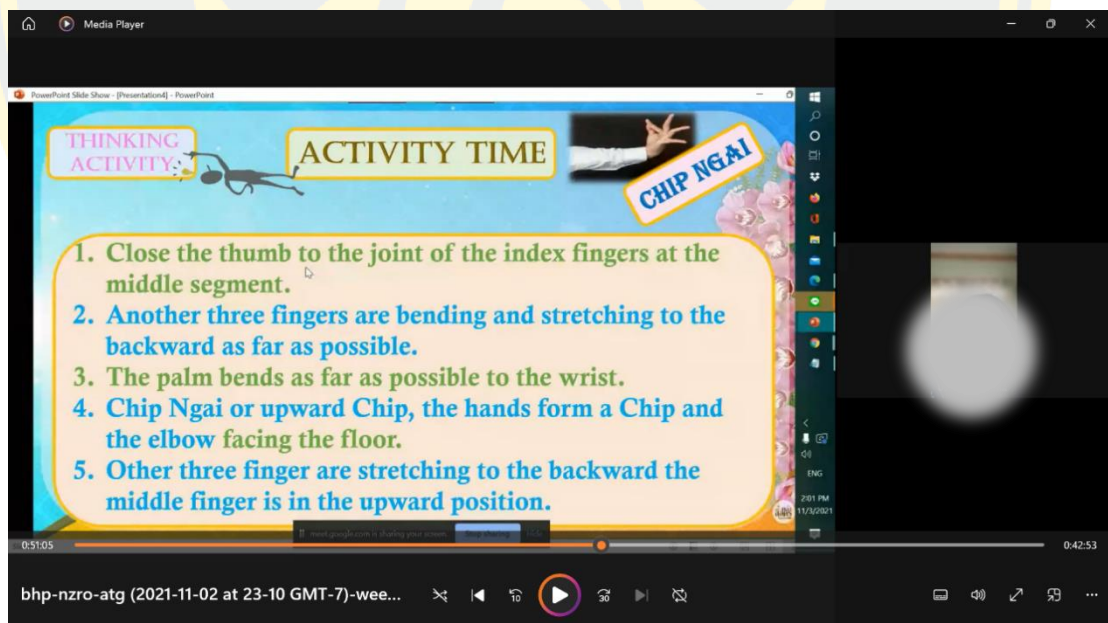


Figure 13 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

Next was Chip Kwam, L6 read the Chip Kwam explanation with those five sentences correctly. Nevertheless, she still said “three” as “there” and could not pronounce “segment”, “upside” than teacher, L4 said the correct pronunciation for her, so she could say it correctly.

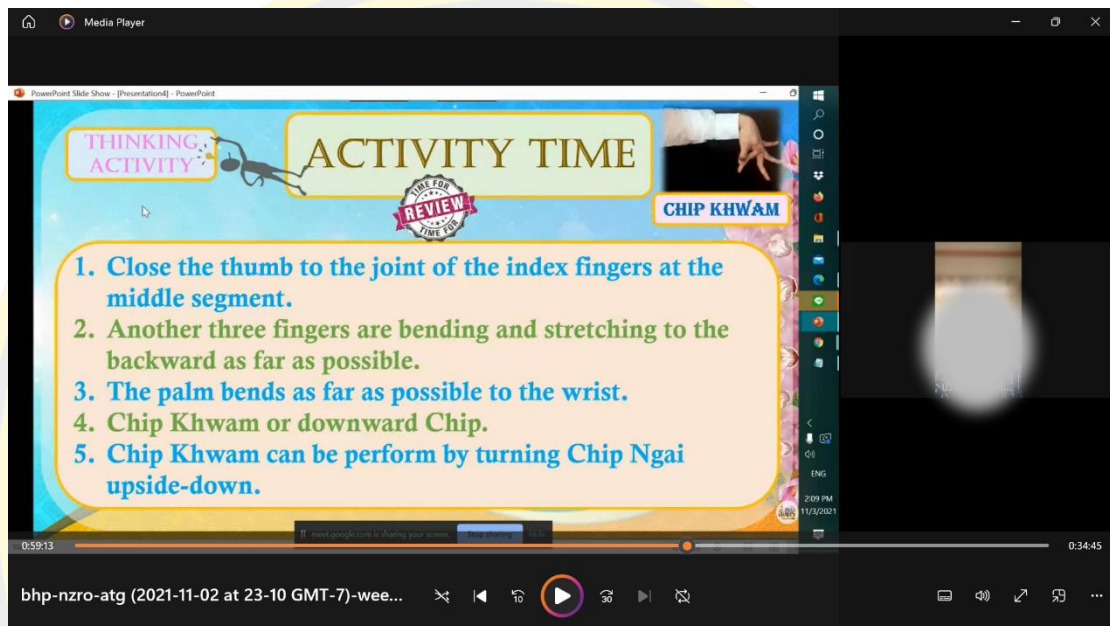


Figure 14 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

Last was Wong Bon learners explaining through reading in attempting to understand meaning after their reading. First sentence (1) Wong is related to the curvature of the arm. L4 read well, but she could not pronounce the word “curvature” so the teacher said the correct version for her, then she mimicked well. Second sentence, L7 read (2) Open the arm the whole way toward the side. As the other learners, she could not say “whole”, “toward”, teacher helped her with the right pronunciation, she copied teachers’ words well. Third sentence, (3) Lift the forearm upward and to the front to form a curve with the upper arm. L4 could read all correctly. Fourth sentence, (4) Wong Bon or the upper Wong. L7 could not say “Bon”, “Upper”. Fifth sentence (5) Can be formed by positioned the Wong at the

temples. L4 could not say “positioned”, sentences four, five, teacher helped them with the correct pronunciation.

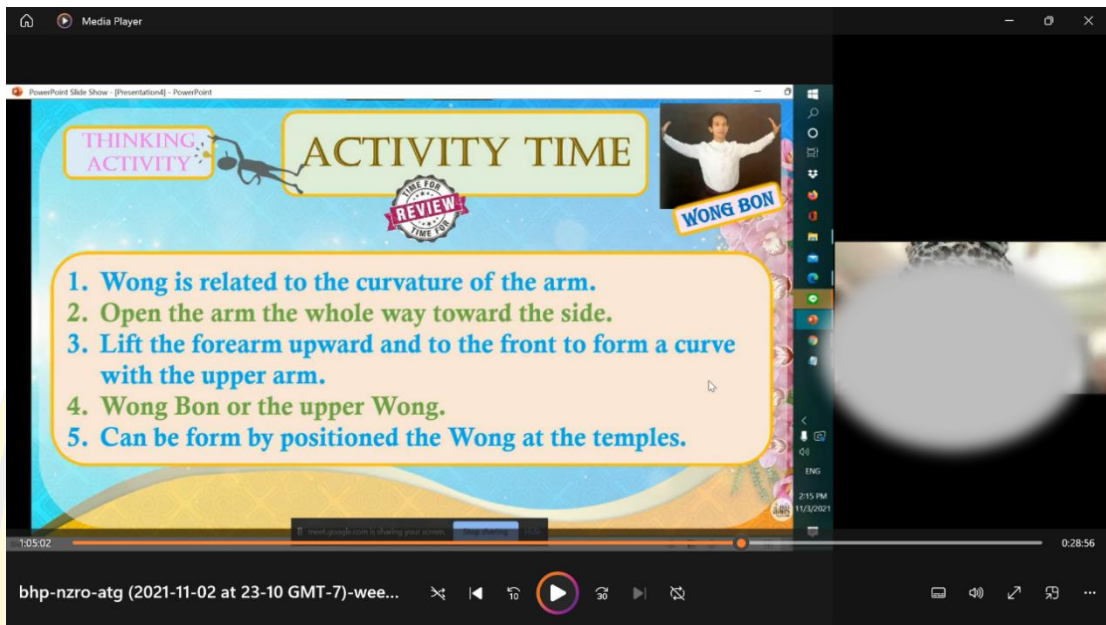


Figure 15 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

From this perspective, as the findings report some learners had opportunities to use English language in CLIL online class by reading in order to understand the meaning of content and use basic conversation to convey to the class. Continuing in the fourth session, learners brainstormed in a group to do the classroom activity about reordering inexact sentences in quizzes together with peers and teacher before doing the three quizzes on google form individually. Learners attempted to rearrange Chip Ngai sentences. They preferred to answer by letters that are in the front of those five sentences, for instance, L4 answered correctly, she said letter d. matched with the first sentence. L5 answered letter a. matched with the second sentence, but at that time the teacher did not say anything yet. She was a bit confused and changed to letter e. then L4 wanted to help her, but she copied the wrong answer from L5, in the end the teacher told them that L5’s first answer was correct. The teacher continued to ask them questions; L3 and L4 answered correctly, they said letter e. matched with

sentence number three. L3, answer wrong, she said letter c. paired with sentence number four, on the other hand, L4, L5 answered letter b. which is correct. Sentence number five, L6 answered correctly, she said, letter c. that matched.

The screenshot shows a PowerPoint slide titled "ACTIVITY TIME" with the subtitle "MATCHING THE SENTENCES BELOW." and "CHIP NGAI". The slide contains a matching exercise with five numbered sentences on the left and five options (a-e) on the right. Blue arrows indicate the correct matches: 1 to a, 2 to b, 3 to e, 4 to d, and 5 to c. Below the matching exercise, there is a section titled "Write the complete sentences into the blanks." with five numbered blanks, each followed by a dotted line. The correct answers are: 1. Close the thumb to the joint of the index fingers at the middle segment. 2. Another three fingers are bending and stretching to the backward as far as possible. 3. The palm bends as far as possible to the wrist. 4. Chip Ngai or upward Chip, the hands form a Chip and the elbow facing the floor. 5. Other three finger are stretching to the backward the middle finger is in the upward position.

Figure 16 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

Continuing with the second quiz, learners needed to reorder Chip Khwam sentences. L5 answered correctly. She said letter b. ...of the index fingers at the middle segment., paired with the first sentence (1) Close the thumb to the joint..., L3 said the wrong answer, she chose letter c. ...by turning Chip Ngai upside-down., to match with the second sentence (2) The other three fingers are bending and stretching..., at that time, teacher asked, who could help L3, L5 volunteered and selected the right answers. They said letter a. ...to the backward as far as possible., matched sentence number two (2) Another three fingers are bending and stretching..., later L5 answered all the correct letters for the rest of the three sentences. She said, letter d. ...as far as possible to the wrist., paired the third sentence (3) The palm bends..., letter e. ...downward Chip., matched the fourth sentence (4) Chip Khwam

or..., letter c. ...by turning Chip Ngai upside-down., paired the fifth sentence

(5) Chip Khwam can be performed...,

The screenshot shows a PowerPoint slide titled "ACTIVITY TIME" with the subtitle "MATCHING THE SENTENCES BELOW." and "CHIP KHWAM". The slide is divided into two columns. The left column contains five numbered sentences, and the right column contains five options labeled a through e. Blue arrows connect each sentence to its corresponding option. Below the matching exercise, the complete sentences are written into blanks.

Sentence	Option
1. Close the thumb to the joint...	a. ...to the backward as far as possible.
2. Another three fingers are bending and stretching...	b. ...of the index fingers at the middle segment.
3. The palm bends...	c. ...by turning Chip Ngai upside-down.
4. Chip Khwam or...	d. ...as far as possible to the wrist.
5. Chip Khwam can be perform...	e. ...downward Chip.

Write the complete sentences into the blanks.

- Close the thumb to the joint of the index fingers at the middle segment.
- Another three fingers are bending and stretching to the backward as far as possible.
- The palm bends as far as possible to the wrist.
- Chip Khwam or downward Chip.
- Chip Khwam can be perform by turning Chip Ngai upside-down.

Figure 17 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

Afterward, learners needed to match Wong Bon sentences they preferred to answer which letters that matched those sentences. L5 answered all the correct letters from sentence one to four, but sentence five teacher told the answer. She said, letter e. matched the first sentence, letter a. paired the second sentence, letter d. matched the third sentence, and letter c. paired the fourth sentence.

Media Player

PowerPoint Slide Show - [Presentations] - PowerPoint

THINKING ACTIVITY

ACTIVITY TIME

MATCHING THE SENTENCES BELOW. WONG BON

Wong Bon

1. Wong is related to... a. ...whole way toward the side.

2. Open the arm the... b. ...positioned the Wong at the temples.

3. Lift the forearm upward... c. ...the upper Wong.

4. Wong Bon or... d. ...and to the front to form a curve with the upper arm.

5. Can be form by... e. ...the curvature of the arm.

Write the complete sentences into the blanks.

1. Wong Bon or the upper Wong.

2. Open the arm the whole way toward the side.

3. Lift the forearm upward and to the front to form a curve with the upper arm.

4. Wong Bon or the upper Wong.

5. Can be form by positioned the Wong at the temples.

1:10:36

bhp-nzro-atg (2021-11-02 at 23-10 GMT-7)-wee...

0:23:22

Figure 18 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

Over and above, by the end of class, learners did three quizzes on Google form individually after studying those three quizzes together with peers and teacher in classroom activity. Most of the learners were able to sequence three Natayasub postures, for instance, Chip Ngai, Chip Khwam, Wong Bon individually. Learners submitted their answers that they had been done in Google form. Most of their scores were high and reached the expectation of the fourth session. The seven quizzes were planned to let learners do quizzes individually on Google form. In the fourth session, quiz 1: Chip Ngai, quiz 2: Chip Khwam and quiz 3: Wong Bon were to plan that learners could do three quizzes on google form individually. On the other hand, after the fourth session ended teacher received comments from learners, parents and the class teacher. Most of them were concerned about the difficulty and challenges of the Natayasub quizzes. Based on these reasons, the teacher adjusted Natayasub quizzes on Google form to an online classroom game that learners could do together as a classroom activity created by using the Gamilap online platform. Those quizzes obtained quiz 4: Chip Prok Khang, quiz 5: Wong Na, quiz 6: Wong Lang and quiz 7:

Chip Song Lang. The last four quizzes were not on plan because of the reasons presented above.

