Enhancing English Language Skills of Upper Secondary Students through Content and Language Integrated Learning

Arun Meadseena

Faculty of Education, Mahasarakham University

79/2 Nakhon Sawan Road, Talad, Mueng, Mahasarakham 44000, Thailand

Tel: 66-43-754-321   E-mail: arun.mea@msu.ac.th

Jiraporn Chano (Corresponding author)

Faculty of Education, Mahasarakham University

79/2 Nakhon Sawan Road, Talad, Mueng, Mahasarakham 44000, Thailand

Tel: 66-89-711-3395   E-mail: jiraporn.j@msu.ac.th

Abstract

The purposes of this research aimed to enhance English language skills of upper secondary students through content and language integrated learning. The research procedures involved three phases as following: the first phase studied fundamental information. The second phase designed and developed the instructional strategies. The third phase implemented instructional model to enhance English language skills through content and language integrated learning. Forty of 11th grade students, second semester of academic year of 2018 selected through cluster random sampling. The assessment tools were a questionnaire, an achievement test, an English language skills test, and a satisfaction questionnaire. The result showed that students improved their listening and speaking skills. Achievement learning from the students is a result that has been achieved by students who obtain listening and speaking skills. At the 0.5 level of statistical significance, Students who were taught using content and language integrated learning outperformed those who were taught using traditional methods. CLIL learning provided students with a high level of learning satisfaction.

Keywords: English listening skill, English speaking skills, CLIL

1. Introduction

Students are not given a choice but rather are compelled to attend English courses as that is the language that is employed for the education of the information that is covered in a wide range of classes. In addition, the necessity to increasing the students' language competency is one of the needs of the new standard, and it is regarded as one of the most pressing problems. Students are specifically required to communicate using language that is more sophisticated because of the demands that are put on them by the requirements for the core curriculum. However, a significant percentage of students all over the world are unable to achieve academic achievement and, as a result, ultimately lose up simply because they are unable to comprehend the English language. Despite the fact that many kids are clever and have natural skills, this is nonetheless the case (Swiers, 2014).

Students also face difficulties in their pursuit of design knowledge. The aims of teaching and human resources, in addition to the material, do not fulfill the demands of the students. This is due, in part, to the absence of a curriculum that concurrently develops subject content and language (Echevarria et al., 2013). The failure of students to develop the English language skills they require in school is another barrier to improving their understanding of the English language (August & Shanahan, 2006). This hinders both the content instruction of students learning English as well as their comprehension (Francis et al., 2006).

Students who engage in regular listening and speaking practice in English are more likely to demonstrate the capacity to absorb the learning material as well as the ability to use English in a way that increases their level of skill and develops their cultural competence. This is because students who regularly practice listening to and speaking in English are more likely to hear and understand it. The economies and languages are being discussed primarily on the basic of the importance of English worldwide. As a direct result of this, courses in English as a second language as well as instruction in English as a foreign language have been made available (Eurydice, 2006). A bilingual education is one in which English is used not only as a language but also as a content medium for instruction. This is a kind of educational administration that utilizes both English and Spanish as a media for management purposes. With in-class instruction as a teacher (Kwangsawat, 2006), students become proficient in the curriculum's tenets by studying languages other than their native tongue (Bentley, 2010). Students acquire new information through studying content that is pertinent to their studies at the secondary level. Students' inability to comprehend the English used in such textbooks could be the single most significant barrier preventing them from gaining access to information, particularly academic English (Bailey, 2007). Because of this, it is essential to improve the English language and the content of textbooks in a linguistic manner (Chamot & O'Malley, 2004).

ESL (English as Second Language) countries are nations where the medium of instruction in education and government is in English although English may not be the native language. Therefore, in accordance with the English language teaching reform policy that encourages the use of English, the English language teaching management policy in Thailand has been established. This policy not only expands special English language teaching projects like the

English Program, Mini English Program, and Bilingual Program, but it also includes English for Integrated studies using the Common European Framework of Reference for Languages (CEFR). A conceptual framework that underpins the administration of language education in Thailand is provided in the reference for Languages. Instruction and learning will be provided by CEFR through the clearly defined teaching achievements that students at each level are required to have a certain degree of English proficiency within (Ministry of Education, 2014).

Using the Common European Framework of Reference for Languages (CEFR), which corresponds to the quality of students, the Ministry of Education has devised a policy with the intention of reforming the teaching and learning of English at the basic education level. This policy will be implemented starting in 2018, which is defined in the basic education core curriculum, 2008, as the subject group foreign language teaching by high school graduates at the level of Independent User (B1). This means that students are able to speak, write, and comprehend the main points of general texts on topics that are familiar or interesting to them, such as work, school, leisure time, etc., and are able to deal with situations that arise while traveling in an English-speaking country can provide an account of the event. The following is a quick justification of the following: events, ideas, dreams, and wishes (Annual Report of the Ministry of Education, 2016).

According to the findings of the National Educational Test (O-NET), the disciplines dealing with the English language need to speed up the creation of learning and teaching methods, as well as raise the students' proficiency in the English language. Because the average is lower than the national average of 39.24 in the 2018 academic year, and because the score is lower than 50 percent, it can be seen that the management of teaching and learning in English subjects has not been successful in achieving the level of teaching and learning that should be achieved. Aside from the researcher's experience in teaching English listening-speaking at the Grade 11 level, it was discovered that the majority of students lacked English listening and speaking skills.

