



**THAI PRIMARY ENGLISH TEACHERS' ATTITUDES
TOWARD CONTENT-BASED INSTRUCTION**

BY

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Advisor: Asst. Prof. Pragasit Sitthitikul, Ph.D.

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015**

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ENTITLED

THAI PRIMARY ENGLISH TEACHERS' ATTITUDES TOWARD
CONTENT-BASED INSTRUCTION

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in Teaching English as a Foreign Language

on May 22, 2016

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ABSTRACT

This study attempted to investigate Thai Primary English teachers' attitudes toward Content-Based Instruction which is applied in English classrooms in a Thai EFL context. The instrument was the five Likert scale questionnaire which was adapted from a questionnaire survey: Teachers' attitudes to direct instruction as a teaching methodology. The scale was derived from Best, 1983. The participants were the 30 Thai primary English teachers who were teaching in an IEP program in a private catholic school located in Thailand. The data was collected from the English classrooms in a Thai EFL context and the data was transcribed into the statistical numbers such as frequency, percentage, mean score and standard deviation by SPSS, Google Form and Microsoft Excel. The results indicate that these Thai primary English teachers have good attitudes toward the application of Content-Based Instruction in their Thai EFL classroom context, and the mean score proved that their agreement toward the application of Content-Based Instruction in Thai EFL classroom context got a slightly higher mean score. Moreover, there is a relationship between the attitude toward the particular method and the suggestions for the application of Content-Based Instruction from the teachers who have been applying this approach in their EFL classroom.

Keywords: Content-Based Instruction, Attitude, Thai EFL classroom

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
EFL	English as a foreign language
CBI	Content-Based Instruction



CHAPTER 1

INTRODUCTION

The English language is an international language which is used among most of the world population in the present times. Learning and teaching English grow in popularity as its importance in the competitive world expands. Teaching English in the old days mainly focused on grammar translation (Larsen-Freeman, 2000). The key concept is to be strict to the explanation of grammar rules. Learners needed to translate texts from the target language to their first language. Accuracy of the language is the most important thing. Writing is more important than speaking. Teachers are the center in the classroom. If there is no teacher in the classroom, learning cannot take place. Direct method tried to fix the weakness of grammar translation. This method gives priority to the oral communication. The language is taught through the second language. Therefore, the first language is prohibited in the direct method classroom. Audio-lingualism was introduced to make use of habit-formation (Lightbown and Spada, 2006). Learners need to produce a correct form of language through imitation, but the focus is still on accuracy rather than fluency. Grammar is more important than vocabulary. Teachers are still the center of the classroom. PPP (Presentation, Practice, and Production) is based on skill-learning theory (Johnson, 1997). The focus is still on grammatical accuracy. Teachers take the important roles in the classroom.

The communicative approach is based on naturalistic acquisition. Learners are the center in the classroom. Meanings are more important than accuracy. Learners can absorb the language successfully through using it purposefully, understandingly, and creating meaningful communication. Approaches for teaching English gradually changed through the past to present. At this very moment, language is used primarily for communication. Therefore, the approach to teach the language needs to adapt to meet the world's needs. Content-Based Instruction is one of the most interesting language teaching approaches to support learners' communicative skills. It was introduced and has gained popularity for several decades.

Learning English in the old days focused mainly on form however, learners could not communicate when they needed to use the language in their daily life. Language teaching approaches needed to be changed to responses for the language learners' needs. They need to be able to communicate in the real world situation. Therefore, the present language teaching approach should support communicative skills of learners. Content-Based Instruction is one of the methods that can offer the communicative skill for learners as they can learn the language naturally without being forced from the instructors. The content can capture their interest and embed the linguistic features to their learning automatically. They are supposed to practice the meaningful language to achieve the tasks which are relevant to the content.

A new form of English Education was introduced to the Thai schools in 2002 by the Ministry of Education of Thailand (Pholabutra, 2007). The English classes were changed from traditional English as a foreign class to English content-based class. The purpose for renovating the English education in Thailand was to build up the language competency of Thai students in order that they can be ready for the competitive world (Office of The Basic Education Commission, 2003). The new form of English education was called the English Program. English was learnt through the content while English was not studied as the subject. The principles of the English Program could support the rationales for Content-Based Instruction (CBI) (Grabe & Stroller, 1997).

Content-Based Instruction (CBI) has been used as an alternative approach to provide learners both competence in a second language and the knowledge of the content subject. This approach has been used in a variety of language learning contexts and gained more popularity over several decades (Stroller, 2002). Content-Based Instruction is one of the effective methods which are applied to the language classroom so that it can help improving the language learning of learners. For a language teacher, Content-Based Instruction can grasp the attention because it seems interesting to be used in the English classroom language.

According to the current national curriculum of Thailand, English is considered a medium for communication to learn other content areas. Content-based instruction is introduced in the Basic Education Core Curriculum B.E. 2551 because it is considered a suitable approach for English classes in Thailand (Thipwajana, 2010). Content-based instruction can provide an opportunity for teachers to include some other contents that are

interesting to students and thus can build up students' motivation while they are studying in the English language classroom. The interesting topic can make students link the topic to their lives and therefore students' learning English is promoted through the learning of the content (Kujawa and Huske, 1995).

The research study about content-based instruction has mostly aimed to explore the effectiveness of the approach through the learning process of students. Students are the main subjects to be examined in investigating the benefit of content-based instruction. Numerous research studies exhibit that content-based instruction promotes both language acquisition and academic success in second language learning (Grabe & Stoller, 1997; Kasper, 1994; Kruger & Ryan, 1993; Snow & Brinton, 1997; Stryker & Leaver, 1997; Wesche, 1993)

Teachers as the instructors for this approach are paid less attention. The highlight of study about the approach is mainly on learners. As the practitioners for the approach, teachers are also the important factors who can identify the success of content-based instruction when applied practically in the classroom language.

1.1 Statement of the Problem

Thai English teachers were familiar with grammar translation in their EFL classroom. However, this method could not fulfill the objective of the communicative ability of learners. A new approach needed to be introduced to Thai EFL classroom. Content-Based Instruction was introduced in Thai curriculum as it can provide the opportunity for learners to practice their communicative skills. Thai teachers need to implement this particular method in their English classroom so that it can enable students' communicative skill. As this particular method is considered new to Thai education, Thai teachers have rarely had experience with this method as they tended to be familiar with grammar translation which had been practiced in Thai EFL classroom for a long time.

There are many research studies about the effectiveness of Content-Based Instruction in the language classroom. For example, the research findings about the Content-Based Instruction in the North America classroom have revealed the positive learning outcomes of learners in both academic and the target language achievement (Cummins & Swain, 1986; Genesee, 1987; Swain, 1978; Swain, 1985; Swain & Johnson, 1997; Swain & Lapkin, 1982). However, the effectiveness of this particular method in Thai EFL classroom would never be

revealed unless Thai teachers' reflection about this method was investigated. Thai teachers could adopt the method from the government sector and have practiced it in their classroom aimlessly without any guidelines except the core principles of the method which were quite different in terms of context. The effectiveness of Content-Based Instruction in the western context and Thai context could vary. Only the attitude of the practitioners of the approach could provide the feedback from applying this particular method in the Thai EFL context.

It was important to explore the feedback after the application is used in Thai EFL classrooms so that teachers' attitudes could reflect the effectiveness of Content-Based Instruction in Thai EFL classrooms. Moreover, any suggestions from the real users could be contributed to the instructors who want to apply this particular method in their EFL classroom.

Since Thai English teachers' attitudes toward Content-Based Instruction in Thai EFL classroom can help Thai English teachers who need to implement this particular method in their EFL class, it was worthwhile to investigate Thai English teachers' attitude towards Content-Based Instruction and their suggestions for the particular approach so that it could be useful for any teachers who needed to use it in their EFL classroom.

1.2 Objectives of the Study

- 1.2.1 To explore Thai primary English teachers' attitudes toward the application of Content-Based Instruction in Thai EFL classroom.
- 1.2.2 To reveal and reflect Thai primary English teachers' suggestions from the application of Content-Based Instruction in Thai EFL classroom.

1.3 Research Questions

The current research study aims to answer the main research question:

- 1.3.1 What are the English teachers' attitudes toward content-based instruction?
- 1.3.2 What are English teachers' suggestions for the application of Content-Based Instruction in Thai EFL classroom?

1.4 Significance of the Study

- 1.4.1 The findings will provide the feedback for application of Content-Based Instruction in Thai EFL classroom.

1.4.2 The findings include useful information for Thai primary English teachers who have been applying or want to apply Content-Based Instruction in their EFL classroom.

1.4.3 The findings can enhance the application of Content-Based Instruction in Thai EFL classroom. Thai primary English teachers' suggestion can be the guidelines for Thai primary English teachers who are interested in using Content-Based Instruction in their EFL classroom.

1.4.4 The findings can be a good resource for Thai primary English teachers who have been practicing or planning using Content-Based Instruction in their EFL classroom.

1.5 Definitions of Terms

In this research study, key terms are defined as follows.

Content-based instruction in the English language classroom

In this study, content-based instruction in the English language classroom refers to the lessons that aim to provide both the competency in the language and the knowledge of the content areas at the same time. The prospective classes will be English classes where teachers use interesting topics to motivate learners to learn both content and the linguistic features of the target language.