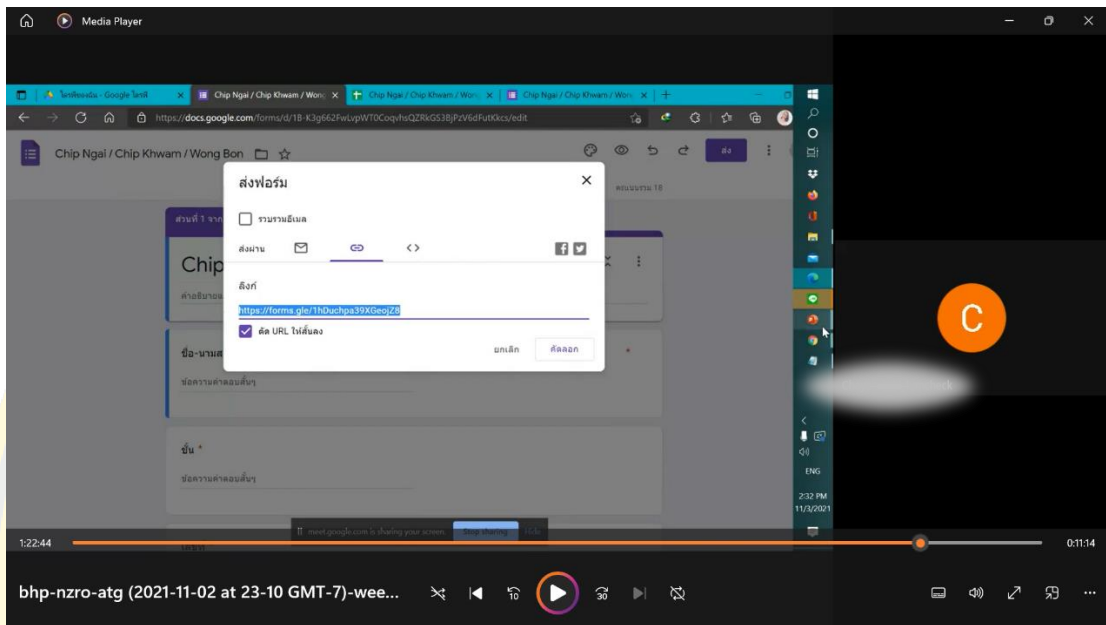


Figure 19 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 3, 2021)

C for cognition

Due to time management of the fourth session in CLIL online classroom.

Learners did not have the chance to recognize the similarities and differences among three Natayasub postures, for instance, Chip Ngai, Chip Khwam and Wong Bon.

Or to compare them with others postures that were positioned in different areas around the human body such as the similarity between Chip Khwam and Chip Song Lang were both pose created hands gestures in the same ways and was called Chip. Besides, they were not the same in terms of the arm positions. The cognition level emerged in the stage of lower order thinking such as remembering, understanding, recalling and in the high order thinking skill cognition appeared in the level of analyzing to classify the dance poses from performance.

C for culture

In the fourth session, learners understood Thai culture more on the use of their Natayasub knowledge. They expressed their Thai style by studying and performing Chip Ngai, Chip Khwam and Wong Bon step by step. In order to study those steps, learners needed to read to understand the meaning of content using English as it emerged in another culture at the same time. So far, learners have understood and followed CLIL online classroom culture. In the ways that most of them promoted a positive environment in the class, supported each other on their additional language without judgement. Learners respected incorrect answers from their class members and encouraged them to work as a team in order to finish tasks or activities.

C for communicative competence

CLIL class conversation or communicative competence appeared in fourth session in the form of short words and short sentences. Learners used basic conversation to negotiate over content in class. They picked some of their previous knowledge on English language to construct sentences and speak verbally with peers and the teacher. For example,

Thai traditional dance:

T: “L3, are you here?”

L: “Yes”

T: “Can you share the name of the Natayasub postures that you know?”

L: “Chip Khwam, Chip Ngai”

L: “Wong Lang, Wong Na”

L: “Chip Song Lang, Wong Bon, Chip Prok Na”

(Classroom conversation, November 3, 2021)

Fifth session

The objective of the fifth session was aimed at the capability of learners to study the original dance movements of Chao Thai song. And at the end of lesson five, learners were expected to sing and perform the original dance movements of Chao Thai songs correctly in class, and use English to communicate.

C for content

During their study time, the teacher introduced the lesson by providing learners with two performance videos related to Chao Thai songs. Those learners watched, listened, and imitated the way they danced from these two videos freely by themselves. After that, learners looked at three pictures as a hint to study and mimicked the Chao Thai movements by themselves.

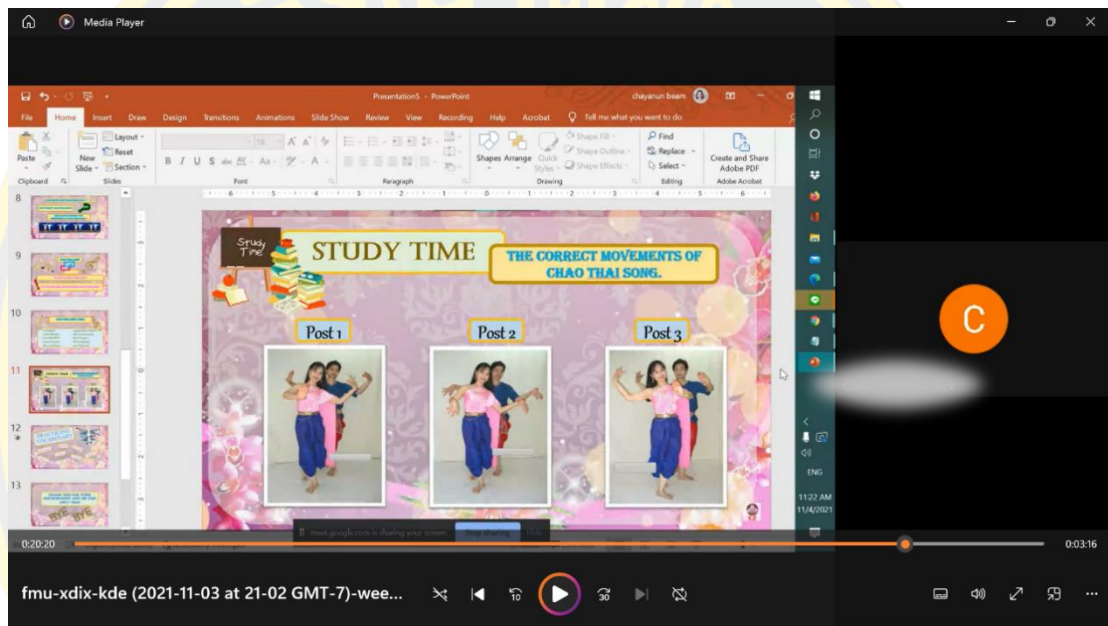


Figure 20 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

Those three pictures represent the original movements of Chao Thai songs. Once learners were ready, the teacher turned on Chao Thai performance video for them. And a group of learners performed Chao Thai dance moves together within two rounds along with the performance video in class. L3 is the one who danced almost correctly. Her dance styles were very similar to the performance video. Her movements were done beautifully. Another one, L1, is a boy, but he was so eager to learn and try to perform Chao Thai dance movements with his peers. The acting from his poses was good and his expression of joy appeared while he was dancing. L6 and L5 are girls who performed their dance movements correctly and beautifully.

Most of them have some experience in how to perform the original dance movements of Chao Thai songs and achieved the target goal to input content naturally.

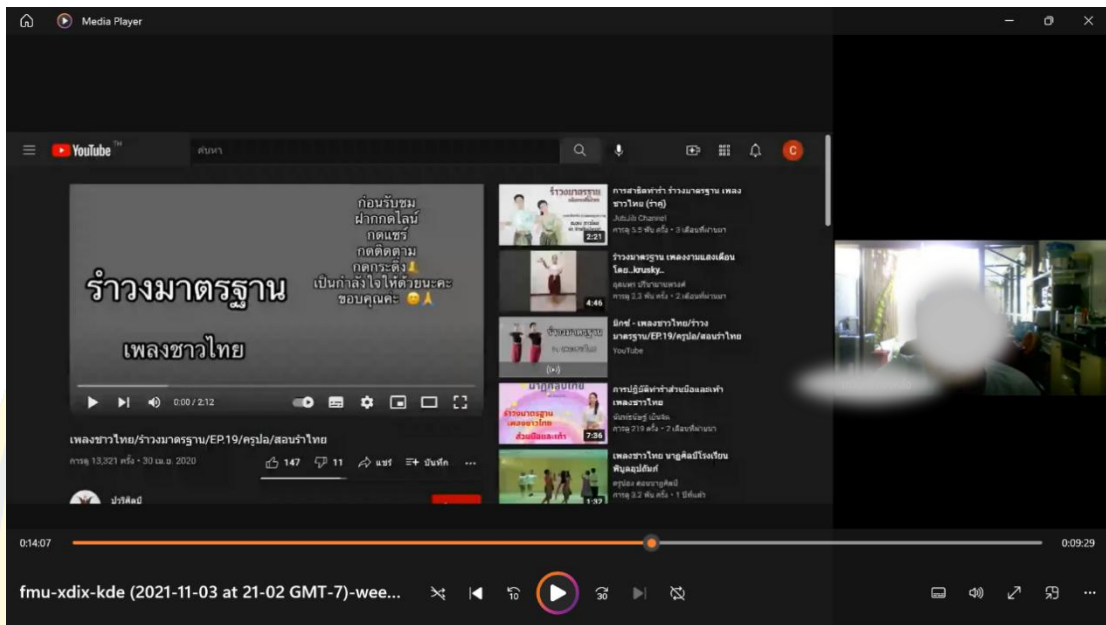


Figure 21 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

C for cognition

According to the findings, in fifth session, learners did not have the chance to investigate and analyze the similarity and differences across other standard Ramwong performances in terms of gestures, lyrics, rhythm, dance pattern, clothing, hair style and so on. For example, Ngam Saeng Duean and Chao Thai songs are similar in terms of dance pattern in that both performance actors and actresses dance in a circle. On the contrary, the movements of their hands were different. The cognition in fifth session could be seen in the lower order level for instance remembering and understanding processing.

C for culture

In the fifth session, the CLIL classroom culture emerged, since, learners practiced singing and performing Chao Thai performance both Thai and another culture. Learners respected the original dance moves that have been created a long time ago without judgement. They were willing to act and follow those dance styles according to CLIL classroom culture. Learners knew how to work as a team in order to perform dance moves with all the member in CLIL class.

C for communicative competence

In CLIL class, communicative competence occurred by the use of English from fourth-grade learners that they discussed over content. Learners mostly used short words and short sentences to answer questions. In addition, they used basic conversation to participate in class activity. For instance,

Thai traditional dance:

T: “How are you today?”

L: “I’m fine”

L: “I’m good”

L: “So, tomorrow I have to go to school but I need to wear the school uniform.”

T: “Can you see my screen?”

L: “Yes”

(Classroom conversation, November 4, 2021)

Sixth session

In the sixth session, the study objective was to encourage fourth-grade learners to pursue two Natayasub postures that occurred in Chao Thai song. Which is Chip Prok Khang and Wong Na in the direction of operated Chip Prok Khang, Wong Na at the end of the lesson. Learners needed to reposition insufficient sentences related to the explanation of Chip Prok Khang and Wong Na from quizzes. Learners were expected to distinguish the similarity and differences from those postures and innovate new poses or performances from their previous knowledge, and present those postures by using English language.

C for content

Some learners who turn on their camera paid attention to the content subject. While some learners were not interested because they did not turn on the camera to interact in the online class. For example, L1 wanted to assume Natayasub postures that might arise in the dance movements of Chao Thai song. He said, “easily, was this pose right”, “I will salubkhang to this” (Classroom conversation, November 4, 2021). He acted out the idea of his poses while he was talking. However, his two poses were still far from the correct ones. Besides, most of learners could not find two Natayasub postures from Chao Thai song. Which means that learners could not find the postures by themselves. At this point, the teacher facilitated them with some hints by coming up with the name of two posts and showing what they look like. Later learners found a way, some learners mimicked Chip Prok Khang, Wong Na poses from the teacher and acted them out accurately. At the same time, L1 was excited about how these two poses related to the content, he said, “sway like this” (Classroom conversation, November 4, 2021), while he changed the positions of his hands back and forth. In addition, some learners did well by answering to reposition insufficient sentences from quizzes and operating Chip Prok Khang, Wong Na effectively but they did not present those postures by using English.

To continue, moved on to the quiz, at first, quiz 4: Chip Prok Khang, quiz 5: Wong Na were planned to let learners do on google form individually in the sixth session. But because of difficulties and challenges, the teacher changed from quizzes to online classroom activity that encouraged learners to do this activity via an online game created by using the Gamilap online platform.

The sixth session, the example from quizzes reported that L6 volunteered to explain Chip Prok Khang through reading in order to understand the meaning of the content. She could read all of those five sentences well, except the word “spread”, she said “sport”, and the word “segment” she could not pronounce, so the teacher helped her with the correct pronunciation, and the word “degree” L1 helped her to say that word correctly, still she said “dreet”. Next was Wong Na, L1 volunteered to read, he asked “Can I read?” (Classroom conversation, November 4, 2021). He started to read from sentence one to five, he read well and accurately.

Move on to the observation about Natayasub quizzes in the sixth session.

The screenshot shows a PowerPoint slide titled "ACTIVITY TIME" with a sub-heading "MATCHING THE SENTENCES BELOW." The slide is for the exercise "CHIP PROK KHANG". It contains five numbered statements on the left and five options (a-e) on the right. Blue arrows indicate the correct matches. Below the matching exercise, there is a section "Write the complete sentences into the blanks." with five numbered blanks, each followed by a blue line of text representing the completed sentence.

THINKING ACTIVITY **ACTIVITY TIME** **CHIP PROK KHANG**

MATCHING THE SENTENCES BELOW.

Chip Prok Khang

1. Close the thumb to the joint...
2. Another three fingers are bending and stretching...
3. The palm bends...
4. Chip Prok Khang can perform by...
5. The thumb and index finger are...

- a. ...to the backward as far as possible.
- b. ...of the index fingers at the middle segment.
- c. ...spread the arm at a 45-degree angle to the body.
- d. ...at the side of the forehead level.
- e. ...as far as possible to the wrist.

Write the complete sentences into the blanks.

1. Close the thumb to the joint of the index fingers at the middle segment.
2. Another three fingers are bending and stretching to the backward as far as possible.
3. The palm bends as far as possible to the wrist.
4. Chip Prok Khang can perform by spread the arm at a 45-degree angle to the body.
5. The thumb and index finger are at the side of the forehead level.

Figure 22 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

The screenshot shows a PowerPoint slide titled "ACTIVITY TIME" with a sub-heading "MATCHING THE SENTENCES BELOW." The slide is for the exercise "WONG NA". It contains five numbered statements on the left and five options (a-e) on the right. Blue arrows indicate the correct matches. Below the matching exercise, there is a section "Write the complete sentences into the blanks." with five numbered blanks, each followed by a blue line of text representing the completed sentence.

THINKING ACTIVITY **ACTIVITY TIME** **WONG NA**

MATCHING THE SENTENCES BELOW.

Wong Na

1. Wong is related to...
2. Open the arm the...
3. Lift the forearm upward and...
4. Wong Na or...
5. Wong Na can be form by...