Additionally, it was discovered that content words must be separated from function words because students do not know the vocabulary and the order of the sentences, which causes the teaching and learning to not be in accordance with the lesson plan or with the real situation of teaching and learning in English for high school students. Students attending during the academic year 2018 suffer from a lack of language competency, namely in their listening and speaking abilities. The findings of the CEFR for high school students at levels A1 and A2 indicate that pupils lack English language abilities, which are essential for linking information and integrating it into the topic of the group. Another, learning a language can be difficult, but studying as you are immersed in the language and the culture can be make the process a bit easier. The students do not give the topics that include English the attention that they should. Additionally, the material that was researched was constructed content, which makes it boring and does not exactly match to the content that was studied.

As a direct result of this, Thailand's Ministry of Education published the school system policy for English language instruction and basic education in 2014. The alignment of the stages of language learning and teaching with the natural ways of its teaching and learning by

focusing on communicative language teaching (CLT) and switching from the grammar translation method to communicative language teaching methods, exposed to English repeatedly to learn it, is one of the policies that make up the English language. The four pillars of English language proficiency listening, speaking, reading, and writing are arranged in accordance with the Common European Framework of Reference for Languages. Additionally, the usage of CEFR is encouraged (English Language Institute, 2015).

On the other hand, nine out of the 81 schools that made up the Ubon Ratchathani secondary Educational Service Area Office 29 during the academic year 2016-18 satisfied the requirements for World Class Standard Schools (highly competitive school). The majority of them encounter numerous difficulties in other circumstances including people, teaching, and English-specific goals (Policy and Planning, 2018). When the O-NET exam results from the 2018 academic year were considered, it was found that all nine schools had lower average scores for English language than the affiliation and national levels in the context of the foreign language program. This was true of every component of the test.

The researcher, who is also a Thai teacher and has been teaching English language to teenagers for the past ten years, had an interest in developing the English language abilities of students in grades 10-12 as part of a world class standard school project being implemented in Thailand. The goals of this study were to enhancing English language skills of upper secondary students through content and language integrated learning: CLIL.

2. Literature Review

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008): Learning Area of Foreign Languages

According to the Basic Education Core Curriculum of Thailand B.E. 2551, the foreign language instruction group (English) aims to enable students to use English in their pursuit of knowledge and further study, which is defined in Substance 3: Language and Relationship with other subjects (Connection) This subject aims for students to learn English that integrates with other subjects such as science, mathematics, history, society as a basis for seeking knowledge. And open their own worldviews and Standard 3.1 Use foreign languages to connect with other teaching groups, and is the basis for development seek knowledge and open up their worldviews in order for teachers to organize activities to achieve the goals according to the standards set. Ministry of Education Therefore, the indicators for each grade level have been determined.

2.2 English Language Skills

Communication-based instruction in listening and speaking skills was developed for the first time in Thai English teaching. Communication-based education emerged in Europe during the 1970s in North America and Europe. Social interaction, which is the most important language ability, is the ability to speak or understand words that may not be grammatically correct but have meaning appropriate to the circumstances in which they are used (Intasena & Nuangchalerm, 2022). Communicative language teaching (CLT) is a concept that connects language knowledge, language skills, and communication ability (Canale & Swain, 2018). If

the speaker has a method not to stop that conversation, such as the use of body language or other words instead of words that the speaker cannot think of, etc. It can be seen that listening and speaking skills do not neglect grammatical structures, but in teaching, grammatical structures must be the focus. Applying these grammar principles for meaning or communication clearly explains the importance of linguistic rules and structures. Without rules and structures, learners' communicative abilities are limited, therefore, fluency and accuracy are equally important.

2.3 Content and Language Integrated Learning: CLIL

Content and language-integrated learning to foster the development of content and language in higher education settings, it is essential that teachers adopt strategies to assist and support EFL students. Content and Language Integrated Learning (CLIL) is considered an effective approach to enhancing the language proficiency gains among its students due to its focus on content over form and higher cognitive demand. According to the CLIL definition by Coyle et al. (2010), it is "an educational approach in which various language-supportive methodologies are used that lead to a dual-focused form of instruction where attention is given both to the language and the content". CLIL content and target language reflect the approach's underlying principle that the target language is best learned through academic classroom contents, with the target language serving as a tool to access basic concepts and skills relating to the subject matter (Kulachit & Nuangchalerm, 2021a).

In this way, the goal of CLIL is to improve the students' foreign language as well as content competence. Language-supportive methodologies are a key feature in this approach through the four main dimensions (the 4Cs framework), namely, content, communication, cognition, and culture, which incorporate cognitive engagement, problem-solving, and higher-order thinking skills (Coyle et al., 2010). In CLIL practice, language-supportive methodologies related to learning motivation are likely to effectively foster content knowledge and help prevent students' cognitive overload when they are engaged in content and language processing concurrently (Kulachit & Nuangchalerm, 2021b). This approach helps bridge gaps across various disciplines.

English teachers should consider having sufficient linguistic proficiency and pedagogical insights to scaffold the learning. The learning of content in English indicates a need for careful attention to scaffolding both the content and the language, which suggests a role for instructional design in that content learning in ESP courses and programs can be in Thai contextual, Thai teachers, who are experts in subject matter, have needs not only in language support, but also in adapting subject specific methods to accommodate the additional language focus CLIL has a 4Cs framework (communication, cognition, culture, and context), and these four aspects are interchangeably related to learning to use the additional language to communicate effectively.