Primary English teachers

Primary English teachers in this study are the Thai teachers who are teaching in primary 1-6 for an IEP program in many catholic schools located in many different parts of Thailand. An IEP program is the learning lesson that provides learners 3 subjects which are Science, Mathematics, and English. All the instructors in this program are supposed to use English as a medium to present the lesson and communicate with their students. Therefore, all primary English teachers in this study are Thais. They teach all 3 subjects, Science, Mathematics and English, in English. The English class is the only one focus in this study as content-based instruction is adopted in the learning process.

Attitudes

Attitudes of primary English teachers in the present study refer to the primary English teachers' attitudes toward the application of content-based instruction in their English classes. The primary English teachers are teachers who teach English for primary 1 to

primary 6. Their attitudes will be investigated in both quantitative and qualitative ways to provide the overall attitudes of primary English teachers who apply this approach in their language class.

1.6 Scope and Limitation of the Study

The main setting for eliciting the data is from the catholic schools around Thailand. All schools included in the study employed the IEP program in their curriculum. IEP program is an alternative study for language learners since it can offer opportunities for students to be exposed to the environment of speaking English. They are introduced to 3 subjects which are Science, Mathematics, and especially English. All 3 subjects are taught in English. Thai teachers are the instructors in this program. They are not allowed to speak Thai with their students. They need to communicate, give lectures, and conduct everything in class by using only English as the means for communication. Science and Mathematics class are not included in the study as the main focus is on the content, not both content and language like the concept of Content-Based Instruction. Therefore, the English classes of these teachers are studied in this research study since the teachers in this program have been adopting Content-Based Instruction in their English classes.

The sampling teachers in this research study are all Thai primary English teachers in catholic schools in Thailand. As there are many settings in Thailand education, catholic schools are one kind of setting in Thailand education. Primary English teachers in many different kinds of setting need to be investigated in order that the results can be generalized to the wider Thai education setting.

CHAPTER 2

REVIEW OF LITERATURE

This research was going to investigate the English teachers' attitude toward the application of content-based instruction in the English language classroom and their suggestions for CBI as one of the methods in teaching the English language. Some related literature and research studies are reviewed to present the background for the research study. The topics reviewed in this study include Content-Based Instruction (CBI), Theme-Based models in Content-Based Instruction, attitudes, and related studies concerning Content-Based Instruction.

2.1 Content-Based Instruction

Content-Based Instruction (CBI) is a method to teach language and content at the same time. The language is used as a medium for conveying the content. Echevarria (2000) gives the comment on CBI that it gains a lot of attention because it can provide the possibility for including the objectives of learning the language and the subject matter. The process of the language learning can benefit the language skills and the content area. Mohan (1986) gives further explanation for CBI that the CBI classroom is the place where the integration between language and content take place. In addition, Genesee (1994) claimed that CBI can integrate learners' language learning, cognitive, academic and social development.

All in all, Content-Based Instruction is a method that can make the language learning embedded in the content learning so that learners can develop their language skills while they are engaging in the content area.

2.2 Characteristics of Content-Based Instruction

Content-based instruction (CBI) aims to provide students both language and content knowledge. The content input is transferred through the target language. There are many authors who have shared the ideas about content-based instruction (CBI). Rodgers (2001) outlined that it is one of the communicative language teaching approaches. Stryker and Leaver (1997) defined CBI as an effective approach to foreign language education. Grabe and Stoller (1997) illustrated the characteristics of CBI as follows.

2.2.1. Students are exposed to an amount of language and the content area at the same time. The language should be comprehensible, linked to learners' prior learning and relevant to their needs. Both students and teachers are exposed to the interesting content. Students will be engaged in appropriate language activities.

2.2.2. CBI supports contextualization. Students are presented with useful language which is embedded in the contents. Isolated linguistic features are not taught individually. Therefore, CBI provides explicit language instruction through the content instruction.

2.2.3. The coherently developed content sources are used to let students call on their prior knowledge to learn additional language and content areas.

2.2.4. Complex information and demanding activities are involved in the lessons of content-based classroom to activate learners' motivation.

2.2.5. CBI promotes strategy instruction and practice well. Theme units will use and repeat important strategies through a variety of content and learning tasks.

2.2.6. CBI makes it possible to add flexibility and adaptability to the curriculum and activity.

2.2.7. CBI supports student-centered classroom activities.

Briefly, the activities of the language class in a content-based approach are specific to the content areas being taught. They need to motivate students to think and learn through the target language. CBI naturally integrates teaching of four language skills. For instance, it provides authentic reading materials which require students to understand the information, interpret and evaluate it in the same time. Students can have a chance to respond orally to reading and lecture materials.

2.3 Models of Content-Based Instruction (CBI)

The models of CBI come from the works of Brinton and Richards and Rodgers.

Brinton et al (1989) presented that CBI has three common models in elementary, secondary, and university education. These three models are the sheltered model, the adjunct model, and the theme-based model. Additionally, Richards and Rodgers (2001) suggested two

more models which are team-teach and a skills-based approach. Both of them are applied in educational settings, as well.

2.3.1 Sheltered Model

Brinton et al (1989) defined a sheltered model classroom where the content courses are conducted by a content specialist, who is a native speaker of the target language, to a separated group of ESL students in the sheltered model classroom. The instructor will use an appropriate level of language for students to make the course comprehensible (Richards and Rodgers, 2001)

2.3.2 Adjunct Model

Secondly, a language course and a content course are linked in the adjunct model. Both courses share the same objectives and assignments (Brinton et al, 1989). Students study in the content course and language course at the same time. Snow (2001) defines that the language course supports the non-native students' needs so that they can be successful in the content course. Moreover, the adjunct courses can help the non-native students increasing self confidence because they can be exposed to real life tasks which make it possible for them to practice using the language (Stryker and Leaver, 1997)

2.3.3 Theme-Based Model

Thirdly, Brinton et al (1989) proposed that the theme-based model is where language courses are embedded around themes or topics which are included into teaching all skills. The teacher arranges language learning activities based on these topics or themes which are different from traditional courses which the topics are particularly used for a single activity (Snow, 2011). Snow (2011) reports that the theme-based model has been widely used in language courses for students who have different backgrounds. However, they share the same common goal of academic English skills.

There is another type of theme-based curriculum which is not organized by sequencing themes (Brinton et al, 1989). A major topic (e.g., animal) will be used for an entire course. The curriculum will be organized around the subdivided topics such as herbivores, carnivores, omnivores, and so forth. Stoller and Grabe (1997) give another example of a major topic and its subdivided topics in theme-based model. They propose a six-item outline which

covers the basic components of the model for a better understanding of the organization of a theme-based course.

2.3.4 Six-T's Approach

The Six-T's approach is an approach to theme-based instruction. It can be applied to a wide range of CBI contexts. Stoller and Grabe (1997) stated that it can be applied both when the teacher controls content and when content is controlled by a central curriculum plan. Moreover, the nature of a theme-based approach can be integrated into a sheltered curriculum and adjunct programs.

Six-T's approach gives priority to student needs, student goals, institutional expectations, available resources, teacher abilities, and expected outcomes. These criteria must be specified so that the decisions about the six curricular components can be made. They are Themes, Texts, Topics, Threads, Tasks, and Transitions (Stoller and Grabe, 1997)

2.3.4.1. Themes are the idea for constructing other components such as texts and tasks so that they can serve the aims of the course, the students' needs and interests, and institutional expectation.

2.3.4.2. Texts are the content resources which guide the way to achieve the goals of course.

2.3.4.3. Topics are the subdivided elements of major content which can help with investigating the coherence of the theme thoroughly. They can provide a setting where learners learn both content and language.

2.3.4.4. Threads are the ties between the themes and the overall curriculum. Threads can provide opportunities to investigate the content and language from different perspectives as well as bridging the themes.

2.3.4.5. Tasks are the activities in which learners can use appropriate skills to achieve the objectives of the courses.

2.3.4.6. Transitions are the pre-planned activities which provide the coherence to the topics in a theme and tasks in a topic.

The Six-T's Approach views content as the driving force for curricular decisions. A content-based course based on the Six-T's Approach needs to identify themes, collect

appropriate texts which can support the themes, and build coherent supporting topics. A variety of content resources such as texts offer language learning activities. Students can use language and content for meaningful communicative purposes.

2.3.5 Team-Teach Approach

Team-teach approach is another model of Content-Based Instruction. It is similar to the adjunct model since appropriate materials are provided for the objectives of language learning and needs of the learners. Richards and Rodgers (2001) cited an example of the approach, a polytechnic program in Singapore, in which students took a course designed for preparing them writing tasks required for their future jobs.

2.3.6 Skill-Based Approach

Skill-based approach is totally different from the others. The course in the skill-based approach is designed based on a specific academic skill which can be linked to the content course. The language course can serve the students' academic needs. Richards and Rodgers (2001) suggested that the materials and the content of a language course are from core subject content.

All in all, teachers can follow some basic principles so that they can succeed in using CBI. Teachers have the right to select the appropriate models, contents and activities considering their context. Teachers' choice should respond to linguistic, cognitive, and affective needs of learners.