- a. ...positioned the Wong at the front of the body the fingertips are at the same level at the lip, the arm makes a curve.
- b. ...the curvature of the arm.
- c. ...whole way toward the side.
- d. ...to the front to form a curve with the upper arm.
- e. ...can call the Wong that are in front of the body.

Write the complete sentences into the blanks.

1. Wong is related to the curvature of the arm.
2. Open the arm the whole way toward the side.
3. Lift the forearm upward and to the front to form a curve with the upper arm.
4. Wong Na or can call the Wong that are in front of the body.
5. Wong Na can be form by positioned the Wong at the front of the body the fingertips are at the same level at the lip, the arm makes a curve.

Figure 23 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

The data showed that learners were invited to join classroom activities by working as a group to answer quizzes in an online game created by using Gamilap online platform. Learners sequenced Chip Prok Khang and Wong Na poses. Learners preferred to answer by using letters, for example, Chip Prok Khang. L6, L5, L1 and L2 helped each other answer with letter b. matched with sentence one which was the right answer. However, some of them were not sure about their answer, especially L1, he said “it wrong”, then his peer L2 said “yes, correct” (Classroom conversation, November 4, 2021). In sentences two and three a group of learners matched the correct answers. In addition, L1 was amazed with the background and cartoon character in this game, he said “oh damn, this is the most dangerous” (Classroom conversation, November 4, 2021). Sentence four and five learners L6, L1, and L5 paired the right answer again. Next, Wong Na online game, L1 was excited about the cartoon character in game, he said “there’s a panda”, “the sky” (Classroom conversation, November 4, 2021). Later, a group of learners helped each other pair those five sentences with letters correctly, however, L5 matched sentences one and four incorrectly.

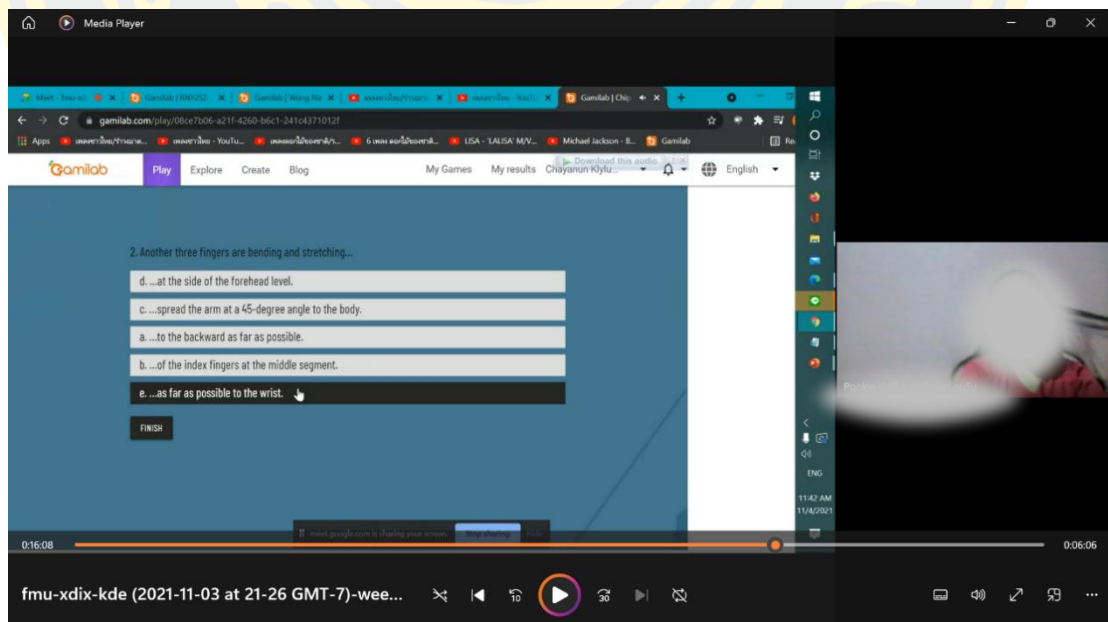


Figure 24 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

C for cognition

In sixth session, learners' cognition occurred in the lower order thinking processing such as remembering and understanding. Besides, high order thinking appeared in the analyzing level to find dance poses from performance. Learners did not have chance to analyze the similar and differences between two poses, e.g., Chip Prok Khang and Wong Na because of time management, in terms of hand gesture that Chip Prok Khang the hands form Chip and Wong Na the hands form Tang Won. These poses are not similar to one another because in the original Chip Prok Khang the hands are located at the side of human head but Wong Na the hands are positioned in front of the face.

C for culture

Culture in CLIL from sixth session could be identified in such a way that learners involved in the online classroom situation in good manners. They respected classroom rules in order to be one of the members in CLIL context. For example, they were aware that everyone in CLIL class had their own ways to study the ways they wanted to input content from classroom. They did not disturb others when one of them were answering or presenting their work. They knew how to communicate with teacher and peers in order to understand each other more on target that they wanted.

C for communicative competence

From the findings, the capacity of young learners in the use of additional language in the sixth session had been appearing in chunk and short answers to interact with teacher and peers. Some learners knew very well about how to communicate the content in class. For example,

Thai traditional dance:

T: "Can you see my screen?"

L: "Yes"

T: "Can you sing?"

L: "Plus a music song"

T: "Everyone, can you act Chip Prok Khang?"

L: [Learners perform Chip Prok Khang]

(Classroom conversation, November 4, 2021)

Seventh session

The seventh session aimed to reach the lesson objective by encouraging learners to sing and perform Docmai Khong Chad performance. By the end of the seventh session, learners were expected to dance Docmai Khong Chad movements and use the English language to negotiate in the classroom.

C for content

Some learners were excited about the input they were going to pick up from CLIL class, for instance, L1 eagerly watched the Docmai Khong Chad performance video, he said, “when you...teacher...about the video, I’m going to sing along with them” (Classroom conversation, November 4, 2021). According to his previous statement, L1 not only wanted to watch but he needed to sing along too. In this way, he would gain content knowledge in terms of learning by doing. Learners practiced by themselves to dance the original movements of Docmai Khong Chad song by watching the performance video. Some learners performed the original dance movements of the song together with the help of their peers. Most of them did well, their dance styles were correct and they were delighted. Some learners still could not follow the lyrics and dance moves, at this point, teacher and peer support was important.

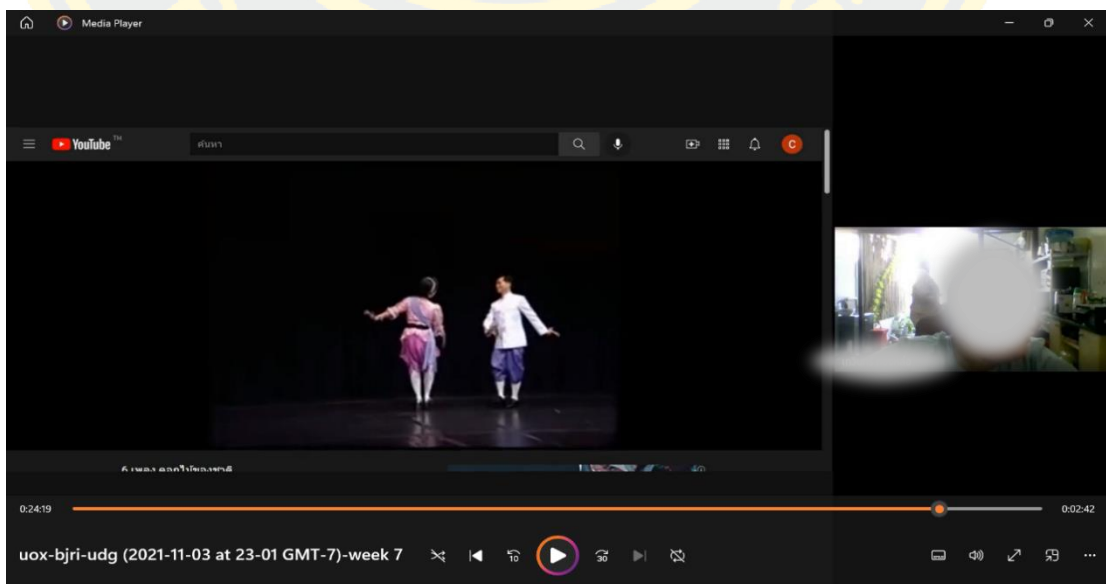


Figure 25 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

C for cognition

In the seventh session, learners' cognition emerged in a lower order thinking process such as remembering the dance movements. They did not have a chance to discuss and analyze the similarity and differences across performances because of time management. For instance, Docmai Khong Chad performance had vast differences in terms of the movements of hands, arms and feet compared with Ngam Saeng Duean and Chao Thai performances as both of these two songs are similar in the foot movement, etc.

C for culture

Fourth-grade learners preserved and absorbed more on Thai culture by studying and performing Docmai Khong Chad performance. They recognized the old Thai traditional clothing that Thais wore in the past compared to the present clothing, which is different from the another. Learners attended the online classroom with respect and good behavior in order to engage in CLIL classroom.

C for communicative competence

The ability to use the English language in Thai traditional dance class comes in the form of basic conversation and short answers. Learners participated in classroom tasks and activities by using additional language to communicate. For example, they understood teacher messages and they responded back either by verbal or non-verbal communication. Such as,

Thai traditional dance:

T: "Did you understand?"

L: "Understand"

T: "Are you ready?"

L: "Yes"

T: "What is this?"

L: "I don't know"

L: "Temples"

T: "Can you see?"

L: "Yes, oh I will sing too"

(Classroom conversation, November 4, 2021)

Eighth session

In the eighth session, the objective of the last session expected learners to discover two Natayasub postures, e.g., Wong Lang, Chip Song Lang from Docmai Khong Chad performance. The expectation of an ending session, learners anticipated performing two Natayasub postures and ordering imperfect sentences from quizzes that described the details about how to act two posts correctly and use English to explain postures. Learners needed to distinguish the similarity and differences from those postures and design new postures or performance based on their previous knowledge at the end of session eight.

C for content

Focusing on the content of the eighth session, during their study time, the teacher let them seek out two Natayasub postures. The teacher provided them with some hints about those two poses, which were Wong Lang and Chip Song Lang, once learners found two of those poses. They acted out by mimicking dance poses from pictures. Learners studied the correct order of Wong Lang, Chip Song Lang postures and explained through reading in order to understand the meaning of the content. Learners presented their output from what they have studied by acting those poses out accurately.

In the eighth session, L1 volunteered to read Wong Lang in order to understand the meaning of the content. He did sentences one and two well. He could pronounce all the words that were written in those sentences. L3 wanted to read sentence three, L4 read sentence four, and L5 read sentence five. Overall L4 could pronounce all the words in the sentence. L5 and L3 could not pronounce the word “curve” then the teacher helped them with the correct pronunciation. Next Chip Song Lang, L8 volunteered to read sentence one, L4 read sentence two, L1 read sentence three, L3 read sentence four, and L9 read sentence five. All of them could pronounce all words in those sentences accurately. Only L3 could not pronounce the word “positioned” teacher supported her with correct pronunciation.

A piece of the evidence from the implementation of CLIL was rested on Natayasub quizzes. At first, quiz 6: Wong Lang, quiz 7: Chip Song were planned to let learners do them on Google form individually in the eighth session. But according to reasons of difficulty and challenges, the teacher changed from quizzes to online

classroom activity that encouraged learners to do this activity via an online game created by using the Gamilab online platform and do it collectively.

THINKING ACTIVITY **ACTIVITY TIME** **WONG LANG**

MATCHING THE SENTENCES BELOW.

Wong lang

1. Wong is related to...
2. Open the arm the...
3. Lift the forearm upward and...
4. Wong Lang or...
5. Can be perform by...

- a. ...whole way toward the side.
- b. ...the curvature of the arm.
- c. ...positioned the Wong to the front of the waist and arm form a curve downward to the side of the body.
- d. ...called the lower Wong.
- e. ...to the front to form a curve with the upper arm.

Write the complete sentences into the blanks.

1. Wong is related to the curvature of the arm.
2. Open the arm the whole way toward the side.
3. Lift the forearm upward and to the front to form a curve with the upper arm.
4. Wong Lang or called the lower Wong.
5. Can be perform by positioned the Wong to the front of the waist and arm form a curve downward to the side of the body.

Figure 26 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

THINKING ACTIVITY **ACTIVITY TIME** **CHIP SONG LANG**

MATCHING THE SENTENCES BELOW.

Chip song lang

1. Close the thumb to the joint of the...
2. Another three fingers are bending and stretching...
3. The palm bends...
4. Chip Song Lang is...
5. Lift the arm backward and...

- a. ...as far as possible to the wrist.
- b. ...facing the palm upward to form Chip Song Lang.
- c. ...positioned at the back of the body.
- d. ...to the backward as far as possible.
- e. ...index fingers at the middle segment.

Write the complete sentences into the blanks.

1. Close the thumb to the joint of the index fingers at the middle segment.
2. Another three fingers are bending and stretching to the backward as far as possible.
3. The palm bends as far as possible to the wrist.
4. Chip Song Lang is positioned at the back of the body.
5. Lift the arm backward and facing the palm upward to form Chip Song Lang.

Figure 27 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

At the ending of session eight, L1 paid attention to content by asking questions using additional language. He asked the teacher, “What game do you want, so, Gamilap right” (Classroom conversation, November 4, 2021). Learners were joining the online game with the aim of sequencing Wong Lang, Chip Song Lang poses. First, Wong Lang, L1 and L5 paired the right answers with those five sentences. They helped each other think and answer. Next Chip Song Lang come into account, L1 and L5 matched the four sentences correctly. Only sentence number three, L1 answered wrong, in addition, with a few minutes left, the teacher did a quick review and asked them to act out Wong Lang and Chip Song Lang again. They did them well and correctly, then learners experienced something from Thai traditional dance class. From the finding, by the end of the last session, some learners were capable to interchange the inexact sentences and explain Wong Lang, Chip Song Lang correctly, based on the right answers that they attempted to deliver to finish the task.