The 4Cs framework is the main reason that CLIL is so relevant to professional development, as teachers should understand CLIL and integrate the 4Cs to develop students' language skills. Shifting from a monolingual classroom to a content and language teacher, but opening up alternative operating methodologies that can be achieved for both teachers and students to

convert from a monolingual classroom to an English-integrated classroom. It is a big change for Thai teachers and professional development programs. It's difficult and challenging for Thai teachers who have been using Thai for their entire professional career to adopt English in their classrooms (Kulachit & Nuangchalerm, 2022). Implementing content and language integrated classroom could consider the needs of teacher training, since it is not only the language but also the teaching methods that count.

Therefore, language training for Thai teachers should be considered. As professional development programs take time, designing a manual in English for teacher as a reference could be a possible solution. The CLIL approach represents the most up-to-date teaching approach that has yet been tried in Thailand; it has been less than a decade since CLIL and its complex principles began to be trialed in the country, where there are as yet few CLIL experts. Converting from a monolingual class to and English language classroom necessitates teachers who possess both language skills and new teaching approaches. English teachers are the key to success; professional development should be a long-term process that requires continuous attention (Gutiérrez & Fernández, 2014).

2.4 Cognitive Academic Language Learning Approach: CALLA

Concepts, theories, teaching methods, learning strategies (Cognitive Academic Language Learning Approach-CALLA), Chamot et al. (2004)created thinking processes and actions or some specific behaviors of students. To help learn the language effectively and successfully consisted of 4 strategies: cognitive strategies, metacognitive strategies, social strategies, emotional strategies. Therefore, teaching and learning that can enable students to achieve such goals must be designed to suit nature, aims, content, and context, which from the study of the nature of the English language. It was found that if the teaching and learning style was developed that About the Content and Language Integrated Learning-CLIL approach to language teaching join in the development of teaching and learning methods.

To know the language effectively, if there is an education by using a teaching and learning model used with students in teaching, it will allow students to learn more quickly and steadily than they intended. There are very few examples in the real world where black and white are not blended so that the two stories portray reality so broadly. For students this great advantage applies to classes. Cognitive Academic Language Learning Approach (CALLA) is a thinking process. And some specific actions or behaviors of the students are used to help learn the language effectively, and was successful, consisting of 4 strategies, namely the cognitive technique, the Metacognition, Social Strategies Emotional and emotional methods. Cognitive strategies refer to the learning behaviors that students use in language learning which is a behavior related to cognitive processes such as taking notes underlining.

3. Methodology

3.1 Research Design

The research and development (R&D) process was used to develop the instructional model. The scope of the population was in World Class Standard schools, Project area of the school, the secondary Educational Service Area Office 29, Ubon Ratchathani, Thailand. The implementation

was conducted in the second semester of the 2018 academic year. The independent variable was the instruction model, while the dependent variables were improvement of those language skills.

3.2 Data Collection

There are 3 phases in this study which can be described below,

(1) In Phase I, the basic information and needs for the development of the instructional model were examined to showed the present condition of learning English. The researcher used Krejcie and Morgan table to select 352 Students from 3,828 Students in 9 World Class Standard Schools as the respondents, and also employed purposive sampling to obtain 9 teachers who teach English to Grade 11 Students from 9 World Class Standard Schools as the participants. Five experts in the field were purposely called to evaluate the instruments of the study, including a questionnaire were distributed to 29 responses and a semi-structured interviewing for investigating teachers' needs for English teaching management. As a result, both of them were highly appropriate tools: ($\bar{x}$ = 4.76, S.D. = 0.46) and ($\bar{x}$ = 4.38, S.D. = 0.57). In addition, the learning areas of English language, Content and Language Integrated Learning theory: CLIL, Cognitive Academic Language Learning Approach: CALLA and the concept related to models of teaching were reviewed, analyzed and synthesized as a guidance to develop the instructional model.

(2) In Phase II, the researcher inspected and applied the collected statistics in Phase I in order to develop the model. The trail model created with the valid information available in Phase I with a high level of appropriateness ($\bar{x}$ = 4.38, S.D. = 0.44), was affirmed from 5 experts were employed including a highly appropriate learning management manual ($\bar{x}$ = 4.47, S.D. = 0.21), 8 lesson plans for 8 units, the achievement English Language test with the reliability of 0.81. The pilot study was subsequently conducted to use the model with 30 Students of Benchama Maharat School, the secondary Educational Service Area Office 29, Ubon Ratchathani, Thailand.

(3) In Phase III, the developed model was employed to enhance those language skills for 2 grouping in 2 classes : class 1 were 40 Students and class 2 were 40 students of Benchama Maharat School, in the second semester of the academic year 2018, selected from 9 World Class Standard Schools by cluster random sampling the data collection took 20 hours, including 16 hours for learning management and 4 hours for pre-test and post-test. The instruments consisted of the developed model, its manual, pre-test and post-test achievement test and pre-test and post-test listening and speaking test as mentioned in Phase II. The teaching management and the testing were conducted by the researcher.

3.3 Data Analysis

The data obtained in Phase I and II were analyzed by the use of Statistical Package for Social Science (SPSS): mean and standard deviation. Additionally, the Independent Sample t-test was used to investigate the Students' improvement of those language skills, and compare the Students' pre-and post-learning achievement.

4. Results

The findings of the study after the procedures of data collection, are examined regrading to the objectives of the study as follows:

4.1 To Study the Needs for the Development of an Instructional Model

The results of the study revealed that Content and Language Integrated Learning: CLIL and Cognitive Academic Language Learning Approach: CALLA was employed to conduct the model and develop the instruments.