2.4 Theme-Based Instruction in an English Class, IEP Program

Theme-based instruction is popular among ESL learners in primary, secondary, and post secondary. It can be applied to a variety of proficiency levels of learners (beginning to advanced learners) (Brinton et al, 1989). Theme-based instruction is applied in the language class when the content is designed based on theme and the linguistic features are embedded in the theme. It is different from the general English language class. The traditional English language class is focusing on the language items solely while theme-based instruction intentionally presents the content and uses it as a tool to teach the language. Theme-based instruction can be used to develop one particular language skill or all four skills. The topic can determine the coherence in practicing the language skills continuously and in higher-

levels. The topic selected in theme-based instruction should be usable based on the appropriateness of the linguistic features which match the students' proficiency level. The responsibility of the English teachers in theme-based instruction is teaching the topic. Thus, they need to be enthusiastic with the topic so that they can activate students' interest in learning the topic. They have to be familiar with the topic in order to be confident when presenting the topic to students.

The context in this study is the primary English classroom in an IEP program. The English language course is organized by particular theme. The materials used in the course identify the teaching method since the content in the English books are organized by themes. Every single element of the content in a particular chapter needs to be related to the main theme of the chapter. The teacher needs to consider the theme of the topic when he or she prepares the lesson for the class. Absolutely, they are supposed to apply CBI in their language class because the linguistic features in the unit are presented implicitly through the theme of the unit. They need to be familiar with teaching interesting content for students while offering the language content at the same time.

2.5 Attitudes

Attitude is a term in psychology. Gordon Allport is one who gives definition to 'attitude' in psychology. It is an expression of favor or disfavor towards person, place, thing, or event. Attitude can reflect evaluation of particular person, thing, or event which can be positive or negative. Attitude is a combination of personality, beliefs, values, behaviors, and motivations. Someone's attitude can be defined when referring to a person's emotions and behaviors. A person's attitude towards people, things, or events can lead to his or her point of view about the topic, thought and emotions (how he or she feels about the topic), the actions and behaviors (how he or she reacts as a result of attitude towards people, things, or events). Attitude can indicate how we see people, things, or events while shaping how we behave towards people, things or events. There are many definitions of attitudes. Bogardus (1931) stated that an attitude is a tendency to act toward or against something. Attitude can be derived from a person's past and present experience towards particular persons, things, or events. Attitude is a psychological tendency which comes from evaluating a particular thing

with favor or disfavor, (Eagly and Chaiken, 1998). Jung's definition about attitude is another concept as he defined it as a readiness of psyche to act or react in a certain way.

Attitude includes feelings, thoughts, and actions. There are three components in attitude: cognitive (a thought or belief), affective (a feeling), and behavioral (an action). Cognitive component is beliefs, thoughts, and attributes that can be related to an object (e.g., Theme-Based model in Content-Based Instruction should be appropriate to the English class in an IEP program). A person's attitude towards a person, thing, or event can be positive or negative. Affective component is feeling or emotion which is related to a person, thing, or event (e.g., "I like applying Content-Based Instruction in my English class"). Affective responses will have an impact on the attitudes toward a person, thing, or event. For example, many people are afraid of snakes. This can be considered as negative affective response. This negative affective response can create negative attitudes towards snakes. Behavioral component involves past behavior or experience which is related to a person, thing, or event (e.g., I try to provide authentic material and activity in my Content-Based Instruction class because students can practice the language which is embedded in the content naturally and automatically.). People often derive their attitude from their previous actions.

Attitude can be formed as a result of learning, modeling others, and our direct experiences with people, things, or events. Attitude directly has an impact on our decisions and behaviors.

Attitude can be measured in two ways, explicit measure and implicit measure. Explicit measure can be measured at the conscious level. However, implicit measure can be measured at an unconscious level. Both explicit and implicit attitudes will form the individual's behavior. Implicit attitude tends to have an impact more on the individual's behavior.

Language learning attitude can reflect learners' beliefs or opinions about the second language. Attitude and motivation are closely related. Language learning attitude is the set of beliefs that the learner poses toward target language, their teachers and learning. Their attitudes can reflect the way they feel, think, or behave. Gardner (1972) illustrated the relationship between attitude and learning outcomes. Attitude and motivation could be the cause for successful language learning. Burstall (1975) gave more additional remarks saying

that successful early learning experience could help promoting more positive attitudes. Attitude in language learning can be determined from affective and personality factors. Gardner (1985) divided affective factors into 2 categories 1) prior factor to the process of second language learning, and 2) developing factor during the process of learning. Prior factor is from before being placed in the learning situation. Learners could have positive or negative attitude predisposition toward the language learning. On the other hand, factor developing during the learning process influences how learners develop their attitude toward the learning situation. This attitude could contribute to the successful language learning. The way learners feel toward their courses or their teachers can lead to the rejection or acceptance of the language learning. Learners can develop negative attitudes toward language learning if the course offers them anxiety. The motivation in language learning will be derived from learners' attitude. Learners who find out that the courses are not interesting can feel demotivated and create a negative attitude toward the language learning. The affective factor suggests that learners could be open or closed toward the second language. The personality factor needs to help in language learning. The personality characteristics could provide positive or negative attitudes toward language learning. Learning a new language requires flexibility and openness. An ethnocentric person will show a negative attitude toward language learning while an extroverted person can display positive attitudes toward language learning. Social context could influence learners' attitudes toward language learning. The attitude of parents, learners, and teachers can be significant to the second language learning, as well. Parents can create a negative attitude toward English language learning if they take English language learning for granted. Those learners who cannot see the importance of English cannot devote their time to learning the language. Teachers' attitudes toward learners can affect the language learning of learners. Learners can be negative to the language learning if the objectives of the course of the teachers are different from theirs.

Language learning attitude is believed to be one of the factors in achieving language learning. Spolsky (2000) stated that the attitude toward language learning could be investigated through the learners' fear, feeling, or prejudice about learning English as a second language. Karahan (2007) believed that positive language attitudes could help learners have positive

attitudes toward learning English. Attitude in language learning can play an important role in students' success or failure in the language learning. Gardner (1980) gave the remarkable notice that the attitude toward language learning could vary according to the different social context. The attitude could be stronger in the context that learners had a chance to contact with the native speakers of the target language rather than the context that learners rarely had a chance to encounter the native speakers at all.

2.6 Related studies concerning with Content-Based Instruction

There are several research studies done to investigate content-based instruction. These research studies are similar in terms of objectives, teaching procedures, and instructional activities. They are going to be presented chronologically.

Kasper (1997) conducted a study to investigate the effect of Content-Based Language instruction (CBLI) and the subsequent academic performance of ESL students. There were 152 ESL students at Kingborough Community College participating in this research study. There were seventy-three students for the experiment group and seventy-nine students for a control group. The difference between these two groups was the textual materials used in instruction. The content-based group used the materials which were topic-related to their academic content area while the non-content-based group used materials which contained a variety of topics and were not from specific academic content areas. The result showed that students in the experimental group got higher scores than students in the control group.

Glenn (2005) conducted research to examine the effect of English literacy proficiency, academic English literacy, and content literacy on 30 Spanish-speaking students who enrolled in a bilingual tenth grade Global studies course in a public school in New York City. They learned through the sheltered content approach. The result showed that students' English language post-reading score increased comparing to the pre-reading score. According to the result, Glenn believed that the systematic use of content-based instructional strategies resulted in students' better reading comprehension.

Arslan and Saka (2010) conducted research on the effect of application of a theme-based model of Content-Based Instruction (CBI) on a group of science students learning English at a preparatory program at the tertiary level in Turkey. The course materials were

based on the theme-based model of CBI in order to teach academic English language skills. The purpose of the study was to identify the language needs in the program. The participants were 97 students from Physics, Chemistry, and Biology departments. The majority of students said that they needed to learn English for academic reasons. They needed to pursue future courses conducted in English. Some students who studied science related thematic units revealed that they got more motivation to learn English while they were able to develop their academic language skills through the content areas and the activities they were engaged in.

Others examples of a theme-based model at the elementary level was in Los Angeles Unified School District in its Transitional Program for English Development. In this program, a theme-based model was applied to limited English proficient students in grades 5-7. The Theme-Based model offered a variety of topics, such as consumer education and map skills. Students were introduced to the linguistic features via the content modules. This model was compared to another case in Ontario. Supplementary ESL materials were used to teach the English language skills in the context of other school subjects. Allen and Howard (1981) illustrated the use of theme-based model in grades 9-10 at the Ontario public school system. This model could help linking between language practice and the ESL students' other subject-area courses in the school curriculum. Moreover, other local geographical and cultural content were presented to meet the interest of immigrant students. Another similar case study was presented by Chamot and O'Malley (1986). They illustrated the Cognitive Academic Language Learning Approach (CALLA) which was designed for limited English proficiency students in the U.S. public school system. The objective of this program was the same as the Ontario program. It did not mainly focus on the mainstream content classes. Actually, it tried to link between ESL classes and mainstream content classes. This could be done by focusing on general learning strategies and academic language development activities. The other cases of implementing a content-based second language curriculum were found widely in Vancouver, in the British Columbia public school system. Mohan (1986) suggested the framework of integrating language and content learning which became a model for content-based second language curriculum. The textbook used in this particular program contained a

wide range of sample lessons and materials for K-12 classroom (Early, Thew, & Wakerfield, 1986). The examples of the topic used in the theme-based class were community studies, food and nutrition, and starting a new job.