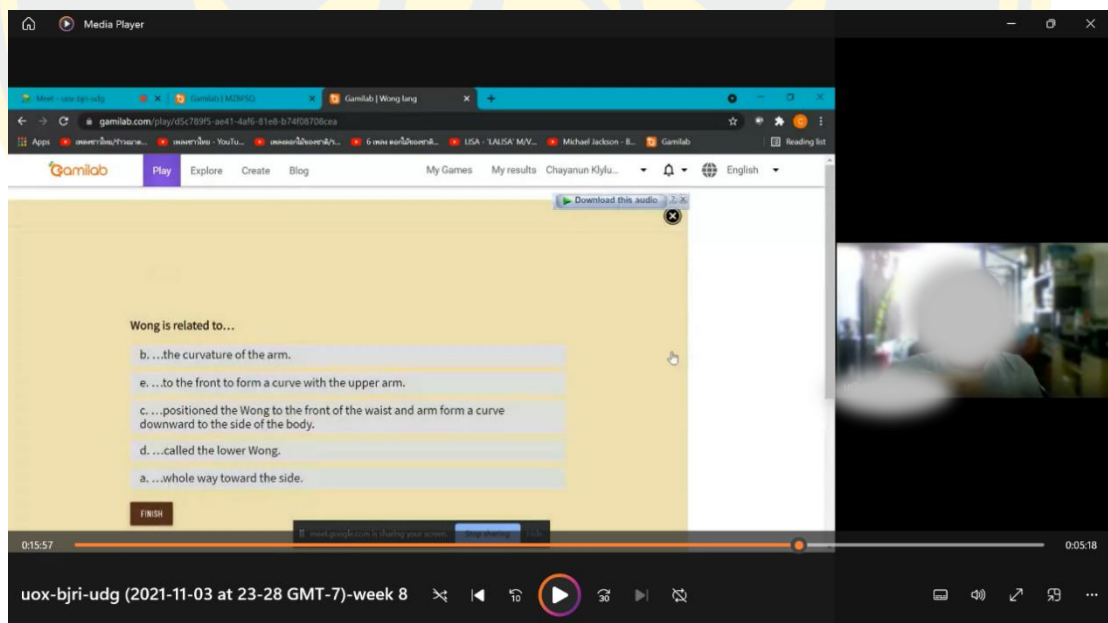


Figure 28 Screen capture in CLIL online classroom

(Source: Classroom conversation in Google meet, November 4, 2021)

C for cognition

In the eighth session, learners did not have a chance to identify the similarities and differences between Natayasub poses because of time management in CLIL online classroom. From this point, in lesson eight the cognition could be discovered from fourth-grade learners in the lower order thinking processing such as remembering, understanding. Besides, cognition could be explored in high order thinking processing form learners discussed to analyze a specific topic. For example, that learners had found Chip Song Lang and Wong Lang from Docmai Khong Chad performance. These two poses are different from one another by the ways their hands formed the poses. Chip Song Lang, the hands form Chip and are located at the back of dancers, besides, Wong Lang, the hands form Tang Wong are positioned at the front of the body.

C for culture

Classroom culture in CLIL online, learners acknowledged and followed classroom rules respectfully. They were aware of foreign culture from class activities and quizzes because they have varied chances to use the English language to complete quizzes. Moreover, learners preserved Thai identity and culture form quizzes in term of Natayasub content that they needed to understand the meaning before working on classroom tasks. By this, learners gained interculture competence at the same time.

C for communicative competence

Basic conversation was used in CLIL online classroom context verbally in the eighth session. Young learners continued using the same language pattern to convey to the class such as short answers or answer word by word. However, some learners understood the meaning of additional language clearly based on the responses that they said to the teacher and peers or the ways they act immediately while doing class room tasks. For instance,

Thai traditional dance:

T: “Ok, first one”

L: “Oh, look at that”

T: “Wong is related to letters?”

L: “Letter b.”

T: “Open the arm the...related to letters e., a., d., c., or b.?”

L: “a.”

T: “L3 can you help us read number 3?”

L: “Lift the forearm upward and to the front to form a curve with the upper arm”

T: “What we have left?”

L: “Chip Song Lang”

(Classroom conversation, November 4, 2021)

The implementation of CLIL with fourth grade young learners who studied Thai traditional dance as content driven integrated with English as an additional language in eight sessions can be concluded and summarized in the table as follows.

Table 2 The conclusions of the implementation

Sessions		Descriptive
1	content	<ul style="list-style-type: none"> • The meaning, elements, and postures of Natayasub. • The meaning and history of standard Ramwong songs.
	objectives	<ul style="list-style-type: none"> • Learners made mind maps individually and presented them by using English in class. • Learners were expected to distinguish the similarities and differences between Natayasub elements.

Table 2 (Continue)

Sessions	Descriptive	
2	content	<ul style="list-style-type: none"> • Creativity of the standard Ramwong songs (Ngam Saeng Duean song).
	objectives	<ul style="list-style-type: none"> • Learners were able to sing and design their own dance movements that related to Ngam Saeng Duean song and • use English to describe their own dance moves in class. • Learners were expected to distinguish the similarities and differences between their dance moves.
3	content	<ul style="list-style-type: none"> • The correct movement of Ngam Saeng Duean song.
	objectives	<ul style="list-style-type: none"> • Learners performed original dance motions of Ngam Saeng Duean song in class and used English to convey the class activity. • Learners were expected to identify the similarities and differences in postures from another performance.

Table 2 (Continue)

Sessions	Descriptive	
4	content	<ul style="list-style-type: none"> • Standard Ramwong songs (Ngam Saeng Duean song), (Natayasub: Chip Ngai, Chip Khwam, Wong Bon).
	objectives	<ul style="list-style-type: none"> • Learners did three Natayasub postures. Such as Chip Ngai, Chip Khwam, and Wong Bon from Ngam Saeng Duean performance. • Learners performed poses and rearranged incomplete sentences from the quizzes, e.g., quiz 1: Chip Ngai, quiz 2: Chip Khwam, quiz 3: Wong Bon. And explained those postures in English. • Learners recognized the similarities and differences from poses and were expected to create new movement styles or performances.

Table 2 (Continue)

Sessions		Descriptive
5	content	<ul style="list-style-type: none"> The correct movements of standard Ramwong song (Chao Thai song).
	objectives	<ul style="list-style-type: none"> Learners were able to sing and perform original dance movements of Chao Thai song and use English to communicate in class. Learners analyzed the similarities and differences across another standard Ramwong performances.
6	content	<ul style="list-style-type: none"> Standard Ramwong songs (Chao Thai song), (Natayasub: Chip Prok Khang, Wong Na).
	objectives	<ul style="list-style-type: none"> Learners needed to find two Natayasub postures that occurred in Chao Thai song, e.g., Chip Prok Khang, Wong Na. Learners performed poses and repositioned insufficient sentences from the quizzes, e.g., quiz 4: Chip Prok Khang, quiz 5: Wong Na and explained those postures in English.

Table 2 (Continue)

Sessions	Descriptive	
6	objectives	<ul style="list-style-type: none"> Learners were expected to distinguish the similarities and differences from those postures and innovate new poses or performances.
7	content	<ul style="list-style-type: none"> The correct movements of standard Ramwong song (Docmai Khong Chad song).
	objectives	<ul style="list-style-type: none"> Learners needed to sing and perform original dance movements of Docmai Khong Chad song and used the English language in class. Learners analyzed the similarities and differences across performances.
8	content	<ul style="list-style-type: none"> Standard Ramwong songs (Docmai Khong Chad song), (Natayasub: Wong Lang, Chip Song Lang).
	objectives	<ul style="list-style-type: none"> Learners discovered two Natayasub postures, e.g., Wong Lang, Chip Song Lang from Docmai Khong Chad song.

Table 2 (Continue)

Sessions	Descriptive
8	<p data-bbox="595 465 730 499">objectives</p> <ul data-bbox="943 465 1380 987" style="list-style-type: none"> <li data-bbox="943 465 1380 779">• Learners performed poses and rordered imperfect sentences from quizzes, e.g., quiz 6: Wong Lang, quiz 7: Chip Song Lang and use English to explained poses. <li data-bbox="943 797 1380 987">• Learners needed to distinguish the similarities and differences form postures and designed new postures or performances.

Overall, the 4Cs framework from CLIL, content, communication, cognition, and culture did not exist as separate elements. The 4Cs were connected into an integrated whole fundamental to clarify, for example, exploring the cognitive elements required linguistic levels to explicate. The reflection of CLIL 4Cs framework obtain similarity, appropriateness, and meaningful content increase and measure language and cognitive stage. Those Cs combined to shed a spotlight on receiving of culture and shape the identity of each CLIL environment by being involved in context.

Chapter Summary

According to the data findings of this study, this chapter has provided main aspects obtained by content analysis that was analyzed from specific to general of data findings, regarding the themes and criteria. The results of CLIL implementation with fourth-grade learners in Thai traditional dance did not work well in an online classroom but could be better if implemented in an on-site classroom context in term of practicing gestures and dance moves. Additional language and age of learners were sufficient enough to use in an online classroom or on-site learning. Based on the

findings, CLIL classes do not enhance young learners' language competence effectively. On the other hand, CLIL teaching approach was beneficial to use with diversity of all content and language in different learning situations.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the findings of this study on the integration of CLIL in Thai traditional dance for young learners. The conclusions are based on the purposes, research questions, and results of the study. The implications of these findings and the recommendations are explained based on the conclusions and purposes of the study.

Summary of the study

The study was a qualitative study. The research objectives of the study were (1) To explore the implementation of CLIL in Thai traditional dance in a primary classroom; and (2) To explore the use of Natayasub during the implementation of CLIL. The research questions were (1) To what extent does CLIL implementation support the development of the 4Cs? and (2) How does the implementation of CLIL enhance primary learners on language competence in Thai traditional dance? The objectives of this research design were to describe various perspectives of learners from the implementation of the CLIL approach.

Summary of the findings

The research results and findings of integrating CLIL in Thai traditional dance for young learners is summarized according to the research questions and objectives in the following sections.

To answer the first research question, (1) To what extent does CLIL implementation support the development of the 4Cs? The concept of CLIL is adapted in teaching a dance class and focuses on two things (Dual focus), teaching the entire course or part of the subject in a foreign language (L2) with two goals which include teaching the subject matter (Content) and teaching the language (Language), where teachers must take into account the elements of learning management called the 4Cs, which are: content, cognition, communication, and culture. Assessment in learning management is based on the CLIL concept emphasizing on-learning evaluation which

is not assessed to determine academic performance but is an assessment of the student's learning progress.

Content and language must adhere to 4 elements as the core, which are (1) Content is to focus on the content used in learning equal to the language, and develop English language skills by learners having to create knowledge by themselves. (2) Communication is the use of language and language learning. Which can be divided into 3 parts: language of learning, language for learning and language that occurs through learning (Language through Learning). (3) Cognition is a learning process, and thought process the learners must connect their knowledge of content, and language together. (4) Culture is to understand the differences and diversity of learners' cultures. Which will lead to self-understanding and understanding of others.

This research was to explore the implementation of CLIL in Thai traditional dance with fourth grade young learners using additional language (English) to teach content work. The findings reported that the content needed to be taught in two aspects, as theoretical and practical in an online classroom. The CLIL for the Thai traditional dance was taught online and worked in parallel with the theoretical aspect. It might not be a hundred percent perfect. But learners had a chance to negotiate and vice versa between peers and teacher on the content matter. For example, some learners inputted content by themselves through reading and listening or watching performance videos from learning material to understand the meaning of content. They could comprehend the knowledge and were able to deliver that knowledge by answering questions or taking quizzes related to the content. Alternatively, the mind mapping class work that learners needed to create in order to present by using English in class did not meet the expectation because learners did not categorize or comprehend the content to create mind mapping; they duplicated content and write down on paper or screen and presented by reading and using English to explain aloud in class. From this perspective, learners gained only productive skills from creating mind mapping in the CLIL classroom.

To recap, in the practical feature, some learners were able to practice Thai traditional dance movements by themselves in various ways such as imitating the dance moves from performance videos, pictures of Thai dance poses or mimicked

dance moves from the teacher. Some of them were able to perform dance movements in CLIL classes but some did not because they were shy and did not feel confident enough to perform physically. Therefore, some of them were willing to present their creative ideas of dance movement by drawing dance poses on paper and using English to present the idea in class. According to the time management in CLIL class, learners were expected to describe the steps of Natayasub postures from quizzes by using English and innovative new dance poses or dance movements by using prior knowledge. As mentioned above, learners did not have a chance to complete this target because of the lack of class time.

Fourth-grade learners' cognition could be measured in the stage of lower-order thinking processing for instance, remembering, understanding the content to complete classroom tasks and activities. On the other hand, the higher order thinking processing appeared in the use of analyzing dance movements from standard Ramwong performances. Learners lacked opportunities to distinguish the similarity and differences between Natayasub postures and dance movements in standard Ramwong performances because there was not enough time. Learners were expected to discuss to analyze those various aspects from the content-driven. Based on reasons, learners' cognition appeared in some aspect with this sample group of learners from the findings in this study. Furthermore, culture emerged in CLIL online classes with fourth-grade learners. They were aware of self and otherness by learning Thai traditional dance knowledge and practicing dance movements including absorbing another culture through the use of the English language. Learners accepted and respected different opinions and ideas from another person's perspective and interpretation. They acknowledged and followed classroom culture and instructions effectively to become members of the CLIL class.

Overall, implementing CLIL in the Thai traditional dance online with fourth-grade learners works at the level of the theoretical lens but still was not effective enough. Thus, the practical lens might not work perfectly in term of practicing Thai dance movements because the teacher could not adjust dance poses individually and physically in order to make them correctly or beautiful.

To answer the second question, (2) How does the implementation of CLIL enhance primary learners on language competence in Thai traditional dance?

Based on the research objective, the aim was to explore the use of Natayasub during the implementation of CLIL, the use of Natayasub in Thai traditional dance content during the implementation of CLIL showed that demonstration of teaching techniques such as learning from practical Thai dance moves, using learning material to learn about various vocabulary involved in content, describing stories to make learners understand the content more, using quizzes and designing learning activities. While demonstrating in various poses, learners were given the opportunity to ask questions. The teacher introduced various techniques, then allowed the learners to practice and the teacher evaluated the learners by observing and giving advice on the correct Thai traditional dance method.

Those diverse dimensions were plans to enhance learners' language competence or communicative competence. Vice versa, turned out that the implementation of CLIL in Thai traditional dance did not enhance fourth-grade learners' language competence effectively. On the other hand, learners have developed a fair amount of language communication in basic skills and short answers only, but are unable to interact with the teacher in long conversational sentences. They did not use English to explain the steps of Natayasub postures including the use of additional language to explain dance moves based on unsupported reasons in the circumstances because the learner interaction lacked the use of additional language. Some learners negotiated by using basic conversations and answering in short sentences with their teacher and peers quite effectively to show the use of their English language in terms of answering questions or quizzes over the content matter. The overview of the implementation of CLIL in Thai traditional dance with this sample group from this study, did not clarify that young learners improved language competence during eight sessions.

Discussion

According to the observations, some elements could be discussed after the implementation of CLIL in Thai traditional dance in the primary classroom. The components are discussed in the following section.