Table 1. Prioritization of the need for teaching and learning for overall student development

Learning management conditions	I	D	$\dfrac{I-D}{D}$	No.
1. Teaching and learning management	4.19	3.54	0.65	4
2. Teachers	4.31	3.43	0.88	3
3. Language usage	4.31	3.69	0.62	5
4. Listening and speaking	4.27	2.96	1.31	1
5. Assessment and lesson reflection	4.31	3.42	0.89	2

The findings of the analysis of the requirements for teaching and learning were presented in Table 1. These results were organized to improve student learning in all aspects. The sample population requires a PNI modification of between 0.62 and 1.31, with the specifics being as follows: the component that was discovered to have the highest PNI modified value as the first priority was in English language skills in listening and speaking, the second was the evaluation and reflection, the third was the use of language, the fourth was teaching and learning, and the final was the teachers.

4.2 To Develop the Instructional Model

Based on finding in Phase I, the instructional model was developed. Its components can be illustrated by Figure 1.
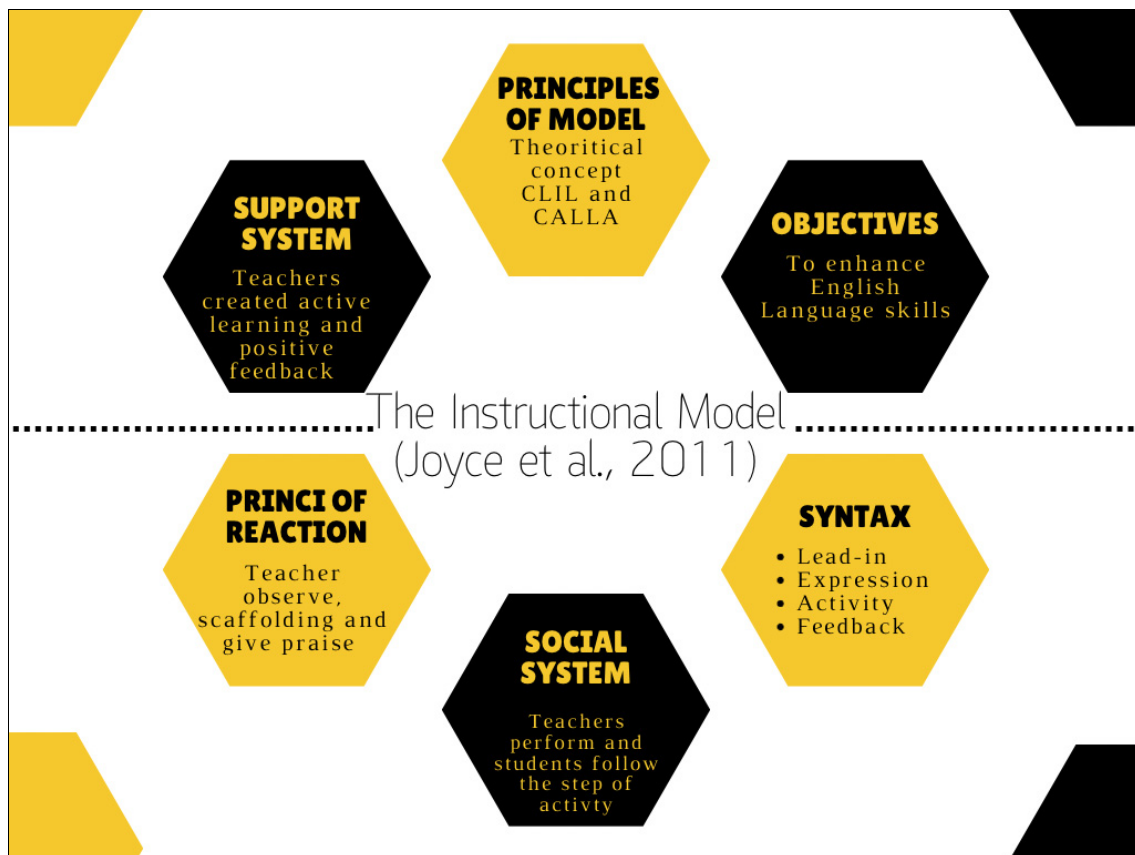
Figure 1. The instructional model to enhance English language skills based on Content and Language Integrated Learning: CLIL for higher secondary schools

Table 2. Assessment results of the instructional model to promote English language skills in accordance with the Content and Language Integrated Learning approach for upper secondary school students by expert (N = 5)

No.	Assessment issues	$\bar{x}$	S.D.	Meaning
1	Principle of the model	4.29	0.49	High
2	Objective of the model	4.57	0.54	Highest
3	Syntax	4.71	0.49	Highest
4	Social system	4.29	0.49	High
5	Principle of reaction	4.71	0.49	High
6	Support system	4.71	0.49	High
	Overall summary	4.54	0.51	Highest

The results of the evaluation of the appropriateness of the teaching and learning model to