Suwannoppharat (2015) conducted research about utilization of Content-Based Instruction: an overhaul of English language learning for non-native English learners. The research aimed to investigate effectiveness of Content-Based Instruction in developing Thai EFL undergraduates' academic reading and writing skills. The setting was at Mae Fah Luang University, Chiangrai, Thailand. The instruments used in this research study were pre-and-post tests and semi-structured interview. The search findings showed that students got better results in a post-test of academic reading and writing skills. Students also thought this style of learning offered them a pleasant atmosphere to study as they had no need to focus mainly on solely grammar instruction. Therefore, Content-Based Instruction was considered effective for the tertiary level context as it could improve students' reading and writing skills at the end of the course and create positive attitudes toward the language learning.

Phonlabutra (2007) conducted research in a case study in learning an English Content-Based program in a junior-high school in Thailand. This study tried to investigate features of an English Content-Based program in a junior high school in Thailand. The setting was at a public school in western Thailand. Students could have a chance to the content subjects through the second language. This research lasted 4 months. The instruments were questionnaire, field notes, videotaping and interview. The English classes studied in this research study focused on both form and meaning. There was integration between the language skill and academic skill. The research findings revealed that the students, teachers, and parents agreed that Content-Based Instruction could help promoting the English proficiency, self-confidence in communicating English, and academic achievement.

Tibunlue (2012) conducted research about Content-Based Instruction: teaching English through natural disaster themes to young Thai lower level learners. This research aimed to practical guidelines and activities for Thai teachers in EFL classroom as this research was conducted as a teaching portfolio. The setting was at a public school in the areas devastated by the 2004 tsunami in Thailand. The natural disaster theme was chosen in applying to the

Content-Based Instruction classroom. A variety of practical techniques and effective activities were introduced to be used in a Content-Based Instruction classroom as a result from researching the literature and needs analysis of learners.

Thipwajana (2010) conducted a research study about the effects of Content-Based English lessons incorporating form-focused tasks on upper secondary school students' content knowledge and grammatical knowledge. As the previous studies haven't shown that students had the opportunities to practice the language in the content classroom, form-focused could be introduced to help providing students the opportunity to focus on both content and language. Additionally, research about effects of form-focused tasks in Content-Based classroom were rarely found in Thailand. The researcher felt interested in exploring this area. The participants were 45 11th grade students. The instruments were course material about local culture and lesson plans. There was content a knowledge test and language test. All the data was analyzed by t-test. The findings illustrated that Content-Based English lessons incorporating form-focused tasks provided learners content knowledge and grammatical knowledge. The mean scores of the content knowledge and the language post test were higher than the means scores from the pretest at the significant level: 0.5.

To sum up, these research studies mentioned above are different in terms of the purposes of the study, population, research designs as well as research instruments. However, they share the common purpose to explore CBI courses in different themes and settings.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter illustrates the research methodology used in this research study to get information about English teachers' attitudes towards content-based instruction. The explanation of research design, populations and participants, research procedures, research instruments, data collection, and data analysis are discussed in this chapter.

3.1 Research design

This study was a mixed methods study which involved the collection and analysis of both quantitative and qualitative data. A mixed method employs quantitative and qualitative data in a single study and tries to integrate the two approaches at one or more stages of the research process (Dornyei, 2007).

Sadelowski (2003) suggested two main purposes for the mixed method. The first one is to achieve an elaborate and comprehensive understanding of a complex matter while investigating it from different angles. The second purpose is to serve the goal of triangulation because it can validate one's conclusion while presenting converging results gained from different methods.

Mixed methods were used in this study as the research needed to be confirmed from the data in quantitative and qualitative research. Both methods could add credibility to the findings so that it could be available for utilizing as the tools for further suggestions for anyone who was interested in this approach. Both methods were practiced in the data collection procedures as 30 primary English teachers were asked to do the questionnaires online. All 30 primary English teachers have been teaching the English language and applying Content-Based Instruction in their language classes since they were supposed to introduce the language content through the theme of the unit. The structure of the English class was designed based on some particular themes such as my school, my house, my lovely pet. Therefore, they were familiar with Content-Based Instruction when applying it to their language class. Both male and female Thai primary English teachers were selected so that they could be the representatives from both genders. 15 teachers were teaching English for primary 1-3 and the other 15 teachers were teaching English for primary 4-6. All participants

were the representatives for the teachers who teach in primary 1-3 and primary 4-6. The data was elicited through quantitative method. 6 primary English teachers from 30 participants were selected to do a semi-structured interview. 3 teachers were teaching in English for primary 1-3 and the other 3 teachers were teaching English for primary 4-6. They were interviewed in a semi-structured interview in order that informants could have freedom to express their views on their own terms. A semi-structured interview allows richer interactions between the interviewers and the interviewees, as well as more personalized responses from the interviewees.

3.2 Research context

The setting of this research was in the Thai EFL classroom context. The participants were Thai primary English teachers in an IEP program. This program has been launched around Thailand. There were many schools around Thailand which adopted this program and offered students to enroll in the course so that they could have a chance to be exposed to the English language. All these English teachers were Thais. They were supposed to teach 3 subjects; Mathematics, Science, and English. They were not allowed to speak Thai with students. Thus, the English language was the only one medium that they could use to present the content and communicate with their students.

The contexts were from many different EFL classrooms in Thailand in order that the results could represent the different contexts of Thailand education effectively. All of them were catholic private schools. The catholic private schools are famous for supporting language learning. Many innovations in education could be found earlier in this kind of school. The private sector tended to invest much in the language learning since the language could be the strong point for the catholic school. Applying an IEP program was to improve students' competency in the language. This program supported using Content-Based Instruction in the classroom according to the content contained in the textbooks designed for the English class. It was evident that students could learn the linguistic features through the content in various themes. Therefore, teachers always used Content-Based Instruction in the English classroom and familiar with the preparation, teaching, and feedback from this particular method. The information that was elicited from the Thai primary English teachers was from the English

classes only. Science and Mathematics classes in this program were not concerned in the study as their focus was on the content only, not on both language and content. Therefore, the application of Content-Based Instruction in the English classes could be examined solely through the way Content-Based Instruction was practiced with language learners in Thai catholic schools.

Another research question was asking about suggestions for using Content-Based Instruction in the language classroom. Content-Based Instruction was from western countries. There would be some differences when using the method in other different contexts. The suggestions were mainly for Thai teachers who were teaching the English subject in the 21st century. They needed some suggestions from the ones who have already used it in the real classroom. The feedback and the limitations of the method can be shared. However, there were many previous research studies about this method which were conducted in different contexts which cannot be comparable to Thai context but the suggestions of the subjects of this study for the method can be generalized to the other Thai teachers in the same context. The fact that they were from every part of Thailand could make it possible for generalization to the teachers in every context in Thailand.

3.3 Population and participants

The population in this research study was primary English teachers in an IEP program from many schools around Thailand. 30 primary English teachers were selected to participate in this research study. 15 teachers were from primary 1-3; other 15 teachers were from primary 4-6. All 30 teachers were English teachers who have been teaching in the IEP program for at least one academic year. Their ages were around 23-30. All teachers applied Content-Based Instruction in their English lessons to their students regularly.

3.4 Instruments

This research study applied mixed methods to find out the answers for the two research questions. There were two types of instruments used in this research study. A questionnaire survey was used for collecting the quantitative data. Another one was a semi-structured interview for collecting qualitative data.

Questionnaires were used to elicit the quantitative data from a majority of participants of the study. The questionnaires used in this study were attitudinal questions which were used to find out what people think. Attitudinal questions ask about attitudes, opinions, beliefs, interests, and values (Dornyei, 2007). The questions were adapted from the questionnaires survey 'Teachers Attitudes to Direct Instruction as a Teaching Methodology'. They were asked to complete the questionnaires online via Google form application. The questionnaire survey was divided into 3 parts. Each part was characterized individually.

The first part was to obtain general information of the participants, second was to collect their attitudes towards the method, the last was open-ended questions for them to clarify their answers where they needed to give more additional information. There were totally 24 questions in the questionnaire survey.