This study implemented CLIL in Thai traditional dance language with fourth grade young learners. Anderson et al. (2015) described the use of CLIL teaching for young learners in numerous dimensions. This study integrated CLIL with 9-10-year-old fourth grade learners. The characteristics of learners at this age required learning strategies to encourage independence, use logical explanations and analogies that related to their experiences. Classroom activities were needed to promote learners' cognition to draw conclusions, understand cause and effect intellectually. CLIL classroom design activities needed to focus on subject-centered focus, group activities and more. Those tasks and activities should increase learners' motivation towards language learning and build learners' confidence. In fact, if primary learners have been prepared adequately, highly naturalistic learning is possible. Plus, teachers need to be trained in both language and subject instruction and need to be able to balance the demands of both effectively. Teachers also need to be skilled in using CLIL methodology and incorporating it into their teaching practice. To apply CLIL with young learners requires effective preparation and planning including material resources, etc. for effective outcomes.

The total number of participants was twenty-three learners that needed to study in CLIL online group class. The limitations occurred based on the number of learners that attended online was not stable. In this case, some learners attended an online class by their name but did not follow online classroom culture by turning on the camera and microphone. Learners did not have any interaction with the teacher during study time. Only a small group of them respected online classroom culture, they were studying and interacting with peers and the teacher in order to study content.

The timing has been reduced from the unpredictable situations that occurred. As agreed, CLIL online classes would be implemented in approximately fifty minutes per session from session one until session eight. But it turned out that in sessions five, six, seven, and eight the time was decreased to approximately twenty-five minutes per session.

Time management in CLIL online classroom was not effective enough. This limitation emerged from various aspects, for instance, time management from the teacher, duration that the teacher needed to wait for learners to prepare and present their work in online class, time was reduced from the unpredictable situations, etc. Based on these reasons, learners did not have a chance to practice their cognition and the teacher could not measure cognition from learners.

The characteristic of the CLIL approach promoted learner-center and teachers would be the facilitator that scaffolded learners' knowledge. However, in this study CLIL online rested on the teacher role. The teacher became the center of the learning environment leading learners to learn content by following the teaching materials.

The limitation in the use of Natayasub quizzes arose during CLIL implementation. Learners, parents, and the class teacher provided feedback after they submitted Natayasub quizzes, e.g., Chip Ngai, Chip Khwam, Wong Bon that they had done in google form at the end of the fourth session. Most of them were concerned about the difficulty and challenges of Natayasub quizzes. The reasons were this sample group have pressure on themselves about task scores when they compared to those who had a higher score than them. Based on these reasons, the teacher adjusted Natayasub quizzes that were first planned to use as an assessment tool and learners needed to do quizzes on google form individually to teach materials that were implemented in session six, e.g., Chip Prok Khang, Wong Na and session eight, e.g., Wong Lang, Chip Song Lang in the form of an online classroom game that the teacher created by using gamilap online platform. All learners participated in class activity and worked as a team answering Natayasub quizzes together to increase a sense of ease.

Fourth-grade learners were chosen to participate in the CLIL online class. They have been studying a bilingual curriculum since kindergarten level until their latest class level. On top of that, this group of young learners have studied English, math, science, and other subjects with native English speakers. Most of their study time forces them to use English in class with native English speakers and some with peers and teachers to learn the material. Learners have already studied Thai traditional dance subject since the kindergarten level. However, learners' background knowledge has an important effect on young learners. If learners have sufficient or perfect background knowledge, learning success will emerge. On the other hand, if learners lack or do not have enough background knowledge, the learning outcome will be different.

Thai traditional dance subject is appropriate to implement the CLIL approach in term of theory in an online platform or on-site classroom. Nonetheless, to implement theory in an online classroom still not be effective enough because of learners' interaction, learners' attention, teaching material, authenticity in group work, online classroom discourse, etc. On the other, teaching Thai traditional dance online using CLIL approach with young learners is still possible but it requires careful planning, learning flexibility, qualified CLIL teachers, etc. because the external factors could be affecting the quality of the learning outcomes. In practical view, implementing CLIL in Thai traditional dance with young learners in an online classroom is still possible to do and requires effective planning. However, learners might be required to remember levels of dance moves only but accuracy and beauty of dance moves or group dance would be better to implement in on-site classroom.

Cognitive challenge in Thai traditional dance class is still very challenging because to interpret and analyze dance poses, dance moves or other details across postures and performances needs the learners' attention, learners' interaction, learners' background content and language, brainstorming in detail, teacher support and more. Some aspects are time consuming in order to synthesize and contrast the details.

Communicative competence in Thai traditional dance is affected by learners' interaction and learners' language background including language scaffolding to learn content and communicate over content. The teachers' language

influences because many times learners would input or use additional language based on their language knowledge and English language level of CLIL teachers to study content.

School policies, parents and curriculum are emphasized to develop or implement CLIL approach in Thai traditional dance with young learners in online class because the cooperating process from school, parents and learners is important to continue this study project. It needs permission from school context, learners' interest, parents' consent letter, parents' understanding about this study and the trust of the CLIL teacher, the advertisement of the additional course to make them aware of the benefit or experiences that their children are going to receive after attending the course and more.

CLIL teacher's teaching experience is important because learning outcomes are affected by the quality of CLIL teacher and some form of other aspects. It is going to be better if the implementation of CLIL has qualified CLIL teachers who were trained to teach in CLIL approach or had the teaching experience in CLIL. Learners will understand and benefit from this approach because the CLIL teacher will teach learners in a positive and meaningful way to develop learner potentials.

Limitations of the study

According to the observation, some limitations occurred after the implementation of CLIL in Thai traditional dance in a primary classroom. CLIL online classroom might be challenging in term of practicing Thai traditional dance moves. Normally, the teacher adjusts learners' dance moves face-to-face to make it accurate and could be more efficient in an on-site classroom. Time management is important because some classes had less time because of unpredicted situations occurred. Additionally, the design of the study planned to implement CLIL in on-side classroom, however, the covid-19 situation forced the study plan to be implemented in an on-line classroom context. Another speaking to the parents and learners, the perception on the difficulty and challenges of Natayasub quizzes affected the Natayasub quizzes that were switched from individual classroom tasks to group activities.

Recommendations for future research

The content and language integrated learning (CLIL) should be carefully planned especially for young learners. The teaching materials need to be well planned and organized to use in a classroom context. The class advertisement and cooperation of schools' context through learners and parents should be supportive.

There should be qualified CLIL teachers who have been trained in a CLIL program and are experience in teaching additional language including knowing how to evaluate CLIL classroom at a higher level.

The collaboration of content and language teacher is needed in order to design lesson plans and teach in a CLIL classroom.

There should be a variety of technology or media to use in the learning design based on the concept of integrated learning, content, and language.

Conclusion

CLIL is a powerful pedagogical approach that can help learners develop their language competence and learning skills through classroom discourse. The increasing rate of young learners' motivation toward Thai traditional dance content and English language were significant, according to the preparation of CLIL lesson plans. Classroom tasks, activities and teaching materials should be considered for young learners' interests, previous experiences, ages, content, and language background knowledge. The parents' perception of the CLIL teaching approach is central to extended classwork or course because it could affect the design of the study and procedures. The supportive school context and the call for teacher corporation are the key main factors to implement the CLIL approach as an additional course. The CLIL teachers' readiness is extremely dominant for the effective CLIL learning outcomes. CLIL teachers need to be trained or at least realize the concept of CLIL before the integration. In closing, this study could be another piece to fulfil the area of CLIL.

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APPENDICES



APPENDIX A
LESSON PLANS

Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL Lesson Plan: session 1 **Topic:** The meaning of Natayasub and standard Ramwong songs.

Level: 4th grade **Time:** 1 period

Aims

- To describe the meaning of Natayasub and standard Ramwong songs with English as the medium of instruction.
- To show the relationship between Natayasub elements and standard Ramwong songs.
- To construct basic vocabulary skills and sentence structure in English from the content.

Teaching Objectives (What I plan to teach)

- To discuss the meaning of Natayasub and standard Ramwong songs.
- To contrast Natayasub elements and standard Ramwong songs.
- To use a specific communication method related to the topic.

Content

- The meaning of the word ‘Natayasub’.
- The meaning of standard Ramwong songs.

Communication

Language of learning

Key vocabulary: terminology, definition, performance, movement, combine.

Language for learning

Asking questions: Can you explain the meaning of ‘Natayasub’?

Classifying: Can you identify the standard Ramwong songs?

Language through learning

Learners’ words correction among their group and realize the language that needs to be conveyed to the class.

Cognition

- Learners interpret and understand the meaning of the term ‘Natayasub’.
- Learners identify the meaning of standard Ramwong songs.

Culture

- Respect the various ways to explain the term ‘Natayasub’.
- Apply Natayasub and standard Ramwong songs knowledge in their personal experience.

Learning Outcomes

- Learners can clarify the meaning of the word ‘Natayasub’.
- Learners can identify and understand the similarities and differences between Natayasub and standard Ramwong songs.
- learners are able to use the language creatively to present their work.

Learning stages Procedure**Introduction**

- Learners think about the general view of the word ‘Natayasub’ and standard Ramwong songs on the significant why we need to know this before practicing Thai traditional dance performance.
- Learners individually attempt to define what is Natayasub and what is standard Ramwong songs.

Previous knowledge

- Learners review their previous knowledge by working individually to predict and share their own knowledge related to the topic.
- Learners seeking more information by asking another person in their class about Natayasub and standard Ramwong songs.

Thinking activity

- Learners interpret and summarize Natayasub and standard Ramwong songs meaning from the power point. Work with one large group by asking another classmate.
- Learners working as one team in the class, doing the activity “quizzes time”, learners look at a list of the answers provided by teacher, learners work as a team to answer the questions related to the content, learners in

large group class select the correct answers and the teacher will be the facilitator in the class.

Practicing language

- Learners capture the emerging vocabulary and sentence structures from the content.
- Learners practice the language needed to convey the task activity.

Ending the lesson.

- Learners make a mind map individually on their paper to generate the meaning of Natayasub and standard Ramwong songs.
- Learners present their work by using English in the class.

Material

- Power point presentation.
- Natayasub and standard Ramwong songs worksheet.
- Online materials for the project.

Assessment criteria: Learners can explain Natayasub and standard Ramwong songs meaning creatively, distinguish the similarities and differences of Natayasub elements and standard Ramwong songs, use English to present mind mapping and complete the task activity effectively.

Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL lesson plan: session 2

Topic: Creativity of the standard Ramwong songs (Ngam Saeng Duean song)

Level: 4th grade

Time: 1 period

Aims

- To create the movements relevant to Ngam Saeng Duean song
- To show the relationship between each movement in the song.
- To construct basic vocabulary and sentence structure in English from the content.
- To create the movements of Ngam Saeng Duean song.

Teaching Objectives (What I plan to teach)

- To perform the movements of Ngam Saeng Duean song creatively.
- To describe the movements from the songs in English.
- To use specific communication related to the topic.
- To enhance creativity in Ngam Saeng Duean song.

Content

- The Standard Ramwong song (Ngam Saeng Duean song).
- Basic vocabulary and communication use to convey the class activity.

Communication

Language of learning

Key vocabulary: circle, pair dancing, rhythm, performance, trample.

Language for learning

Asking the question: How many standard Ramwong songs do we have?

Classifying: Can you identify the differences between these songs?

Language through learning

Learners correct words within their groups and identify the language needed to convey to the class.

Cognition

- Learners create the movements of Ngam Saeng Duean song.
- Learners interpret the relationship between each movement.

Culture

- Respect the various ways to perform Ngam Saeng Duean song
- Apply Ngam Saeng Duean song movements knowledge in their personal experience.

Learning Outcomes

- Learners can create the movements based on Ngam Saeng Duean song.
- Learners can use the language creatively to present their work.

Learning stages Procedure**Introduction**

- Learners think about what is Ngam Saeng Duean song.
- Learners figure out how to sing Ngam Saeng Duean song.

Previous knowledge

- Learners review the previous knowledge by answering the question.
- Learner expand their own knowledge by asking another person in their class.

Thinking activity

- Learners listen to the audio file of Ngam Saeng Duean song.
- Learners create their own movement related to Ngam Saeng Duean song.
Work individually and in groups.

Practicing language

- Learners capture the emerging vocabulary and sentence structure from the task activity related to the content.
- Learners practice the language needed to complete the task.

Ending the lesson.

- Learners present their own movement that they have created with Ngam Saeng Duean song to the class and explain the movements by using English. Work in one large class.

Material

- Power point presentation
- Audio file

Assessment criteria: Learners can create their own movements with the Ngam Saeng Duean song. Learners need to be able to use English to convey the task activity.



Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL lesson plan: session 3

Topic: Standard Ramwong songs

(Ngam Saeng Duean song)

Level: 4th grade

Time: 1 period

Aims

- To demonstrate the correct movements of Ngam Saeng Duean song.
- To present the relationship between each movement of the song.
- To develop basic vocabulary skills from the content.

Teaching Objectives (What I plan to teach)

- To practice the correct movements of Ngam Saeng Duean song.
- To identify the relationship of each movement.
- To present the movements of Ngam Saeng Duean song.

Content

- The correct movements of Ngam Saeng Duean song.

Communication

Language of learning

Key vocabulary: eye contact, step forward, flexible, turn around, stable.

Language for learning

Comparing and contrasting: What did you know about the movement of the song? Can you distinguish the similarities and differences between each movement?

Language through learning

Peer-language correction by both teacher and learners, distinguish language needed to complete the task, learn new words that occur from the activity.

Cognition

- Learners discuss the appropriated way to practice the dance movements.
- Learners solve the problems that occur during the performance.

Culture

- Identify the different fundamental postures from other countries with Ngam Saeng Duean song.
- Perspective of Ngam Saeng Duean song in other countries.

Learning Outcomes

- Learners know how to perform the correct movements of Ngam Saeng Duean song.

Learning stages Procedure

Introduction

- Learners get the information by listening to the teacher introduce the content.
- Learners watch the video performance of Ngam Saeng Duean song.

Previous knowledge

- Learners expand their previous knowledge by looking at the video clip and answering question, e.g., Can you see the correct form of how to perform the dance movements? Are there any similarities or differences from what you know about the movements?
- Learners attempt to act out the correct movements by imitating the video clip to realize what they already know about the topic.

Thinking activity

- Learners work as one large team, two learners (1 boy, 1 girl) will be the volunteer of the group to study the correct movements of Ngam Saeng Duean song with the teacher, the rest of the learners observe how to perform this song.
- After, two volunteers of the group, go back to their team and teach members in their group how to perform the correct movements of Ngam Saeng Duean song.

Practicing language

- Learners think of new vocabulary that occurred during the task activity.
- Learners are able to use basic communication to complete their group work.