improve English language skills according to the integrated language and subject learning style for students in higher secondary schools are presented in Table 2. In general, it was acceptable at a high level ($\bar{x}$ = 4.71, S.D. = 0.21), which, when taking into consideration all of the elements, had an average of a higher level ($\bar{x}$ = 4.00-4.71, S.D. = 0.49-0.54).
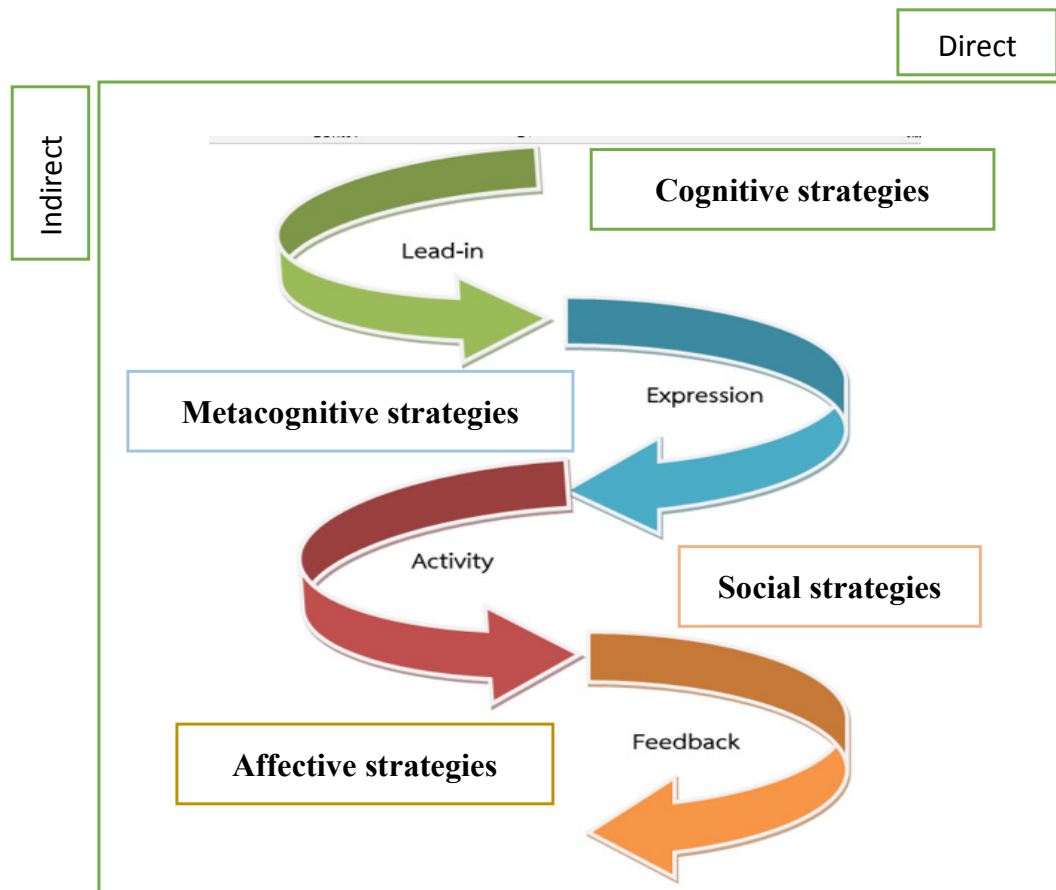

Figure 2. Syntax of the instructional model

It was designed the teaching and learning activities in accordance with the teaching and learning model using concepts and theories related to research through various process steps until it could improve English language skills. The organization of teaching and learning activities in a form that promotes English language skills is integrated with language and content for upper secondary school students. The instruction consisted of the following four stages:

Step 1: Lead-in (L); this step was to review the background knowledge and stimulate the interest of the students in the lesson that would be conducted and prepared to receive new knowledge from listening and using technology such as images, videos, audio clips, so students could understand and respond to requests in time, and can follow instruction correctly. Also, they could recognize different commands correctly and understand the stories

from what they have heard that related (Samawathana, 2010, Kirikrikrai, 2009; Lorenzo, 2008)

Step 2: Expression (E); During this step, the teachers displayed on the projector screen the vocabulary, sentence structure, meaning (picture), form (word card), and pronunciation (drilling).Then the teachers explained, entered the information for the learners, and encouraged students to participate in the class to emphasize the problems of understanding the content of the lesson, to be a tool for students to follow when listening to the content better, and to be interactive between the teacher and the learners by working in pairs, groups, or mixing. Listening to the images or sentences in order of the story or the content of each episode from what they had heard (Milne & Garcia, 2008; Wangpasri, 2014), vocabulary matching between vocabulary and vocabulary expansion.

Step 3: Activity (A); at this stage, teachers gave explanations before the students began to do activities. The first time listening, the teacher opened the audio clip for the learners to make guesses about the subject and gave students the opportunity to talk in pairs, and the teacher randomly asked in pairs and wrote the answers on the board. In Second Listening, the learners had to understand what they had heard, grasp the key points of what they had heard, note down what they had heard, and concentrate while listening. In listening, students needed to know the attitude and feelings of the speakers. Then students started discussing in English in class before the experiment or doing an activity. In the third listening, students analyzed the message from listening, understood the different tones, assessed message values from listening, listened for the main points, listened for specific ideas, and listened for small details. The students listened carefully, selected the correct answer, and distinguished key words. Then teachers distributed the transcripts and listened again with the whole class (Lorance-Paszylk, 2009; Kerawan, 2016).

Step 4: Feedback and praise (F); Learners presented information from what they had recorded in the diary, spoke to reflect the learning management results, brainstormed, and wrote the diary from what they had learned in the lessons. The teachers gave praise to students and rewarded them with scores in accordance with Kulachit and Nuangchalerm (2022). It was shown that the four steps of teaching, which were synthesized according to the principles, concepts, and theories of the model, combined with the principle of reaction and the support system of the model, could make students improve their English language skills when they were taught according to integrated language and content learning..

4.3 To Study the Result of Implementation of the Instructional Model

As mentioned earlier, the participants were taught through the developed model with 8 units in 16 hours. In addition, the pre-test and the post-test of each unit were taken to investigate the students' improvement of those language skills, and were analyzed by the Independent Sample t-test, as can be illustrated below.