The questions in the first part of the questionnaires were designed to cover background or demographic information which was about education, age, years of experience, levels that they were teaching. There were 6 questions to elicit the participants' background information. These questions were question number 1, 2, 3, 4, 5, and 6 in part I. Part II was questionnaire statements about English teachers' attitudes towards content-based instruction. There were 15 questions which were asking about their attitudes towards the characteristics of Content-Based Instruction and the benefit of Content-Based Instruction. Questions in part II were comprised of 2 types of questions which were knowledge questions and experience or behavior questions. Knowledge questions were about their perceptions on Content-Based Instruction. How much did they know about this approach? Knowledge questions were found in questions number 1, 2, 4, 7, 10, 11, and 13 in part II. Experience or behavior questions were concerning about their experiences with Content-Based Instruction application in their English class. How did they apply Content-Based Instruction in the leaning process? What feedback did they get from practicing Content-Based Instruction in their English classroom? Experience or behavior questions were found in questions number 3, 5, 6, 8, 9, 12, 14, and 15 in part II. The 5-point Likert scale was applied to examine English teachers' attitudes towards Content-Based Instruction. The response was interpreted as follows:

5 = strongly agree

4 = agree

3 = uncertain

2 = disagree

1 = strongly disagree

Open-ended questions in part III were opinion or value questions. Opinion or value questions in part III could be asked to let them freely express their view towards Content-Based Instruction as well as evaluate this method as the main instruction form in their English classes. There were 3 open-ended questions in part III to let them give more explanation about their attitudes towards Content-Based Instruction in their English classroom. They could give more specific examples from their own direct experience of using the method in their English class. As they were familiar with this kind of method in teaching the English language, they were capable of suggesting some interesting remarks for the new user or the other teachers who were interested in using this Content-Based Instruction in their English classroom.

Semi-structured interviews were used to gather the qualitative data from the interviewees who were Thai primary English teachers in the IEP program in catholic schools around Thailand. The interviewer developed and used an interview guide which was a list of questions and topics needed to be covered during the conversation (Dornyei, 2007). They were all arranged in a particular order. The semi-structured interviews were adapted from the semi-structured interviews used in a research study about Content-Based Instruction in the Foreign Language Classroom: 'A Discourse Perspective' (Pessoa et al, 2007). There were 7 interview questions. The questions were about asking their opinion about Content-Based Instruction, was there any difficulties in applying Content-Based Instruction, what did they like about Content-Based Instruction and why. All interview questions were translated into Thai so that the participants could express their ideas freely in their native language. The interviews followed the guide while the conversation could be adapted depending on the appropriateness considered by the interviewer. Informants were free to express their views about Content-Based Instruction in the semi-structured interview. Since it was quite difficult to get more than

one chance to interview the informants, a semi-structured interview was considered best for collecting the qualitative data. The interview questions were trying to provide the answers for the research questions about attitudes and suggestions of the teachers who practically applied this kind of method in their own English language classroom.

3.5 Research procedures

3.5.1 All 30 primary English teachers answered the questionnaires about their attitudes towards Content-Based Instruction online via Google form. They received the link so that they could access the form and start doing the questionnaires.

3.5.2 6 teachers were interviewed by a semi-structured interview process. 3 teachers were chosen from primary English teachers 1-3 and the other 3 teachers were chosen from primary English teachers 4-6. They were selected to be the representatives from the teachers all around Thailand who were teaching in an IEP program. There were three teachers from the Central part of Thailand; Bangkok, Lopburi, and Nakornsawan. There was one teacher from the Northern part of Thailand; Chiangrai. There was one teacher from the Eastern part of Thailand; Prachinburi. There was also one teacher from the Southern part of Thailand; Petchburi. All of them possessed at least two year experience of teaching English by applying Content-Based Instruction in their Thai EFL English classroom context.

3.5.2.1 Teacher Olivia had been teaching Primary 4-6 for 2 years in an IEP program at Assumption Lamnarai School in Lopburi Province.

3.5.2.2 Teacher Becky had been teaching Primary 4-6 for 3 years in an IEP program at St. Joseph Nakornsawan School in Nakornsawan Province.

3.5.2.3 Teacher Polly had been teaching Primary 4-6 for 2 years in an IEP program at Mary Wittaya Srimahosot School in Prachinburi Province.

3.5.2.4 Teacher Sky had been teaching Primary 1-3 for 2 years in an IEP program at Santiwittaya School in Chiangrai Province.

3.5.2.5 Teacher Elsa has been teaching Primary 1-3 for 2 years in an IEP program at St. Joseph Petchburi School in Petchburi Province.

3.5.2.6 Teacher Anny had been teaching Primary 1-3 for 3 years in an IEP program at Phramaemarie Sathorn School in Bangkok.

3.5.5 The data obtained from the questionnaires survey was analyzed. The survey was conducted first so that the quantitative data would be collected. Some interesting points were elicited from the questionnaires.

3.5.6 After that the semi-structure interview could help providing further information for some interesting points. Some points about applying Content-Based Instruction in the classroom which needed to be clarified more were asked in the semi-structured interview.

3.5.7 The interviews took around 20 minutes each as the interviews were adapted from the results of the questionnaires survey. There were some points that need more explanation from the user of Content-Based Instruction. The participants were asked for general information to warm up before getting to the point. They had a chance to talk about their English language classroom in which they had applied Content-Based Instruction. They were also able to justify the benefit of this particular theory to their language classroom. Moreover, as the real practitioners, they could suggest their additional opinions toward the method so that it could be beneficial for the other teachers who were interested in practicing in their own class. When all the data was ready, the conclusions were drawn to answer the two research questions about teachers' attitudes towards Content-Based Instruction.

3.6 Data analysis

The study aimed to investigate English teachers' attitudes towards Content-Based Instruction. The data in the survey questionnaires was analyzed as follows:

3.5.1 English teachers' personal background and information was calculated by using frequency and percentage.

3.5.2 The data about English teachers' attitudes towards Content-Based Instruction was analyzed by using Mean and Standard Deviation. In addition, the results of the average means were categorized into 5 levels based on Best, (1983).

4.50 – 5.00	= Strongly agree
3.50 – 4.49	= Agree
2.50 – 3.49	= Uncertain
1.50 – 2.49	= Disagree
1.00 – 1.49	= Strongly disagree

3.5.3 The answers from open-ended questions were calculated by using percentage. Their answers were grouped by the keywords. The keywords were counted for the frequency of their answer to find the percentage.

3.5.4 The semi-structured interviews were grouped by the keywords from their answers and counted from the frequency of their answers.

The quantitative data from the questionnaires survey and the qualitative data from the semi-structured interview were considered together to draw the conclusions which were the answers for the research questions.



CHAPTER FOUR

RESULTS

The previous chapter explained the methodology for this research study. This chapter reports the results of investigating the primary English teachers' attitudes toward Content-Based Instruction. The results are divided into 2 parts. The first part presents the demographic data. The second part is the results of primary English teachers' attitudes toward Content-Based Instruction. The results were separated into two themes which were elicited from the quantitative and qualitative data analysis; (1) primary English teachers' attitudes toward Content-Based Instruction; (2) primary English teachers' suggestions for applying Content-Based Instruction in the English language classroom.

4.1 Demographic Data

This part indicated the general demographic data of the participants. The results were shown based on the questionnaires as follows:

Table 1: Gender of the participants

Gender	Frequency	Percentage (%)
Male	6	20
Female	24	80
Total	30	100

Table 1 indicated the gender of the participants. 30 participants were 6 males (20%) and 24 females (80%).

Table 2: Age of the participants

Age (Year)	Frequency	Percentage (%)
23-29	27	90
30-34	2	6.7
35-40	1	3.3

Total	30	100
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Table 2 illustrated the ages of the participants. 27 teachers (90%) were aged between 23-29 years old while only 2 teachers (6.7%) were aged between 30-34 years old. There was only 1 teacher (3.3%) who was aged between 35-40 years old.

Table 3: Teaching Experience

Experience (Year)	Frequency	Percentage (%)
1	8	26.7
2	11	36.7
3	5	16.7
4	2	6.7
5	3	10
6	0	0
7	1	3.3
Total	30	100

Table 3 illustrates the teaching experience of the participants. The highest frequency was 11 teachers who had 2 years experience (36.7%). 8 teachers had 1 years experience (26.7%). 5 teachers had 3 years experience (16.7%). 3 teachers had 5 years experience (10%). 2 teachers had 4 years experience (6.7%). The least frequency was 1 teacher who had 7 years experience (3.3%).

Table 4: Teaching Level

Teaching Level	Frequency	Percentage (%)
Primary 1-3	15	50
Primary 4-6	15	50
Total	30	100

Table 4 illustrates the teaching levels of the participants. 15 teachers (50%) were teaching primary 1-3. The other 15 teachers (50%) were teaching primary 4-6.

Table 5: Frequency of Practicing Content-Based Instruction in EFL classroom

Frequency of Practicing	Frequency	Percentage (%)
Always	19	63.3
Sometimes	11	36.7
Never	0	0
Total	30	100

Table 5 illustrates the frequency of practicing Content-Based Instruction in the EFL classroom of the participants. 19 teachers (63.3%) always used Content-Based Instruction in their English classes while 11 teachers (36.7%) sometimes used this instruction method.

Table 6: Education Field

Education Field	Frequency	Percentage (%)
Education	6	20
Arts	22	73.3
Others	2	6.7
Total	30	100

Table 6 illustrates the education fields of the participants. 22 teachers (73.3%) were from a Faculty of Arts while only 6 teachers (20%) were from a Faculty of Education. The other 2 teachers (6.7%) were from other fields.

4.2 Attitude of primary English teachers toward Content-Based Instruction

The questionnaires in part II of the questionnaire survey which aimed to elicit primary English teachers' attitude toward Content-Based Instruction were designed to follow the 3 components of the attitude. There are 2 types of questions in the questionnaire survey: knowledge questions which can be categorized as cognitive (thought/belief), experience or behavior questions which can be categorized as affective (feeling) and behavioral (action).