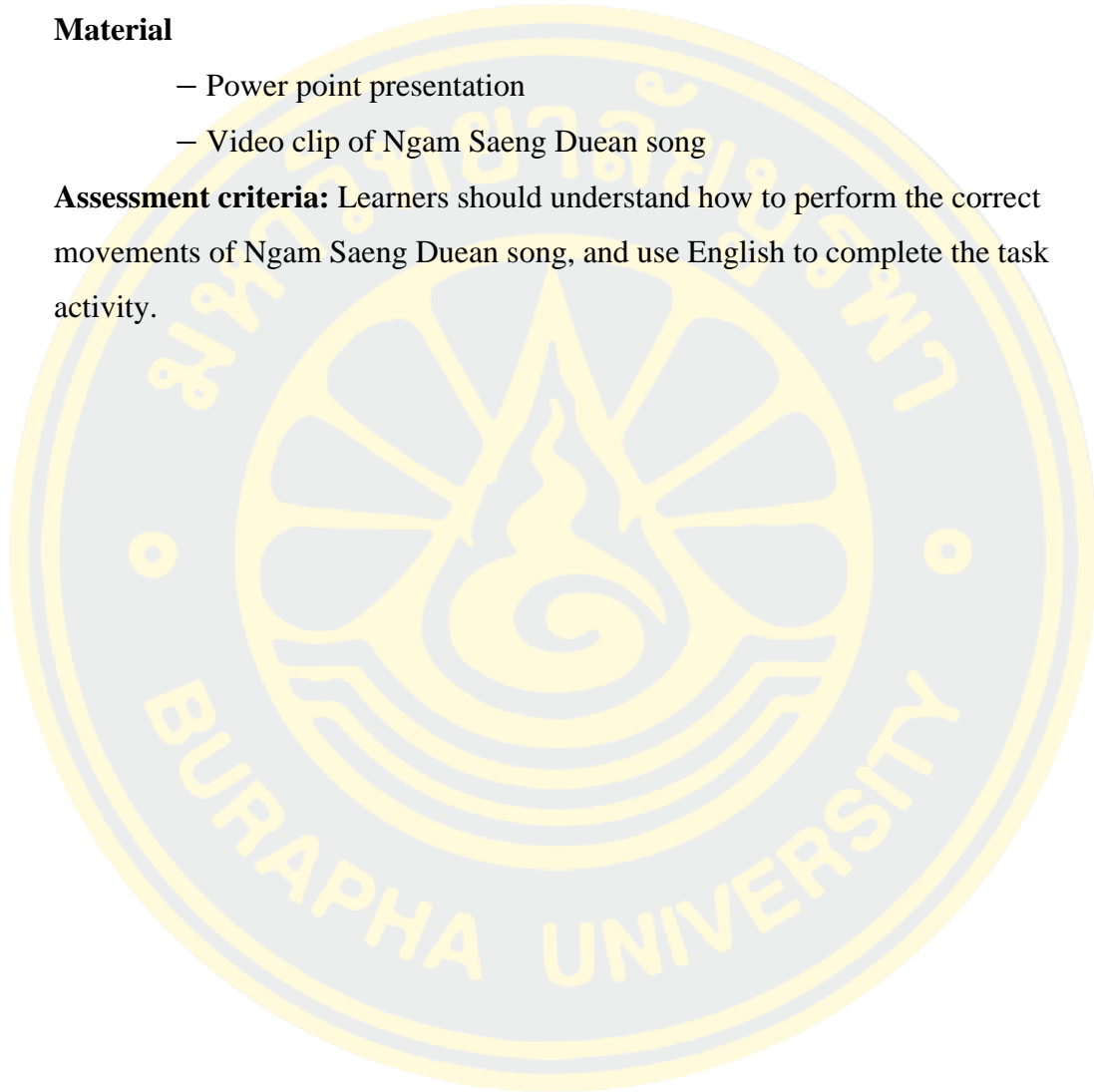
Ending the lesson.

- A group of learners present what they have learnt from their friends by performing the correct movements of Ngam Saeng Duean song in the class.

Material

- Power point presentation
- Video clip of Ngam Saeng Duean song

Assessment criteria: Learners should understand how to perform the correct movements of Ngam Saeng Duean song, and use English to complete the task activity.



Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL lesson plan: session 4

Topic: Standard Ramwong songs (Ngam Saeng Duean song), (Natayasub: Chip Ngai, Chip Khwam, Wong Bon)

Level: 4th grade

Time: 1 period

Aims

- To introduce Natayasub arm part (shoulder-fingertip) postures in English.
- To present the relationship between Natayasub arm part (shoulder-fingertip) postures in each gesture.
- To develop basic vocabulary skills in English from Natayasub topic.

Teaching Objectives (What I plan to teach)

- To perform Natayasub arm part (shoulder-fingertip) postures creatively.
- To describe Natayasub arm part (shoulder-fingertip) postures in a second language (English).
- To identify the relationship of each posture (Natayasub: arm part, shoulder-fingertip).

Content

- Natayasub postures (arm parts: Chip Ngai, Chip Khwam, Wong Bon)
- Body part vocabulary. Upper part (head-neck), arm part (shoulder-fingertip) and basic vocabulary needed in the topic.

Communication

Language of learning

Key vocabulary: index finger, middle segment, toward, backward, bending.

Language for learning

Comparing and contrasting: What do you know about Natayasub postures?

Can you distinguish the similarities and differences between each posture?

How can we design new postures by using Natayasub arm part?

Language through learning

Peer-language correction by both teacher and learners, distinguish language

needed to complete the task, learn new words that occur from the activity.

Cognition

- Know vocabulary of Natayasub postures (arm part) in English.
- Learners discuss and solve the problem of Natayasub postures.

Culture

- Identify the different fundamental postures of Natayasub postures.
- The different view of Natayasub postures among related countries.

Learning Outcomes

- Learners can identify and describe the similarities and differences between those Natayasub (arm part) postures elements.
- Learners know how to perform Natayasub postures (arm parts) creatively.
- Learners need to be able to sequence Chip Ngai, Chip Khwam, Wong Bon in second language (English) correctly.

Learning stages Procedure

Introduction

- Learners introduce the knowledge by sharing what they know and receive what they do not know to the class.
- Learners discuss Natayasub postures that might occur from Ngam Saeng Duean performance.

Previous knowledge

- Learners review their previous knowledge by practicing the correct movements of Ngam Saeng Duean song.
- Learners attempt to act out Natayasub postures from their own performance to realize what they already know about the topic.

Thinking activity

- Learners working with one large group, seeking three Natayasub postures from the song, learners will receive three names of Natayasub postures as a hint to complete the task activity, teacher presents power point, learners' study how to sequence Natayasub postures and teacher gives feedback.
- Learners engage in one large group activity, teacher presents three sets of the incomplete sentence and they need to work as a group to match the

rest of the sentences, sequencing and explain Chip Ngai, Chip Khwam, Wong Bon postures, learners match the pictures and sequence the Natayasub postures, teacher will be the facilitator in the class.

- Learners act out Natayasub postures, e.g., Chip Ngai, Chip Khwam, Wong Bon that occur in Ngam Saeng Duean song to identify the relationship among each posture and find out the similarity and differences.

Practicing language

- Learners think of the body part vocabulary. Upper part (head-neck), arm part (shoulder-fingertip) from their previous knowledge to describe Natayasub postures and receive language support from the teacher.

Ending the lesson.

- Learners need to complete quizzes on Google form and explain, perform, create new Natayasub postures (arm part: shoulder-fingertip) individually and group class in English and think about the significant of it.

Material

- Power point presentation
- Video clip of Ngam Saeng Duean song
- Online materials for project

Assessment criteria: Learners should understand how to perform Natayasub posture (arm part: shoulder-fingertip), recognize the similarities and differences of Natayasub (arm part), use English to present Natayasub postures, present new movement styles.

Language Competence

Chip Ngai	
Match the sentences below.	
1. Close the thumb to the joint...	a. ...backwards as far as possible.
2. Three fingers are bending and stretching...	b. ...and the elbow faces the floor.
3. The palm bends...	c. ...the middle finger is in the upward position.
4. Chip Ngai or upward Chip, the hands form a Chip...	d. ...of the index fingers at the middle segment.
5. Three fingers are stretching backwards...	e. ...as far as possible to the wrist.
Write complete sentences below.	
1.....	
2.....	
3.....	
4.....	
5.....	

Language competence

Chip Khwam	
Match the sentences below.	
1. Close the thumb to the joint...	a. ...backwards as far as possible.
2. Three fingers are bending and stretching...	b. ...of the index fingers at the middle segment.
3. The palm bends...	c. ...by turning Chip Ngai upside-down.
4. Chip Khwam or...	d. ...as far as possible to the wrist.
5. Chip Khwam can be perform...	e. ...downward Chip.
Write complete sentences below.	
1.....	
2.....	
3.....	
4.....	
5.....	

Wong Bon	
Match the sentences below.	
1. Wong is related to...	a. ...whole way toward the side.
2. Open the arm the...	b. ...positioned the Wong at the temples.
3. Lift the forearm upward...	c. ...the upper Wong.
4. Wong Bon or...	d. ...and to the front to form a curve with the upper arm.
5. Can be formed by...	e. ...the curvature of the arm.
Write complete sentences below.	
1.....	
2.....	
3.....	
4.....	
5.....	

Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL lesson plan: session 5

Topic: Standard Ramwong songs

(Chao Thai song)

Level: 4th grade

Time: 1 period

Aims

- To present the movements of Chao Thai song.
- To demonstrate the interconnection between each movement in the song.
- To practice basic vocabulary and sentence structure in English from the content.

Teaching Objectives (What I plan to teach)

- To perform the correct movements of Chao Thai song.
- To classify the similarity and differences between each movement.

Content

- The correct movements of Chao Thai song.

Communication

Language of learning

key vocabulary: focus, smile, follow, smoothly, teamwork, rules, softer.

Language for learning

Asking questions: How can we perform the movements of Chao Thai song?

Why is it important to study standard Ramwong songs?

Language through learning

Group work explanation on the need of language that occur naturally to handle activity. Feedback from the teacher relevant to the topic.

Cognition

- Learners seeking how to perform Thai dance from pictures.
- Learners integrate postures related to the songs.

Culture

- Respect all types of the performance that occur in the world.
- Be tolerant of new styles of the performance and value them.

Learning Outcomes

- Learners know how to perform the correct movements of Chao Thai song.
- Learners use English to complete the class activity effectively.

Learning stages Procedure**Introduction**

- Learners talk about the general view related to the standard Ramwong songs.
- Learners share their knowledge relevant to the content to their classmates.

Previous knowledge

- Learners review the previous knowledge about the standard Ramwong songs.
- Learners remind vocabulary and sentence structure that occur in the class.

Thinking activity

- First, Learners listen to Chao Thai song, later, study the movements of Chao Thai song from a video clip and pictures consisting of the postures, they construct it as movements by themselves and present to the class.
- Learners study the correct form of movements related to Chao Thai song.

Practicing language

- Learners attempt to use basic vocabulary, sentence structure to negotiate in the class.
- Learners capture and practice the use of new words that occur in the activity.

Ending the lesson.

- Learners perform the correct movements of Chao Thai songs. Work with one large group.

Material

- Power point presentation
- Video clip of Chao Thai songs

Assessment criteria: Learners are able to perform the correct movements of Chao Thai song. Learners use English to complete the class activity.

Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL lesson plan: session 6 **Topic:** Standard Ramwong songs (Chao Thai song), (Natayasub: Chip Prok Khang, Wong Na)

Level: 4th grade **Time:** 1 period

Aims

- To present the postures of Natayasub arm part (shoulder-fingertip).
- To demonstrate the interconnection between Natayasub arm part (shoulder-fingertip) postures among these gestures.
- To practice basic vocabulary skills and sentence structure in English from Natayasub postures.

Teaching Objectives (What I plan to teach)

- To perform Natayasub arm part (shoulder-fingertip) postures correctly.
- To classify the similarity and differences between each Natayasub arm part: shoulder-fingertip postures.
- To explain the sequences of Natayasub arm part (shoulder-fingertip) postures in English.

Content

- Natayasub postures (arm parts: Chip Prok Khang, Wong Na)
- The body part vocabulary and sentence structure. Upper part (head-neck), arm part (shoulder-fingertip), basic vocabulary needed to convey the class.

Communication

Language of learning

key vocabulary: wrist, flexes, thumb, tip, joint, between, elbow, turning.

Language for learning

Ask questions: How many positions on our body that Chip Prok Khang can post? Can you explain the sequence to preform Wong Na?

Language through learning

Large group explanation on the need of language that occur naturally to handle activity. Feedback from the teacher relevant to the topic.

Cognition

- Learners apply new sentence structure and vocabulary to explain the Natayasub postures.
- Learners integrate the new posture related to Natayasub (arm-part).

Culture

- Understand the diversity of Natayasub postures.
- Accept that Natayasub can be performed in any type of performance.

Learning Outcomes

- Learners know how to perform Natayasub postures in sequences correctly.
- Learners use English to describe Chip Prok Khang, Wong Na effectively.

Learning stages Procedure

Introduction

- Learners review how to perform Natayasub (arm-part: Chip Ngai, Chip Khwam, Wong Bon) together with their teacher and classmates.

Previous knowledge

- Learners expand their previous knowledge by sharing with their classmates about the sequences to act out Natayasub (arm-part: Chip Ngai, Chip Khwam, Wong Bon).
- Learners are reminded of vocabulary and sentence structure to describe Natayasub postures.

Thinking activity

- Learners participate in one group work, learners perform Chao Thai song movements and use those movements to act out with the rhythm by themselves.
- Learners work individually, later, discuss with one large group to seek out Chip Prok Khang, Wong Na from the performance. Later, learners engage in the “Puzzle activity”, learners in class receive online materials, which

are pictures and sentence structures related to Natayasub posture, later they complete the task. Work with one large group class, teacher will be the facilitator in the class.

Practicing language

- Learners attempt to perform and describe Natayasub postures in English.
- Learners capture and practice the use of new words that occur in the activity.

Ending the lesson.

- Learners need to complete quizzes via an online game and perform Chao Thai dance, describe Chip Prok Khang, Wong Na in the use of second language (English), later, learners work as a team to design various postures based on their imagination.

Material

- Power point presentation
- Online materials for project

Assessment criteria: Learners can apply Natayasub knowledge to innovate new performance. Learners can use the language to explain Natayasub information in various way and also act out correctly.

Language Competence

Chip Prok Khang	
Match the sentences below.	
1. Close the thumb to the joint...	a. ...backward as far as possible.
2. Three fingers are bending and stretching...	b. ...of the index fingers at the middle segment.
3. The palm bends...	c. ...spread the arm at a 45-degree angle to the body.
4. Chip Prok Khang can be performed by...	d. ...at the side of the forehead level.
5. The thumb and index finger are...	e. ...as far as possible to the wrist.
Write complete sentences below.	
1.....	
2.....	
3.....	
4.....	
5.....	