(a) The results of the comparison of English language skills between the experimental group receiving instruction based on the integrated language and content learning approach and the higher secondary school students who were taught normally before the experiment as in Table 3.

Table 3. Experimental design and its results

Teaching method	Amount	x̄	S.D.	t	df	Sig
Received regular teaching	40	15.03	1.42	-0.400	78	0.345
Received integrated language and content teaching	40	15.15	1.37			

It was discovered that the test for the difference of the means of both groups showed that the groups that were tough and regularly attended had a wage of 15.03 points, and students who were taught in accordance with language and content integration learning had a cumulative value of 15.15 points. This information was found by examining Table 3, which revealed the findings. When the two groups of students from upper secondary schools were compared, there was a difference of -0.13 points, and from the statistical test, it was revealed that the mean of the two groups of students was not statistically different before studying.

(b) The comparison of English language skills between the experimental groups which were taught according to the integrated language and content learning approach and being taught normally after the experiment as in Table 4.

Table 4 Comparison of English language skills between the experimental and control groups

Group	Amount	x̄	S.D.	t	df	Sig
Control	40	24.83	2.11	27.95*	78	0.000
Experiment	40	36.80	1.70			

It was discovered that the tests for the differences of the mean values of both groups of students showed that the groups that received regular teaching had an average score of 24.83 points, while the groups that received integrated language and content teaching had a mean score of 36.80 points with a standard deviation of 2.11, and after comparing, the differences were found to be 27.95 points. This information was discovered by looking at Table 4, which contained the results of the tests for the differences in the mean values of both groups of students. As a result of the statistical test, it was possible to conclude that the results of the English language skill evaluation of the groups that were taught according to the guidelines of integrated language and content learning after the experiment were significantly higher at the level of.05 than the other groups.

(c) The comparison of English language skills in listening between groups that were taught according to the integrated language and content learning approach before and after the experiment as in Table 5.

Table 5. Comparison of listening English skills through CLIL between before and after the experiment

Test	Amount	x̄	S.D.	t	df	Sig
Pre-test	40	6.10	2.036	39.014*	39	0.000
Post-test	40	17.75	1.127			

It was discovered that the results of the measurement of English language skills in listening before the course of the group that was taught according to the integrated language and content learning approach had a mean of 6.10 with a standard deviation of 2.036, and that the results of the post-test had a mean of 17.75 with a standard deviation of 17.75. This information was discovered by looking at Table 5. When the findings of the two measures were compared, it was discovered that the results of the English language skills test in listening after studying were higher, and that this difference reached a level of statistical significance at the level of .05.

(d) Comparison of English language skills in speaking between groups taught by integrated language and content learning before and after the experiment as in Table 6.

Table 6. Comparison of speaking English skills through CLIL between before and after the experiment

Test	Amount	x̄	S.D.	t	df	Sig
Pre-test	40	7.28	2.708	28.159*	39	0.000
Post-test	40	18.23	1.187			

From Table 6, it was found that English speaking skills before the course of the group that was taught according to the integrated language and content learning approach had a mean equal to 7.28 with a standard deviation of 2.708 and after studying had an average of 18.23 with a standard deviation equal to 1.187. Consequently, when comparing the results of both measurements, it was found that the results of the English language skills of speaking after studying were significantly higher at the level of .05 level of statistics.

(e) The students' satisfaction on learning according to the content and language integrated learning to promote English according to the content integrated language learning. The results of the study of student satisfaction on learning according to content integrated language learning as in Table 7.

Table 7. Learning satisfaction towards content and language integrated learning

Item	x̄	S.D.	Satisfaction level
1. The teacher clearly explained the integrated language and content learning activities for me to understand.	4.60	0.70	Highest
2. Teachers divide my group by skillful combination of talents.	4.65	0.65	Highest
3. The teacher encouraged me to be enthusiastic about learning, recommend, take care, and monitor the study thoroughly moderate, suitable light.	4.65	0.65	Highest
4. The content specified in the teaching and learning activities is appropriate for me.	4.73	0.45	Highest
5. The content used in organizing teaching and learning activities matches my interests and needs.	4.73	0.45	Highest
6. The content used is modern and integrates all language skills.	4.75	0.43	Highest
7. I have exchanged views with each other.	4.75	0.43	Highest
8. I have integrated English skills in both listening and speaking.	4.73	0.45	Highest
9. Activities that encourage me to use ideas based on prior knowledge as a foundation.	4.65	0.48	Highest
10. Activities help me to be able to use English language skills.	4.73	0.45	Highest
11. Technology is used in teaching and learning and I can use it in daily life.	4.70	0.46	Highest
12. Teaching and learning activities encouraged me to have a good attitude towards learning English.	4.73	0.45	Highest
13. There is a comprehensive assessment and measurement of the study content.	4.70	0.46	Highest
14. There is an authentic assessment.	4.70	0.46	Highest
15. There is actual measurement and evaluation.	4.70	0.46	Highest
Total	4.70	0.49	Highest

According to Table 7, it was found that students learned through content and language integrated learning that promote English language skills based on content and language integrated learning, and the overall satisfaction of the higher secondary students for the models was at the average of 4.70 which was at the highest level.