Table 7: Primary English teachers' attitudes toward knowledge and experience in applying Content-Based Instruction

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge	30	3.33	5.00	4.2389	.54260
Experience	30	3.29	5.00	4.0667	.43547
Valid N (listwise)	30				

Table 7 showed that the maximum score for knowledge questions was 5 which meant strongly agree. The minimum score for knowledge questions was 3.33 which meant uncertain. The standard deviation was .54260. The maximum score for experience questions was 5 which meant strongly agree and the minimum score was 3.29 which meant uncertain. The standard deviation was .43547.

4.2.1 Attitude toward knowledge about Content-Based Instruction

Questions number 1, 2, 4, 7, 10, 11, and 13 are knowledge questions. Knowledge questions are about their perceptions on Content-Based Instruction. How much did they know about this approach? The questions number 1, 2, 4, 7, 10, 11, and 13, reported in table 1, reflect teachers' belief about Content-Based Instruction.

Table 8: Average mean score of teachers' attitudes toward knowledge about Content-Based Instruction

Attitude toward Knowledge about Content-Based Instruction	Mean Score	S.D.	Satisfaction Level
1. Content-based instruction is a useful teaching method for teaching all four language skills.	4.3	.65126	Agree
2. Content-based instruction can be useful to teach thinking skills.	4.33	.54667	Agree

4. Content-based instruction makes students feel more motivated to learn the language.	4	.78784	Agree
7. Content-based instruction can increase students' motivation.	4.13	.73030	Agree
10. Students can learn the content and get some linguistic features in the same time.	4.27	.63968	Agree
11. A variety of activities in the content-based classroom can provide students opportunities to practice using the target language.	4.4	.56324	Agree
13. Content-based instruction can be useful for students' future academic English skills.	4.37	.55605	Agree

Table 8 showed the average mean scores and standard deviation of teachers' attitudes toward knowledge about Content-Based Instruction. The results are presented in the average mean scores to indicate the satisfaction level based on Best (1983). The results revealed that most of the teachers agreed that Content-Based Instruction could provide the opportunity for learners to practice both language and content as its principles. Regarding Table 8, item number 11, a variety of activities in the Content-Based classroom can provide students opportunities to practice using the target language, gained the highest average mean score (4.4) with the S.D. = .56324. This could be interpreted to that the teachers perceived the benefits of Content-Based Instruction as it could provide the opportunity for students to practice the language to communicate through a variety of activities in a Content-Based class. Therefore,

it showed that they have a good understanding toward the approach to enable students' communicative skill.

4.2.2 Attitude toward experience or behavior in Content-Based Instruction

Questions number 3, 5, 6, 8, 9, 12, 14, and 15 were to ask their attitudes about experience and behavior in Content-Based Instruction. Experience or behavior questions were concerning their experiences with Content-Based Instruction application in their English class. How did they apply Content-Based Instruction in the learning process? What feedback did they get from practicing Content-Based Instruction in their English classroom? Experience or behavior questions are found in questions number 3, 5, 6, 8, 9, 12, 14, and 15

Table 9: Average mean score of teachers' attitude toward experience or behavior in Content-Based Instruction

Attitude toward experience or behavior in Content-Based Instruction	Mean score	S.D.	Satisfaction
3. Content-based instruction is a highly effective teaching method with all students.	4.07	.96431	Agree
5. Students can gain a lot of knowledge from Content-Based Instruction.	4.27	.63968	Agree
6. I always select the appropriate materials for my Content-Based Instruction class.	4.23	.62606	Agree
8. Content-based Instruction requires too much time to prepare the lesson.	4.23	.81720	Agree
9. It is difficult to select an appropriate content for learners.	3.47	1.13664	Agree
12. Students are engaged to the	3.97	.80872	Agree

content in Content-Based Instruction more than when contents are taught separately.			
14. The activities conducted in your Content-Based Instruction class are authentic and relevant to the content areas of the students.	4.27	.58329	Agree
15. Overall, you are satisfied with your application of Content-Based Instruction in the English classroom.	4.1	.66176	Agree

Table 9 illustrates the average mean scores and standard deviation of teachers' attitudes toward experience or behavior in Content-Based Instruction. They are similar to the attitudes toward knowledge about Content-Based Instruction. The results of the attitudes toward experience or behavior of Content-Based Instruction revealed that the teachers agreed that students gain a lot of knowledge from the Content-Based Instruction class. Moreover, they also agreed that the activities conducted in the Content-Based Instruction class were relevant to the content areas of the students. These results were from item number 5, students can gain a lot of knowledge from Content-Based Instruction, and question number 14, the activities conducted in the Content-Based Instruction class are authentic and relevant to the content areas of the students. These 2 items received the highest average mean score (4.27) with S.D. = .63968 and .58329. The results could be interpreted that the teachers were satisfied with the application of Content-Based Instruction in their EFL classroom as their students could gain a lot of knowledge from the Content-Based Instruction class. Moreover, the activities conducted in the Content-Based class could be authentic and relevant to the content areas of the learners so that they could have a chance to practice the language authentically in the classroom. This result could be linked to the satisfaction of teachers' attitudes toward

knowledge about Content-Based Instruction as the teachers agreed that a variety of activities in the Content-Based classroom can provide students opportunities to practice using the target language.

4.3 Open-ended results

In this part, there were 3 questions for the participants to answer as follows:

Question number 1: What is the benefit of applying the Content-Based Instruction to your English class?

Question number 2: What is the limitation of Content-Based Instruction in the language classroom?

Question number 3: Is there any other suggestions for the other teachers who want to apply Content-Based Instruction to their EFL classroom?

There were 30 participants who answered these questions. Their answers were grouped to the questions that they belonged to. The results are presented in terms of frequency and percentage.

Table 10: Benefit of Applying Content-Based Instruction in EFL classroom

Question number 1: What is the benefit of applying the Content-Based Instruction to your English class?		
Answer	Frequency	Percentage (%)
1. It will be easy for the teachers' preparation.	4	13.3
2. Students can focus on one particular theme which leads them to the specific group of vocabulary, conversation, and any other related skills.	6	20
3. The content can help in motivating students. It can attract students to the class rather than starting teaching only grammar or conversation solely.	8	26.7
4. It is good when students get the opportunity to practice the language authentically in the classroom.	7	23.3

5. Others - Learners' skills were developed	5	16.7
Total	30	100

According to table 10, the answers from the participants to question number 1 indicated that most of the teachers agreed that the benefit of practicing Content-Based Instruction in their EFL class was helping in motivating students. Students could feel interested in the class when language was not taught solely. Inserting the content in the language class could increase students' motivation. The item gaining the highest frequency was item 3 (26.7%).

The answers which could be grouped in the attitude toward knowledge about Content-Based Instruction were items 3, 4, and 5. They got percentages at 26.7%, 23.3%, and 16.7% respectively. The answers for attitude toward experience or behavior of Content-Based Instruction were identified in items 1 and 2. They got the percentage at 13.3% and 20% respectively.

Table 11: Limitation of practicing Content-Based Instruction in EFL classroom

Question number 2: What is the limitation of Content-Based Instruction in the language classroom?		
Answer	Frequency	Percentage (%)
1. Students' background knowledge has an impact on the learning outcomes of the students.	12	40
2. The materials need to be interesting and authentic enough to motivate students to pay attention to the class and practice the language.	6	20
3. Specifying the particular theme for them to study is limitation of their learning.	3	10
4. A particular theme is not interesting for the level of the students.	3	10
5. Teaching both content and language at the	5	16.7

same time requires a good preparation from the teachers.		
6. Others - no limitation	1	3.3
Total	30	100

According to table 11, the answers from the participants for question number 2 indicated that most of the teachers agreed that the limitation of practicing Content-Based Instruction in EFL classroom is students' background knowledge. Students' background knowledge could have an impact on their learning outcomes in the Content-Based classroom. The item gaining the highest frequency was item 1 (40%).

The answers which could be grouped in attitudes toward experience or behavior of Content-Based Instruction were items 1-6. They got percentages at 40%, 20%, 10%, 10%, 16.7%, and 3.3% respectively.

Table 12: Suggestions for Applying Content-Based Instruction in EFL classroom

Question number 3: Is there any other suggestions for the other teachers who want to apply Content-Based Instruction to their EFL classroom?		
Answer	Frequency	Percentage (%)
1. The instructors need to evaluate the background knowledge of the students so that they can select the appropriate and interesting materials for their target audiences.	6	20
2. The teachers need to get the feedback from their students all the time to check whether they are on the right track or not.	4	13.3
3. The materials and activities used in this particular class should be creative, interesting, and authentic so that students can have a chance to practice the language authentically and naturally.	13	43.3
4. Others	7	23.3

- The approach will benefit the language learning of learners - Add more additional knowledge to students		
Total	30	100

According to table 12, the answers from the participants from question number 3 indicated that most of the teachers mainly focused on the materials and activities used in the Content-Based Instruction class. The materials and activities should be creative, and authentic so that students could have a chance to practice the language in the classroom. The item gaining the highest frequency was item 3 (43.3%).