Language competence

Wong Na	
Match the sentences below.	
1. Wong is related to...	a. ...positioned the Wong at the front of the body the fingertips are at the same level at the lip, the arm makes a curve.
2. Open the arm the...	b. ...the curvature of the arm.
3. Lift the forearm upward and...	c. ...whole way toward the side.
4. Wong Na or...	d. ...to the front to form a curve with the upper arm.
5. Wong Na can be formed by...	e. ...can call the Wong that are in front of the body.
Write complete sentences below.	
1.....	
2.....	
3.....	
4.....	
5.....	

Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL lesson plan: session 7

Topic: Standard Ramwong songs

(Docmai Khong Chad song)

Level: 4th grade

Time: 1 period

Aims

- To demonstrate the correct movement of Docmai Khong Chad song.
- To clarify the differences in the use of each movement.
- To construct the use of basic vocabulary and sentence structure in English from the content knowledge.

Teaching Objectives (What I plan to teach)

- To understand how to perform Docmai Khong Chad song correctly.
- To describe the relationship of each movement related to the songs.
- To practice the use of basic vocabulary and sentence structure.

Content

- The correct movements of Docmai Khong Chad song.

Communication

Language of learning

key vocabulary: face to face, corroborate, one by one, confident, prepare.

Language for learning

Comparing and contrasting: Can you identify the differences between those standard Ramwong songs? What is the important point to practice Thai traditional dance?

Language through learning

Teacher feedback on the use of language related to the content, peer and self-language correction, capture new vocabulary when completing the activity.

Cognition

- Learners seeking the way out to study content effectively by themselves.
- Learners practice how to share their knowledge to another person in L2.

Culture

- Understand the similarity of the performance.
- Value the majority of culture that comes along with traditional performance.

Learning Outcomes

- Learners can perform the correct movements of Docmai Khong Chad song.
- Learners are able to use English to complete the activity in the class.

Learning stages Procedure**Introduction**

- Learners think of the standard Ramwong songs that they have learnt.
- Learners discuss about the content knowledge as a general view.

Previous knowledge

- Learners expand their previous knowledge by reviewing the previous standard Ramwong songs.
- Learners attempt to identify the use of each movement that occurs in the performance.

Thinking activity

- Learners are divided into 2 groups, first part, group one practices how to sing Docmai Khong Chad song from the audio file. The rest just observes. Second part, group two practices how to perform Docmai Khong Chad song from the video and the rest just observe.
- Two group of learners present their own volunteer, one person per group to share and teach another group how to sing and perform Docmai Khong Chad song in the correct way.

Practicing language

- Learners think of the vocabulary and sentence structure to use as a tool to complete the task and receive the language support form teacher.

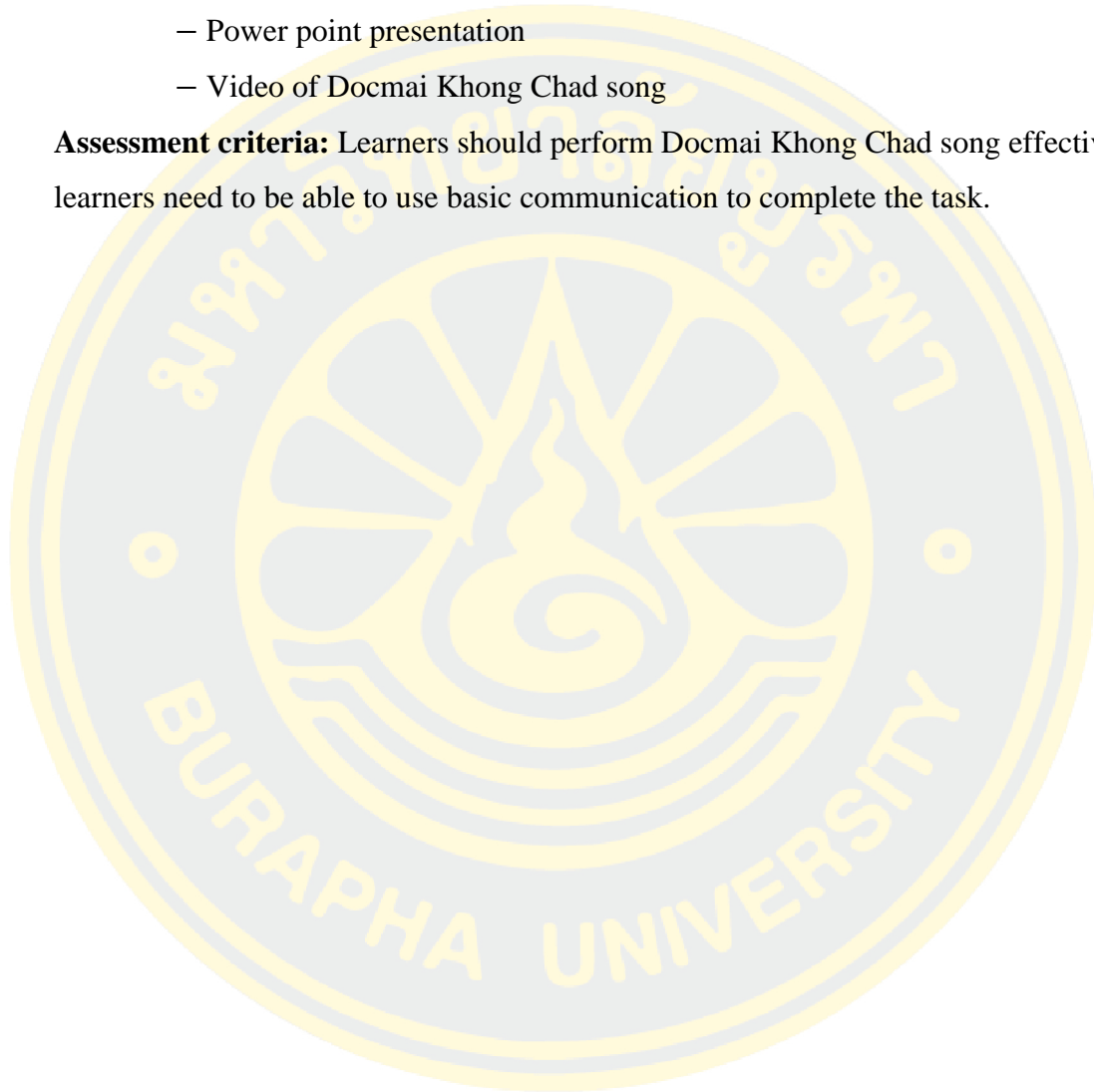
Ending the lesson.

- Learners need to be able to perform Docmai Khong Chad song correctly and present what they have got from other groups of learners to the class.

Material

- Power point presentation
- Video of Docmai Khong Chad song

Assessment criteria: Learners should perform Docmai Khong Chad song effectively, learners need to be able to use basic communication to complete the task.



Content and Language Integrated Learning (CLIL)

Lesson Plan

CLIL lesson plan: session 8

Topic: Standard Ramwong songs

(Docmai Khong Chad song),

(Natayasub: Wong Lang, Chip Song

Lang)

Level: 4th grade

Time: 1 period

Aims

- To present Natayasub arm part (shoulder-fingertip: Wong Lang, Chip Song Lang) postures through the medium of instruction (English)
- To clarify the differences in the use of each Natayasub arm part (shoulder-fingertip) postures.
- To construct the use of basic vocabulary and sentence structure in English from Natayasub knowledge.

Teaching Objectives (What I plan to teach)

- To apply how to perform Natayasub arm part (shoulder-fingertip: Wong Lang, Chip Song Lang) postures.
- To describe Natayasub arm part (shoulder-fingertip: Wong Lang, Chip Song Lang) postures in English.
- To review how to distinguish the relationship of each posture (Natayasub: arm part, shoulder-fingertip).

Content

- Natayasub postures (arm parts: Wong Lang, Chip Song Lang).
- The body part vocabulary and sentence structure, upper part (head-neck), arm part (shoulder-fingertip), and basic vocabulary needs to be conveyed to the class.

Communication

Language of learning

Key vocabulary: thumb, position, except, bend, pointing, shoulder.

Language for learning

Comparing and contrasting: Can you identify the differences between Chip Song Lang and Wong Lang? What is the similarity between Chip Song Lang and Wong Lang?

Language through learning

Teacher feedback on the use of language related to the content, peer and self-language correction, capture new vocabulary appear when completing the activity.

Cognition

- Know how to use basic sentence structure in a new circumstance to present Natayasub postures (arm part) in English.
- Learners discriminate the unexpected situation that might occur when it comes into practicing Natayasub postures (arm part).

Culture

- Identify the differences of the performance they have seen in their hometown and the classical dance
- Understand the perspective of Natayasub postures.

Learning Outcomes

- Learners can explain Natayasub (arm part: Wong Lang, Chip Song Lang) postures in English correctly.
- Learners perform Natayasub postures (arm parts: Wong Lang and Chip Song Lang) creatively.

Learning stages Procedure

Introduction

- Learners think of the Natayasub postures they have learnt.
- Learners discuss, practice and act out Natayasub postures.

Previous knowledge

- Learners expand their previous knowledge by review the previous Natayasub postures.
- Learners attempt to identify the use of each posture and describe the sequences on how to perform Natayasub postures.

Thinking activity

- Learners work with one large group, learners seeking two Natayasub postures, e.g., movements and explanation from the songs, by doing the “Counting game”.
- Learners count the numbers from one - four individually, along with the song that the teacher provides, when the songs stop, the teacher will call out, for example, those who count the number four in this round, will work as one group, brainstorming by answering the question to complete the task activity.

Practicing language

- Learners think of the vocabulary and sentence structure to use as a tool to complete the task and to describe Natayasub postures and receive language support from the teacher.

Ending the lesson.

- Learners need to sequence quizzes from an online game and perform Natayasub posture, they need to be able to present in English and try to create new movements from what they have learnt.

Material

- Power point presentation
- Video clip of Docmai Khong Chad song
- Online materials for project

Assessment criteria: Learners should explain Natayasub postures in second language (English) correctly, learners know how to perform Wong Lang, Chip Song Lang, and learners can design new postures based on fundamental knowledge.

Language competence

Wong Lang	
Match the sentences below.	
1. Wong is related to...	a. ...whole way toward the side.
2. Open the arm the...	b. ...the curvature of the arm.
3. Lift the forearm upward and...	c. ...positioned the Wong to the front of the waist and arm form a curve downward to the side of the body.
4. Wong Lang or...	d. ...called the lower Wong.
5. Can be performed by...	e. ...to the front to form a curve with the upper arm.
Write complete sentences below.	
1.....	
2.....	
3.....	
4.....	
5.....	

Language competence

Chip Song Lang	
Match the sentences below.	
1. Close the thumb to the joint of the...	a. ...as far as possible to the wrist.
2. Another three fingers are bending and stretching...	b. ...facing the palm upward to form Chip Song Lang.
3. The palm bends...	c. ...positioned at the back of the body.
4. Chip Song Lang is...	d. ...to the backward as far as possible.
5. Lift the arm backward and...	e. ...index fingers at the middle segment.
Write complete sentences below.	
1.....	
2.....	
3.....	
4.....	
5.....	



APPENDIX B
THE EXPERT VALIDATION FORMS

IOC expert validation form

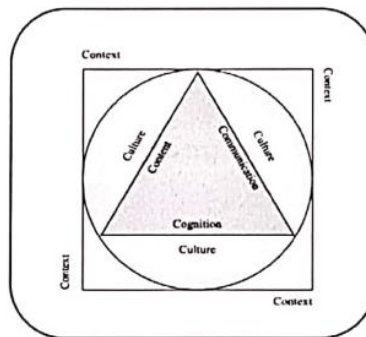
CLIL (Content and Language Integrated Learning) lesson plans

Research Title: Integrating CLIL in Thai traditional dance for young learners

Research questions

1. To what extent does the implementation of CLIL works in Thai traditional dance at a primary classroom?
2. How does the implementation of CLIL enhance primary learners on language competence in Thai traditional dance?

Conceptual framework



The 4Cs framework for CLIL

(Adapted from Coyle, Hood, & Marsh, 2010)

4Cs framework adapted from Coyle, Hood, and Marsh (2010) in which Content, Communication, Cognition and Culture. Content refers to knowledge and skills progression; Communication is a language using to communicate and learn the content; Cognition for CLIL is the higher order thinking or understanding skills; Culture is to foster learner self-awareness, respect the otherness enhance international understanding. These four major components are advantageous to use as a fundamental planning to design a lesson plan for CLIL classroom.

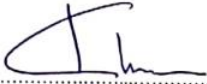
Instruction

1. This evaluation form aims at checking the validity of CLIL lesson plans.
2. The experts evaluate the Item Objective Congruence (IOC) by using the following ratings:
 - +1 For the item that is in congruence for the objective.
 - 0 For the item that is questionable to be in congruence with the objective.
 - 1 For the item that is not in congruence with the objective.
3. The experts answering these following items by reading the items and mark IOC (Item Objective Congruence) scores, according to the research objective.

No	Items	IOC scores			Note
		-1	0	+1	
Objectives					
1.	CLIL lessons plans consistent with the 4CS framework: Content, Cognition, Communication, Culture and research objectives.			✓	
2.	The integration of content and language learning style is relevant with the CLIL lesson plans.			✓	
3.	CLIL lesson plans encourage active learning (learners-center).			✓	
4.	CLIL Lesson plans enhance young learners to used high order thinking process.		✓		
Lesson content					
5.	CLIL lesson plans enhance learners to acquire both content and language at the same time.			✓	
6.	The content topic in CLIL lesson plans promote young learners' Thai dance performance and language ability.			✓	
Activities					
7.	Learning activities in the lesson plans are related to the lesson objective.			✓	

No	Items	IOC scores			Note
		-1	0	+1	
8.	All the learning procedure in CLIL lesson plans are connected.			✓	
Evaluation method					
9.	Assessment methods embedded in learning activities from CLIL lesson plans are suitable, flexible for young learners.		✓		
10.	The quizzes in CLIL lesson plans are beneficially use for young learners to brainstorm, interact in CLIL class.			✓	
Time allocation					
11.	The duration of time, eight weeks of CLIL lesson plans are appropriate for young learners to study.			✓	

Comment: The activities in CLIL lesson plans are interesting. Each lesson plan can concretely encourage students to pursue active learning and student-centered learning. However, the integration of culture in each lesson plan is not clearly explained and I would suggest adding a terminal objective and a subordinate objective to each lesson plan. A terminal objective will describe what the learners will be able to do after completing each chapter. While a subordinate objective will describe the activities that are required for students to achieve a terminal objective.