5. Discussion

According to the principles of the development of the teaching model of the ADDIE model, which wants to analyze the needs of how the teaching and learning should be in order to match the objectives, such as contents, media, and teaching time; according to the principles

of the development of the teaching model of the ADDIE model; according to the principles of the development of the teaching model of the ADDIE model. The researcher used various methods to inquire about the requirements of high school students attending schools that met world class standards. He ranked the requirements of the conditions that were conducive to the learning of the students according to the importance of each factor, as follows: listening and speaking came in first, followed by the evaluation and reflection of the results, the teachers, the teaching and learning management, and language usage came in last. It was discovered that in the real world, students prioritize instruction and learning that will improve their English hearing and speaking abilities. In addition, it provided the knowledge that was required about the requirements for the development of teaching and learning styles that improve English language skills based on integrated language and subject learning.

The second phase of the study was to develop an instructional model. Based on well-accepted components of Joyce et al. (2011)'s teaching model, the model consisted of six components: (1) the model's principle; (2) the objectives; (3) the syntax; (4) the social system; (5) the reaction principle; and (6) the support system. These six components were rated as highly appropriate by experts in English language, research and development, curriculum, and instruction.In addition, the model was later revised and developed according to the experts' suggestions, particularly the syntax (four instructional processes: lead-in, expression, activity, and feedback). There were four steps to teaching:

Step 1: Lead-in (L); this step was to review the background knowledge and stimulate the interest of the students in the lesson that would be conducted and prepared to receive new knowledge from listening and using technology such as images, videos, and audio clips, so students could understand and respond to requests in time and follow instructions correctly. Also, they could recognize different commands correctly and understand the stories from what they had heard (Graham et al., 2018).

Step 2: Expression (E); During this step, the teachers displayed on the projector screen the vocabulary, sentence structure, meaning (a picture), form (a word card), and pronunciation (drilling).Then the teachers explained, entered the information for the learners, and encouraged students to participate in the class to emphasize the problems of understanding the content of the lesson, to be a tool for students to follow when listening to the content better, and to be interactive between the teacher and the learners by working in pairs, groups, or mixing. Listening to the images or sentences in order of the story or the content of each episode based on what they had heard (Mahan, 2022).

Step 3: Activity (A); at this stage, teachers gave explanations before the students began to do activities. The first time listening, the teacher opened the audio clip for the learners to make guesses about the subject and gave students the opportunity to talk in pairs, and the teacher randomly asked in pairs and wrote the answers on the board. In Second Listening, the learners had to understand what they had heard, grasp the key points of what they had heard, note down what they had heard, and concentrate while listening. In listening, students needed to know the attitude and feelings of the speakers. Then students started discussing in English in class before the experiment or doing an activity. In the third listening, students analyzed the message from

listening, understood the different tones, assessed message values from listening, listened for the main points, listened for specific ideas, and listened for small details. The students listened carefully, selected the correct answer, and distinguished key words. Then teachers distributed the transcripts and listened again with the whole class (Morton, 2020).

Step 4: Feedback and Praise (F); Learners presented information from what they had recorded in the diary, spoke to reflect the learning management results, brainstormed, and wrote the diary from what they had learned in the lessons (Hughes & Madrid, 2020). It was shown that the four steps of teaching, which were synthesized according to the principles, concepts, and theories of the model, combined with the principle of reaction and the support system of the model, could make students improve their English language skills when they were taught according to integrated language and content learning.

Types of teaching styles; while analyzing documents about the types of teaching styles according to various theories, the researcher had chosen to create a model that combined the styles of teaching and learning management skills related to various methods (Nuangchalerm, 2017) and the Information Processing Family was a learning and teaching management model that emphasized the reinforcement by learning and creating information to be a system of awareness, including the development of concepts and languages for conveying as a preparation of learners in the collection of information about teaching and learning that helped promoting learners' intellectual ability and ability to learn about themselves and society (Joyce et al., 2004).

The synthesis of concepts and principles of the characteristics of the model to be synthesized together with the information of the students' needs for teaching and learning obtained from observing the classroom, interviewing teachers, and synthesizing relevant research led to the formulation of the following objectives for the teaching and learning of English language skills in listening and speaking: 1) in order to provide the material 2) to discuss the material that will be covered The third step was to carry out the activities, and the fourth was to reflect on what had been learned and to emphasize its significance. These steps were part of an important teaching and learning process that promoted English language skills for high school students based on integrated language and content learning. Arends (1997), Kneeves (1997), and Joyce and Weil (2000) all found that the teaching model required theory to support and grow for certain goals. This finding aligned with their findings. A study of student behavior, establishing the purpose of teaching, defining course content, teaching and learning activities and teaching resources, providing service support, and facilitating for measurement and evaluation were all required by a good teaching model (Joyce et al., 2011).

The evaluation of the effectiveness of the instructional model included the third and final stage of the research project. The proposed model, which was validated by the specialists, offered a number of engaging pursuits organized into eight distinct units, each of which required sixteen hours for learning management and eight hours for pre-testing, post-testing, and performance testing, respectively. The statistical disparities between the students' results on the pre-test and the post-test offered evidence that the students' hearing and speaking abilities in English improved after finishing the course. When the results were compared at

the.05 level of significance, they revealed that students' language skills had improved significantly. This was the case when the English language skills of teachers of content and language integrated learning (CLIL) were higher than those of students who were taught through traditional teaching methods. Speaking proficiency in English language abilities of teachers of CLIL were statistically greater than the 80 percent requirement at the.05 level of significance. CLIL listening proficiency in English language abilities was statistically greater than the 80 percent requirement at the.05 level of significance. High levels of student satisfaction were reported for the instructional model that was designed to improve students' English language abilities through content- and language-integrated learning.