The answers which could be grouped in attitudes toward experience and behavior of Content-Based Instruction were items 1 and 2. They got percentages at 20% and 13.3% respectively. The answers for attitude toward knowledge about Content-Based Instruction were items 3 and 4. They got percentages at 43.3% and 23.3% respectively.

4.4 Semi-Structured Interview Results

In this part, there were 7 questions for the participants to answer as follows:

Question number 1: What challenges have you encountered in implementing Content-Based Instruction in your EFL classroom?

Question number 2: What is your students' reaction to Content-Based Instruction?

Question number 3: How do you feel about teaching content and language in the Content-Based classroom?

Question number 1: What challenges have you encountered in implementing Content-Based Instruction in your EFL classroom?

3 out of 6 teachers revealed that students' background knowledge had an impact on students' learning outcomes. This result could confirm the answer for question number 2 in the open-ended part as the limitation of practicing Content-Based Instruction was students' background knowledge. 2 out of 6 teachers suggested that students' interests played an important role in drawing students' attention to the lesson. 1 out of 6 teachers had no challenge in applying Content-Based Instruction in her EFL classroom.

Question number 2: What is your students' reaction to Content-Based Instruction?

All teachers agreed that students' motivation totally increased when applying Content-Based Instruction in their EFL classroom. This result could confirm the answer to question number 1 in the open-ended part of the questionnaire survey. It is believed that the content can help motivating students to learn.

Question number 3: How do you feel about teaching content and language in the Content-Based classroom?

3 out of 6 teachers revealed that teaching content and language at the same time can provide an opportunity for students to practice the language through their familiar content. 2 out of 6 teachers agreed that students could focus on one particular theme or topic and could learn one particular topic more effectively than learning a variety of topics. 1 out of 6 teachers still supported Content-Based Instruction as it could increase motivation of the learners. The result could confirm the answer to question number 3 in an open-ended question. It was about the suggestions for applying Content-Based Instruction in the classroom. It was suggested that the materials and activities should be creative, interesting, and authentic so that students could have a chance to practice the language.

The findings of the study will be summarized and discussed in the next chapter.

CHAPTER FIVE

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

This chapter is going to present (1) a summary of the study, (2) a summary of the findings, (3) discussions of the findings, (4) conclusions, and (5) recommendations for further research.

5.1 Summary of the Study

5.1.1 Objectives of the study

The objective of this research study was to investigate primary English teachers' attitudes toward Content-Based Instruction. Teaching English as a foreign language requires a variety of methods to be applied in the language classroom and Content-Based Instruction is one of the popular teaching methods in the present time. Applying this particular method in the English language classroom with Thai context means it is more interesting and worthwhile for investigating the attitudes of the instructors who are familiar with this method. Moreover, they can provide some more suggestions about the method as they have already experienced the teaching themselves in their EFL classroom context.

5.1.2 Participants, Materials, and Procedures

5.1.2.1 Participants

Participants were 30 primary English teachers who had been teaching in an IEP Program. 15 teachers were teaching primary 1-3. The other 15 teachers were teaching primary 4-6. All teachers were familiar with applying Content-Based Instruction in their English language classroom.

5.1.2.2 Materials

Questionnaires were used to survey the teachers' attitudes towards applying Content-Based Instruction in their English classroom. The questionnaires were comprised of three parts. The first part was the background information of the participants. The second part was self-evaluation by 5-point Likert-type scale about attitudes towards Content-Based Instruction in the English classroom. The last part was 3 open-ended questions, which tried to provide the respondents' opinions about applying Content-Based Instruction in their English classes.

Semi-structured interviews were used to elicit more opinions about this method in depth. 3 teachers who were teaching primary 1-3 and another 3 teachers who were teaching primary 4-6 were selected to be interviewed about their experience, attitude, and suggestions in-depth.

5.1.2.3 Procedures

The questionnaires were distributed via email to 30 primary English teachers who were in many different parts of Thailand. All the teachers needed to access a Google form application to do the questionnaires online. The participants were asked to return the completed questionnaires within 2 weeks. Fieldwork was carried out during June 2016. The quantitative data were analyzed using the Google form applications and presented in terms of percentage, mean, and standard deviation (S.D.). The qualitative data were analyzed manually from the key words.

5.2 Summary of the findings

The results of the study can be summarized as follows:

5.2.1 Demographic Information of Participants

From 30 respondents, 80% were female and 20% were male. Most of the participants' ages were between 23-29 years old. Almost all respondents obtained bachelor's degrees in Arts or Humanities and Social Science (73.3%). 50% were primary 1-3 English teachers and the other 50% were primary 4-6 English teachers. The majority of the respondents always applied Content-Based Instruction in their English language classroom. 36.7% of the teachers had 2 years experience in teaching.

5.2.2 Teachers' Attitude toward Content-Based Instruction

The findings revealed overall opinions of teachers toward Content-Based Instruction. It shows that they have positive attitude toward applying Content-Based Instruction in their English language classrooms. Their attitudes toward Content-Based Instruction were measured by a 5-Likert scale type questionnaire and open-ended questions.

The results were divided into 2 terms of attitude toward Content-Based Instruction: (1) Attitude toward knowledge about Content-Based Instruction and (2) Attitude toward experience or behavior in Content-Based Instruction.

5.2.2.1 Attitude toward knowledge about Content-Based Instruction

Regarding Table 8, item number 11, a variety of activities in the Content-Based classroom can provide students opportunities to practice using the target language, gained the highest average mean score (4.4) with the S.D. = .56324. This could be interpreted to show that the teachers perceived the benefits of Content-Based Instruction as it could provide the opportunity for students to practice the language to communicate through a variety of activities in a Content-Based class. Therefore, it showed that they have a good understanding toward the approach to enable students' communicative skill.

5.2.2.2 Attitude toward experience or behavior in Content-Based Instruction

The results regarding the attitude toward experience or behavior of Content-Based Instruction indicated respondents were quite satisfied. The teachers agreed that students gain a lot of knowledge from the Content-Based Instruction class. Moreover, they also agreed that the activities conducted in the Content-Based Instruction class were relevant to the content areas of the students. These results were from question number 5: students can gain a lot of knowledge from Content-Based Instruction, and question number 14: the activities conducted in the Content-Based Instruction class are authentic and relevant to the content areas of the students. These 2 items received the highest average mean scores (4.27) with S.D. = .63968 and .58329. The results could be interpreted to conclude that the teachers agreed with the application of Content-Based Instruction in their EFL classroom as their students could gain a lot of knowledge from the Content-Based Instruction class. Moreover, the activities conducted in the Content-Based class could be authentic and relevant to the content areas of the learners so that they could have a chance to practice the language authentically in the classroom. This result could be linked to the satisfaction of teachers' attitudes toward Content-Based Instruction as the teachers agree that a variety of activities in the Content-Based classroom can provide students opportunities to practice using the target language.

5.2.2.3 Teachers' opinions about application and suggestions for Content-Based Instruction

Most of the teachers agreed that the benefit of practicing Content-Based Instruction in an EFL class was help in motivating students. Students could feel interested in the class when language was not taught solely. Inserting the content in the language class could increase students' motivation. The item gaining the highest frequency was item 3 (26.7%).

Most of the teachers agreed that the limitation of practicing Content-Based Instruction in EFL classroom is students' background knowledge. Students' background knowledge could have an impact on their learning outcomes in the Content-Based classroom. The item gaining the highest frequency was item 1 (40%).

Most of the teachers mainly focused on the materials and activities used in the Content-Based Instruction class. The materials and activities should be creative, and authentic so that students could have a chance to practice the language in the classroom. The item gaining the highest frequency was item 3 (43.3%).

5.2.3 Semi-Structured Interview

3 out of 6 teachers revealed that students' background knowledge had an impact on students' learning outcomes. This result confirmed the answer for question number 2 in the open-ended part that a limitation of practicing Content-Based Instruction was students' background knowledge. 2 out of 6 teachers suggested that students' interests played an important role in drawing students' attention to the lesson. 1 out of 6 teachers had no challenge in applying Content-Based Instruction in her EFL classroom.

All teachers agreed that students' motivation totally increased when applying Content-Based Instruction in their EFL classroom. This result could confirm the answer to question number 1 in the open-ended part of the questionnaire survey. It is believed that relevant content can help motivating students to learn.

3 out of 6 teachers revealed that teaching content and language at the same time can provide an opportunity for students to practice the language through the familiar content. 2 out of 6 teachers agreed that students could focus on one particular theme or topic and could learn one particular topic more effectively than learning a variety of topics. 1 out of 6 teachers

still supported Content-Based Instruction as it could increase motivation of the learners. The result confirms the response to question number 3 in an open-ended question. It was about suggestions for applying Content-Based Instruction in the classroom. It was suggested that the materials and activities should be creative, interesting, and authentic so that students could have a chance to practice the language.

5.3 DISCUSSION

This section concerns a discussion of the findings with regard to the research questions in Chapter one.

5.3.1 What are the English teachers' attitudes toward Content-Based Instruction?

The findings revealed that teachers had quite a positive attitude toward Content-Based Instruction. The details of the findings on teachers' attitudes were divided into 2 parts and are discussed as follows.