Signature..........Expert
(Mrs. Khanittha Chetupon)

IOC expert validation form

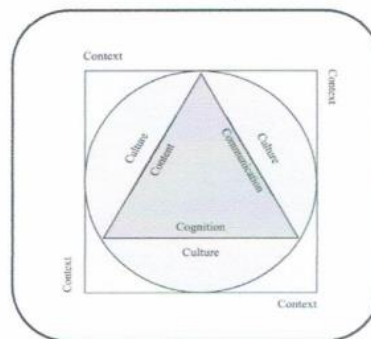
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The 4Cs framework for CLIL

(Adapted from Coyle, Hood, & Marsh, 2010)

4Cs framework adapted from Coyle, Hood, and Marsh (2010) in which Content, Communication, Cognition and Culture. Content refers to knowledge and skills progression; Communication is a language using to communicate and learn the content; Cognition for CLIL is the higher order thinking or understanding skills; Culture is to foster learner self-awareness, respect the otherness enhance international understanding. These four major components are advantageous to use as a fundamental planning to design a lesson plan for CLIL classroom.

Instruction

1. This evaluation form aims at checking the validity of CLIL lesson plans.
2. The experts evaluate the Item Objective Congruence (IOC) by using the following ratings:
 - +1 For the item that is in congruence for the objective.
 - 0 For the item that is questionable to be in congruence with the objective.
 - 1 For the item that is not in congruence with the objective.
3. The experts answering these following items by reading the items and mark IOC (Item Objective Congruence) scores, according to the research objective.

No	Items	IOC scores			Note
		-1	0	+1	
Objectives					
1.	CLIL lessons plans consistent with the 4CS framework: Content, Cognition, Communication, Culture and research objectives.			✓	
2.	The integration of content and language learning style is relevant with the CLIL lesson plans.			✓	
3.	CLIL lesson plans encourage active learning (learners-center).			✓	
4.	CLIL Lesson plans enhance young learners to used high order thinking process.			✓	
Lesson content					
5.	CLIL lesson plans enhance learners to acquire both content and language at the same time.			✓	
6.	The content topic in CLIL lesson plans promote young learners' Thai dance performance and language ability.			✓	
Activities					
7.	Learning activities in the lesson plans are related to the lesson objective.			✓	

No	Items	IOC scores			Note
		-1	0	+1	
8.	All the learning procedure in CLIL lesson plans are connected.			✓	
Evaluation method					
9.	Assessment methods embedded in learning activities from CLIL lesson plans are suitable, flexible for young learners.			✓	
10.	The quizzes in CLIL lesson plans are beneficially use for young learners to brainstorm, interact in CLIL class.			✓	
Time allocation					
11.	The duration of time, eight weeks of CLIL lesson plans are appropriate for young learners to study.			✓	

Comment: The steps in CLIL lesson plan are well organized. Each lesson plan can identify the aims and the objectives clearly. Moreover, each learning stages procedure in CLIL lesson plan focuses on active learning. However, I sometimes recommend that the learners draw the impressive pictures of Natayasub postures in ending the lesson step to recheck the learners about the contents in that period. The completed pictures will make the learners proud as well.

Signature..........Expert

(Mr. Pokpong Phetsom)

IOC expert validation form

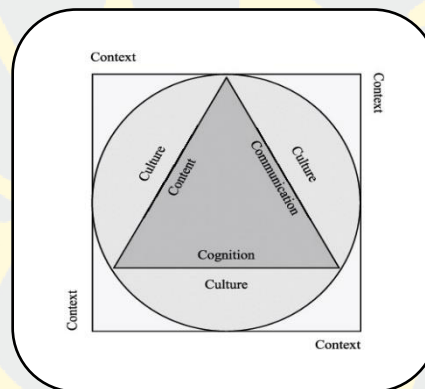
CLIL (Content and Language Integrated Learning) lesson plans

Research Title: Integrating CLIL in Thai traditional dance for young learners

Research questions

1. To what extent does the implementation of CLIL work in Thai traditional dance in a primary classroom?
2. How does the implementation of CLIL enhance primary learners on language competence in Thai traditional dance?

Conceptual framework



The 4Cs framework for CLIL
(Adapted from Coyle, Hood, & Marsh, 2010)

4Cs framework adapted from Coyle, Hood, and Marsh (2010) in which Content, Communication, Cognition and Culture. Content refers to knowledge and skills progression; Communication is a language used to communicate and learn the content; Cognition for CLIL is the higher order thinking or understanding skills; Culture is to foster learner self-awareness, respect the otherness to enhance international understanding. These four major components are advantageous to use as fundamental planning to design a lesson plan for CLIL classroom.

Instruction

1. This evaluation form aims at checking the validity of CLIL lesson plans.
2. The experts evaluate the Item Objective Congruence (IOC) by using the following ratings:

- +1 For the item that is in congruence for the objective.
- 0 For the item that is questionable to be in congruence with the objective.
- 1 For the item that is not in congruence with the objective

3. The experts answered the following items by reading the items and marking IOC (Item Objective Congruence) scores, according to the research objective.

No	Items	IOC scores			Note
		-1	0	+1	
Objectives					
1.	CLIL lessons plans are consistent with the 4CS framework: Content, Cognition, Communication, Culture and research objectives.			+1	
2.	The integration of content and language learning style is relevant with the CLIL lesson plans.			+1	
3.	CLIL lesson plans encourage active learning (learners-center).			+1	
4.	CLIL lesson plans enhance young learners to use high order thinking process.			+1	
Lesson content					
5.	CLIL lesson plans enhance learners to acquire both content and language at the same time.			+1	
6.	The content topic in CLIL lesson plans promotes young learners' Thai dance performance and language ability.			+1	
Activities					
7.	Learning activities in the lesson plans are related to the lesson objective.			+1	

No	Items	IOC scores			Note
		-1	0	+1	
8.	All the learning procedures in CLIL lesson plans are connected.			+1	
Evaluation method					
9.	Assessment methods embedded in learning activities from CLIL lesson plans are suitable, flexible for young learners.			+1	
10.	The quizzes in CLIL lesson plans are beneficial for young learners to brainstorm, interact in CLIL class.			+1	
Time allocation					
11.	The duration of time, eight weeks of CLIL lesson plans are appropriate for young learners to study.			+1	

Comments.....

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Signature.....Expert

(Miss Wilasinee Noikhonburi)

IOC expert validation form (results)

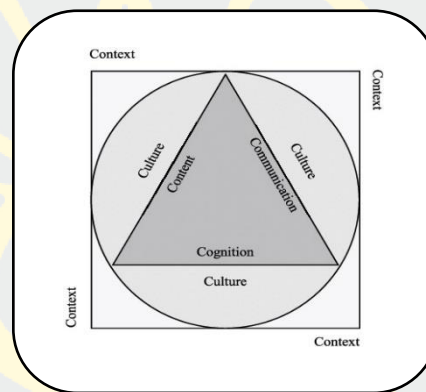
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Instruction

1. This evaluation form aims at checking the validity of CLIL lesson plans.
2. The experts evaluate the Item Objective Congruence (IOC) by using the following ratings:

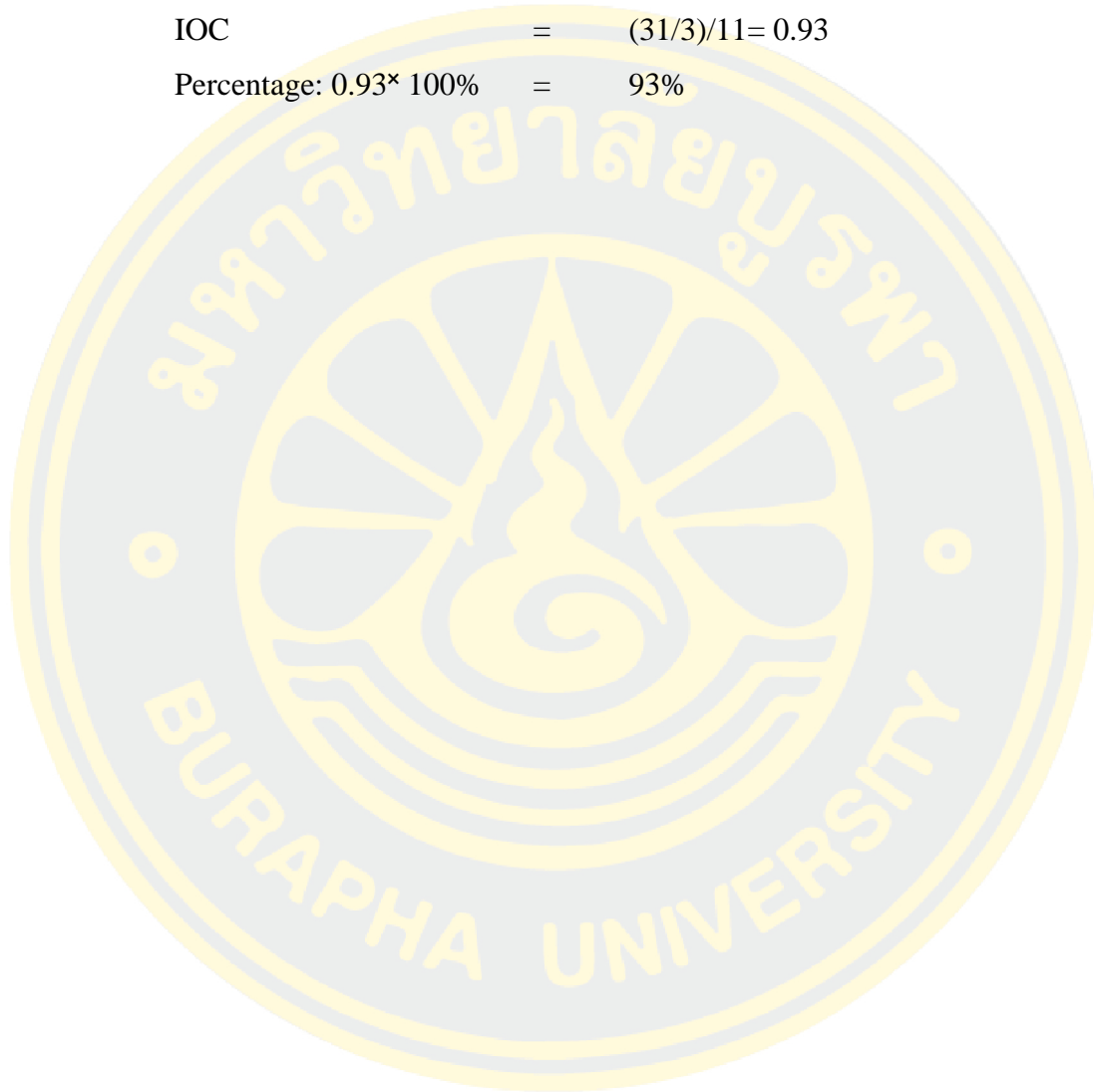
- +1 For the item that is in congruence for the objective.
- 0 For the item that is questionable to be in congruence with the objective.
- 1 For the item that is not in congruence with the objective

3. The experts answer these following items by reading the items and mark IOC (Item Objective Congruence) scores, according to the research objective.

No	Items	Opinions			Total score	IOC
		Expert 1	Expert 2	Expert 3		
Objectives						
1.	CLIL lessons plans consistent with the 4CS framework: Content, Cognition, Communication, Culture and research objectives.	+1	+1	+1	3	1.0
2.	The integration of content and language learning style is relevant with the CLIL lesson plans.	+1	+1	+1	3	1.0
3.	CLIL lesson plans encourage active learning (learners-center).	+1	+1	+1	3	1.0
4.	CLIL Lesson plans enhance young learners to used high order thinking process.	0	+1	+1	2	0.67

Lesson content						
5.	CLIL lesson plans enhance learners to acquire both content and language at the same time.	+1	+1	+1	3	1.0
6.	The content topic in CLIL lesson plans promote young learners' Thai dance performance and language ability.	+1	+1	+1	3	1.0
Activities						
7.	Learning activities in the lesson plans are related to the lesson objective.	+1	+1	+1	3	1.0
8.	All the learning procedure in CLIL lesson plans are connected.	+1	+1	+1	3	1.0
Evaluation method						
9.	Assessment methods embedded in learning activities from CLIL lesson plans are suitable, flexible for young learners.	0	+1	+1	2	0.67
10.	The quizzes in CLIL lesson plans are beneficially use for young learners to brainstorm, interact in CLIL class.	+1	+1	+1	3	1.0
Time allocation						
11.	The duration of time, eight weeks of CLIL lesson plans are appropriate for young learners to study.	+1	+1	+1	3	1.0
Total		9	11	11	31	0.93

$$\begin{aligned} \text{IOC} &= (\sum R/N)/N \\ \text{Number of items (N)} &= 11 \\ R &= 9+11+11+ = 31 \\ N &= 3 \text{ (number of experts)} \\ \text{IOC} &= (31/3)/11= 0.93 \\ \text{Percentage: } 0.93 \times 100\% &= 93\% \end{aligned}$$





APPENDIX C
THE IOC QUESTIONNAIRE

IOC expert validation form

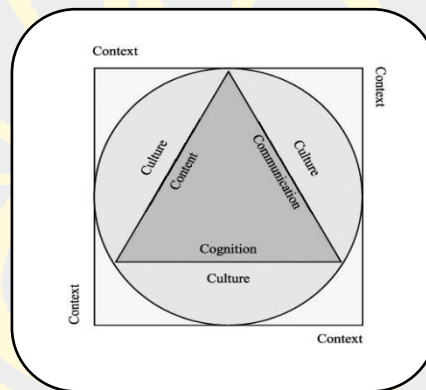
CLIL (Content and Language Integrated Learning) lesson plans

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3. The experts answering these following items by reading the items and mark IOC (Item Objective Congruence) scores, according to the research objective.

No	Items	IOC scores			Note
		-1	0	+1	
Objectives					
1.	CLIL lessons plans consistent with the 4CS framework: Content, Cognition, Communication, Culture and research objectives.				
2.	The integration of content and language learning style is relevant with the CLIL lesson plans.				
3.	CLIL lesson plans encourage active learning (learners-center).				
4.	CLIL Lesson plans enhance young learners to used high order thinking process.				
Lesson content					
5.	CLIL lesson plans enhance learners to acquire both content and language at the same time.				
6.	The content topic in CLIL lesson plans promote young learners' Thai dance performance and language ability.				
Activities					
7.	Learning activities in the lesson plans are related to the lesson objective.				

No	Items	IOC scores			Note
		-1	0	+1	
8.	All the learning procedure in CLIL lesson plans are connected.				
Evaluation method					
9.	Assessment methods embedded in learning activities from CLIL lesson plans are suitable, flexible for young learners.				
10.	The quizzes in CLIL lesson plans are beneficially use for young learners to brainstorm, interact in CLIL class.				
Time allocation					
11.	The duration of time, eight weeks of CLIL lesson plans are appropriate for young learners to study.				

Comments.....

Signature.....Expert
 (.....)

BIOGRAPHY

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