6. Conclusion

The conclusion of this study determined the following : (1) the instructional model was developed based on Content and Language Integrated Learning :CLIL and Cognitive Academic Language Learning Approach :CALLA (2) the instructional model determined to be appropriate for improving English listening and speaking skills of graded 11 Students in world class standard school comprised of 6 components including principles, objectives, syntax, principle of reaction, and support system, respectively and (3) a higher learning achievement for both listening and speaking skills indicated that the developed model was productive in enhancing their English listening and speaking skills.

7. Recommendation

This study recommends teachers to promote English language skills for grade 11 student in world class standard school by using self-assessment, observational learning, cognitive academic language learning. For teachers who are interested in using the model, a thorough study of the model, particularly the guidelines on how to use it as well as instructional process of the model should be considered and studied in detail before using it. In order to help students reach the learning objectives, the characteristics of a good student based on the model, guidelines, the content area, the learning outcomes, and the learning process should be clarified to Students before learning. Additionally, the offline and online instructional material and teaching aids should be available to Students, In the next studies, a follow-up of the long-term implementation should be conducted to examine Students' performance and behaviors.

Acknowledgements

References

Arends, R. I. (1997). *Learning to Teach*. Random House.

Byrme, D. (1988). *Testing writing skills*. Longman.

Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the Cognitive academic language learning approach*. Addison-Wesley Publishing Company.

Coyle, P. H., & Marsh, D. (2010). *Content and language learning (CLIL)*. Cambridge: Cambridge University Press. https://doi.org/10.1017/9781009024549

Coyle, P. H., Hood, P., & Marsh, D. (2011). *Content and language learning (CLIL)*. Cambridge University Press.

Graham, K. M., Choi, Y., Davoodi, A., Razmeh, S., & Dixon, L. Q. (2018). Language and content outcomes of CLIL and EMI: A systematic review. *Latin American Journal of Content and Language Integrated Learning, 11*(1), 19-37. https://doi.org/10.5294/laclil.2018.11.1.2

Hughes, S. P., & Madrid, D. (2020). The effects of CLIL on content knowledge in monolingual contexts. *The Language Learning Journal, 48*(1), 48-59. https://doi.org/10.1080/09571736.2019.1671483

Intasena, A., & Nuangchalerm, P. (2022). Problems and needs in instructing literacy and fluency of reading and writing skills of Thai L1 young learners. *Journal of Education and Learning, 11*(2), 63-70. https://doi.org/10.5539/jel.v11n2p63

Joyce, B., & Weil, M. (2000). *Models of teaching* (6th ed.). Allyn and Bacon.

Joyce, B., Weil, M., & Calhoun, E. (2011). *Model of teaching* (8th ed.). Pearson Education.

Karawan, S. (2016). *Establishing a Whats App Conversation: One of Innovations in English Language Teaching* (pp. 793-796). The 63rd TEFLIN International Conference.

Keeves, J.P. and N. Sellin. (1997). Path Analysis with Latent Variables. In J. P. Keeves (Ed.), *Educational Research, Methodology, and Measurement: An International Handbook* (2nd ed., pp. 633-640). Oxford: Pergamon Press.

Krashen, S. D. (1987). *Principles and practices in second language acquisition*. New York: Prentice-Hall.

Kulachit, N., & Nuangchalerm, P. (2021a). Empirical study on English primary teachers and active learning classroom practices in Thailand. *PalArch's Journal of Archaeology of Egypt/Egyptology, 18*(4), 2929-2942.

Kulachit, N., & Nuangchalerm, P. (2021b). Rethinking active learning program for primary English teachers through connoisseurship technique. *Journal of Education and Learning (EduLearn), 15*(4), 552-557. https://doi.org/10.11591/edulearn.v15i4.20313

Kulachit, N., & Nuangchalerm, P. (2022). Self-development of primary school teachers in classroom management through active learning Program. *International Journal of Advanced and Applied Sciences, 9*(10), 94-100. https://doi.org/10.21833/ijaas.2022.10.012

Loranc-Paszylk, B. (2009). Integrating reading and writing into the context of CLIL classroom some practical solutions. *International CLIL Research Journal, 1*(2), 47-53.

Lorenzo, F., Casal, S., & Moore, P. (2008). The effects of content and language integrated learning in European education: Key findings from the Andalusian bilingual sections evaluation project. *Applied Linguistics, 31*(3), 418-442. https://doi.org/10.1093/applin/

amp041

Mahan, K. R. (2022). The comprehending teacher: Scaffolding in content and language integrated learning (CLIL). *The Language Learning Journal, 50*(1), 74-88. https://doi.org/10.1080/09571736.2019.1705879

Marsh, D. (2002). *CLIL/EMILE—The European dimension: Actions, trends and foresight*. Potential Public Service Contract DG EAG: European commission.

Morton, T. (2020). Cognitive discourse functions: A bridge between content, literacy and language for teaching and assessment in CLIL. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 3*(1), 7-17. https://doi.org/10.5565/rev/clil.33

Nuangchalerm, P. (2017). Preservice teachers' twenty first century learning skills: Three different majors of study. *International Journal of Advanced and Applied Sciences, 4*(7), 124-128. https://doi.org/10.21833/ijaas.2017.07.018

Searle, J. R. (1978). Literal meaning. *Erkenntnis, 1*, 207-224. https://doi.org/10.1007/BF00160894

Shelly, M. W. (1975). *Responding to social change*. Dowden Huntchisam Press.

Stephen, P. R. (1996). *Organizational behavior: Concepts, controversies, applications*. Prentice Hall.

Verkuti, A. (2010). Linguistic benefits of the CLIL approach In Secondary Level in Hungary. *International CLIL Research Journal, 1*(3), 67-79.