5.3.1.1 Attitude toward knowledge about Content-Based Instruction

Chapter 4 presented the mean scores for all the items where all of them reached 4. Almost all of the teachers pointed out attitudes in agree and strongly agree, and qualitative data mostly presented positive opinion toward knowledge about Content-Based Instruction.

For the comprehension of Content-Based Instruction, teachers expressed that in item number 11: a variety of activities in the Content-Based classroom can provide students opportunities to practice using the target language gained the highest average mean score (4.4) with the S.D. = .56324. This could be interpreted to show that the teachers perceived the benefits of Content-Based Instruction as it could provide the opportunity for students to practice the language to communicate through a variety of activities in a Content-Based class. This showed that the teachers had a good understanding toward the approach to enable students' communicative skill. The findings confirm the previous theory: Rodgers (2001) mentioned that Content-Based Instruction is one of the basics of communicative language teaching.

Students can learn the content and get some linguistic features at the same time. The findings also showed that the participants agreed that with teaching in a Content-Based Instruction class, students can have a chance to learn the language while they are studying the

content. This agreement showed the positive attitude toward knowledge about Content-Based Instruction. The results of this survey support the theory of Echevarria (2000) that gives the comment on CBI that it gains a lot of attention because it can provide the possibility for including the objectives of both learning the language and the subject matter. The results also support Mohan (1986) who gave further justification for Content-Based Instruction in that the Content-Based Instruction classroom is the place where the integration between language and content takes place.

5.3.1.2 Attitude toward experience or behavior in Content-Based Instruction

Chapter 4 presented the mean scores for all the items where most of them reached 4. Almost all of the teachers pointed out attitudes in agree and strongly agree, and qualitative data mostly presented positive opinion toward experience or behavior in Content-Based Instruction.

For the experience or behavior in Content-Based Instruction, the teachers agreed that students gain a lot of knowledge from the Content-Based Instruction class. Moreover, they also agreed that the activities conducted in the Content-Based Instruction class were relevant to the content areas of the students. These results were from question number 5: students can gain a lot of knowledge from Content-Based Instruction, and question number 14: the activities conducted in the Content-Based Instruction class are authentic and relevant to the content areas of the students. These 2 items received the highest average mean scores (4.27) with S.D. = .63968 and .58329. The results could be interpreted as showing that the teachers agreed with the application of Content-Based Instruction in their EFL classroom as their students could gain a lot of knowledge from the Content-Based Instruction class. Moreover, the activities conducted in the Content-Based class could be authentic and relevant to the content areas of the learners so that they could have a chance to practice the language authentically in the classroom. The findings confirmed the previous theory; Snow (2011) stated the teacher arranges language learning activities based on those topics or themes which are different from traditional courses in which the topics are particularly used for a single activity. The findings can also supported the previous theory of; Echevarria (2000), who gives the comment on Content-Based Instruction that it gains a lot of attention because it can

provide the possibility for including the objectives of learning both the language and the subject matter.

5.3.2 What are English teachers' suggestions on Content-Based Instruction as one of the methods in teaching the English language?

The data for this research question was elicited through the open-ended questions. Therefore, the data was qualitative data categorized by using the key words. The teachers who were practicing using Content-Based Instruction in their English classroom suggested many interesting points about applying Content-Based Instruction in their language class. Most of the teachers mainly focused on materials and activities used in the Content-Based Instruction class. The materials and activities should be creative and authentic so that students could have a chance to practice the language in the classroom. This suggestion is coherent with the theory; Snow (, 2011), the teacher arranges language learning activities based on content topics or themes which are different from traditional courses where the topics are particularly used for a single activity. The materials and activities used in this particular class should be creative, interesting, and authentic so that students can have a chance to practice the language authentically and naturally.

5.4 Conclusions

The following conclusions can be drawn from the discussion above.

5.4.1 Participants comprehend the characteristics of Content-Based Instruction well and knew how to apply it in their English language classrooms.

5.4.2 The teachers experienced the benefits of Content-Based Instruction when they were applying this method in their EFL classroom.

5.4.3 The core of the method was to present content and language at the same time so that students could learn the linguistic features while they were interested in the content. Therefore, thoughtfully designing this particular class can make it interesting and attractive for students. It could help increasing their motivation.

5.4.4 Positive attitudes toward Content-Based Instruction meant the teachers still keep organizing their English class based on Content-Based Instruction.

5.5 Recommendations for further research

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 As the subjects of this study were limited to primary English teachers, further study can be done in a larger sample size and background, such as secondary English teachers or university English lecturers.

5.5.2 This study investigated only teachers' attitudes toward Content-Based Instruction. Further research might investigate students' attitude toward Content-Based Learning, as they are the target audience of this instruction. Therefore, they can give feedback for the method.

5.5.3 Other EFL classroom contexts in Thailand should be explored such as Thai EFL classrooms in the government schools.

5.5.4 Content-Based Instruction can be applied to the other content subjects for example, Mathematics and Science. These two content classes could be interesting areas to be explored.

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APPENDICES



APPENDIX A
QUESTIONNAIRE (ENGLISH)

A survey of primary English teachers' attitudes towards content-based instruction

Instruction

1. This questionnaire is a part of Content-Based Instruction in the language classroom. The purpose is to gain information for supporting and developing the application of content-based instruction in the language classroom.
2. The questionnaire consists of three parts
 - Part 1 Personal Information
 - Part 2 The attitudes towards content-based instruction
 - Part 3 Open-Ended questions
3. There is no right or wrong answer.
4. Please answer the questions truthfully.

Miss Issaraphan Disayapong
(Researcher)

Part 1: Personal Information

Instructions: Please put a check (✓) in the box before the choice that applies to you.

1. Sex: male female
2. Age
 - 23-29 30-34 35-40
3. Teaching experience _____year(s)
4. Grade level taught
 - Primary 1-3 Primary 4-6
5. How often do you apply the content-based instruction in your classroom?
 - Always Sometimes Never
6. Education field
 - Education Arts/ Humanities others _____

Part 2: Attitudes towards content-based instruction

Question	Strongly agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly disagree 1
1. Content-based instruction is a useful teaching method for teaching all four language skills.					
2. Content-based instruction can be useful to teach thinking skills.					
3. Content-based instruction is a highly effective teaching method with all students.					
4. Content-based instruction makes students feel more motivated to learn the language.					
5. Students can gain a lot of knowledge from content-based instruction.					
6. I always select the appropriate materials for my content-based instruction class.					
7. Content-based instruction can increase students' motivation.					
8. Content-based instruction requires too much time to prepare the lesson.					
9. It is difficult to select an appropriate content for learners.					
10. Students can learn the content and get some linguistic features in the same time.					
11. A variety of activities in the					

content-based classroom can provide students opportunities to practice using the target language.					
12. Students are engaged to the content in content-based instruction more than when content are taught separately.					
13. Content-based instruction can be useful for students' future academic English skills.					
14. The activities conducted in the your content-based instruction class are authentic and relevant to the content areas of the students.					
15. Overall, you are satisfied with your application of content-based instruction in the English classroom.					

Part 3: Open-Ended Questions

1. What is the benefit of applying the content-based instruction to your English class?

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2. What is the limitation of content-based instruction in the language classroom?

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3. Is there any other suggestions for the other teachers who want to apply CBI to his/her lesson?

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.....



APPENDIX B

Interview questions for semi-structured interview

1. Could you please tell me about your educational background?

ช่วยเล่าถึงประวัติการศึกษาของคุณ

2. Could you describe your experience in implementing CBI at your language classroom?

ช่วยเล่าถึงประสบการณ์ในการใช้ Content-Based Instruction ในชั้นเรียนภาษาของคุณ

3. Could you describe how you go about implementing CBI in your class now? How do you prepare yourself for teaching the different content units?

ช่วยเล่าถึงการสอนของคุณตอนนี้ที่มีการใช้ Content-Based Instruction ในชั้นเรียน คุณเตรียมการสอนอย่างไรในการสอน เนื้อหาต่างๆในแต่ละบท

4. What challenges have you faced implementing CBI?

มีอุปสรรคหรือปัญหาใดบ้างในการใช้ Content-Based Instruction ในชั้นเรียน

5. How do you feel about teaching both language and content?

คุณคิดเห็นอย่างไรเกี่ยวกับการสอน ทั้งภาษาและเนื้อหาไปในขณะเดียวกัน

6. What is your students' reaction to CBI?

ปฏิกิริยาตอบสนองของนักเรียนต่อการเรียนแบบ Content-Based Instruction เป็นอย่างไร

7. Do you perceive CBI to be beneficial to students' language development and content learning?

คุณคิดว่า Content-Based Instruction มีประโยชน์ต่อพัฒนาการทางด้านภาษาและการเรียนเนื้อหาของนักเรียนหรือไม่

BIOGRAPHY

Name	Miss Issaraphan Disayapong
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Educational Attainment	2015: Master degree of Arts (Teaching English as a Foreign Language) 2012: Bachelor of Arts (English)
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Work Experiences	<ol style="list-style-type: none">1. 2014-Present: Business Development Manager Make A Wit Co., Ltd.2. 2012-2014: IEP Teacher, Joseph Ayutthaya School Make A Wit Co., Ltd.